

Behaviour for Learning Policy

We are proud to belong to the Carr Hill Community where we pursue excellence through commitment, aspiration, resilience and respect.

1.0 School Ethos and Values and Who They Apply To

Carr Hill High School encourages excellent behaviour for learning through a combination of high expectations, clear policy and an ethos that promotes discipline, responsibility and mutual respect between students and between staff and students. This includes countering and challenging prejudice and stereotypes that discriminate against particular groups in our community and the wider society.

The school understands its legal duties and responsibilities under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs. Carr Hill High School will not unlawfully discriminate against people because of their age, disability, gender reassignment, religion or belief, sex or sexual orientation.

At Carr Hill High School we are committed to being the best school that we can be. To achieve this every member of the school community has a responsibility to behave well and the right to enjoy and be inspired by their school experience.

This Behaviour Policy applies to staff, students, parents and visitors to Carr Hill High School

2.0 A Consistent Approach to Behaviour Management

This Behaviour Policy underpins effective education at Carr Hill High School and enables staff, students and parents to understand the behaviour expected at all times.

Carr Hill High School Rules and Behaviour Expectations for Students.

All members of the School should demonstrate respect through:

- Being present
- Being punctual
- Being positive
- Being polite

- Being proud
- Being prepared

Our rules are based on the following principles:

- Everyone has the right to learn without disruption
- Everyone has the right to be spoken to in a respectful manner
- Everyone has the responsibility to behave in a way that shows respect for others

Carr Hill High School ensures that the expectations of behaviour and conduct are explained clearly to all students and staff in the following ways:

- Regular assemblies by senior leaders and pastoral leaders.
- Explanation during Mentor time by Mentors.
- The publication of the Behaviour for Learning Policy on the website

INSET days and meetings for school staff.

Members of staff will ensure that they use rewards and sanctions consistently and record and share this information with colleagues and parents. Pastoral leaders, curriculum leaders and Mentors all have responsibilities to track and monitor student conduct and intervene to improve the conduct and attitude to learning of students where necessary

2.1 Strong School Leadership

The Governing Body will establish, in consultation with the Head Teacher, staff and parents/carers, a policy for the promotion of desired behaviour and keep it under review. It will ensure that it is communicated to parents/carers and students, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of all students and staff.

The Head Teacher will be responsible for the implementation and day to day management of the policy and procedures. The Head Teacher in conjunction with the Governing Body and teaching staff will also ensure that the concerns of the students and parent/carers are listened to and appropriately addressed.

All staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a significant responsibility, with the Head

Teacher for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Parents/ Carers We will continue to encourage parents/carers to work in partnership with the school to assist it in maintaining the highest standards of behaviour and attendance. Parents/Carers are expected and supported to take responsibility for the behaviour of their child both inside and outside of school. The relationship between home and school is pivotal to the successful development of their child's academic and emotional development. It is therefore essential that parent/carers reinforce the school's Behaviour for Learning Policy and the disciplinary authority of the school by:

- Sending their child to school each day punctually, suitably clothed, equipped and ready to learn
- Helping to ensure that their child follows all instructions by school staff and adheres to school policy and rules, and the code of conduct
- Working with the school to support their child's positive behaviour.

In the event of a parent/carer needing further information regarding their child's behaviour or learning, they should contact the relevant Mentor or Head of Year either by phone, letter or email.

Every effort will be made for the relevant member of staff to return your call within the working day to make appropriate arrangements to resolve any problems/issues. We ask that parent/carers should not arrive unannounced at school asking for a meeting, as it may not be possible to see the relevant member of staff without an appointment. In the case of a serious emergency, telephone contact needs to be made with the school (please refer to our Communication Policy).

Students are supported to embrace the ethos of the school. This enables them to work together in developing a safe, cohesive community in which all students strive to reach their full potential academically, socially and in their role as future adult citizens. All students accept and understand the School Code of Conduct to help them develop a sense of shared ownership for good behaviour throughout the school. They take responsibility for their own behaviour and are fully aware of school policy, procedure and expectations. Students are responsible for reporting any incidents of anti-social behaviour immediately to staff.

Students agree to:

- Arrive at lessons and school on time; in full uniform and fully equipped for each lesson
- Follow instructions given by all school staff, adhere to school rules and accept sanctions in the appropriate way
- Act as ambassadors for the school when off school premises

- At all times show respect to school staff, fellow students, school property and the school environment
- Not bring inappropriate or unlawful items into school
- Cooperate with and abide by any arrangements put in place to support their behaviour/ learning such as Class Teacher, Mentor, Faculty or School Detentions, Pastoral Support Plans or Behaviour Intervention Programmes
- Keep their parent/carer appropriately involved in their life in school

3.0 Promoting Good Behaviour to Achieve Success.

We will do this by:

- Having high expectations of all students through a consist approach between teachers, faculties and support staff
- Actively committing to the needs of each individual child by meeting their educational, social and behavioural needs, including identifying and implementing individual support packages. This applies particularly for students with disabilities or social, mental or emotional needs
- Contributing to the development of a safe, caring and intellectually stimulating environment where the students can be ambitious to learn and achieve
- Equipping students with the appropriate personal, social and academic skills in their transition to Further Education or the 'world of work'
- Developing an understanding and respect for each other's uniqueness, to foster a cohesive school and the wider community
- Giving opportunity to the students to discuss their life in school through student voice.

3.1 Rewards

Everyone in school must work hard to praise students and recognise and appreciate achievement both in and out of the classroom.

Staff use a range of rewards to encourage all achievement and promote good and improving behaviour.

We do not underestimate the power of instant positive praise when students respond appropriately and take every opportunity to demonstrate and model respect both in and out of the classroom e.g. working well in a group activity, holding doors open for each other.

- At both Key Stage 3 and Key Stage 4 all staff will use Synergy to acknowledge immediate achievement, effort, progress and high standards in a lesson, as well as reward sustained effort, outstanding progress or collaboration over a series of lessons
- Staff will award Positive Behaviour Points which will link directly to the Whole School Award at Bronze, Silver and Gold levels.
- Termly achievement/celebration assemblies with appropriate curriculum and pastoral rewards and accolades
- Senior Leaders will also regularly visit lessons and are invited to lessons to present prizes/certificates and/or watch individuals or groups perform
- Attendance is regularly monitored and rewarded – initially through instant positive praise from Mentors and Pastoral Leaders and also through termly celebrations
- Letters/post cards/phone calls home are also used to congratulate students for achievement – therefore keeping parents/carers fully informed
- The Head Teacher will use a variety of methods to celebrate success/achievement across the school. For example, personal interviews; celebratory assemblies both Whole School and Year assemblies; as well as personal prizes
- Students are actively encouraged to share and celebrate success, and take pride in their achievements across every part of their lives.

The table below provides a guide on the typical reward that can be expected by students for good work and behaviour.

Typical behaviour	Likely reward
Good work/behaviour in or outside the classroom	Verbal praise
Very good work/behaviour in the classroom	Positive Behaviour Point
Very good work/behaviour outside the classroom	Green Slip
Outstanding work/behaviour in or outside the classroom	Email/ Text home
Involvement in extra-curricular activity/ COMMUNITY	Green Slip

<p>Consistently outstanding work/behaviour over the course of a term in:</p> <ul style="list-style-type: none"> • Progress • Effort • Achievement • Attendance 	<p>End of term Celebration Assembly</p> <p>FACULTY SUCCESS board</p> <p>Half Termly faculty certificates per class.</p>
<p>Consistently outstanding work/behaviour over the course of a year</p>	<p>Annual awards at Celebration ceremony</p>

3.2 Staff responsibilities regarding behaviour management

It is the responsibility of each individual member of staff (teaching and non-teaching) to make sure students behave respectfully and appropriately both in their classroom and around school

In promoting good behaviour classroom staff should apply a wide range of strategies to resolve issues successfully

These include:

- Quality first teaching to avoid behaviour issues
- Dealing with the student behaviour rather than stigmatising the child
- Using sanctions in a calm, controlled and consistent manner
- Avoiding early escalation to severe sanctions
- Making relevant 'reasonable adjustments' for individual students particularly SEND students
- Using sanctions to help students put right any harm caused.
- After a behaviour issue and the use of an appropriate sanction/action allow the student a 'fresh start'
- Educating students to learn from their mistakes and implement strategies to improve behaviour - Contacting parents/carers
- Restorative conversations

3.3 Lines of Referral

It is important that each individual member of staff follows the correct and appropriate system of referral.

When all classroom and faculty strategies have been exhausted ongoing difficulties need to be discussed with the appropriate Head of Year and Mentor.

Discussion with Head of Faculty and/or liaison with Head of Year/Mentor may result in one or more of the following strategies being put into operation.

- Faculty/class teacher detention/sanction
- Faculty/class teacher report
- School detention
- Target report – monitored by Tutor, Head of Year or Heads of School
- Behaviour Support involvement – student taken off timetable
- Parent/Carer meeting
- Allocation of Pastoral Manager when appropriate
- Discussion of student moving group or class (temporarily/permanently)
- Fixed-term exclusion
- PSP/ BLP implemented
- CAF process begins
- Alternative Curriculum provision
- Meeting with Governor/s
- Managed move
- Direction notices to an alternative setting for a fixed period of time
- Permanent Exclusion

3.4 Drop in

Staff on duty will drop into lessons to recognise positive behaviour for learning or to monitor any student where behaviour or attitude to learning is unsatisfactory.

3.5 Sanctions and Consequences

The Education and Inspections Act (2006) gives teachers and other staff in charge of students the right to deal with students' misbehaviour and to impose sanctions

At Carr Hill High School we have adopted a Choice System, the consequence of poor choices will result in a sanction being imposed. The purpose of sanctions is to promote positive behaviour and where necessary modify unsatisfactory behaviour.

Sanctions can include, but not limited to:

This is not an exhaustive list but seeks to provide illustrations of behaviour and consequence.

Typical behaviour, not an exhaustive list	Likely Consequence
Low level disruption in class	Lesson Grade 3/ 2. An accumulation of four grades 3/2 in a week triggers an afterschool detention.
Minimum Effort	Lesson Grade 3/ 2. An accumulation of four grades 3/2 in a week triggers an afterschool detention.
Repetition of low level behaviour	Lesson Grade 3/ 2. An accumulation of four grades 3/2 in a week triggers an afterschool detention.
Continued poor behaviour despite verbal warning	Lesson Grade 2. Negative Behaviour Point issued.
Continued disruptive behaviour despite Lesson Grade 2 being issued	Lesson Grade 1 (Time-Out) followed by same day School detention + Restorative conversation
Uniform infringements	Out of Circulation
Forgetting equipment/planner	Negative Behaviour Point – Organisation.
Arriving late	Out of Circulation – Lunchtime
Target Card infringements/ Losing card	Year Leader detention 15.10 - 16.00
Failure to complete homework	Subject teacher detention

Offensive language	Lesson Grade 1 = Time-Out
Rudeness to staff/ Defiance	School detention 15.10 - 15.40
Offensive behaviour towards other students	Year Leader detention 15.10 - 16.00
4 or more Grade 3/2's in a week	Year Leader detention 15.10 – 15.40
Failure to attend Faculty detention	Year Leaders' Detention 15.10 - 16.00
Failure to attend Year Leader detention	Heads' Detention 15.10 - 16.30
Failure to attend Heads' detention	Extended Heads' Detention 15.10 - 17.00
Failure to attend extended Heads' detention	Internal Exclusion
Failure to attend time-out/ defiance detention	Extended School Detention 15. 10 -15.55
Failure to attend extended detention	Heads' Detention 15.10 - 16.30
Threatening behaviour towards students	Internal Exclusion/ Behaviour Contract
Bullying incident	Sanction to reflect seriousness of incident
Bringing prohibited items into School	Confiscation and disposal + Sanction to reflect seriousness of incident
Swearing at or about a member of staff	Internal/ Fixed Term Exclusion

Dangerous behaviour/fighting	Internal/ Fixed Term Exclusion
Discriminatory behaviour towards students or staff	Internal/ Fixed Term Exclusion
Deliberate damage to School property or theft	Internal/ Fixed Term Exclusion
Bringing the school into disrepute	Internal/ Fixed Term Exclusion
Persistent Disruptive Behaviour	Fixed Term/ Permanent Exclusion, Managed Move, Direction Notice
Possession of offensive weapon or illegal drugs	Fixed Term/ Permanent Exclusion, Managed Move, Direction Notice
Violence towards a member of staff	Permanent Exclusion
Single Serious Incident e.g dealing drugs	Permanent Exclusion

Staff must be fully aware of a student's learning and/or social, mental, emotional needs and plan accordingly. In dealing with behaviour issues which need sanctions to be applied, reasonable adjustments will need to be considered for SEND students.

3.6 Whole School Conduct Levels based upon student behaviour record

Level	Trigger	Consequence
1	20 Negative Behaviour Points in a half term and/ or 4 detentions.	Mentor Intervention – 2 Day Internal Exclusion Targets set for 6 weeks and if met brought back down a level. Parental contact must be made. Optional use of Target Card

2	40 Negative Behaviour Points in a half term and/ or 8 detentions.	<p>3 days Internal Exclusion and parents called in for meeting with Year Leader/ Mentor.</p> <p>Targets set for 6 weeks and if met brought back down a level.</p> <p>Year Leader writes a behaviour contract.</p> <p>Optional Use of Target Card</p>
3	60 Negative Behaviour Points in a half term and/ or 12 detentions.	<p>4 Days Internal Exclusion and parents called in for meeting with Year Leader.</p> <p>Targets set for 6 weeks and if met brought back down a level.</p> <p>Year Leader initiates and manages Behaviour for Learning Plan</p> <p>Optional Use of Target Card</p>
4	80 Negative Behaviour Points in a half term and/ or 16 detentions.	<p>5 days in Exclusion Room and parents called in for meeting with the Year Leader and Assistant Headteacher.</p> <p>Targets set for 6 weeks and if met brought back down a level. (Assessment made through pupil passport).</p> <p>Year Leader to initiate Pastoral Support Plan (PSP) PSP to be managed by Assistant Headteacher</p> <p>Optional Use of Target Card</p>
5	100 Negative Behaviour Points in a half term and/ or 20 detentions.	<p>Respite Placement sought and parents called in for meeting with Headteacher. Targets set for 6 weeks and if met brought back down a level. (Assessment made through pupil passport).</p> <p>Assistant Headteacher to revise Pastoral Support Plan</p>

4.0 Students' Conduct outside the School Gates

Following the Education and Inspections Act 2006 (effective from 01 April 2007), the school has the power to include measures for regulating the conduct of students when not on the premises of the school and not under the lawful control or charge of a member of staff. The Headteacher will determine the extent to which such measures are reasonable in promoting the good order of the school.

Government guidelines indicate the following as reasonable examples of where the school should take action:

- Where the reputation of the school has been affected.
- Where the incident involves severe misbehaviour.
- Whether the pupil(s) in question were wearing school uniform or were easily identifiable as members of the school.
- Where the behaviour in question would have repercussions for the ordinary running of the school.
- Where the incident involved a threat or actual violence against another pupil or member of staff.
- Where the misbehaviour was on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Where the misbehaviour was whilst the pupil was on work experience, an extended school activity or sports event.

5.0 Mobile Phones

'Mobile phones can be confiscated in schools if they are being used to cause a disturbance in class or otherwise contravene the school behaviour/ ant bullying policy (EIA 2006)'

In 2019 the Education Minister advised schools that mobile phones should not be allowed in school.

At Carr Hill High School mobile phones must not be switched on or used at any time in school– reasons include:

- Security – mobile phones can be lost or stolen causing students, parents/carers distress. Staff would need to use valuable time investigating an incident of lost/stolen phones
- Health and Safety issues – most phones have a camera facility. Inappropriate photographs e.g. P.E changing rooms could quickly be sent to the internet causing huge embarrassment to the victim

- Lessons could be disrupted by the inappropriate use of a phone
- All Exam Boards prohibit the carrying of phones into examination rooms due to the potential for fraudulent use

If a parent/carer has a need for information/communication to be made regarding their child in the course of a normal school day, they should contact the school office. If a student is seen with, the phone will be confiscated and put in a secure area. The parent/carer will be contacted to arrange collection.

In some situations, where a member of staff reasonably suspects that a student may be involved in cyber bullying, the Head Teacher or a senior member of staff can ask a student to reveal a message or show the content of the phone for the purpose of establishing if bullying has occurred. Where a student refuses to comply with this reasonable instruction a disciplinary sanction may follow.

6.0 Power to Use Reasonable Force

The Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the student himself/herself)
- Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school, whether during a teaching session or otherwise.

There is no legal definition of when it is reasonable to use force and staff are asked to use their judgement and consider it as very much a last resort. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour and staff should never block a student's exit unless there is a reason to believe that there is risk of injury.

7.0 Staff Development and Support - Training

The school has a behaviour for learning training programme which will be reviewed to ensure that it is appropriate to the needs of staff and the changing circumstances of the school.

The school provides relevant information and training on behaviour for learning matters to all groups of staff, including:

- Support staff
- Newly qualified teachers during their formal induction period
- Students undertaking programmes of initial teacher training
- Supply teachers
- Class teachers
- Governors

The school also undertakes annual reviews of the continuing professional development (CPD) needs of all staff through the appraisal process and provides opportunities, as appropriate, for staff to develop their knowledge and skills in relation to such issues as:

- Implementing the school's behaviour policy
- Logging and recording of incidents
- Teaching strategies
- Classroom management
- Educational visits
- The implications of legislation affecting behaviour for learning (e.g., detention, exclusion, child protection, pupil restraint, pupil searches)
- Pupil support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

8.0 Allegations of Abuse against Staff and other Adults working in the School.

The Governors of Carr Hill High School have a duty to safeguard and promote the welfare of children and create and maintain a safe learning environment (Section 175 of the Education Act 2002). Our policy is to identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate, and in accordance with local inter-agency procedures.

School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children. Because of their role,

however, they are also open to accusations of abuse. Such allegations may be true, but they may also be false, misplaced or malicious. In order to fulfil its commitment to the welfare of children, Carr Hill High School has a procedure for dealing with allegations of abuse against members of staff and volunteers.

The procedure aims to ensure that all allegations are dealt with fairly, consistently and quickly and in a way that provides protection for the child, whilst supporting the person who is the subject of the allegation. In the event that a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the school's Whistleblowing Procedure.

The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in the statutory guidance 'Keeping Children Safe in Education' published by the DfE (September 2016).

8.1 Action in the Event of a Malicious Allegation

If an allegation is determined to be unfounded or malicious, the Local Authority Designated Officer (LADO) will be informed via Lancashire County Council and will refer the matter to Local Authority Children's Social Care Services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the student who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a student. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a student might include detention, fixed-term or permanent exclusion. Whatever action is taken will be discussed with the parent or carer of the student concerned at an early stage.

9.0 Liaison with Parents and other Agencies

Carr Hill High School encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one.

Parents are informed about the behaviour and attitude to learning of their children in a variety of ways. Carr Hill uses a web based application called Synergy which provides parents with live information about Positive and Negative Behaviour Points awarded in school.

Pastoral Staff and senior leaders will invite parents to attend individual meetings to discuss their child if members of staff are concerned about a student's behaviour or attitude. A member of the Pastoral Team will always hold a re-admission meeting, for example, after a fixed-term exclusion to agree an action plan.

9.1 Behaviour of Parents and other Visitors to the School

The vast majority of parents and others visiting our school are keen to work with us and are supportive of the school. However, on the rare occasions when a negative attitude towards the school is being expressed, these can involve threatening behaviour, including written, verbal and/or physical abuse towards a member of the school community.

Threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. When formulating our procedures, reference was made to the DfE document 'A Legal toolkit for schools – Tackling abuse, threats and violence towards members of the school community'. Carr Hill High School expects and requires staff to behave professionally in these difficult situations, and to attempt to defuse the situation where possible, seeking the involvement of a member of SLT. However, all members of the school community (including other parents and visitors) have the right to visit and work without fear of violence and abuse, and the right, in an extreme case, of appropriate self-defence. We expect parents and other visitors to behave in a reasonable way towards other members of the school community.

The following list outlines the types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community. This is not an exhaustive list but seeks to provide illustrations of such behaviour:

- Shouting, either in person or over the telephone.
- Speaking in an aggressive/threatening tone.
- Physical intimidation e.g. standing very close to her/him.
- The use of aggressive hand gestures/exaggerated movements.
- Physical threats.
- Shaking or holding a fist towards another person.
- Swearing.
- Pushing.

- Hitting, e.g. slapping, punching or kicking.
- Spitting.
- Racist or sexist comments.
- Sending inappropriate or abusive e-mails to school staff or to the general school e-mail address.
- Publishing or posting derogatory or inappropriate comments that relate to the school, its students or staff/volunteers on a social networking site.
- Breaking the school's security procedures.
- In seeking to make a complaint, refusing to follow the school's Complaints Policy or refusing to accept the findings of the investigation into a complaint where the school's Complaints Policy has been fully and properly followed and completed.

Unacceptable behaviour may result in the police being informed of the incident.

9.2 School Procedures for Dealing with Unacceptable Behaviour

When a parent or visitor behaves in an unacceptable way during a telephone conversation, members of staff at the school have the right to terminate the call. In such cases, or when a parent or member of the public uses electronic communication in an unacceptable way, the incident will be reported by staff to the SLT. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to verbal abuse. The school may warn the parent or visitor, implement a communication plan which will be reviewed monthly, ban them from the school, and/or contact the police. When any parent or visitor behaves in an unacceptable way in person towards a member of staff, a member of the SLT will seek to resolve the situation through discussion and mediation. If necessary, the school's complaints' procedure should be followed. Where all procedures have been exhausted, and aggression or intimidation continues, or where there is an act of violence, the discussion will be terminated and the parent or visitor will be asked to leave the school immediately. It is also an offence under Section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police will be called if necessary. The parent or visitor may also be banned from the school premises for a period of time, which will be determined by the school. Prior to a ban being imposed, the following steps will be taken:

- Depending on the severity of the incident, the parent/visitor may first be issued with a written warning stating that, if a similar incident occurs, the individual concerned will be banned from the school premises.

- In more serious cases, the parent/visitor will be informed, in writing, that she/he is banned from the premises temporarily, subject to review, and what will happen if the ban is breached.
- Extreme incidents will result in a permanent ban being enforced. The individual will be informed in writing of the permanent ban.
- In all cases, parents will still have the opportunity to discuss any issues relating to their child with school staff and a communication plan will be relied on by school to facilitate such discussions.
- Incidents of verbal or physical abuse towards staff may result in the police being informed, and may result in prosecution.

10.0 Managing Student Transitions - Communications

Carr Hill High School will ensure there is always effective communication and good relationships with other schools and agencies to promote the well-being of all students. The school has procedures for sharing information with primary feeder schools to ensure effective transition between KS2 and KS3, KS3 and KS4, and KS4 and KS5, which includes sharing information about behaviour.

10.1 Transitions

The school will ensure that good systems are in place to ensure the effective communication of student information as students progress through the school. Key transitions (from KS3-4 and KS4-5) are supported by Information Advice and Guidance meetings and open evenings where students, parents and tutors discuss the student's welfare and future plans.

10.2 Other Agencies

The Senior Leader with responsibility for Behaviour, Pastoral Care and Safeguarding will represent the school on the Pupil Access Inclusion Panel to ensure effective communication about students who are hard to place and students with critical need for behaviour support. Liaison with alternative providers and other schools may lead to intensive behaviour support or a fresh start for students at risk of exclusion.

11.0 Special Amendments to our Behaviour Policy During Covid-19 Epidemic

Behaviour Principles

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid-19 epidemic, this section outlines specific changes to normal guidance that pupils will have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do.

Behaviour Expectations:

- amended expectations about breaks lunch, including where children may or may not congregate (designated yards and eating areas).
- clear rules about coughing or spitting at or towards any other person – **this could lead to exclusion at the discretion of the Head Teacher**
- clear rules for pupils at home about conduct in relation to remote education

School Routines and Procedures:

- following altered routines for arrival or departure
- following instructions on who students can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, reset points throughout the day)
- rules about sharing any equipment or other items including drinking bottles
- use of toilets

Hygiene and Health Expectations:

- following school instructions on hygiene, such as hand washing and sanitising
- high expectations about sneezing, coughing, tissues and disposal (re-enforce ‘**catch it, bin it, kill it**’) and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus

Mental Health and Emotional Support:

- Curriculum changes to support children
- Additional support that pupils can access above and beyond classroom provision if required – use of school counselling provision