**Behaviour Policy**

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**1 Timothy 4:12**

Don't let anyone look down on you because you are young, but set an example…in speech, in conduct, in love, in faith and in purity

Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

* **Fellowship** - Collaborating with others, we treat everyone with respect, dignity and kindness.
* **Aspiration** - We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
* **Integrity** – We demonstrate fairness, equality and honesty.
* **Tenacity** – We are determined and resilient when faced with challenges.
* **Humility** - We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who ‘experience life in all its fullness’ (John 10:10)

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| Policy Status | Date | Review Date |
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| Reviewed by SLT | September 21 - RHO |  |

Version: 5 of September 2021

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Appendix 1: Behaviour System

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**1. Aims**

This policy aims to:

* Provide a consistent approach to behaviour management
* Define what we consider to be unacceptable behaviour, including bullying
* Outline how pupils are expected to behave
* Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
* Outline our system of rewards and sanctions

**2. Legislation and statutory requirements**

This policy is based on the following advice from the Department for Education (DfE):

* Behaviour and discipline in schools 2016
* Searching, screening and confiscation at school 2018
* The Equality Act 2010
* Use of reasonable force in schools 2013
* Supporting pupils with medical conditions at school
* Special educational needs and disability code of Practice January 2015

In addition, this policy is based on:

* Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils
* Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
* Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 which outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 which requires the school to have a written behaviour policy and paragraph 10 which requires the school to have an anti-bullying strategy

This policy complies with our Funding Agreement and Articles of Association.

**3. Definitions**

*Misbehaviour* is defined as:

•Disruption in lessons which impacts upon the work of any students and or the teacher.

•Disruption in corridors or other areas of the school e.g. toilets or open space either between lessons, and at break and lunchtimes

•Non-compliance with any school policy and expectations regarding classwork, homework, corridor conduct, detention conduct etc.

•Poor attitude towards learning or a lack of respect for others and or the fabric of the school.

•Incorrect uniform or persistently inadequate equipment for learning

*Serious misbehaviour* is defined as:

•Repeated breaches of the school rules as detailed above. This includes breaches of our E-Safety Policy or guidelines

•Any form of bullying; this includes, but is not limited to verbal, physical, mental, emotional, cyber, sexual, gender-based and so on.

•Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

•Vandalism

•Theft

•Fighting

•Smoking

•Racist, sexist, homophobic or discriminatory behaviour or language

•Possession of any prohibited items. These include, but are not exclusive to:

o Knives or any item that could be used as a weapon

o Alcohol

o Illegal drugs

o Items used to cause combustion i.e. matches and lighters

o Stolen items

o Tobacco and cigarette papers

o Fireworks

o Pornographic images

o Any article a staff member reasonably suspects has been, or is likely to be, used to commit

an offence, or to cause personal injury to, or damage to the property of, any person (including

the pupil or to seriously break or breach the school rules or seriously interfere with school discipline

**4. Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship can involve an imbalance of power. It is important to note that bullying is *not* a one-off incident, but rather a sustained pattern of behaviour(s) over time.

Bullying is, therefore:

• Deliberately hurtful

• Repeated, often over a period of time

• Difficult to defend against

Bullying can include but is not limited to:

* Emotional: Being unfriendly, excluding, tormenting
* Physical: Hitting, kicking, pushing, taking another’s belongings, any use of violence
* Racial: Racial taunts, graffiti, gestures
* Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
* Direct or indirect verbal: Name-calling, sarcasm, spreading rumours, teasing
* Cyber-bullying: Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. This may also involve the misuse of mobile phones e.g. sexting.

Derby Cathedral School has a separate Anti-Bullying Policy published on our website. Paper copies are available on request.

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Derby Cathedral School is committed to creating an environment where instances of poor behaviour are few and far between. Where protocols and expectations are in place which prevent the occurrence of such issues and thus the need for punitive measures. Such strategies include the following measures:

a) School Uniform

By insisting on a smart, practical, affordable and sustainable uniform being worn by all students, the school is removing an unnecessary element of competition. Parents and pupils face less pressure, as all students appear equal and the need to follow changing fashions is removed, along with the financial burden it accrues.

This extends to items of jewellery, footwear and indeed haircuts, which can all too often be used in a similarly competitive manner. Failure to comply with the predetermined uniform regulations (without just cause) will be deemed as a breach of the school rules.

Trainers are not allowed to be worn at Derby Cathedral School. If a student wears trainers to school they will be instructed to change into plimsolls, giving their trainers in to Student Services. Failure to comply with this will result in a student being placed in internal exclusion. This includes where a parent/carer has written an explanatory not, as trainers are not acceptable footwear. The school’s decision on what constitutes trainers or shoes not acceptable for school is final.

b) Mobile phones

One of the most common crimes committed against teenagers is the theft of a mobile phone. In order to minimise the potential for this to occur within the school, the use of mobile phones at any point is not allowed. By imposing such restrictions, the school also minimises the potential for cyber bullying as students are unable to use their devices during the school day which includes break and lunchtimes.

The following mobile phones regulations are in place:

-Any use of a mobile phone – whether it is for calls, messaging, photographs, video films or games – is strictly prohibited during the school day. Any abuse of the above rules will result in the phone’s immediate confiscation. Students who object to this will incur sanctions for unco-operative behaviour. School does not accept any responsibility for loss or damage to these items, should this rule be broken and these items be brought in to school.

•Any device seen, heard or otherwise noticed during the school day will be confiscated, held in the main school office and returned to the individual at the end of the formal school day. A same day sanction will be issued on the first confiscation. Parent/carers will be notified by text message.

•Should a phone be confiscated for a second time, parents will be contacted and they will need to collect the phone in person when convenient. The phone will be stored securely in the school safe until such time as a parent can collect in person. A further sanction will be issued and parents/carers notified by text message. At this point a student may be required to hand their phone over to a designated member of staff on arrival at school or banned from brining a mobile phone on to site altogether.

•Serious misuse of a mobile phone, such as using it to film another student or social media use in school, will be dealt with by a Head of Year in liaison with the appropriate member of SLT. In all instances where a pupil has inappropriately used a mobile phone in school (or whilst journeying to and from the school), parents will be informed and a sanction issued. Further use of a mobile phone on site will be reviewed.

We strongly advise against the bringing of expensive smart phones onto the school site. As stated above, we accept no responsibility for the loss or damage of mobile phones as their use is not allowed at any point during the school day.

Examining electronic devices:

If an electronic device is found or confiscated, the member of staff may examine any data or files on the device if they think there is good reason to do so. Following an examination, if staff have decided to return, keep or dispose of the device, they may erase any data or files if they consider there is a good reason to do so. When determining a ‘good reason’ to examine or erase the data or files, staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching or break school rules. Whenever inappropriate material is found, it is for the member of staff to decide if the material should be deleted, kept as evidence of an offence/ breach of school rules or passed to the police. Staff should take into account any guidance provided by the school policies on inappropriate material.

C) Internet Access and E-Safety

By controlling the use of mobile phones, access to the Internet in school is limited to the school network. Significant steps have been taken to ensure the school has a robust firewall to prevent students from accessing inappropriate sites. The network also blocks the main social media sites as these are often used as a platform for cyberbullying. This action clearly reduces the potential for such negative behaviours to occur. Derby Cathedral School operates an ICT Usage Policy which all students enrolled at the school will be expected to adhere to. This highlights issues such as proxy servers which the school regularly monitors to prevent potential cyberbullying or other misuse.

The school has a strong stance towards pupil access to social media sites, the majority of which have an age restriction. The school will report any pupil to their parents/carers should it be known that a pupil is accessing an age restricted site. Should the situation persist the school will reserve the right to report the situation to the police, children’s social care and the social media company.

The school reserves the right to ban any student’s in-school IT privileges for any length of time due to improper usage. This will be communicated to parents/carers.

**5. Roles and responsibilities**

5.1 The Governing Body

The Governing Body is responsible for monitoring this policy’s effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The following strategies will be deployed by the school, however this is not the definitive list, merely indicative;

a) Regular Collective Worship which highlights behaviour concerns, addresses misconceptions and re-inforced behaviour policies and procedures

b) Involving students in the delivery of themed assemblies to highlight such issues i.e. knife crime. c) Ensure school displays are reflective of the society we wish to create i.e. promote tolerance and deter knife crime.

5.3 Staff

Staff are responsible for:

• Implementing the Behaviour Policy consistently

• Modelling positive behaviours at all times in line with the Staff Code of Conduct

• Providing a personalised approach to the specific behavioural needs of particular pupils

• Recording behaviour incidents in a timely and professional manner on the school’s system

5.4 Parents

Parents are expected to:

* Support their child in adhering to the Pupil Code of Conduct and Behaviour Choice system
* Inform the school of any changes in circumstances that may affect their child’s behaviour
* Discuss any behavioural concerns with their child’s Form Tutor or Head of Year in a timely fashion
* Support the school in implementing this policy, including limiting access to social media should the individual be underage
* Ensure they fulful their obligations in terms of attendance at school even if behaviour or wellbeing concerns regarding their child or others have been identified. Attendance at school is obligatory even where behaviour or other concerns are present. Students must attend school every day. Concerns must be communicated to school so action can be taken

**6. Pupil Code of Conduct**

The Pupil Code of Conduct is issued to all students and parents/carers at Derby Cathedral School via the Student Planner. Please read this with your child at the beginning of each academic year to ensure our expectations are clear.

Broadly, pupils are expected to:

* Behave in an orderly and self-controlled way
* Show respect to members of staff and each other
* Demonstrate politeness to all members of staff and each other
* Demonstrate positive behaviour for learning, giving due respect to staff and peers
* Move calmly and purposefully around the school, walking on the left at all times
* Treat the school buildings and school property with respect
* Not litter
* Wear the correct uniform at all times
* Accept all sanctions when given
* Refrain from behaving in a way that brings the school into disrepute, including when outside school for example on public transport or on a school trip or visit

In-school sanctions can and will be issued for any type of negative behaviour outside school.

**7. Rewards and sanctions**

7.1 Rewarding positive behaviour

Positive behaviour is awarded in a variety of ways at DCS. The list below is neither exhaustive nor prescriptive and can and will be amended over time:

•Praise both verbal and written

•Merit stamps awarded by teachers for a range of options including verbal and written performances.

•Merits are subsequently converted into House points.

•Pupils will be awarded certificates for the number of merits they secure. This includes recognition for 50, 100. 150, 200 and 200+ merits

•Letters / postcards / emails/ text messages or phone calls home to parents/carers. The school has a supply of postcards available to staff, which can be used for communicating positive news to parents / carers.

•The school rewards high levels of attendance currently with an Amazon voucher.

7.2 Sanctions for poor or negative behaviour

The school may use one or more of the following sanctions in response to any form of unacceptable behaviour. This list is not exhaustive nor prescriptive and can and will be amended over time. This list is not in any particular order. The in-class Behaviour Choice system is found in Appendix 1.

* A verbal reprimand, reminder, or formal warning
* A breaktime or lunchtime detention (C3)
* An after school detention of varying lengths e.g. 15 minutes (C4), 45 minutes (C5). Derby Cathedral School uses same day detentions, communicated to parents/carers via text message. Parental consent is not required for detentions.
* A restorative justice process involving various elements
* Community sanctions for example when the school environment has been damaged. This might include helping to clean the school environment, repair damage or otherwise. These sanctions are designed to increase student responsibility and care for the school.
* Sending the student to another class for a period of reflection/de-escalation.
* Removing a student to the AP Room for a period of reflection/de-escalation
* Removing a student to the LRC for any reason
* Managed Move, Fresh Start, Fresh Start Plus or Supported Places or any other programme/initiative offered by Derby City Council’s In Year Fair Access team
* Expecting work to be completed at home, or at break or lunchtime if insufficient was completed during the lesson time provided. This can be a detention or otherwise.
* Referring the pupil to a member of SLT
* Meetings with parents/carers and any additionally necessary stakeholders. A meeting may be requested following a phone call as detailed above or when a child is placed on a report to their form tutor.
* A formal behaviour report which could be issued by your child’s Form Tutor, Head of Year or a member of SLT
* A behaviour contract of any kind
* A behaviour or discipline panel made up of your child’s Head of Year, Form Tutor and a member of SLT. The personnel of such panels can and will change subject to need
* Refusal to allow participation in (non-essential) school trips or visits. This can be linked to current or historic poor behaviour, attendance, attitude or conduct. The decision of the Headteacher is final on whether any student participates in a school trip or visit, regardless of whether the trip or visit is domestic, overseas, residential, paid, free or otherwise.

7.3 Alternative Provision Room/Isolation/Internal exclusion

At Derby Cathedral School, we use a designated isolation/internal exclusion room called the Alternative Provision Room or AP Room. Students may also be isolated or secluded in other areas of the school where needed, for example the LRC or a classroom space.

Students are placed in internal exclusion i.e. within the AP Room in response to serious or persistent breaches of this policy. Any student can be placed in the AP Room. The school’s SLT and Pastoral Team decides on when, if and for how long a student will be internally excluded within the aforementioned room or indeed another space should it be required. The same or similar work that a student would access in class will be provided in such a room, though the work completed will not necessarily by completed at the same schedule as their normal timetable. The rules, regulations and procedures of the AP Room are set by the AP Manager in partnership with the school’s SLT.

Whilst the overarching reason for students being placed in this area of the school is above, below are further reasons as to why a student may be placed here. This list is neither exhaustive nor prescriptive and can and will be amended over time:

* Pupils may be sent to this room during lessons if they are highly disruptive and/or repeatedly breach the accepted classroom standards. In the AP Room they will be expected to complete the same work as they would in class
* Pupils may be sent to this room for serious or repeated refusal to comply with uniform expectations for example refusal to comply with uniform standards by removing items or changing footwear
* Pupils may be sent to this room following a physical altercation which necessitates an investigation. On the very rare occasions that physical altercations occur, an investigation of some scale is always necessary and therefore this may result in students being out of lessons for an undetermined period of time. Formal sanctions will follow an investigation. The sanction is not the removal from lessons *per se*.
* Pupils who do not attend any given detention may, if authorised by SLT, also be sent to the AP room.

Should a student be placed in the AP Room in response to a situation during the school day, parents/carers will be informed at the earliest convenience of the relevant member of the Pastoral Team. This will not be immediate. Please note that parents/carers do not have to be informed if their child is placed in the AP Room.

Pupils who are sent to the AP Room may be asked to attend school on a set pattern as determined by the AP Manager. This may include an adjusted start or finish time.

Students in the AP room do not leave at any point during the day other than to use toilet facilities. Lunch is provided to the students and taken within the AP Room.

7.4 Poor conduct within the AP Room

Repeated poor conduct within the AP room may lead to further sanctions, such as Fixed Term Exclusion or otherwise.

Serious issues arising within the AP Room may lead to the Headteacher enacting their power to direct your child off site for a period of respite/turnaround at a location of their determination. Further details on this are found in Section 7.6.

We will also consider a Fixed Term Exclusion in line with our Exclusion Policy (found on our website) for repeated failure to comply within the AP Room.

7.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, or on the way to or from school (irrespective of the mode of transport).

7.6 Power of the Headteacher to direct students off site

The Headteacher of the school has the power to direct any student off site for a prescribed period of time. This could be for a period of respite at another local secondary school (or their internal alternative provision), a period of “turnaround” at another local secondary school or AP school or a period of time at an external alternative provision or provider. The aim of any such direction off site is to improve the behaviour of a student. This provision is set out in Alternative Provision: Statutory guidance for local authorities (DfE January 2013). As Derby Cathedral School is an academy free school, the regulations surrounding direction off site do not apply.

7.7 Fixed Term and Permanent Exclusion

Derby Cathedral School has a separate Exclusion Policy which is published on our website. Please consult this for full information on exclusion from school.

**8. Behaviour management**

At DCS as of September 2021 we use a tracking system called ClassCharts. This allows us to manage our sanctions and rewards and effectively track all student conduct. There is a parental and pupil-facing app as well as one for teachers.

In September 2021, parents/carers have received information and guidance on this new system.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

• Create and maintain a stimulating, refreshing environment that encourages pupils to be engaged

• Display the 7 Essentials for Students at Derby Cathedral School, alongside any subject specific expectations i.e. conduct during scientific experiments or food technology lessons.

• Ensure the lessons are challenging, deliver the required areas of study / subject skills/ knowledge and are both pitched and paced appropriately for their target audience.

• Develop a positive relationship with pupils, which WILL include:

o Greeting pupils at the entrance to the classroom at the start of lessons / registration /

collective worship

o Requesting pupils to enter the room in a calm and orderly fashion with correct uniform and equipment

o Ensuring an initial “Start Now” activity is available either on desks or is handed out, thus ensuring learning commences immediately.

o Demonstrate impeccable consistency.

o Establishing clear routines which includes enforcing all school rules.

o Communicating expectations of behaviour in ways other than verbally.

o Highlighting and promoting good behaviour

o Concluding the day positively and starting the next day afresh.

oHaving a plan for dealing with low-level disruption; this will include an appropriate seating plan for all classes. This will also include the ability to alter the seating plan should I be necessary.

o Using positive reinforcement and rewards as agreed across the school.

oProviding feedback to key personnel within school and utilising the time specifically allocated to communicate with parents / carers.

8.2 Reasonable force

In some circumstances, staff may have to use reasonable force to restrain a pupil to prevent them:

• Hurting either themselves or others physically.

• Damaging property belonging to themselves, the school or others.

Incidents of physical restraint must

* + Be applied using the minimum amount of force and for the minimum amount of time possible
  + Always be used as a last resort
  + Be used in a way that maintains the safety and dignity of all concerned
  + Never be used as a form of punishment
  + Be recorded and reported to parents

Where possible students should be informed that they are about to be restrained. Key staff will be trained in de-escalation strategies.

8.3 Searching, screening and confiscation

School staff (here meaning any staff member authorised by the Headteacher) have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. The non-exhaustive list of what constitutes a prohibited item is found in Section 3 of this policy.

Schools’ general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so.

The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may or may not be returned to pupils after discussion with senior leaders.

There is no obligation on schools to inform or seek the consent of parents before a search. It is good practice for schools to inform a pupil’s parents/guardians where alcohol, illegal or harmful substances are found, although there is no legal requirement to do so. Schools do not have to make or keep a record of a search. Any complaints about screening or searching are dealt with through the normal complaints policy. Derby Cathedral School’s policy for complaints is found on its website.

Searching pupils and confiscating items is conducted in line with the DfE guidance entitled Searching, screening and confiscation January 2018. . This advice can be found at this link <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf>

8.4 Pupil support

The School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school’s SENDCo will review the needs of any pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

If acute needs are identified, especially where a pupil is at risk of fixed-term or permanent exclusion, the school will consider the use of part-time or full-time appropriate external alternative provision to support the needs of the pupil. We expect parents/carers to support the school in such circumstances.

Derby Cathedral School participates in In Year Fair Access arrangements in Derby City and can and will suggest students for managed moves, fresh start/fresh start plus placements, supported placements and otherwise based on need.

**9. Training**

All staff are provided with training on behaviour management as part of their induction process. Key pastoral staff will receive enhanced training with regards to de-escalation techniques and positive behaviour strategies .

The expectations of the Derby Cathedral School are shared with all staff. Behaviour / classroom management will also form part of continuing professional development.

**10. Monitoring arrangements**

This Behaviour Policy will be reviewed by the Headteacher and full governing body annually. At each review, the policy will be approved.

**11. Links with other policies**

This behaviour policy is linked to the following policies:

* Exclusion Policy
* Child Protection Policy
* Anti-Bullying Policy
* E-Safety Policy
* Equality Policy
* SEND Policy

**Appendix 1: Behaviour System as of September 2021**

**Diagram

Description automatically generated**

**Appendix 2: COVID-19**

**School Behaviour Policy Addendum**

**Behavioural Management During the Coronavirus (COVID-19) Pandemic**

**Statement of intent**

The school aims to act in accordance with our Behaviour Policy (available on the school website) at all times; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This addendum sets out what additional actions the school will take during this time.

The information in this addendum is under constant review and kept updated to reflect any changes to national or local guidance.

# Enforcing new rules

The school ensures that infection control and social distancing rules are communicated effectively to all pupils.

Staff are informed about the measures in place so they can enforce these rules at all times.

The school informs parents of any changes to provision outlined in this policy.

The school expects pupils to uphold these rules at all times, including on school transport, where practicable.

Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.

Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school’s social distancing and infection control rules.

# Attendance

Attendance is mandatory for all pupils from September 2020.

The attendance register is taken as usual, in line with the school’s Attendance Policy.

Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.

If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the headteacher.

If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil’s parent will be contacted on the first day of the absence.

Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

# Arrival and departure

The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.

Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.

The school expects pupils to move immediately to their learning area after washing their hands upon arrival.

Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

# Hygiene and infection control

The school’s Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.

The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.

Pupils remain within their assigned ‘bubbles’ and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

* Upon arrival at school.
* Before and after consuming food.
* After using the toilet.
* After coughing or sneezing.
* When they return from breaks.
* When they change rooms.

Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

Pupils are expected to dispose of tissues using the litter bins provided.

Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.

The school prohibits pupils from spitting, biting, purposefully coughing in another person’s vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.

The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with the behaviour policy.

Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

Pupils are not expected to wear face coverings on the premises. If a pupil comes to school in a face covering, e.g. because they have had to travel on public transport to get to school, they are asked to remove the covering safely upon entering the premises. When removing a face covering, pupils must:

* Not touch the front of their face covering during use or when removing them.
* Wash their hands immediately on arrival to school.
* For temporary face coverings, dispose of them in a covered bin.
* For reusable face coverings, store them in a plastic bag.
* Wash their hands after removing the face covering.

# Social distancing

**General**

Pupils adhere to the social distancing measures put in place by the school, which will be fully explained to them on their return to school in September.

Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

Pupils are expected to:

* Refrain from close contact with people who display symptoms of coronavirus.
* Remain at least two metres apart from other people, where practicable.
* Remain within their assigned bubbles.

Where is it not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.

Pupils whose behaviour is purposefully contrary to the school’s social distancing measures are disciplined in line with the behaviour policy.

Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

**In the canteen / dining area**

The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.

Pupils are allocated specific times and areas for their lunch to help adhere to social distancing rules. Pupils do not enter the canteen or dining area unless expressly told to do so by a member of staff.

**During sports and exercise activities**

The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.

The school does not permit close-contact sports, play or activities at this time.

Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with the behaviour policy.

Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

# Moving around the school

The school expects all pupils to move around the school following the school’s arrangements, e.g. using one-way systems.

The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.

Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the dining hall.

Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with the behaviour policy.

# Ill health and infection

The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.

Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with the behaviour policy and the Anti-Bullying Policy.

The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

# The school premises

Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with the behaviour policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

# Breaktime and lunchtime arrangements

The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

# School uniform

The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.

Parents do not need to clean their child’s uniform any more often than usual.

Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

# Managing the behaviour of remote learners

While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.

Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.

The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

* Attend remote classes or group sessions on time.
* Complete the work that has been set and return it on time, to the best of their ability.
* Keep all communication polite and appropriate, and in line with the school’s remote learning arrangements.
* Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
* Report any issues, including harassment or bullying from their peers, to their teacher.

The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in [section 13](#_Managing_behaviour) of this policy may be in place.

Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil’s parent via letter and the pupil will be disciplined when it is safe to do so.

# Support for pupils

The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.

The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.

The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.

Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.

Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

# Rewards and discipline

Rewards and discipline are given in line with the behaviour policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with [section 10](#sectionten) of this appendix.

Staff ensure that any rewards given adhere to the school’s infection control and social distancing measures.

The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.

Where the school recognises that a pupil’s challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

# Exclusions

All poor behaviour is addressed in line with the behaviour policy and discipline remains rational, reasonable, fair and proportionate.

Persistent poor behaviour, including the persistent, purposeful refusal to follow the school’s social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.

The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.

Permanent exclusion is only be used as a last resort.

Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.

The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.

The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.

Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the Local Governing Body decides whether any meetings should be delayed.

The Local Governing Body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

# Close contact behavioural management

Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.

The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

# Monitoring and review

Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

This appendix is reviewed in reaction to any new government advice by the headteacher.

Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this addendum will expire.