

**Behaviour for Learning**



**RESPONSIBILITY: AHT Pastoral**

**IMPACT ASSESSMENT: Yes**

**GOVERNING COMMITTEE: Staffing Sub-Committee**

**REVIEWED: Sept 20**

**RATIFIED: Nov 20**

**WEBSITE: Yes**

**Rationale**

The staff of the school are committed to ensuring that their classrooms are places in which students want and are able to learn. Likewise, we expect students everywhere across the school to show respect to others and their environment, these are reflected in our school values, see appendix 4.

In order to achieve this we shall promote behaviour for learning. This involves praising and rewarding students for making a positive contribution to lessons and school life in general. It also involves students accepting the consequences of any wrong behaviour. Consequences will be set at a level appropriate to the misdemeanour committed by the students.

Students will be aware of what is expected of them and how the system of praise and consequences will be administered.

**Purpose**

1. To promote an environment where students will desire, and be able, to learn.
2. To encourage a high level of mutual respect between staff and students.
3. To encourage a high level of respect by individual students for other students and their property, other users of the school and school property.
4. To reinforce our success culture whereby we proclaim the success of individual students and the school as a whole.
5. To teach students the consequences of wrong behaviour.
6. To teach students to be well organised by ensuring that homework is submitted on time and the correct equipment is brought to school.

**Guidelines**

1. Students will be made aware of how to attain ACHIEVEMENT POINTS and the consequences of wrong behaviour.
2. All staff will consistently apply the system of consequences for wrong behaviour and give ACHIEVEMENT POINTS for good contributions to lessons and school life in general.
3. All staff will record electronically the names of students who receive ACHIEVEMENT SLIPS or reach a level of consequences that result in a CALL BACK, DETENTION, ISOLATION or EXCLUSION.
4. The Year Leader with oversight for rewards will be responsible for ensuring that students are rewarded appropriately for achieving a significant number of ACHIEVEMENT POINTS.
5. The pastoral leadership team will be responsible for monitoring the progress of students in obtaining ACHIEVEMENT POINTS or consequences. The pastoral leadership team and the behaviour mentors will work with students who receive an excessive number of CALL BACKS, DETENTIONS or EXCLUSIONS.
6. A REMOVE timetable will be in operation which will be used by class teachers when needed.
7. Students who exhibit particularly challenging behaviour and thus receive an INTERNAL EXCLUSION will be placed in the behaviour support unit in consultation with the Assistant Headteacher: Pastoral.
8. Curriculum Leaders will put students on subject report if they receive an excessive number of CALL BACKS and DETENTIONS in their subject areas. Parents will be notified of this in writing.
9. Tutors will put students onto form tutor report if they receive a number of CALL BACKS or DETENTIONS in a number of different subject areas. Parents will be notified of this in writing.
10. Year Leaders will notify the parents of students who receive an excessive number of DETENTIONS. Students will be interviewed and placed onto Year Leader report. Parents will be notified of this in writing.
11. This is an open, centralised system. Staff will not give out their own rewards or punishments outside the Behaviour for Learning framework.

A detailed description of how the policy will operate is given in the following pages.

**Conclusion**

Behaviour for Learning will result in positive classroom environments where students can learn and achieve high standards. It will also result in a whole school environment where there is respect for each other and for property. Students will be encouraged to follow the success pathway – see Appendix 1

**REWARDS PROCEDURES – see Appendix 2**

At Longbenton High School we want to recognise and celebrate our students’ hard work and achievement. Parents are integral to this process and we feel that they need to be involved in day-to-day successes as well as major achievements throughout the year involving their children. Regular praise and rewards are considered to be vital for effective motivation and success of individuals. This is at the core of our school ethos. The rewards system is centralised in order that all students are treated fairly and consistently.

The following procedures apply:

1. Student’s achievement is usually recorded on an achievement card and stickers awarded by teachers throughout the school day. Due to COVID, rewards of this nature will be entered electronically to minimise student -teacher contact of materials. Staff cannot issue more than one ACHIEVEMENT POINT per lesson or activity.
2. The Achievement Slip is a written record completed by a member of teaching staff, which is sent home with the student to inform parents of the success. It is awarded for a more significant achievement such as outstanding homework, sustained contribution, involvement in activities or events, or any other substantial effort. The member of staff awarding the achievement slip should enter this in SIMS.
3. Curriculum Leaders will be responsible for the development of further strategies in their departments such as Linguist of the Week, Chef of the Week, and Student of the Fortnight.
4. Students will be recognised for their hard work and achievements on a termly basis, this may involve the awarding of reward cards, student of the term nominations, curriculum badges, achievement ties, golden tickets or voucher prizes.

**Termly Presentation Assemblies**

1. Reward cards will be distributed to staff in the week preceding Rewards assemblies. Each member of staff will be given 1 card which they can award to a student that they teach. The reason for awarding the student the card should be written on the card. Students should hand this into the main school office ready for the draw in assembly. One student will be randomly selected and awarded a voucher.
2. All staff will nominate 1 student from each of their classes towards the overall Student of the Term. These nominations will be then used to identify the overall winner for each year group. These students will be awarded a voucher.
3. Curriculum Leaders should use staff nominations to decide upon one student in each year group who will be awarded the curriculum badge.
4. Students who have achieved sustained significant progress in a number of subjects or have performed to an outstanding level in a particular activity may be recognised with an achievement tie.
5. Golden Tickets will be awarded to students with 98% or higher attendance for that term. These students will be able to use the ticket to come into school on a specified day in non-school uniform.
6. Students with 100% attendance will be put into a draw for a voucher.
7. Students with an exemplary punctuality record will be put into a draw for a voucher.
8. At the end of the year the top 50 students in Years 7-10 will receive a voucher for achieving a significant number of achievement points.
9. At the end of the year students in Year 11 who have an impeccable attitude towards learning will receive a reduction from their Prom ticket.

**CONSEQUENCES – see Appendix 3**

**WARNING** 1st incident - verbal warning, recorded in SIMS (W1)

2nd incident - written warning, recorded in SIMS (W2)

**CALL BACK** 3rd incident - CALL BACK to the teacher at the end the school day for a 10 minute CONVERSATION (CB)

**REMOVE** Any further issues in a lesson (R)

**DETENTION** KS 3 DETENTION (D) is for 30 minutes after school in EX09

KS 4 DETENTION (D) is for 30 minutes after school in DS15

**ISOLATION**  Situation that results in a day in ISOLATION (I)

**INTERNAL EXCLUSION**  Situation results in INTERNAL EXCLUSION (IE)

**EXTERNAL EXCLUSION** Situation results in a FIXED TERM EXCLUSION to home or First Day Response Unit (FTE)

**Recording Consequences**

1. Any consequences of poor behaviour will be made visible to students so that the student knows that they have received a **WARNING** or a **CALL BACK.**
2. **WARNING** and **CALL BACK** should be recorded as such in SIMS, using the set code. A reason for the **CALL BACK** should be noted in the comment section.
3. **DETENTION** will be recorded in SIMS using the set of codes provided to explain the reason for the **DETENTION** and a comment made in the comment section. A **DETENTION** cannot be cancelled unless it was entered in error.
4. In the case of a serious incident the member of staff will call or email the student reception (ext 259 for KS3 and ext 241 for KS4). The member of staff who is on call at that time will investigate the situation and will determine the outcome and record this appropriately in SIMs. Should the incident result in an **ISOLATION** or **INTERNAL EXCLUSION** the on call staff should contact parents and arrange for the correct letter to be sent home. On call staff should also record the student placement in the relevant **BSU (KS3 or KS4)** list for the next day.
5. The student should be kept in the **REMOVE** classroom until on call staff arrive, except in extreme circumstances.

**Notes**

1. A student who is temporarily out of uniform will be spoken to by their form tutor. A note should be recorded in the planner, on the uniform page, of the missing uniform item (See tutor handbook). The Behaviour Welfare Coordinator is responsible for coordinating items of uniform that can be loaned out in school.
2. If a student fails to hand in their homework at the correct time, they will be allowed to hand it to the teacher concerned the following day. If the member of staff does not receive it by then, they should record that as a **DETENTION**. If a student repeatedly hands homework in late, the class teacher or Curriculum Leader should contact the student’s parents. If there has been a problem at home which has prevented the student from doing the homework, the parent should provide an explanatory note.
3. Swearing directed at any adult will result in an **INTERNAL EXCLUSION**.
4. A real focus for us as a school is always to ensure the very best climate for learning, so that students are fully prepared for lessons and any distraction is eliminated.  The following rules around mobile devices should be followed: CHECK THIS IS THE SAME AS HANDBOOK
* Mobile phones should be **‘off and away’** at all times. Any phone seen or heard will be confiscated, regardless of the reason. Students may have their phone with them, but it must remain silent/turned off in their bag.
* Phones that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement for a parent / carer to collect the phone on their child’s behalf. On a third occasion the student will be required to hand in their mobile phone to the main school office at the start of the day and collect this at the end of the school day.
* The restriction is in place at all times while students are on the school site. Phones should be away before students enter the school grounds and not accessed until they have left the site.
* Should students wish to use their phone at the end of the day to contact parents with any concerns or for collection following school based activities, they are asked to use the reception area of the school where phones may be used during this time.

**Offences leading to WARNING or CALLBACK**

These will usually be misbehaviours in a classroom situation although it could be as a result of an issue outside of lessons. This list is not exhaustive, but will include:

* A student who is disrupting the lesson ( in some lessons such as PE where students have forgotten kit or in English where they are required to have a reading book, repeated incidents in one term will lead to a call back)
* A student who is being disrespectful
* A student who deliberately fails to follow instructions e.g. not attempting to work, chewing gum

**WARNING or CALL BACK**

1. Staff should record a **WARNING** or **CALL BACK** in SIMs. In the case of a **CALL BACK** a comment should be added in the register; this will then be displayed for future lessons.
2. **CALL BACK** involves a student calling back to the teacher to discuss the issue in the lesson and gives the student and teacher an opportunity to put things right. During this time a **CALL BACK** conversation sheet will be completed. This will be passed onto the Curriculum Leader then the Year Leader.
3. **CALL BACK** should take place either at break time, lunchtime or at the end of the school day, where this is not possible the matter must be pursued through a conversation between the teacher and the parent so that this can be addressed by the parent at home, this conversation should be recorded in SIMs as parental academic contact.
4. Students are required to remain in **CALL BACK** for 10 minutes from when they arrive. Obviously, where a **CALL BACK** has not occurred in school, a conversation sheet will not be completed.
5. The class teacher should see the student during the **CALL BACK** or, if difficulties arise, the Curriculum Leader.
6. Where a student receives **3 or more** major behaviour incidents – such as **REMOVE or DETENTION** in a day a student will receive an **ISOLATION**. This will be documented by staff in the BSU.
7. A report each fortnight will be sent to the Senior Leadership Team, Curriculum Leaders and Year Leaders outlining students who have received **CALL BACK, REMOVE and DETENTION** across the school and where these have been issued.
8. Curriculum Leaders should monitor their departments and Year Leaders should monitor their year groups, all having regular discussions around students who regularly receive **CALL BACKS, REMOVE** and **DETENTIONS** and liaise with subject teachers or form tutors and then parents about next steps such as subject report or alternative intervention.
9. The Behaviour Welfare Coordinator will also monitor this data and work with key staff to highlight those students who require early intervention and respond accordingly.

**Offences leading to REMOVE**

* A further offence in the classroom and determined by the on call teacher
* By previous agreement between the Class Teacher and the Curriculum Leader.

**REMOVE**

1. Each key stage area will have its own withdrawal timetable. This will be centrally held so that it is accessible to all teaching staff. When a student reaches the point where they are removed, on call should be notified to assess the situation and ensure that students go to the allocated classroom and teacher with the necessary work provided.
2. Any student who is placed in REMOVE will complete an automatic detention that night; this will be logged by the on call teacher. Following this, steps should be taken by the Curriculum Leader to ensure a smooth return to lessons in that subject in the future. Where possible the class teacher should see the student.
3. Whilst in **REMOVE**, if a student’s behaviour is cause for concern then the on call teacher should be notified and further action taken

**Offences leading to DETENTION**

* A student who misses a **CALL BACK**
* A situation where the **CALL BACK** has been unsuccessful
* Not doing homework by the deadline (see note 2)
* Inappropriate behaviour which may affect the health, safety or welfare of the student or other students or staff
* When a student has been placed into REMOVE

**DETENTION**

1. **DETENTION** will take place in either the allocated KS 3 area from 3.05 - 3.35 pm or the allocated KS 4 area from 3.30 - 4.00 pm.
2. If a student is also on **CALL BACK** they will complete the **CALL BACK** and arrive to **DETENTION** 10 minutes late. They should then leave **DETENTION** 10 minutes after the end.
3. Where there are isolated incidences of inappropriate behaviour either support or teaching staff may issue a **DETENTION**.In most circumstances Curriculum Leaders, Year Leaders or members of the Senior Leadership Team will issue a **DETENTION** because of inappropriate behaviour.

**DETENTION PROCEDURES and sequence of events**

Day 1: Offence is committed.

**DETENTION** details are recorded in SIMS.

 A letter to parents is generated by the Behaviour Supervisor and placed in the appropriate form tutor’s pigeonhole.

Day 2: Form tutor (or cover supervisor / teacher) collects the letter to give to the student. Form Tutor records that a letter has been issued in SIMs.

Day 3 or 4: **DETENTION** takes place.

NOTE In the case of a detention as a result of REMOVE the detention is issued for the same night of the incident and parents are notified of this. Where a student is already on a detention this will still stand and the student will complete a detention with a member of SLT following this.

**DETENTION Arrangements**

1. **Behaviour DETENTION** will take place in either the allocated KS3 or 4 area
2. Students will be sent into the area in silence and they will be well spread out.
3. Students are required to sit in silence or read for the duration of the detention. Students in Years 10 and 11 will be allowed to do homework as an alternative to this.
4. The register will be taken once the students are seated. The register is then taken to the BSU as soon as possible and then returned to the student reception by one of the cover supervisors or the Behaviour Welfare Coordinator.
5. Any misbehaviour by a student, they will be given a **WARNING**, and no other warnings will be given. Further misbehaviour will result in the student being sent home and being placed into **ISOLATION** the next day. The member of staff placing the student into **ISOLATION** should contact home to inform parents of this.
6. Students who are late for **DETENTION** and are not at **CALL BACK** will be kept behind for an additional 10 minutes.

**Homework Arrangements**

Where there are concerns about homework completion class teachers and curriculum leaders will take appropriate action:

The following procedures will apply:

**Step 1** – Class teachers should make contact with parents when homework has not been completed on more than one occasion. If teachers are unable to establish contact with the parent a letter should be sent home informing the parent of the concern.

**Step 2** – If there is no improvement the Curriculum Leader will be involved and telephone contact should be made with the parent to establish reasons why there has been no improvement.

**Step 3** – If there is no improvement the Year Leader will become involved and place the student onto behaviour report (YELLOW), to monitor homework and engagement across all subjects. Parents should be informed of this action.

**Staffing DETENTION Arrangements**

1. All members of the teaching staff, Year Leaders, the Behaviour Welfare Coordinator will be part of a rota for behaviour **DETENTION**.
2. Cover supervisors will assist with the registration of students to detention~~.~~

**ISOLATION and INTERNAL EXCLUSION**

1. **ISOLATION** and **INTERNAL EXCLUSION** will take place in the KS 3 or 4 BSU. Students will be expected to arrive at 8.35 am. and leave at 3.15 if they are in KS3. KS4 will arrive at 9am and leave at 3.40pm, unless they have previously been placed on detention that night, in which case they will leave at 3.35pm/4.00pm.
2. Students will complete the work provided for them, which should, as far as is possible, be work from their usual lessons. This work will be returned to the class teacher.
3. Students should hand in any mobile devices in their possession at the start of the day. These will be returned when they leave. Alternatively they should not be brought into school.
4. Students will remain in the BSUthroughout the school day, including break and lunch times.
5. Toilet breaks will be taken during lesson time.
6. Students will be accompanied to get their lunch, if required. Lunch will be eaten in the BSU.
7. The students will be expected to work in silence in the room. Any disruption beyond a first verbal warning will result in the involvement of senior staff or members of the pastoral leadership team. Continued problems may lead to an exclusion.
8. The pastoral staff/senior staff who are on call will check on the room at least once during their on call period.

**Offences leading to ISOLATION**

* An offence after a student has been placed in **REMOVE;** this will be determined by the on call teacher
* Where a student has been REMOVED more than once in one day
* Refusing to access the **REMOVE** area that has been allocated by the class teacher/ Curriculum Leader then by on call staff
* Smoking
* Truancy
* Inappropriate behaviour that may affect the health, safety or welfare of the student or involve others e.g. leaving the school site without permission, stealing, graffiti on school property (buildings, textbooks, desks, etc. depending on the severity of this it may be **INTERNAL EXCLUSION**), abuse of other students’ property, violence/fighting (depending on the severity of it this may be **INTERNAL EXCLUSION**)
* Where a student receives **3 or more** behaviour incidents in a day
* Failure to attend detention will result in a half day placement in the KS 3 or 4 BSU

**ISOLATION PROCEDURES and sequence of events**

1. **ISOLATION** offence is committed, and on call staff are sought.
2. The student may be in a classroom or in **REMOVE** depending on the circumstances. The on call staff arrive and determine the sanction for the misdemeanour.
3. The on call staff will confirm that an offence has taken place and will enter the details into SIMS.
4. Arrangements will be made for the student to go into BSU the following day (or a subsequent day if a space is not available).
5. The on call staff make a judgement as to whether the student should stay in normal lessons, go straight to **REMOVE** or BSU. The student should not go home.
6. The on call staff will contact home to notify the parents of the arrangements. The office will produce a letter to go onto the student’s file.
7. **ISOLATION** is a one day withdrawal from lessons.

**Offences leading to INTERNAL EXCLUSION**

* Swearing directed at a member of staff.
* A serious incident which is deemed to be of significant concern such as

significant graffiti on school property (buildings or desks) or unprovoked violence/fighting.

**INTERNAL EXCLUSION PROCEDURES and sequence of events**

The following procedures will apply for those students who are involved in an incident deemed to be of significant or repeated consequence.

1. The gatekeeper for referrals to **INTERNAL EXCLUSION** will be the Assistant Headteacher: Pastoral. Referrals for Internal Exclusion can be made by SLT, Year Leaders the Behaviour Welfare Coordinator and on call staff.
2. A first placement in **INTERNAL EXCLUSION** will be for 2 days.
3. A second placement in **INTERNAL EXCLUSION** will be for 3 days.
4. A third placement in **INTERNAL EXCLUSION** will be for 4 days.
5. Prior to a student commencing their placement, contact with parents/carers will be made via telephone and letter; expectations will be discussed during this contact, including not using electronic devices including phones in the BSU. These will be handed in or should be left at home.
6. Students will attend **INTERNAL EXCLUSION** from 8.35am to 3.30pm daily. Unless they have previously been placed on detention that night, in which case they will leave at 3.45 pm.
7. Students will be required to wear full school uniform.
8. Students will be required to bring a packed lunch, or will be able to purchase their lunch from the school canteen.
9. As far as is possible, work for both Key Stage 3 and Key Stage 4 students are to be provided by all subject teachers, for each lesson. Staff in the BSU will send a work request directly to staff who teach the student that day.
10. Where required the member of staff placing the student into Internal Exclusion will facilitate reparation whilst a student is in the BSU.

**Reintegration Procedures**

* Daily notes will be completed at the end of each student placement and will help inform the re-integration meeting, which takes place at the end of this period of exclusion.
* The first re-integration should be a phone call with the Year Leader.
* The second re-integration should be a phone call with the Behaviour Welfare Coordinator.
* The third re-integration should be a meeting with the Year Leader.
* The fourth re-integration should be a meeting with the Behaviour Welfare Coordinator.
* The fifth re-integration meeting should be with the Assistant Headteacher: Pastoral.
* The sixth re-integration meeting should be with the Deputy Headteacher.
* Subsequent re-integration meetings should be with the Headteacher or, where appropriate, with a Governors’ disciplinary panel.

**Notes**

The member of on call staff will deal with any student exhibiting challenging or unacceptable behaviour whilst in the Behaviour Support Unit. This may result in further sanctions and next steps.

**FIXED TERM (EXTERNAL) EXCLUSION PROCEDURES**

The following procedures will apply for those students who are issued with a fixed term exclusion.

* + - 1. The gatekeeper for issuing **FIXED TERM EXCLUSIONS** will be the Deputy Headteacher or Headteacher.
			2. If a student is involved in a serious incident, the member of staff concerned should contact the office (extension 222 or 223) for the member of staff who is on-call. The student should remain in the classroom until the member of staff arrives (except in extreme circumstances). They will decide upon the severity of the incident and will discuss this with either the Deputy Headteacher or Headteacher.
			3. Prior to a student being sent home, contact with parents/carers will be made via telephone and they will be asked to make arrangements to have their child removed from the school. In extreme circumstances the police may be called.
			4. The duration of the **FIXED TERM EXCLUSION** will be determined by the Deputy Headteacher and/or Headteacher and will relate to the seriousness of the offence and the student’s behaviour record. The Assistant Headteacher: Pastoral should be informed and they will arrange for a letter outlining the duration of/reasons for the **FIXED TERM EXCLUSION** to be sent home to parents to formalise consequences.
			5. Work will need to be provided for students by classroom teachers for the duration of the **FIXED TERM EXCLUSION**; this should be forwarded to the main school office. A member of the Pastoral Leadership Team should arrange for this to be requested. Work will be collected and delivered to students by the Senior Family Support and Welfare Officer.
			6. If this is the second recorded **FIXED TERM EXCLUSION** for a student, an SST referral will need to be completed and forwarded to the Assistant Headteacher: Pastoral.
			7. In some circumstances it will be deemed appropriate to use the **FIRST DAY RESPONSE (Student Support Centre)** provision in lieu of exclusion to home. This decision will be made by the Assistant Headteacher: Pastoral, the Deputy Headteacher or the Headteacher. In this situation a referral will be made by either the Assistant Headteacher: Pastoral or the Deputy Headteacher.

The re-integration meeting should be with the Assistant Headteacher: Pastoral and the Deputy Headteacher and/or Headteacher.

**Offences leading to FIXED TERM EXCLUSION**

* A serious offence after a student has been placed in the BSU, this will be determined by the on call teacher.
* An incident that is deemed to be of a most serious nature eg. refusal to follow the instructions of the on call teacher.
* A serious incident which is deemed to be of significant concern such as

significant graffiti on school property (buildings or desks) or unprovoked violence/fighting or bullying.

**FIXED TERM EXCLUSION and sequence of events**

The following procedures will apply for those students who are involved in an incident deemed to be of significant, or repeated, consequence.

1. The gatekeeper for referrals to Fixed Term Exclusion will be the Headteacher or Deputy Headteacher. The length of the **FIXED TERM EXCLUSION** will reflect the incident and any previous exclusions that have been given. Referrals for **FIXED TERM EXCLUSION** can be made by SLT, PLT and on call staff.
2. Prior to a student commencing a **FIXED TERM EXCLUSION** contact with parents/carers will be made. Parents will be notified of arrangements and the student will go home as soon as possible.
3. The member of staff dealing with the **FIXED TERM EXCLUSION** will enter the details of the incident in SIMs.
4. The office will produce a letter to go onto the student’s file and this should be sent home and also to the Local Authority.
5. Work should be sought from staff and collected as soon as possible then delivered home to the student to complete.
6. Where required the Headteacher, Deputy Headteacher or Assistant Headteacher: Pastoral will facilitate reparation when a student returns to school following the **FIXED TERM EXCLUSION**.

**Reintegration Procedures**

* The first re-integration meeting should be with the Assistant Headteacher: Pastoral.
* The second re-integration meeting should be with the Assistant Headteacher: Pastoral and Deputy Headteacher.
* The third re-integration meeting should be with the Headteacher and Assistant Headteacher: Pastoral.
* Subsequent re-integration meetings should be with the Headteacher or, where appropriate, with a Governors’ disciplinary panel.

**This policy has been assessed in terms of Equality Impact.**

**Appendix 1**

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**Appendix 2**



**Appendix 3**

 

**Appendix 4**

**Addendum:** Returning to School after closure following COVID 19

When school welcomes back students, it is essential that everybody works together to ensure that staff and students remain safe and well. Good routines and clearly understood expectations will help us create a new temporary ‘normal’ and will help reduce the anxieties of everyone in our school community. Our BfL policy has been amended to reflect changes when we return however there are additional aspects, outlined in this addendum, that need to be adhered to by all stakeholders. Changes that will be in place are outlined below, this amended policy has been designed in accordance with government guidance and health and safety advice issued to schools and will be shared via the school website and in a letter to all parents/carers. Whilst it is acknowledged that students and their families have all had different experiences of ‘Lockdown’ and we will need to be mindful of the effects of this, these routines and expectations will be at the heart of the successful return to school. As always and particularly at this difficult time, we expect everyone to have each other’s welfare at the heart of everything we do, co-operating and being pleasant and helpful to each other will be a good starting point. Whilst it may take some people longer than others to adapt to these routines and expectations, they are by in large ‘non-negotiable’. Where students are struggling to keep to them; they will be offered support by the Pastoral or Senior Leadership Team to better understand why they are finding the situation so difficult; work will be carried out to help them understand the reason for a particular rule/expectation and why it is so important that they keep to them. Where a student continues to struggle to manage their behaviour and behaves in a way that undermines the safety or welfare of any of the school community, the school will draw up a risk assessment with the student, the student’s family and any other professionals who may be involved with an individual or their wider family.

If a student is believed to be struggling with their mental health and this is impacting on the choices that they are making, appropriate support will be offered from within school or from external professionals where appropriate.

Breaches of the new routines and expectations will be dealt with via the normal school disciplinary procedures and the established BfL system outlined within the main body of this document.

The following incidents will be treated particularly seriously and advice will be sought from the Local Authority to decide next steps for any student involved:

* Persistent and deliberate breaches of expectations despite appropriate support being offered previously
* Deliberately spitting at any member of the school community
* Deliberately coughing at any member of the school community
* Behaviour or language that is intended to cause alarm or distress to any member of the school community that is Covid 19 related.

Specific areas have been modified in the light of the COVID 19 pandemic; these are outlined in the following table:

|  |  |  |
| --- | --- | --- |
|    | **Changes**  | **Reason**  |
| **Entering and** **leaving the school building**   | Students should arrive to school and enter by the KS 3 or 4 entrance. At the end of the school day students should use the same point of exit or should leave the building via the staircase at the end of the finger they have been working in. Students must leave the site immediately and not remain to wait for friends or transport.  | This will keep the number of people students come into contact with to a minimum.  |
| **Personal hygiene**  | All students will ensure that: * they clean their hands on arrival to school, before and after eating, and after sneezing or coughing
* they wash their hands regularly for a minimum of 20 seconds or use the hand sanitiser provided.
* they try to not touch their mouth, eyes and nose frequently
* they use a tissue or elbow to cough or sneeze and use pedal bins for tissue waste (‘catch it, bin it, kill it’)
* they do not share drinks, bottles or food

**FACE MASKS*** When moving around the inside of the school building face coverings are to be worn. Students should provide their own face covering. If there is a medical reason why students cannot wear a face mask parents need to contact the Year Leader. Those students will be identifiable in corridors via a sticker or lanyard. If a student arrives to school without one, the Year Leader/BWC should provide one. When not being worn (ie in classrooms) students should take these off carefully and store in a plastic bag.

If a student refuses to wear one please refer them to the Year Leader/BWC who will then contact home. | This will help reduce the risk of passing on the virus.   |
| **Social distancing** **and moving around the school**  | Students must follow the government guidelines and ‘socially distance’ from staff at **ALL TIMES**, this includes during a lesson and when they are moving around school. In classrooms students must follow instructions from staff at all times this is especially important with regards to seating instructions and when entering and leaving classrooms. Within the classroom students will be allocated a space to sit and work and should remain at this desk space at all times. They cannot sit where they choose. Students should not be in the teacher space at the front of the classroom.Students must always stay within their key stage ‘bubble’ and only go to the areas/rooms that have been allocated on their timetable. When moving around the school, students should be expected to keep to the left; there will be signage that they should follow. They should move calmly and quietly.**Please note that there is no requirement for students within bubbles to socially distance from each other.** | The 2-metre rule will help keep staff safe.      This will keep the number of people students come into contact with to a minimum.  |
| **Equipment**   | Students are allowed to bring into school their own bag but must minimise other items that they bring in with them. Student should use only the equipment provided by the school; you must **NOT** share equipment. | By using only their allocated equipment, students will reduce the risk of passing on the virus.  |
| **Online Learning**   | All work on line should maintain the same high standards of behaviour as if students were face to face in school with teachers. There should be no offensive language or derogatory terms used.   | To maintain an appropriate learning environment.  |
| **Mobile phone** **Usage**   | The rules around mobile phones remain unchanged; they should be ‘off and away’ when students are on the school site.  | To maintain an appropriate learning environment.  |
| **First aid and** **medical needs**  | If students are feeling unwell, they must notify a member of staff immediately and the member of staff will arrange for on-call to come to speak to them, following this they may be taken to student reception. Students must follow instructions from their teachers.  Specific details of dealing with a student with COVID 19 related symptoms are within the school risk assessment. Students in this position will take home with them a leaflet outlining when they can return to school.  | This will help reduce the risk of passing on the virus.   |
| **Attendance**   | When Students are unwell or if parents choose not to send their child into school, there is an expectation that school is notified as soon as this is possible; this remains unchanged however; if students are unwell and exhibiting COVID 19 related symptoms or someone in the household is then the specific steps outlined in the Parents/carers and family risk assessment should be followed. In addition, if a student or parent/carer or other household member is contacted by the NHS test and trace service, they must following their guidelines and inform the school as soon as possible.  | This will help reduce the risk of passing on the virus.   |
| **Toilet needs**  | When students go to the toilet, they should only go to those toilets allocated in their ‘bubble’ and ensure that they follow the personal hygiene procedures that have been specified. Students should not be going to the toilet during lessons unless there is a medical need to do so (you will be made aware of these students).Please use your discretion with Year 7 in the first few weeks until they are used to our routines and procedures. | This will keep the number of people students come into contact with to a minimum and will help reduce the risk of passing on the virus.  |
|  **Uniform**   | Students will be expected to be in full school uniform at all times. Rules regarding jewellery and facial piercings remain unchanged and will be strictly enforced.  | Government advice is that uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. |
| **Water Fountains** | Students will be expected to bring in their own filled water bottle.The water fountains will be turned off and out of use due to Covid-19 as this a high-risk transition point. | This is a high risk transmission point / touch point. |

**Rewards**

Rewards underpin our behaviour system and continue to do so. Staff will continue to recognise and reward good behaviour, attitude, progress and effort. Staff will continue to use our established procedures to record this and notify parents and carers of student success.

**Sanctions**

As outlined previously, behaviour that wilfully undermines the safety measures that school has put in place or risks the safety of other students or staff will not be tolerated. If the behaviour of a student is such that it is posing a serious threat to the safety of others and the school has exhausted all strategies to reduce that risk then exclusion remains an option. This decision will be taken by the headteacher or in their absence, by the deputy headteacher.

It is hoped that by following these rules and working together, we can create a positive learning environment where everyone is able to work productively and safely alongside their friends and peers.