



St Bede's Catholic High School

Behaviour and Exclusions Policy

1. INTRODUCTION

1.1 St Bede's staff aim to create a sense of order and self discipline for their pupils which reflect the Christian values and ethos of the school. The duty of caring works both ways and in return the School asks for and expects a high standard of courtesy and behaviour at all times. The School accepts that such formation is present in all aspects of its life - the approach to every task, every aspect of teaching and learning, and every form of order, discipline and control, every relationship.

1.2 The following sections are a written statement of the general principles which cover all the relevant issues that affect pupils and their parents.

2. THE PRINCIPLES

2.1 The Governing Body believes that good behaviour in all aspects of school life is necessary to enable effective teaching and learning to take place. It therefore seeks to create a caring and learning environment in the school by:

- creating a sense of good order and self-discipline characterised by fairness and justice
- promoting self-esteem, a proper regard for authority, and positive relationships based on mutual respect
- ensuring fairness of treatment for all and encouraging a consistency of response to both positive and negative behaviours
- providing a safe environment free from disruption, violence, bullying, and any form of harassment
- encouraging a positive relationship with Parents and Carers to develop a shared approach in the implementation of the school's policy and procedures

2.2 It is important to recognise that this policy relates to:

- all activities, day visits and residential trips organised by the school and undertaken by pupils both during the school day and when as a part of an officially organised school group.
- work experience and extended work experience placements, the period when pupils are in school uniform and making their way to and from school
- the right of school staff not to be subjected to harassment at any time in their professional or private lives.

3. THE ROLES AND RESPONSIBILITIES OF ALL MEMBERS OF THE SCHOOL COMMUNITY

3.1 The Governing Body will establish, in consultation with the Headteacher, staff and parents, this policy for the promotion of good behaviour and keep it under review. It will ensure that:

- it is communicated to pupils and their parents;
- the expectations are clear
- it is non-discriminatory

3.2 The Headteacher is responsible for:

a) promoting good behaviour and discipline in line with this policy

b) drawing up this written statement, and any accompanying documents, which will include the making and enforcing of rules to:

- promote self-discipline and proper regard for authority
- encourage good behaviour and respect for others
- prevent bullying
- ensure that standards of behaviour among pupils are acceptable
- regulate pupils' conduct
- ensure that punishments are in proportion to offences and enable pupils to make reparation when appropriate
- explain on the school website and other documents the arrangements for pupils to report bullying and how staff will investigate them. (anti-bullying policy)

3.3 The Staff are responsible for ensuring that the policy and its procedures are followed and consistently and fairly applied. The Staff have a key role in advising the Headteacher on the effectiveness of the policy and its procedures.

3.4 Our Parents and Carers naturally take responsibility for the behaviour of their children both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

3.5 Our pupils are expected to take responsibility for their own behaviour and to be fully aware of the School's policy, its procedures and its expectations. Pupils will also have a responsibility to ensure that any incidents of disruption, violence, bullying and any form of harassment are reported to the School's staff.

4. THE ROLE OF THE TEACHER

4.1 Our School wants to be a place where our pupils are self-disciplined. It is recognised that young people need to have the ability to tell the difference between right and wrong and that they will want to explore the limits of what constitutes either good or unacceptable behaviour. It is the role of the teacher to help them come to an understanding of where these boundaries are.

4.2 It is important that all staff set high standards in their dealings with pupils and that all staff take on the responsibility for discipline within the school. The following guidelines are given for working with pupils:

- be consistent in your dealings with all pupils
- be punctual to lessons and be organised once you are there. Expect your pupils to do the same • treat all pupils with respect and expect the same from them
- be rigorous in following things up; e.g. detentions. Let your pupils know that if you say you will do something, it gets done • have a sense of humour

5. THE PUPILS' CODE OF CONDUCT (see Appendix 1 and 2 – Classroom Rules)

5.1 In order that our pupils have an understanding of the sort of behaviour expected from them, the School has a Code of Conduct which applies equally to all pupils:

All pupils will be;

Ready, Respectful and Safe

These three rules apply whilst pupils are in school uniform and representing the school. They also apply during the school day, including at break and lunch time.

Golden Rule

Everyone should be treated fairly and with respect
"Treat other people as you would like to be treated"
(Matthew 7:12)

5.2 This Code is printed in each pupil's planner. It is also displayed in classrooms. Pupils are reminded of the Code at regular intervals.

6. THE WAYS IN WHICH THE SCHOOL ENCOURAGES GOOD BEHAVIOUR

6.1 The School uses the following examples to reinforce positive behaviour and to recognise the efforts of its pupils:

- Parents and Carers are asked to sign a 'Home-School Agreement' on admission indicating that they support the school's efforts in the education of their child.

- extra curricular activities and educational visits provide opportunities for pupils to enrich their education
- School Council meetings give pupils the opportunity to express their opinions about aspects of school life.
- pupils are encouraged to think of others in need by raising money for charitable causes such as the annual Good Shepherd Collection.

6.2 A positive attitude and an 'encouragement' philosophy are recognised as being more effective in managing pupils' behaviour than merely punishing pupils. The School uses the following Methods of Reward so that pupils see the value of good behaviour and therefore learn from their experience:

- Verbal Praise: Every opportunity should be given to congratulate pupils on their effort/behaviour. It is important to be sensitive in recognising that pupils can be embarrassed about receiving praise in front of a class. Praise is, sometimes, best done privately
- Assemblies: These are used to praise pupils, recognise good effort and celebrate achievement.
- Letters and Telephone calls home: Personal contact can be made on a departmental basis to recognise high standards of effort and/or achievement
- Letters /Post cards of Commendation: Letters can be sent home to recognise high standards of effort and/or achievement across a range of subjects or for the contribution of a pupil towards the school community
- Work Displays: Every opportunity is taken to display work, both within the classrooms, and on notice boards around the school
- Referral to Senior Staff: when a child has worked with a high standard of effort and/or achievement the pupil can be referred to Heads of Departments, Heads of Year, Senior Leadership and Headteacher for special praise
- The use of reward cards and reward stamps for years 7 & 8
- Online points reward system called class charts which helps monitor and record achievements and positive behaviour
- Code of Conduct Card reward draws, applying to all pupils who keep their conduct cards clean throughout a half term. All pupils who keep a clean card will be rewarded with 10 class charts points for each half term that they manage to do this.

See Appendix 3 for our standard rewarding routines

6.3 The School will continue to look at further ways of rewarding pupils for displaying positive behaviour such as school trips or the Year 11 Leavers' Party.

7. UNACCEPTABLE PUPIL BEHAVIOUR

7.1 At times some pupils behave in an inappropriate way and this affects others in the school community. The following sections describe the range of behaviour which the school sees as being inconsistent with the Code of Conduct.

7.2 The School recognises that some misbehaviour is simply inappropriate and undesirable but that others are more serious as well as other instances that are very serious. The following lists give

examples of the different degrees of seriousness. They are not intended to cover all types of unacceptable behaviour.

7.3 Examples of inappropriate behaviour:

Interrupting a teacher	Teasing other pupils	Attention seeking
Clowning around	Name calling	Hindering other pupils
Pushing in	Avoiding work	Spoiling others' games
Running inside the building	Wasting time	Arguing about everything
Uncooperativeness	Play fighting	Using swear words
Eating in class	Cheekiness	
Using a mobile phone		

7.4 Examples of more serious misbehaviour:

Arguing back	Persistent inappropriate behaviour	Rudeness to pupils
Fighting	Hitting back	Smoking
Refusal to follow instructions	Rudeness to a teacher	Hindering other pupils
Spitting	Lying	Graffiti
Swearing at pupils	Giving Cigarettes to other pupils	Using a phone or camera to take images of pupils or staff

7.5 Examples of extremely serious misbehaviour:

Bullying	Extortion	Vandalism	Dangerous refusal to follow instructions
Hitting	Vicious kicking	Fighting	Continued disruptive behaviour
Running out of school	Verbal abuse of staff	Physical abuse of staff	Swearing at staff
Lying in order to protect others	Selling cigarettes to other pupils	Stealing	Bringing drugs into school or Using drugs
Bringing inappropriate sexual material into school	Selling drugs or cigarettes in school	Racist remarks	Using the school internet connection to access sexual or other inappropriate material.
Bringing the school into disrepute, either in our local community or whilst placed in another school	Sending text messages or internet chat room messages which are offensive or bullying	Inappropriate sexual touching, either consensual or otherwise	

8. THE WAYS IN WHICH SCHOOL DISCIPLINES PUPILS FOR INAPPROPRIATE BEHAVIOUR

8.1 It is acknowledged that at times pupils do not behave in an appropriate manner. When this occurs the school expects its pupils to show remorse for their actions and to make reparation for their mistakes. The emphasis is placed on the pupil to take responsibility for her or his actions.

8.2 Punishment for breaches of normal discipline and the Code of Conduct usually takes the form of sanctions or loss of privileges. Staff have a range of options available to them in dealing with a pupil's misbehaviour and will use them according to the seriousness of the situation. The aim is always for pupils to know that incidents of misbehaviour are dealt with and that the response is both fair and in proportion to the nature of the misbehaviour.

8.3 The following list identifies the range of sanctions that would usually be applied by either the subject or form teacher within the normal level of classroom management:

There are three simple steps:

Warn, Move, Remove

Warn – Pupils are given a verbal reminder or non-verbal reminder that their current behaviour does not meet expectations

Move – The pupil may be moved seats away from peers or sent out of the classroom to enable them to reflect on their behaviour and correct/improve their conduct.

Remove – The pupil will be sent to work with the relevant Curriculum Leader or may be removed by a member of the Senior Leadership team.

Examples of teacher intervention to improve behaviour

Reminder of school rules verbally	Word of correction	Warning of consequence of repeat misbehaviour	Move to a new seat in the classroom on a temporary or permanent basis
Break time, lunchtime or after school detention	Removed from the classroom for a short period of time for reflection	Alternative work provided to pupil, but they remain in the classroom	

(* Detentions can be arranged at the convenience of the teacher. Where a pupil is placed in detention after school 24 hours notice will be given in order that parents are informed. Other arrangements may be made for pupils living in outlying areas).

8.4 When there is an incident of more serious misbehaviour or there is a clear pattern of repeated misbehaviour, this will require the involvement of the Head of Departments or Head of Year. At this level, the following sanctions would normally be used and recorded on the pupil's file:

Verbal communication to parent/carer	Written communication with parent/carer	Parent/carer meeting with Year Leader	Placed in Pupil Support Base
Monitoring card report	Temporary placement in another class	Parent/carer meeting with AHT responsible for Pupil Wellbeing	Referral to school counsellor
Referral to school nurse	Referral for a seclusion placement	Referral for a managed transfer	

The intention with any of these sanctions is to deal with the indiscipline and then manage the pupil's behaviour in such a way that he or she achieves the required improvement. The involvement and support of the pupil's family will be sought where appropriate and possible.

8.5 Concerns relating to repeated misbehaviour will cause the pupil's behaviour to be monitored for an agreed period of time by use of a weekly or daily report. Parents are notified of this and involved in discussion to help set targets that will achieve the required improvement.

8.6 If the school has wider concerns about a pupil it may be appropriate to work with some outside agencies who work with the school to support pupils.

8.7 Major disciplinary problems or persistent misbehaviour are the concern of the School Leadership Team, Assistant Headteacher, Deputy Headteacher and Headteacher. They are able to reinforce the range of responses normally used to deal with pupil misbehaviour and will seek the full co-operation and support of the pupil's family. A behaviour contract may be put in place with the agreement of the pupil and their family. Any contract will be reviewed periodically and the breaking of a behaviour contract may lead to further sanctions. A pupil who is at risk of exclusion may be offered a shortterm seclusion placement at another school within the district. This involves agreement between the two schools and the Lancashire Pupil Access Team. Any pupil who takes up such a placement would be subject to the terms within St.Bede's behaviour and exclusions policy should they be involved in any incidents of poor behaviour whilst at the placement school.

8.8 In some circumstances the behaviour of a pupil may reach a stage when the School Leadership Team make the decision to call for a Governors Behaviour Panel Meeting. The pupil and their parents/carers will be invited to the meeting. The meeting will be attended by a minimum of two school governors, Headteacher and an Assistant Headteacher. Evidence will be presented to the panel by the SLT, the pupil and parents/carers will be given an opportunity to speak. A decision will then be made with regards to next steps in the process of dealing with the behaviour, supporting the pupil and setting targets for future behaviour.

8.9 In extreme cases or where the pupil shows persistently that he or she is unwilling to make the required improvement, the Headteacher will need to consider whether the pupil should be formally excluded from school for a fixed period. This is a most serious matter and a first exclusion would be accompanied by a warning that should a second exclusion be necessary then that would be accompanied by a final warning. This final warning would state that if there was further cause for serious concern, the Headteacher would have to consider whether the third exclusion should be permanent. In some cases pupils who are at risk of exclusion may be considered for a managed transfer to another school. Arrangements will be made with the Pupil Access Team in such cases and an Assistant Headteacher will manage this.

8.10 When a pupil is responsible for a serious criminal offence, even first offences - e.g. physical assault, harassment, theft of personal or school property, racism, a drug related incident - the school is able to involve the Police at an appropriate level where appropriate and possible. The pupil's family would be advised of the meeting and invited to attend.

8.11 Victims of serious criminal offences are also advised of their right to report the matter to the police.

9. EXCLUSIONS

9.1 For those at risk, of exclusion additional measures could include:

- the school engaging with parents;
- a change of teaching set or class;
- curriculum alternatives at Key Stage 4, including attendance at a further education college or another form of alternative provision;
- temporary placement in an in-school Learning Support Unit as part of a planned positive programme for pupils;
- temporary or part-time placement in a Pupil Referral Unit (or with the Pupil Referral Service), where they are able to provide preventative programmes and where it is felt to be more appropriate for the pupil to be away from the school site for a while;
- a managed transfer move to another school, with the consent of all parties involved – requested via the West Lancs Behaviour Panel; this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion;
- consideration by the Special Educational Needs Co-ordinator (SENCO), with colleagues, of possible interventions within the school; assessment of Special Educational Needs, including possible placement in a special school;
- allocation of a key worker such as a Learning Mentor, Connexions Personal Adviser, Education Welfare Officer or member of a Behaviour and Education Support Team; and referral to a specific support service, such as the Education Welfare Service, Children’s Services or the Child and Adolescent Mental Health Service.

9.2 Removing pupils from a school site

There are four sets of circumstances in which individual pupils may be required to leave the school site, namely where:

- a) there is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently. This guidance specifies procedures for exclusion;
- b) a pupil is accused of a serious criminal offence but the offence took place outside the school’s jurisdiction. In these circumstances the head teacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.
- c) for medical reasons, a pupil’s presence on the school site represents a serious risk to the health or

safety of other pupils or school staff. In these circumstances a head teacher may send the pupil home after consultation with the pupil’s parents. This is not an exclusion and may only be done for medical reasons; and

- d) the pupil is given permission by the head teacher, or person authorised by the head teacher, to leave the school premises briefly to remedy defiance of the school's rules on appearance or uniform, where this can be done quickly and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will need to be considered. Please see related documents for details of guidance on school uniform.

These are the **only** circumstances in which pupils may be required to leave the school site. Where a condition of attendance is that pupils should be screened for possession of offensive weapons and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. This is not an exclusion, but an unauthorised absence.

9.3 The decision to exclude

A decision to exclude a pupil permanently should be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
 - b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for
 - the pupil to reintegrate into the school afterwards. OFSTED inspection evidence suggests that 1– 3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, head teachers should consider alternative strategies for addressing that behaviour.
 - Only the head teacher, or teacher in charge of a PRU (or, in the absence of the head teacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil. Other exclusion-related activities do not have to be undertaken by the head teacher personally, but may be delegated.
 - A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.
 - There will, however, be exceptional circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- c) serious actual or threatened violence against another pupil or a member of staff; b) sexual abuse or assault;
- d) supplying or using an illegal drug; or
- e) carrying an offensive weapon (for advice on what constitutes an offensive weapon. Schools now have a power to screen and search pupils for weapons)

Schools should consider whether or not to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as Youth Offending Teams or social workers.

- These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.
- In cases where a head teacher has permanently excluded a pupil for: a) one of the above offences; or b) persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body or an Independent Appeal Panel to reinstate the pupil.

9.4 Factors to consider before making a decision to exclude

Exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the head teacher should:

- a) ensure that a thorough investigation has been carried out;
- b) consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended; head teachers and others involved in exclusion procedures have a positive duty to promote equality (see paragraphs 60–63 and paragraphs 57–59);
- c) allow and encourage the pupil to give his or her version of events;
- d) check whether the incident may have been provoked, for example by bullying, or by racial or sexual harassment;
- e) if necessary, consult others, but not anyone who may later have a role in reviewing the head teacher's decision, for example a member of the governing body; and
- f) keep a written record of the actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible

9.5 When exclusion is not appropriate

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Exclusion should **not** be used for:

- a) minor incidents such as failure to do homework or to bring dinner money;
- b) poor academic performance;
- c) lateness or truancy;
- d) pregnancy;

- e) breaches of school uniform rules or rules on appearance (for example, relating to jewellery, body piercing, hairstyles, etc), except where these are persistent and in open defiance of such rules. (Pupils may be sent home, their parents first having been contacted, on recorded authorised absence to change clothes without being excluded; this should be for no longer than is necessary, otherwise it may amount to an unofficial exclusion)
- f) punishing pupils for the behaviour of their parents, for example where parents refuse, or are unable, to attend a meeting; and
- g) protecting victims of bullying by sending them home

See **"Improving Behaviour and Attendance"*** for further details on:

- Unofficial exclusions
- Removal of pupils from school in exceptional circumstances
- Removal of pupils on medical grounds
- Length of fixed period exclusions
- Lunchtime exclusion
- Procedures following a fixed period exclusion
- Reintegration interview
- Parenting contracts and orders
- Parental co-operation
- Procedures for review and appeal
- Procedures following permanent exclusion
- Behaviour outside school
- Pupils with special educational needs (SEN)
- Disabled pupils
- Race relations
- Looked after children
- Procedure for excluding a pupil: role of the Headteacher
- Responsibilities of the governing body
- Independent Appeal Panels
- Police involvement and parallel criminal proceedings
- Model letters

*"Improving Behaviour and Attendance" Guidance on Exclusion from Schools and Pupil Referral Units. September 2007 Department for Children Schools and Families.

10. ARRANGEMENTS TO MONITOR, EVALUATE AND REVIEW THIS POLICY

10.1 The Headteacher's termly report to the Governing Body will include details about:

- rates of pupil attendance and unauthorised absence
- the number of pupils excluded from school
- any racially motivated incidents
- the numbers of pupils receiving special support from the school

10.2 Pupils will be reminded of the Code of Practice at regular intervals.

10.3 The Policy will be publicised on the school web site.

10.4 The policy will be reviewed annually and each spring / summer term by the Strategic Leadership Team, Deputy Headteacher and Headteacher in consultation with the staff of the school in order that any recommendations for development or amendment can be presented to the Governing Body at the next Governors, Policy Committee meeting in the autumn term.

Next Review date Jan 2022

Appendix 1 – Positive Pupil Behaviours



St. Bede's Catholic High School Code of Conduct



Our three rules:

Ready Respectful Safe

Exceptional St.Bede's behaviours

Praiseworthy behaviour	Outstanding attitude to learning	Represented school at sport	Outstanding act of friendship
Outstanding progress	Outstanding effort	Represented school at music	Improved attendance
Outstanding classwork	Outstanding academic achievement	Special music award	100% attendance
Outstanding homework	Met aspirational subject target	Outstanding act of kindness	Charity work
Community contribution	Representing school in the community	Improvement in progress	Showing an outstanding commitment to St. Bede's
Being helpful around school to staff and pupils	Showing excellent determination	Excellent use of thinking skills	Being polite and courteous to others
	Attendance at extra curricular activities	Pastoral Year Leader reward	

A class chart point can be awarded for any of the above

The Golden Rule

Everyone should be treated fairly and with respect
 "Treat other people as you would like to be treated" (*Matthew 7:12*)

Appendix 2 – Poor Pupil Behaviour and Consequences



St. Bede's Catholic High School Code of Conduct



Our three rules:

Ready Respectful Safe

Behaviours that do not meet expectations at St. Bede's

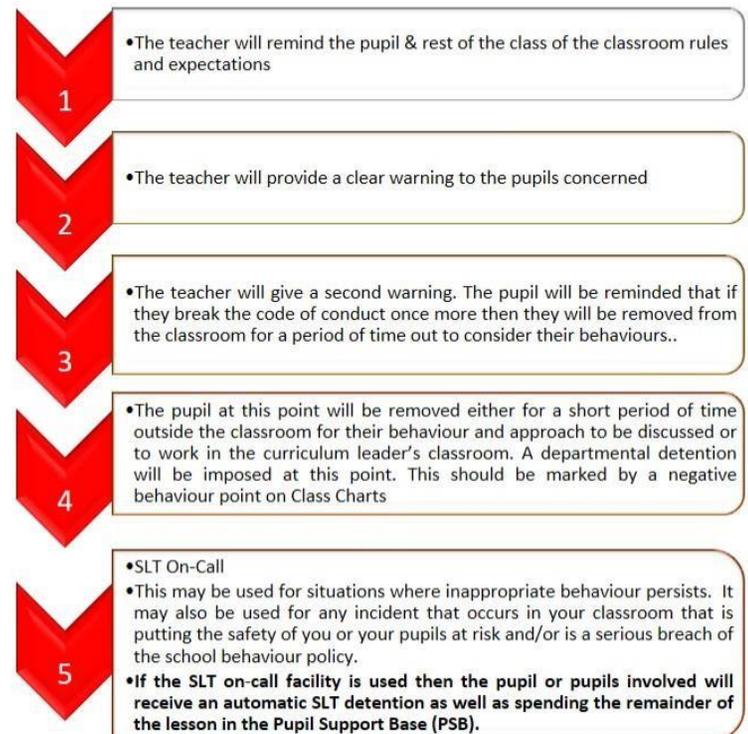
Lack of equipment	Off task in lesson	Homework issue	Shouting out	Incorrect uniform
Wearing make-up or nail varnish	Wearing inappropriate jewellery	Chewing gum	Eating in class	Lack of effort
Late arrival to school	Late arrival to lesson	Lack of PE kit	Lack of food technology ingredients	Dropping litter
Poor attitude	Cycling on school premises	Low level disruption	Running on corridors	Repeatedly on corridors during break and lunchtime
Rudeness	Arguing	Out of bounds	Refusal to work in lesson	Fighting
Violent behaviour	Bullying	Use of inappropriate foul language	Anti-social behaviour	Aggression

A negative class chart point can be awarded for any of the above

The Golden Rule

Everyone should be treated fairly and with respect
"Treat other people as you would like to be treated" (Matthew 7:12)

Dealing with poor attitudes to learning in lessons:



Class Charts



30 Points

Bronze

75 Points

Silver

150 Points

Gold

Attitude to Learning



Half termly recognition points

Average ATL of 3	Average ATL of 4
10 Class Chart Points	15 Class Chart Points

Attendance



Half termly recognition points

97% Attendance or above	100% Attendance
10 Class Chart Points	15 Class Chart Points

Code of Conduct Cards



Half termly recognition points

- All “clean” Code of Conduct Cards entered into draw for chocolate prizes

Clean Code of Conduct Card
10 Class Chart Points Awarded

Appendix - Behavioural Management During the Coronavirus (COVID-19) Pandemic Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance. Should you have any questions regarding this policy please contact either Mr Morgan (Deputy Headteacher) or Mrs Harris (Assistant Headteacher) at the school.

Our three key rules remain steadfast within our everyday work with pupils, these help us to maintain an effective classroom and school environment.

Ready Respectful Safe

1. Enforcing new rules

1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
2. Staff are informed about the measures in place so they can enforce these rules at all times.
3. The school informs parents of any changes to provision outlined in this policy.
4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
5. Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
7. 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.
8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. Arrival and departure

1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
3. The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.
4. 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.

3. Hygiene and infection control

1. The school has ensured a full risk assessment has been conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
2. To ensure we maintain social bubbles within school pupils are expected to stay strictly within their Year groups, they should not mix with pupils from other Years.
3. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser (sanitising stations are available at key points throughout the school):
 - Upon arrival at and departure from the school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
4. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
5. Pupils are expected to dispose of tissues using the litter bins provided.
6. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
7. Pupils are discouraged from sharing any equipment
8. 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.
9. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
10. 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.
11. 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.

4. Social distancing General

1. Pupils adhere to the social distancing measures put in place by the school.
2. 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.
3. 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 groups.
4. Where it is 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.
 5. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
 6. 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.
 7. 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.

4a In the dining room and school hall / other designated eating areas

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.

1. Pupils are allocated specific time to use the dining room to help adhere to social distancing rules. Pupils do not enter the dining area or hall unless expressly told to do so by a member of staff. **4b During sports and exercise activities**

1. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
2. 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.
3. The school does not permit close-contact sports, play or activities at this time.
4. 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 this policy.
5. 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. **4c During collective worship**

1. Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

4d Moving around the school

1. The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
3. 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 canteen.

4. Pupils may leave the classroom to use the toilets or other sanitary facilities **one** at a time, with permission from a member of staff.
5. Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

5.III health and infection

1. 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.
2. 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 this policy and the **Anti-Bullying Policy**.
3. 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.
4. 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.

6. The school premises

1. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
2. Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

7. Breaktime and lunchtime arrangements

1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted Year groups and only in designated areas.
3. Pupils are not permitted to gather in groups larger than 10 at a time and must not mix between Year groups.

8. School uniform

1. The school expects all pupils to wear uniform while in school, in line with the **School Uniform Policy**.
2. Parents should ensure that their children attend school in clean, laundered uniform each day – parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.
3. 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.

9. Managing the behaviour of remote learners

1. Pupils who are learning remotely off-site are expected to adhere to this policy and the **Remote Learning Policy**, where applicable.
2. 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.
3. 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 of this policy may be in place.
4. Where discipline must be deferred until the pupil returns to school, the **headteacher or deputy headteacher** will inform the pupil's parent/carer via letter or phone call and the pupil will be disciplined when it is safe to do so.

9. Exclusions

1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
2. 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.
3. The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the **Behaviour and Exclusions Policy**, where practicable.

4. Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the **headteacher/deputy headteacher** liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
5. The **headteacher/deputy headteacher** liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
6. The timeframes set out in the **Behaviour and Exclusions Policy** remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
7. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the **governing board** decides whether any meetings should be delayed.
8. The **governing board** takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

10. Rewards and discipline

1. Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.
2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
3. 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.
4. 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.

11. Monitoring and review

1. This appendix is reviewed in reaction to any new government advice by the **headteacher/ deputy headteacher**.
2. The date of the next review is Friday 11th September 2020 (following two full school weeks) .
3. Once the school resumes regular activity, and if deemed appropriate by the **headteacher**, all sections within this appendix will expire.