



CSS Behaviour Policy

School Division: Senior School

Policy Division: Curriculum

Policy Owner: Assistant Head (Student Progress)

Date: September 2020

1. Introduction

- 1.1. This is a Senior School only policy and refers to pupils in all senior school settings, including Sixth Form and Boarding.
- 1.2. This policy is informed by the 'Education and Inspections Act 2006', 'Equality Act 2010', 'Behaviour and Discipline in Schools: a Guide for Headteachers and School Staff 2011' and 'Preventing and Tackling Bullying 2011'. 'Working Together to Safeguard Children, March 2015', Keeping Children Safe in Education 2019
- 1.3. Every organisation depends upon people behaving in certain ways to achieve its ends and aims. The key aim of Claremont Senior School is to ensure that all children are given a wide range of opportunities to enhance their academic, social, moral and spiritual development. To this end, Claremont believes in offering a stimulating, calm and purposeful atmosphere which fosters effective teaching and learning. Good behaviour makes effective teaching and learning possible and bad behaviour disrupts this process. Thus, in order to fulfil their learning potential children need an environment which embraces good behaviour, politeness, helpfulness and care for others and the surroundings. This we believe, is achieved through positive relationships of mutual respect among all members of the school community.
- 1.4. With this in mind, this policy for behaviour is a set of agreed principles and processes which guide and facilitate decisions and actions taken by the staff at Claremont Senior School with respect to the management, monitoring, rewarding and sanctioning of pupil behaviour. The policy aims for coherence and harmonisation but not uniformity. Hence, to treat children fairly we do not, by definition, believe that this necessarily involves treating them the same.
- 1.5. In accordance with the Education and Inspections Act 2006 penalty must be proportionate in the circumstances and account must be taken of pupils age, any SEN or disability they may have and any religious requirement affecting them.

- 1.6. This policy acts as a flexible framework and a working document to facilitate awareness and understanding on the part of staff, parents and pupils with respect to the aims, intentions, practices and policies which guide the management of pupil behaviour at Claremont. The policy is underpinned by five key principles, in that it is:
- 1) Policy - offers scope for acknowledgement, recognising and rewarding incidences and evidence of desirable and 'good' pupil behaviour (as well as sanctions and practices for addressing undesirable aspects of pupil behaviour).
 - 2) Predictive - able to anticipate and avoid areas of potential difficulty and conflict with respect to the management and support of pupil behaviour.
 - 3) Proactive - provides processes and practices which actively involve staff and pupils in discussing together the theme of 'behaviour' in an open and proactive manner.
 - 4) Collectively designed, owned and implemented - allowing all staff opportunities to input and contribute to the policy and practices (thus broadening its collective ownership) throughout their design and implementation.
 - 5) Clear and accessible to all - its aims, intentions and practices being clear to all staff, pupils and parents and available freely for discussion, consultation and modification.

2. The Claremont Senior School Code of Conduct

This has been formed following liaison with students and will be reviewed annually. The Code of Conduct is in the Parent Handbook available on the website. All parents have been made aware of this.

2.1. The Code of Conduct states that pupils should:

- Show respect for yourself and for the school community.
- Be courteous and polite to everyone, kind and helpful to one another.
- Respect one another's property, the school buildings and furniture.
- Arrive at school on time and fully prepared.
- Do your best in class and complete homework as well as possible and on time.
- Take pride in your uniform and dress correctly.
- Walk sensibly, safely and quietly around the school.
- Behave safely at all times, observing safety rules (e.g. fire procedures).
- Do not put others' safety at risk.
- Look after your own possessions and leave valuables at home.
- Do not indulge in public displays of affection (sexual relationships), act modestly in public.
- Be healthy – do not take or have in your possession tobacco, alcohol, or non-prescribed drugs in any form, at any time or in any place.
- Drink plenty of water.
- Stay within the published bounds of the school.
- Look after the environment; do not drop litter and conserve electricity and materials.
- Play ball games only in designated areas at approved times.
- Do not eat in public places and do not chew gum.

- 2.2. The Classroom Code of Conduct has been formed following liaison with students and will be reviewed annually.
- Stand up when a teacher enters the room.
 - Show respect for yourself and for the school community.
 - Do not talk when the teacher or another pupil is addressing the class.
 - Be courteous and polite to everyone, kind and helpful to one another.
 - Respect one another's property, the school buildings and furniture.
 - Be punctual and fully prepared.
 - Do your best in class and complete homework as well as possible and on time.
 - Take pride in your uniform and dress correctly.
 - Do not put others' safety at risk.
 - Look after the learning environment.
 - Do not eat or chew gum.
 - Be supportive of each other and do not make fun of someone if they get an answer wrong.
 - Always put your hand up if you want to answer a question or say something, unless told otherwise.
 - Write homework tasks down so you don't forget what to do and always hand your homework in on time.
 - Do not disrupt the lesson which prevents you and others from learning.
 - Always try your best and take pride in your work.

Classroom Expectations for Pupils

- 2.3. Classrooms are the children's place of work and should therefore provide a safe, calm, stimulating environment where successful and enjoyable learning can take place.

Boarding House

- 2.4. We strive to make Pyke and Clyde Houses places where people can feel safe and where people are thoughtful and courteous towards others. Members of the boarding community will make sure that words, actions and behaviour show respect for the feelings and wellbeing of others.
- 2.5. Whilst living in the house, students must respect and abide by the house rules. The house rules have been devised by the boarders. If behaviour is deemed inappropriate, students will be grounded to their room and parents/guardians may be informed. Such behaviour, if repeated, will be dealt with by a temporary exclusion from the house. Examples of inappropriate behaviour include swearing/defying duty staff/bullying/abuse/damage to property, failure to complete prep, returning late without permission, going offsite without permission etc.
- 2.6. Students are allowed to be invited into another student's room within their corridor. Being found in the room or corridor of the opposite sex may result in immediate permanent exclusion. If students need to use another corridor for any reason, permission must be received from the duty staff.

Classroom Management

- 2.7. Students need consistency of approach from teachers. To assist with ensuring good classroom discipline, the following Code of Conduct should be implemented by **all teaching staff in every lesson**:
- **Invite the students to enter the room** when you are ready – they should wait outside the room for the lesson to start.
 - Insist on student **punctuality** – late pupils should be detained by the teacher for a few moments at a convenient time.
 - Insist on students being **appropriately equipped**.
 - **Insist on silence** while explaining or giving instructions – detain students for a few minutes to reinforce this if needed.
 - **Establish clear and consistent expectations of the students** (e.g. acceptable talking, hands up) early on with a class.
 - Health and safety guidelines should be followed at all times. **Student safety is paramount**.
 - **Finish the lesson crisply** – check the classroom for litter and good order.
 - **Ensure students are in correct uniform before dismissing them – top buttons, shirts tucked in etc.**
 - Dismiss the students when **you** are ready.

3. Conflict Situations

- 3.1. With a positive and proactive approach to behaviour management and support it is the aim of the staff at Claremont to minimise conflict situations, diffusing and pacifying demonstrations of agitated or aggressive behaviour as and when appropriate.
- 3.2. Claremont believes that through providing a positive and encouraging atmosphere in which the children feel valued and have a sense of security, within clearly defined boundaries of good behaviour, children are less inclined to be disruptive or openly argumentative or combative.
- 3.3. Wherever and whenever possible, all staff should aim to avoid conflict situations through actively praising and rewarding the positive aspects of an individual student's behaviour. Where behaviour is clearly inappropriate and a pupil reacts negatively or aggressively to the intervention of staff, the key aim is to ensure that the pupil is dealt with in a fair, firm, calm and consistent way. To assist in the fair and consistent management and support of pupil behaviour (including conflict situations) all staff are thus encouraged to be collectively proactive in the use of rewards and sanctions provided by the Behaviour Report System at Claremont Senior School.

4. Fundamental Principles

Consistency across Staff, fairness and clarity of Application

- 4.1. It is very important that a high degree of consistency among staff is maintained in the monitoring, rewarding and sanctioning of pupil behaviour. This not only helps to avoid teacher – pupil conflict but lends coherence and weight to the behaviour policy and practices as a whole. Consistency among staff and cooperation to work towards the positive goal of effective behaviour management will help pupils to feel that they are being treated fairly. It is therefore vital that all teachers are aware of and actively employ the agreed practices of this policy when giving pupils rewards for behaviour or when applying sanctions.

- 4.2. Punishments should make the distinction between minor and more serious misbehaviour clear to pupils and should be fairly and consistently applied. Reprimands should be sparingly and consistently applied. We should try to separate the behaviour from the child and criticise the behaviour and not the person (i.e. it is the behaviour that is silly or inappropriate, not the pupil).

Use of Praise

- 4.3. A very important and effective reward is teacher praise and to be effective this must be seen to be handed out often, fairly and with justification. It is vital that the positive aspects of praise and reward should be emphasised and that there should be a range of rewards accessible to pupils of all abilities for demonstrating good behaviour as well as academic achievement.
- 4.4. This praise can be furthered by children being awarded Merits, Commendations or, in the case of exceptional work (for the child concerned) a Head's Commendation.
- 4.5. Displaying students' work increases their self-esteem and confidence which tends to further success. It is therefore the job of all staff to ensure that classroom and corridor displays are regularly changed and updated reflecting the work of students across the entire age and ability range, as an active encouragement to pupils.

5. Rewarding good behaviour: Merits, Commendations and Head's Commendations

5.1. Table summary of Rewards and Reinforcements:

REWARDS	
Merit (1 House Point)	
Level 1	<ul style="list-style-type: none"> • Good work • Good effort • Helpfulness • 100% weekly attendance • House activity points • Well presented in uniform
	<ul style="list-style-type: none"> • Teacher/tutor/HoH enters directly into Engage • Points entered into Claremont League table • Tutor enters into planner • Merits shown on Parent Portal
COMMENDATIONS (5 House Points) Academic/Pastoral/Co-Cu	
Level 2	<ul style="list-style-type: none"> • Excellent work • Excellent / sustained effort • Outstanding Sportsmanship • Acts of random kindness • 100% attendance per half term
	<ul style="list-style-type: none"> • Teacher/tutor/HoH enters directly into Engage • Points entered into Claremont League table • Tutor enters into planner • Tutor emails parents • Commendations shown on Parent Portal
HM COMMENDATION (10 House Points)	
Level 3	<ul style="list-style-type: none"> • Awarded in 3 areas: Academic / Citizenship / Co-Curricular every half term • Consistent academic excellence • Significant pastoral contribution • Outstanding achievement in co-curricular arena • 100% attendance per term
	<ul style="list-style-type: none"> • Teacher/tutor/HoH enters directly into Engage • Points entered into Claremont League table • Tutor enters into planner • Certificate awarded in Assembly • Parental letter home by HM

REINFORCEMENTS TO REWARDS	
TUTOR GROUP	
	<ul style="list-style-type: none"> • Student rewards, behaviour points, general House points and tutor group attendance points added up to produce a weekly Claremont League table • Weekly Claremont League update in Assemblies • Half termly prize for winning tutor group (announced in Assembly) • Overall tutor group winner – cup awarded on Speech Day
INDIVIDUAL	
	<ul style="list-style-type: none"> • All individual student points (rewards, sanctions, attendance, AtL change) are counted within the Claremont League table, these will be used to determine the following: <ul style="list-style-type: none"> ○ Each half term, top 5 students of Claremont League table awarded “a prize money can't buy” (e.g. straight to front of queue for the next half term) ○ The top performing students in the Claremont League will be eligible for a Rewards trip at the end of the Academic year. ○ Overall winning student for each year group awarded a prize on Speech Day • 100% attender certificates in Assembly every half term and will be entered into a prize draw • Special certificate to 100% attenders for full year whose names will be entered into a prize draw and a letter of congratulations sent home.

- 5.2. **Merits** (worth one House Point each) should be awarded for instances of good behaviour around the school or for work that displays high levels of effort or achievement.
- 5.3. An outstanding piece of work or instance of good behaviour triggers a **Commendation**. The teacher will award the commendation via Engage. A Commendation carries 5 House Points.
- 5.4. Outstanding examples of conduct or work will earn a **Head's Commendation**, A Head's Commendation carries 10 House points. A letter home will be sent to celebrate the student's success.
- 5.5. The rewards above are reinforced as follows:
- All rewards, commendations and Head's Commendations are recorded electronically in Engage.
 - Personal Tutors are alerted on Engage when pupils in their tutor group receive a Merit, Commendations, Head's Commendations to reinforce the reward appropriately. Personal tutors enter all rewards into the student planner to communicate these rewards to parents or guardians. For Commendations, the tutor will email parents directly. All rewards will be available to view in the Parent Portal.
 - The accumulation of Merits, Commendations and Attendance points contribute to the Tutor Group League, part of the Claremont League Table. This is reviewed weekly In House Assemblies. Prizes for the top tutor group will be awarded half termly. Updates on the league will be communicated weekly in House Meetings and published in the School Newsletter. The overall winning Tutor Group of the year will be awarded a prize on Speech Day.
 - The accumulation of Merits, Commendations and Attendance points contribute to the Claremont League table where, each half term, the top 5 students win prizes. Students' ranked scores will be reviewed on a half termly basis in tutor groups.
 - Students who are awarded Commendations are recognised in House Meetings, whole school Assemblies and a communication home.
 - At the end of the first half of the Summer Term, the top students in the Claremont League Table will be invited to a Rewards Trip. This will be paid via ParentPay and is not compulsory.

6. Sanctions

6.1. Table summary of Sanctions with behaviour points:

SANCTIONS	
Negative comment	
Level 1	<p>First time infringement for:</p> <ul style="list-style-type: none"> • Poor attitude • Poor effort • Forgotten book • Uniform missing • Lack of focus • Lack of correct school uniform or wearing of
	<ul style="list-style-type: none"> • Briefly detained after class • Teacher logs on Engage • Tutor writes the behaviour log into the student's planner • -1 House Point
Level 2	<p>Teacher Detention (up to 20 mins)</p> <ul style="list-style-type: none"> • Minor misdemeanour (unsatisfactory or anti-social behaviour in class or around the school; ignoring instructions; poor language; uniform infringement; lateness to class) • Repeated infringement from level 1
	<ul style="list-style-type: none"> • Break or lunchtime detention; lunch duty clear up • Teacher logs on Engage • Tutor writes the behaviour log into the student's planner • Head of House informed • -2 House Points
Level 3	<p>Tutor Detention (30 mins)</p> <ul style="list-style-type: none"> • Repeated minor misdemeanours (unsatisfactory or anti-social behaviour in classes, tutor time or around the school; ignoring instructions; poor language; uniform infringement; lateness to class)
	<ul style="list-style-type: none"> • Break or lunchtime detention; litter picking duty • Teacher logs on Engage • Tutor writes the behaviour log into the student's planner • Head of House informed • -3 House Points

Level 4	Head of Faculty Detention (40 minutes)	
	<ul style="list-style-type: none"> • Repeated bad behaviour during lessons • Rudeness / yobbishness • Persistent lateness • Still behind with work after levels 1 - 3 	<ul style="list-style-type: none"> • Detained for 40 minutes the Head of Faculty normally during lunchtime break. • Recorded on Engage / tutor writes in student planner • HoF contacts parents / guardians • -4 House points
Level 5	Head of House (45 minutes after school, Wednesday)	
	<ul style="list-style-type: none"> • Repeated bad behaviour during all lessons • Persistent rudeness / yobbishness • Persistent lateness in all lessons and tutor time • Missing daily target on Tutor Report • Repeats of level 4 behaviour 	<ul style="list-style-type: none"> • Detained for 45 minutes after school on Wednesdays with the Head of House (5:15pm to 6:00pm). • Recorded on Engage / tutor writes in student planner • HoH contacts parents / guardians • -5 House points
Level 6	SLT Detention (1½ hours after school, Friday)	
	<ul style="list-style-type: none"> • Repeats of level 5 behaviour • Missing daily target on House Report • Plagiarism • Gross unkindness • Bullying • Missed class/games/activity • 1st smoking offence • Sexual Misconduct 	<ul style="list-style-type: none"> • Detained for 1½ hour after school with a member of the SLT (5:15pm to 6:45pm) • Recorded on Engage / tutor writes in student planner • Deputy Head sends formal letter to parents • Meeting with parents may be requested • -7 House points

Level 7 Sanctions

Serious offences such as aggression/intimidation, theft, smoking, possession of alcohol/drugs, physical violence, persistent or exceptional act of bullying and repeats of Level 5/6 behaviour, will incur an internal (inclusion*) or external fixed term exclusion from school and, in more serious cases, may lead to permanent exclusion. Please refer to the 'Exclusion Policy' for more information.

*Inclusion will be situated in 6th form work room under the supervision of teachers. They will be supplied with relevant work for each of their lessons missed to ensure that they keep up with the work to enable a smooth transition back into class.

6.2. Sanctions in the Boarding

These broadly follow either Prep or Senior School behaviour guidelines. In addition, Boarders may be gated or close gated during evening periods or, for more serious offences, be denied trip privileges.

Level 1

- 6.3. In the event of a child not adhering to the Code of Conduct the teacher will follow these steps.
- 6.4. Staff are at all times encouraged to apply the policy using professional judgement and discretion. They should also refer to the section on Classroom Climate in the Staff Handbook.
- Verbal reprimand. If the target behaviour does not stop
 - Write the child's name on the board and warn them that they will be detained if they persist.

Level 2 / 3

- 6.5 If the target behaviour does not stop:
Inform the child they will be detained. Detain the pupil briefly after the class/activity. It is the responsibility of the class teacher/Activity Coordinator to detain the pupil for an appropriate amount of time proportionate to the misdemeanour (up to 20 minutes), as they see fit and when they are able. Staff must be aware that at Break or Lunch time they must allow the pupil sufficient time for a break i.e. they should not detain a pupil for the duration of break time. The teacher must also inform the Personal Tutor through Engage. The tutor writes the detention into the student's planner to communicate to parents/guardians. If the behaviour is repeated across different subject classes, the student will be given a tutor detention.

Level 4 / 5

- 6.6 Repeats of Level 2/3 behaviour (either during class or general behaviour) may trigger a Head of Faculty (HoF) Detention or a Head of House (HoH) Detention respectively. This is a 45 minute detention conducted by a HoH or HoF and will include the student having lunch with the member of staff in charge. Staff can request a HoH / HoF detention through Engage. The HoH / HoF will discuss the request with the member of staff in question and decide on whether to place the student on detention. Parents may be emailed at this stage by the HoF or HoH.

Level 6

Repeats of Level 4/5 behaviour trigger an SLT Detention. This is a 1½ hour long detention after school on Fridays between 5.15pm and 6:45pm. Students will be interviewed by the Deputy Headteacher with the Head of House present. The Deputy Headteacher writes to parents to inform them and this remains on their pupil file.

Level 7

- 6.6 Repeats of Level 6 behaviour will lead to either a period of internal exclusion or temporary exclusion from school. Please refer to the "Exclusion Policy" for more information.

7 Behaviour Support System

Report System

Pupils whose academic progress or poor behaviour in lessons has caused particular concern will be placed on **Report**:

A **Tutor Report** is issued by the tutor following 2/3x tutor detentions or a general trend in lack of behaviour that is expected at Claremont Senior School. The tutor will agree two behaviour targets with the student, linked to the particular behaviour that has caused concern and an Attitude to Learning (AtL) target score to achieve every day depending on number of lessons and achievability. Teachers give an AtL score at the end of each lesson and may wish to add a comment. If a daily target is not achieved, a HoH detention will automatically trigger.

The student needs to get this signed by his/her tutor or Head of House at break times and at the end of every day and signed by his/her parent(s) at the end of the week. Depending on the success of the student, this report will last 1 to 2 weeks.

A **House Report** will be Issued by the Head of House following 2 or more HoH detentions or for more severe behaviour issues. The Head of House will agree two behaviour targets with the student and a target score to achieve every day depending on number of lessons and achievability. The student needs to get this signed by his/her Head of House or a member of SLT at break times and at the end of every day and signed by his/her parent(s) at the end of the week. Depending on the success of the student, this report will last 1 to 2 weeks.

A **SLT Report** will be issued by a member of SLT following repeated SLT detentions or for severe behaviour issues. The member of SLT will agree two behaviour targets with the student and a target score to achieve every day depending on number of lessons and achievability. The student needs to get this signed by a member of SLT at end of every day and signed by his/her parent(s) at the end of every day. This report will last 2 weeks.

Pupils who manage to obtain positive comments for an agreed period on a **Report** will either exit the reporting system or downgrade to a lower **Report** to continue to monitor progress. Pupils who show little or no improvement in their behaviour will move to the higher level. This is rare, as pupils are generally well motivated to obtain immediate positive feedback on the form. See below for more details.

Sending out of Class

Although discouraged, it may be necessary to send a pupil out to 'cool off' for a few minutes or, in severe cases, for the rest of the lesson. A short 'cooling off' period may take place in the corridor. If a pupil is sent out for the rest of the lesson, it must be emphasised that it is impossible to continue the lesson with him/her in it. The teacher should email the member of SLT on call (or send a sensible student to fetch the SLT member) to assist and supervise. Work must be set for the student who will be taken to the inclusion area in the 6th form to continue their work.

If a pupil has been sent out of class it is essential that the subject teacher/Activity Supervisor follows it up by informing their Personal Tutor, recording it on Engage, and involving the relevant Head of House, if appropriate.

8 Staff Guidance

Whilst there will naturally be some variation of the level at which staff reward pupils or issue sanctions, it is important that a degree of consistency is maintained. Both rewards and sanctions can be devalued in the eyes of the pupils if they are given too freely, or indeed not used enough.

Concerns

Should staff develop a concern regarding a student, either because of particular behaviours, or through conversation or for any other reason, this concern can be brought to the attention of the Personal Tutor by making an entry in Engage. Children with SEND may need to have additional support to ensure suitable behaviour. See the “Special Educational Needs and Disabilities (SEND) Policy”. Boarding concerns will need to be communicated between the boarding house and school.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering or may suffer significant harm. Where this is the case, school staff should follow the “Safeguarding and Child Protection Policy”.

Monitoring

All rewards and sanctions are electronically logged on ENGAGE. The Personal Tutor checks the Student Planner and checks Merits weekly.

The Head of House will monitor weekly the rewards and sanctions accumulated by students in their house via the Claremont League.

Recording

All rewards and sanctions are stored electronically on ENGAGE. Boarding House sanctions will be communicated to and discussed with the tutor and Head of House for the individual student.

Pupils’ scores, referrals and concerns for previous term can be recalled and viewed for comparison or tracking purposes.

At no time will punishment be carried out by Staff in Boarding and in School. One sanction will be sufficient.

Training Support

Rewards and sanction data will be monitored as part of the school’s assessment for teacher training. Training sessions will be delivered during INSET sessions and personalised observations to support teachers managing SEN or challenging behaviour.

9 Transition

Transition programmes between Key Stages pay close attention to behaviour management including adding extra pupil support.

10 Parents

Liaison with Parents

Records of liaison with parents regarding poor behaviour should be made and a note kept in the pupil file. Electronic records should be sent to the Associate Head (Rewards and Sanctions) who will store these appropriately. Parents should be kept informed of any sanctions taken either at school or in the Boarding House.

Expectations of Parents

Parents play a crucial role in shaping the attitudes which produce good behaviour in school. It is their responsibility to provide their children with firm guidance and positive models through their own behaviour. They are their children's first educators, shaping their personalities and forming their moral, social and spiritual codes and values. They continue to have a powerful influence over them throughout their school years.

The way in which parents bring up their children is likely to have a significant effect upon their behaviour at school. It would thus not be reasonable for a school to be relied upon to be the sole means of instilling the values and components which make up a socially acceptable and well-behaved child.

We would thus expect parents to:

- Provide guidance in the home which will encourage attitudes on which good behaviour in school can be based.
- Ensure they set a good and consistent example to their children by their own behaviour.
- Avoid excessively permissive or punitive measures regarding anti-social behaviour.
- Support the school in the actions it takes to deal with anti-social behaviour.

The education of children necessarily involves a three way cooperative relationship between school, parent(s) and child. We need each other's support for the success of the children in our care.

It is especially important for Boarding House staff to contact parents for positive reasons outlining good work and behaviour. Where behaviour requires external intervention, counselling etc can be arranged.

11 COVID-19 Addendum

Teachers and senior leaders will make all attempts to maintain school life under COVID-19 policies as normal as possible that includes all the measures we take to reward great work and behaviour and sanction any student actions that we want to discourage. However it cannot be emphasised enough the importance of students conforming to the new protocols at school. It is crucial that students play their part in ensuring that we minimise the possibility of community transmission of Covid 19. To this end:

There will be an enhanced expectation for students to follow school rules, classroom agreements and cooperate when instructed and directed. We understand that this will be a learning experience for all of our community and we are committed to working with families

to make the adjustment to new procedures and routines. However, given the consequences of not following the health and safety guidelines, students who are not able to follow the guidelines cannot stay at school. Behaviours such as chewing gum, spitting, dropping litter that may have been dealt with in a more lenient manner for first time offenses, that carry significant issues with regards to COVID-19 transmission, will have escalated sanctions to ensure the safety of our student population. For example, a student refusing to wear a face mask in lesson, when requested by a teacher, will be removed from the classroom by a member of SLT and placed in isolation until they are ready to comply. If this position does not change, parents will be contacted to remove the student where they can continue their learning online for a fixed duration. The same position applies to students not adhering to the new hygiene and distancing procedures that would compromise the school following the guidelines for health and safety.

Specific steps and consequences will be communicated and shared with the staff and community before the start of school. We will all need to be observant and follow through in cases where students forget to follow instructions and guidelines. However we also must remember that it will take time for parents, staff, and students to understand clearly the expectation and responsibilities. We will support one another in learning new habits and remaining healthy and safe.

12 Policy Owner

The policy owner is the Assistant Head (Student Progress)

13 Issue Date

Issue date: September 2020.

14 Review Date

This policy will be reviewed annually. The next review is due in September 2021.