



|                |  |
|----------------|--|
| <b>BELIEVE</b> | IN A HEALTHY MIND AND BODY             |
|                | IN STRIVING TO BE THE BEST WE CAN BE   |
|                | IN RESPECTING EACH OTHER AND OURSELVES |
| <b>GROW</b>    | THROUGH LEARNING                       |
|                | IN HUMANITY AND KINDNESS               |
|                | THROUGH EMBRACING OUR OPPORTUNITIES    |
| <b>SUCCEED</b> | IN MAKING OTHERS PROUD                 |
|                | IN BUILDING POSITIVE RELATIONSHIPS     |
|                | IN BEING RESILIENT AND COURAGEOUS      |

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# Behaviour Policy

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Version 1.21

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## AIMS

This policy aims to:

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

## LEGISLATION AND STATUTORY REQUIREMENTS

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## ETHOS

At Dagenham Park C of E School, we strive to empower young people into becoming self-aware, mindful young people who understand that their behaviour, and therefore success is their responsibility, and within their control. Everybody is expected to behave in a responsible manner, showing courtesy, respect and consideration of our Christian values always.

## CHRISTIAN ETHOS

We promote a Christian ethos of celebrating the uniqueness of every human being, developing pupils physically, mentally and spiritually whilst requiring sensitivity, tolerance and respect from all members of our community.



## PURPOSE

The purpose of our policy is to:

- Promote a high standard of behaviour, self-discipline and an acceptance of responsibility for actions
- Fulfil the school's duty of care to pupils and staff
- Provide a consistent approach to behaviour throughout the school, with parental/carer involvement and co-operation.
- Recognise, reward and encourage effort, achievement and positive behaviour.

## GUIDELINES

This behaviour policy does not only relate to pupil behaviour on the school premises but any misbehaviour when a pupil is:

- Taking part in any school organised or school related activity
- Travelling to and from school
- Bringing the reputation of the school into disrepute
- Posing a threat to another pupil or a member of the public

### *Our school is a place*

- Where all pupils have equal rights to participate and learn
- Where staff can teach free from disruption
- Which is free from vandalism, where all feel safe and where the school environment is cared for
- Where those who work, or visit can be happy

### *At this school we value the Christian values of*

- Telling the truth
- Respecting the rights and property of others
- Acting considerately towards others
- Taking care of each other
- Accepting responsibility for our actions and their consequences
- Self-discipline

## BULLYING

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against



| Type of bullying          | Definition  |
|---------------------------|---|
| Emotional                 | Being unfriendly, excluding, tormenting   |
| Physical                  | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Racial                    | Racial taunts, graffiti, gestures   |
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying            | Bullying that takes place online, such as through social media sites, messaging apps or gaming sites  |

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

## ROLES AND RESPONSIBILITIES

The Behaviour Policy aims to promote an environment where everyone in the school community feels happy, safe and secure. As a community we accept that we have collective and individual responsibilities; school staff, pupils and parents/carers should work together to ensure that this happens. The school rules, the Code of Conduct and the Home/School Agreement provide a clear partnership between pupils, staff and parent/carers which is essential to support the development of pupil self-discipline and reflect the ethos of the school.

## GOVERNING BODY

The Governors have a duty to set the framework for the school's policy. They ensure that this is communicated to pupils, parents/carers, that expectations are clear and do not discriminate. Governors will receive information termly about the number and nature of school exclusions as part of the school reporting cycle.

## Parents/Carers

Parents / carers are expected to:

- Support their child in adhering to the code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly via the online contactless request form
- Sign the Home/School Agreement in the pupil planner



- Make their child aware of appropriate behaviour in all situations and in regard to Addendum COVID 19 pupils Expectations
- Take relevant actions defined in Addendum Symptom Management: COVID-19
- Encourage self-discipline
- Be aware of the school rules and expectations and support the school in implementing them
- Respond to the school's requests for meetings to discuss issues concerning their children
- Ensure that their children attend school, are punctual and have the correct equipment and uniform

## Headteacher

The Headteacher is responsible for:

- Promoting self-discipline and a proper regard for authority amongst pupils
- Encouraging good behaviour, respect for others and for striving to prevent all forms of bullying
- Securing a standard of behaviour in line with the ethos and expectations of the school and one that creates a positive learning environment
- Ensuring that the Behaviour Policy, including any changes, is made available to parent/carers.

## The Senior Leadership Team

The Senior Leadership Team is responsible, on a daily basis, for ensuring all members of the school community are consistent in promoting high standards of behaviour, self-discipline, acceptance of responsibility for actions and a duty of care as outlined in the policy.

## Heads of Achievement

Heads of Achievement are responsible, on a daily basis, for the consistent implementation of the behaviour policy across their year group. Heads of Achievement regularly monitor the behaviour data to initiate appropriate interventions and respond to recorded instances of inappropriate behaviour. All serious incidents, except for referrals relating to E-Safety, are passed to the HoA or designated Senior Leadership team member, if previous interventions have not been effective. Heads of Achievement discuss the profile of behaviour on a regular basis outlining interventions and responses.

## CURRICULUM AREAS

Subject Leaders are responsible, on a daily basis, for ensuring that the whole school routines of the policy are systematically and consistently implemented within their subject area. Subject Leaders are responsible for monitoring how effectively the behaviour policy is being implemented within their subject area. Interventions, support and consequences are carried out in line with the whole behavioural referral framework.

## STAFF AND PUPIL RESPONSIBILITIES

Pupil's responsibilities are:

- To follow the School Code of Conduct
- To check homework on Show My Homework
- To work to the best of their abilities and allow others to do the same
- To treat all others with respect
- To obey the instructions of all the school staff (teaching & support)



- To take care of property and the environment in and outside of school
- To co-operate with other pupils and adults
- To follow the 'Non-contact' policy of the school
- To behave in a manner outside of school which enhances our reputation
- To not eat or chew in any school building unless directed by staff
- To follow whole school routines
- To follow Addendum Pupil Expectations: COVID-19

Staff responsibilities are:

- To ensure homework is set on Show My Homework
- To treat all pupils fairly and with respect
- To provide a challenging and relevant curriculum that promotes effective learning and good behaviour
- To use rules and sanctions clearly and consistently
- To promote a culture of praise and reward that celebrates effort and success
- To teach positive behaviour for learning
- To be a good role model and follow whole school routines
- To foster good relationships with parents/carers and the wider community
- To fulfil their role according to Teacher Standards
- To supervise and monitor pupil's behaviour in corridors and around school
- To follow whole school routines

## WHOLE SCHOOL ROUTINES

To ensure consistent standards across the school, these routines are to be followed by all staff / pupils:

### *Entry and exit from classrooms*

- Form tutors to be at door to welcome pupils in the mornings
- Pupils should not enter a classroom without an adult supervising (safeguarding)
- The pupil planner and pencil case to be on the pupil desk and pupils are sat in silence as the roll call register is taken
- When dismissing the class, pupils are stood behind desks in silence before leaving.
- Staff escort pupils to the dining halls as required and to the relevant school exits at the end of the day.
- Pupils must never be dismissed before the bell has rung.
- The classroom is left in a tidy condition

### *Sixth Form Routines*

These routines are applicable to Sixth Form pupils with these provisos:

- Pupils may enter the classroom without the teacher.
- Dismissal is less formal

### *Corridors and staircases*

All staff have a duty of care to ensure pupils move around the buildings safely and expect the following:



- Staff to be highly visible at lesson change.
- Pupils to walk on the left in a calm and sensible fashion.
- No pupils to be eating in any building unless directed to by staff.
- Staircases are used correctly by all pupils
- Any incidents of unsafe / inconsiderate behaviour are reported to the HoA/SL for follow up action

SLT (Senior Leadership Team), SLs (Subject Leaders) and HoAs (Heads of Achievement) have a responsibility to ensure these standards are monitored daily

### *Out of class*

- Pupils are not allowed to leave their lesson for any reason period 1, 3 or 5 unless they have a Pass.
- Pupils may only leave the classroom period 2, 4 if they have this noted in the pupil planner.
- Pupils working at learning balconies within the year group bubble must be monitored by a member of staff
- Staff are not allowed to leave a class unattended

## **INCLUSION TEAM**

The Inclusion Team supports all pupils identified as having barriers to education. Pupils may be identified through the monitoring of the behaviour system, the Heads of Achievement, or in some cases other staff, outside agencies or parents and carers. Pupils requiring support are presented at the Inclusion Provision Meeting, where their provision is agreed, updated and reviewed. The Inclusion Team works closely with all school staff, parents and carers, and partner agencies to support pupils.

Inclusion pupils are streamed according to the level of input they need.

- Pupils who are accessing help above the universal level of need, but who are not a part of the Inclusion caseload e.g. pupils who receive counselling or have outside agency input such as Young Carers.
- Pupils who have been placed on a Support Plan following an internal or Fixed Term Exclusion and are timetabled for workshops or other support through Inclusion.
- Pupils who require weekly or daily support. They may need a de-brief or a cool-off occasionally.
- Pupils who need regular, time-tabled, personalised input from the Inclusion Team.

Inclusion pupils may take part in timetabled Inclusion workshops or similar intensive interventions.

The Inclusion Manager is responsible for:

- The coordination of all pupils who attend Alternative Provision.
- Overseeing effective management and recording of bullying incidents within the school community.
- Providing Behaviour for Learning support for staff.
- Strategies for individual pupils
- Support for pupil in class – reintegration, part-lessons, long and short-term planning
- Staff coaching – lesson visits/ action plans/ reviews
- Anti-Exploitation Co-ordinator for the school.
- LAC Designated Teacher for the school.
- Attending return from exclusion meetings



## INCLUSION PROVISION MEETING

A School Inclusion Provision Meeting takes place every week and is attended by the school's SENco (Special Educational Needs Co-ordinator), School Attendance Officer, SLT Designated Safeguarding Lead and Deputy, CP Deputy, Inclusion Manager, members of the Senior Leadership Team and the Inclusion Team/Keyworkers. All pupils identified as presenting behaviour concerns and/or vulnerable are discussed. Intervention, support or required actions are monitored and reviewed. Actions are recorded on the school e-portal system / CPOMS (Child Protection Online Management System). Minutes from this meeting are shared with SLT and Heads of Achievement.

## USE OF REWARDS

Dagenham Park Church of England School recognises a key element in promoting good behaviour is setting standards. Young people respond to systems that recognise their difficulties and strengths and that reward good behaviour. Our use of **Believe, Grow, Succeed** aims:

- To raise pupil participation and achievement through recognizing the positive
- To promote self-motivation
- To recognise and celebrate pupil achievement, academic, social and extra-curricular
- To promote a positive Christian ethos
- To provide a systematic, coherent, agreed and understood system
- To encourage staff and pupils to set achievable, tangible targets and contribute to the development of achieving goals
- To promote good attendance and punctuality
- To contribute to the monitoring of pupil achievement
- To enable all pupils to receive recognition of their achievements

## What should be rewarded

Rewards should be used to encourage exemplary behaviour as well as academic effort and success.

To be a motivating factor and for the rewards to have currency in the eyes of pupil there should be clear, but wide-ranging criteria which would be worthy of reward e.g.

- Full attendance for a term
- Evidence that a particular skill or quality has been achieved or is improving
- Evidence that a particular whole school, year or department target has been met
- Prolonged or particular effort
- Prolonged or particular achievement in classwork/homework
- Assisting in school or out of school activities
- Representing the school in some capacity

## Believe, Grow, Succeed Standards

The Believe, Grow, Succeed standards may be awarded by any member of staff at any time.

The standards are to be awarded for good effort or achievement in individual pieces of classwork, homework or any other individual school activity.

As examples, a standard of Believe, Grow or Succeed may therefore be awarded for:



- A good example of classwork or homework
- A good result in a class test
- A contribution to a school magazine
- A contribution to an assembly
- Representing the school / school community

The main criteria are that the pupil has successfully met a challenge, either curricular or extra-curricular

The Believe, Grow, Succeed standards are recorded electronically. A letter is also sent home to inform the parent/carer.

## Believe, Grow, Succeed Standards and how to achieve them

### Believe.... Grow.... Succeed

|           |   |  |
|-----------|---|--|
| <b>B1</b> | <b>Believe in a healthy mind and body</b>             | <input type="checkbox"/> Taking part in mindfulness activities (trips, workshops)<br><input type="checkbox"/> Participating in pupil voice (School Council, Debate Mate, surveys, reviews etc)<br><input type="checkbox"/> Being an ambassador for mental health<br><input type="checkbox"/> Representing your year / school in sport<br><input type="checkbox"/> Supporting each other - an act of kindness witnessed by a member of staff<br><input type="checkbox"/> Attending an area to avoid confrontation (Inclusion room, SEN room etc)<br><input type="checkbox"/> Making healthy lifestyle choices<br><input type="checkbox"/> Contributing to STEM club / eco club<br><input type="checkbox"/> Preparing for exams (showing commitment to studies by attending interventions and revision sessions)<br><input type="checkbox"/> Participating in Panathlon / D of E awards<br><input type="checkbox"/> Representing your form on Sports Day<br><input type="checkbox"/> Other _____ |
| <b>B2</b> | <b>Believe in striving to be the best we can</b>      | <input type="checkbox"/> Demonstrating academic success/ commitment to learning<br><input type="checkbox"/> Being part of a winning team –form, year, school<br><input type="checkbox"/> Sharing out of school success with others<br><input type="checkbox"/> Showing sustained improvement in three school subjects<br><input type="checkbox"/> Contributing to/attending a university taster day<br><input type="checkbox"/> Exceeding targets (going above and beyond)<br><input type="checkbox"/> Being part of an out of school organisation<br><input type="checkbox"/> Improving attendance to school<br><input type="checkbox"/> Being a role model to others<br><input type="checkbox"/> Other _____   |
| <b>B3</b> | <b>Believe in respecting each other and ourselves</b> | <input type="checkbox"/> Reporting bullying/actively challenging discrimination.<br><input type="checkbox"/> Recognising equality for all (eg LGBTQ)<br><input type="checkbox"/> Promoting equality around the school (pupil interaction with other pupils/adults)<br><input type="checkbox"/> Supporting others, in or out of class, with their learning<br><input type="checkbox"/> Managing effective self-control in a difficult situation<br><input type="checkbox"/> Learning from observing others – good virtues and manners<br><input type="checkbox"/> Being involved in peer mediation<br><input type="checkbox"/> Promoting positive behaviour for learning in class – kindness and consideration<br><input type="checkbox"/> Other _____  |



|           |   |  |
|-----------|---|--|
| <b>G1</b> | <b>Grow through learning</b>                    | <input type="checkbox"/> Progressing through TAs<br><input type="checkbox"/> Using the library<br><input type="checkbox"/> Attending after school clubs<br><input type="checkbox"/> Improving grades in BTEC assignments<br><input type="checkbox"/> Participating in Maths Challenge<br><input type="checkbox"/> Participating in Peer mentoring<br><input type="checkbox"/> Reducing relocations and RESPITE events<br><input type="checkbox"/> Maintaining high attendance<br><input type="checkbox"/> Other _____  |
| <b>G2</b> | <b>Grow in humanity and kindness</b>            | <input type="checkbox"/> Helping with the Christmas Hampers<br><input type="checkbox"/> Being involved in Fundraising projects<br><input type="checkbox"/> Building links with other schools<br><input type="checkbox"/> Participating in Anti-Bullying Week / fund raising<br><input type="checkbox"/> Supporting your peers - an act of kindness witnessed by others)<br><input type="checkbox"/> Participating in Bandit Shed<br><input type="checkbox"/> Engaging in the Thrive Programme<br><input type="checkbox"/> Being a buddy to a new pupil<br><input type="checkbox"/> Other _____   |
| <b>G3</b> | <b>Grow through embracing our opportunities</b> | <input type="checkbox"/> Representing the form in the School Council<br><input type="checkbox"/> Being a role model as form captain<br><input type="checkbox"/> Attending extra-curricular activities<br><input type="checkbox"/> Succeeding in work experience<br><input type="checkbox"/> Participating in school projects - Jack Petchey, charity events, Debate Mate etc<br><input type="checkbox"/> Speaking in/preparing year group assemblies<br><input type="checkbox"/> Being in a school production<br><input type="checkbox"/> Achieving high grades in TAs<br><input type="checkbox"/> Developing new friendships as a result of a trip, workshop, outside of school event<br><input type="checkbox"/> Helping at school events (e.g. Progress Evenings)<br><input type="checkbox"/> Other _____ |
| <b>S1</b> | <b>Succeed in making others proud</b>           | <input type="checkbox"/> Showing an act of kindness - an act that is witnessed by a member of staff<br><input type="checkbox"/> Adding value to the School council/Pupil Voice<br><input type="checkbox"/> Being an effective Anti-bullying ambassador<br><input type="checkbox"/> Participating in a school show (Music/Dance/Drama)<br><input type="checkbox"/> Having your work displayed for others to see<br><input type="checkbox"/> Caring for others outside of school<br><input type="checkbox"/> Mentoring younger pupils<br><input type="checkbox"/> Being involved in Christian mentoring<br><input type="checkbox"/> Engaging in Thrive Programme<br><input type="checkbox"/> Other _____   |



|    |   |   |
|----|---|---|
| S2 | <b>Succeed in being resilient and courageous</b>  | <input type="checkbox"/> Participating in school clubs, sports day, fundraisers<br><input type="checkbox"/> Being determined to succeed where others may fail<br><input type="checkbox"/> Tackling an injury and still attending school<br><input type="checkbox"/> Demonstrating integrity in a school activity<br><input type="checkbox"/> Overcoming a personal/domestic challenge<br><input type="checkbox"/> Demonstrating the ability to cope when under pressure<br><input type="checkbox"/> Achieve a TA progress grade 1 in English and Maths<br><input type="checkbox"/> Speaking up and reporting a problem<br><input type="checkbox"/> Showing bravery and belief in justice if something happens to another person<br><input type="checkbox"/> Other _____                           |
| S3 | <b>Succeed in building positive relationships</b> | <input type="checkbox"/> Achieving 100% attendance in one term<br><input type="checkbox"/> Overcoming personal adversity<br><input type="checkbox"/> Persevering with work/projects<br><input type="checkbox"/> Joining a club<br><input type="checkbox"/> Engaging with a mentor<br><input type="checkbox"/> Showing to others the enjoyment of school life outside of school studies<br><input type="checkbox"/> Being a role model to others - a positive attitude towards others<br><input type="checkbox"/> Building a strong working relationship with staff / other pupils<br><input type="checkbox"/> Tackling discrimination by showing support for others<br><input type="checkbox"/> Being someone that can help and support in troubled times<br><input type="checkbox"/> Other _____ |

Achieve Bronze, Silver, Gold Award badges by achieving the BGS standards

One B1 one B2 one B3 = Bronze Award

**OR** one G1 one G2 one G3 = Bronze Award

**OR** one S1 one S2 one S3 = Bronze Award

One B1 one B2 one B3 + one G1 one G2 one G3 = Silver Award

**OR** one B1 one B2 one B3 + one S1 one S2 one S3 = Silver Award

**OR** one G1 one G2 one G3 + one S1 one S2 one S3 = Silver Award

One B1 one B2 one B3 + one G1 one G2 one G3 + S1 one S2 one S3

= Gold Award + BGS Award (polo shirt with BGS badge)

## SUCCESS EVENINGS

These take place in the summer term. Pupils are nominated by departments to receive departmental awards for outstanding progress or achievement during the year. The evening is a formal occasion with parents invited and prizes/certificates are awarded by a departmental member. Form captains are also rewarded for their contribution to school life and an overall prize winner is rewarded for their overall contribution to curricular and extra-curricular activities.

## END OF YEAR REWARD TRIP

This takes place in the summer term and rewards pupils from Years 7 – 10. Pupils are nominated by staff eg for exemplary behaviour, excellent teacher assessment grades or for sustained improvement in attitude and/or attendance. It is a trip paid for by the school as a thank you to pupils who are a credit to their school.



## USE OF SANCTIONS

### *Statement*

Pupils have a right to expect fair and consistently applied sanctions for poor behaviour and which make a clear distinction between serious and minor infringements of the School Code of Conduct. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future.

The fundamental principles underlying the sanctions structure are:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
- The decision to punish a pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of a member of staff.
- These decisions take into account any legislation relating to disability, SEN, race and other equality/human rights.
- A punishment must be proportionate. In determining whether a punishment is reasonable, it must take account of the pupil's identified needs or circumstances.

### *Aim*

To develop a consistent pattern of sanctions, which are known, understood and agreed to by all members of the school community.

### *Non-Permitted Items*

Pupils are not permitted to bring the following items into school: Cans or glass bottles, aerosol sprays, laser pens, lighters, matches, offensive or adult publications, cigarettes (including e cigarettes), dangerous implements, make up, chewing gum, toy guns.

Any banned item found by a member of staff will be confiscated and not returned.

### *Mobile Phones / Headphones / Headsets / Smart devices*

Pupils must not use or show their mobile phones, headphones, headsets or Smart devices once on school property. They may have their phones with them, but they must be switched off.

If these items are brought into school, pupils do this at their own risk.

Any mobile phone, headphones, headset or Smart device seen by staff will be confiscated. Only the parent/carer will be able to collect a confiscated item from the main school office after they have contacted the school via the online appointment system

Sixth formers may use mobile phones, headphones, headsets or Smart devices in designated areas only. Failure to do so will result in the item being confiscated.



## ***PPE***

Pupils are not permitted to wear their own PPE on school premises. Disposable face masks may be collected from Reception daily by pupils who are vulnerable and have medical conditions. Hand sanitiser is permitted but may not be shared between pupils.

## ***Jewellery***

Key Stage 3/4 pupils are not permitted to wear jewellery except for a wristwatch. Pupils will be instructed to remove jewellery and staff may confiscate items if necessary. Only the parent/carer will be able to collect confiscated jewellery from the main school office by contacting the school via the online appointment system.

Sixth Formers are permitted to wear jewellery.

## **SANCTIONS AND CONSEQUENCES**

### ***Lateness to school***

Pupils late without just reason receive a 15 minute after school detention that day with the Head of Achievement.



Failure to attend this results in a one-hour detention with the Head of Achievement.



Failure to attend = 1.5-hour detention with SLT.



Failure to attend = 1-day Respite

### ***Addressing low level in class disruption***

#### **Class teacher**

3 warnings = write detention in pupil planner

Ring Respite room to inform of relocation and detention day

Send pupil to Respite Room

Ring the parent to inform them of relocation and detention.

If unavailable inform Reception and a text will be sent.

'X tried to contact you today regarding your child's relocation. Please contact X asap.'

Enter the event and action onto e portal



## Respite Room Staff

Enter detention into folder

E mail respite event to Head of Subject and Head of Achievement

Conduct a restorative conversation with the pupil and complete form.



## Head of Subject

Check in with the class teacher regarding phone call home of the pupil removed



## Head of Achievement

Monitor respite events and action as appropriate as per the Behaviour Policy

Failure to attend detention = 2<sup>nd</sup> opportunity to attend

Failure to attend 2<sup>nd</sup> opportunity = HoA detention – parent contacted and record e-portal



## Senior Leadership

Failure to attend = 1 hour 30-minute SLT detention – parent contacted



Failure to attend = 1 full day Respite Room

HoA will monitor relocation events through electronic reports and decide on further actions as required

## Pupils on Report

- Pupils sent to Respite by the same teacher on 3 or more occasions must be placed on Departmental report for 6 subject lessons to the SL. HoA will inform SL of this action.
- Pupils in Respite three times in one half term by different teachers will have 1 full day Respite (Level 1)
- SL may place / be required to place a pupil on Departmental report following a Teacher Assessment.

Parents must be informed of this and a record placed electronically

Stage 1 – Pupil placed on Departmental report for 6 subject lessons



Stage 2 - Unsatisfactory Departmental report = on report to form tutor (2 weeks)



Stage 3 - Unsatisfactory form tutor report = on report to HoA (2 weeks)



Stage 4 - Unsatisfactory HoA report = on report to SLT (2 weeks)



Stage 5 - Unsatisfactory SLT report = 3 days RESPITE

HoA may place a pupil directly onto Stage 2 or 3 following a poor Teacher Assessment.

This will be recorded electronically.

### **Detentions**

Detentions related to homework / other non-behavioural events as below are the subject teacher's responsibility. These must be recorded electronically and in the pupil planner and are set by any member of teaching staff and support staff.

30 minutes / 60-minute detention set by subject teacher/ form tutor /support staff



Failure to attend = Detention set by SL/HoA



Failure to attend = parent contacted and detention re-set by SL/HoA



Failure to attend = SLT detention – parent contacted



Failure to attend = 1-day Respite

### **EXAMPLES OF ACTIONS LIKELY TO INITIATE SUBJECT TEACHER/FORM TUTOR DETENTION**

- Forgetting equipment
- Arriving late
- Wasting lesson/tutor time



- Preventing others from learning
- Eating in class
- Misuse of ICT
- Poor effort in class
- Minor uniform issues e.g. not removing coat

## SERIOUS OUT OF SCHOOL INCIDENT

In the event of a phone call being made to the school before the start of the school day or after the end of the school day the following procedures should be applied

1. The relevant Head of Achievement will be telephoned/radioed as the first point of contact and will then speak to a member of SLT to decide next actions
2. If the Head of Achievement is not available, then a member of SLT will be informed of the phone call. The member of SLT will decide the next action
3. There is a rota indicating which member of SLT is on site until 4pm each day. This is kept in the main reception
4. If it is a safeguarding issue the DSL will be informed as well as the SLT member
5. The Headteacher will be informed of the incident and any next action
6. If appropriate / relevant the incident will be referred to in school assemblies

Examples of actions to be taken include:

Attending the area of the incident accompanied by a member of staff to ensure the safety of others  
 Contacting the parents/carers of the pupils involved to inform them of the incident and to request they send their child to school the following morning to give statements etc. This statement must be given in the presence of HoA / SLT.

Statements should be taken from all pupils involved and /or witnesses

Contacting the appropriate agencies if it is a safeguarding issue

Regardless of police involvement the school will issue a sanction if appropriate.

Advice can be taken from the police if they are involved in dealing with the incident

The incident details, the actions taken, and sanctions must be logged electronically.

## SERIOUS IN CLASS INCIDENT

Examples of a serious incident in class include but are not limited to **swearing at a member of staff, fighting in a lesson, racist abuse, sexual misconduct (e.g. touching a pupil inappropriately), deliberate damage to school property**. In the event of a serious behavioural issue in the classroom the following procedures should be applied

1. The teacher must send the pupil to the Respite Room and call the Respite Room to inform the member of staff.
2. Should the pupil not respond to this request; the teacher must again ring the Respite Room. The member of staff in the Respite Room will contact a member of SLT to collect the pupil.
3. Following any relevant investigation the next action will be decided by the HoA / member of SLT.
4. The Headteacher will be informed of the incident and any next action

## SERIOUS BREAKTIME INCIDENT

In the event of a serious incident occurring at breaktime the following procedures should be applied



1. The relevant Head of Achievement will be the first point of contact and will inform a member of SLT
2. If the Head of Achievement is not available, then a member of SLT will ensure the appropriate actions are taken.
3. If it is a safeguarding issue the DSL will be informed as well as the SLT member
4. The HOA/member of SLT will be responsible for deciding the next action
5. The Headteacher will be informed of the incident and any next action

Examples of actions to be taken include:

Attending the area of the incident to ensure the safety of others  
 Contacting the parents/carers of the pupils involved to inform them of the incident.  
 Statements should be taken from all pupils involved and /or witnesses  
 Contacting the appropriate agencies if it is a safeguarding issue  
 The school will issue a sanction if appropriate.  
 The onsite police officer will be involved if appropriate  
 Advice can be taken from the police if they are involved in dealing with the incident  
 The incident details, the actions taken, and sanctions must be logged electronically.

### ***Respite Room***

The Respite Room is an in-school sanction that is authorised by HoA and/or SLT. Pupils are placed in the Respite Room for a range of behaviours.

Whilst in the Respite Room pupils will be expected to comply fully. They are isolated from their peers with a separate break time.

**The Respite Room day begins at morning registration and ends one hour after the end of school for that Year group.**

Parent/carers are contacted to inform them of the decision to place a pupil in the Respite Room. Any pupil who does not abide by the rules of the Respite Room will complete further exclusion time. Respite Room data is analysed regularly by HoA and SLT for the purposes of monitoring behaviour patterns. Activities done whilst in the Respite are decided by the staff managing the Respite Room, the HoA and SLT.

Any pupil placed in the Respite Room for 1 day or more will complete a Behaviour Reflection form which the Learning Mentor will discuss with the pupil prior to leaving the Respite Room (a repair and rebuild process) and is then kept by the HoA.

The Respite Room staff will feed back to the relevant HoA / the Inclusion Team, discussing any pupils who have raised concerns whilst in the Respite Room, either for inappropriate behaviours, lack of compliance or emerging vulnerabilities. These pupils will be interviewed by a member of the Inclusion Team and a Support Plan (pupils in Respite (for 3 or 5 days) may be created.

### ***Examples of actions likely to initiate RESPITE for up to 5 days***

- Physical assault against a pupil
- Damage to school property
- Bullying
- Theft
- Racist comments
- Persistent Relocations, detentions or failure to attend detentions



- Unsatisfactory report to SLT
- Verbal abuse / threatening and aggressive to other pupils
- Failure to follow pupil expectations: COVID-19

### ***SUPPORT PLAN***

A Support Plan may include, but not be limited to, the following:

- Monitoring report
- Subject specific targets
- Behaviour specific targets
- Referrals to counselling, mentoring, Thrive, sports, arts etc
- Inclusion Team Workshops
- Inclusion Team Key Worker
- Referrals to Alternative Provisions

A Support Plan will be agreed and signed by the pupil, parent and school and a review date will be set to measure the progress made in meeting the targets set.

### ***Fixed Term Exclusions / 2-week respite provision in a partner school***

These are set at the discretion of the Headteacher if all previous sanctions or interventions are unsuccessful or if a major safeguarding issue has arisen. The Headteacher will make the decision for a pupil to either receive a fixed term exclusion or undertake a period of 2 weeks respite at one of their partner schools in the borough as an alternative. This will be decided by the Headteacher / Senior Leadership.

Following a fixed-term exclusion / 2-week respite provision a meeting is held with the parent, and a Support Plan may be completed.

### ***Examples of actions likely to initiate a Fixed term Exclusion***

- Three Respite events in one term (full days only)
- Sexual misconduct
- Verbal abuse / threatening behaviour against an adult
- Physical assault against an adult
- Racist / sexist / homophobic abuse
- Drug and alcohol related incident
- Behaviour causing a health and safety risk e.g. deliberate coughing over others / spitting
- Serious vandalism
- Carrying a potentially dangerous weapon

This list is not exclusive and there may be other incidents which may initiate a Fixed Term Exclusion. This will be decided by the Headteacher.

## **The Exclusion Pathway**

All pupils move through the following levels, each time they are excluded.

There will be a review of every pupil's level every term.

The grid below is a guide – pupils may be fixed term excluded without having gone through levels 1 – 6. The Headteacher will make this decision.



| Level | Details                                       | Staff response   |
|-------|---|--|
| 1     | Respite 1 day                                 | Parent informed and recorded electronically  |
| 2     | Respite 2 days                                | Parent informed and recorded electronically  |
| 3     | Respite 3 days                                | Parent meeting Head of Inclusion - Support Plan initiated                                      |
| 4     | Respite 5 days                                | Parent meeting Head of Inclusion - Support Plan initiated                                      |
| 5     | 10-day respite provision in partner school    | Parent meeting Head of Inclusion and HoA - Report from partner school                          |
| 6     | 3-day fixed term exclusion                    | Parent meeting Head of Inclusion and SLT (monitoring report for 2 weeks and Support Plan)      |
| 7     | 5-day fixed term exclusion                    | Parent meeting Head of Inclusion, HoA and SLT (monitoring report for 2 weeks and Support Plan) |
| 8     | 10-day fixed term exclusion                   | Parent meeting Headteacher   |
| 9     | 0-25-day fixed term exclusion (discretionary) | Parent meeting Headteacher and School Governor   |
| 10    | Permanent exclusion                           |  |
| 11    | Appeal  | Parents can appeal to the Governors of any Fixed Term exclusion                                |

## DP6 Rewards

| Category      | Rationale   | Reward  |
|---------------|---|---|
| <b>Gold</b>   | <b>Pupils must achieve all of the following –</b><br>Purple Lanyard or Subject Ambassador in 3 subjects<br>Outstanding Attendance (98% or above)<br>Outstanding Effort (Level 1 in all subjects)<br>Outstanding Demonstration of Expectations                     | Certificate<br>Home Communication<br>EOY trip fee paid for<br>Stage Recorded by school for references |
| <b>Silver</b> | <b>Pupils must achieve all of the following –</b><br>Subject Ambassador in 2 subjects or Excellent Progress (Level 1 in 2 subjects)<br>Excellent Attendance (95% or above)<br>Excellent Effort (Level 1 in 2 subjects)<br>Excellent Demonstration of Expectations | Certificate<br>Parental meeting<br>Stage Recorded by school for references                            |
| <b>Bronze</b> | <b>Pupils must achieve all of the following –</b><br>Subject Ambassador in 1 subject or Good Progress (Level 1 in 1 subject)<br>Good Attendance (90% or above)<br>Good Effort (Level 1 in 1 subject)  | Certificate<br>Phone call or letter home<br>Stage Recorded by school for references                   |



|                      | Consistent Demonstration of Expectations   |  |
|----------------------|--|--|
| <b>DP6 Sanctions</b> |  |  |
| <b>Category</b>      | <b>Rationale</b>   | <b>Action</b>  |
| Stage 1              | Inconsistent demonstration of the Expectations   | Teacher communication to sixth form team of concerns<br>Speak to pupil<br>Phone call or letter home<br>Stage Recorded by school for references   |
|                      | Poor conduct towards staff, learning or peers.<br>Low Effort in or out of lessons        | Teacher communication to sixth form team of concerns<br>Speak to pupil<br>Phone call or letter home<br>Stage Recorded by school for references   |
|                      | Attendance Concerns  | Teacher communication to sixth form team of concerns<br>Speak to pupil<br>Phone call or letter home<br>Stage Recorded by school for references   |
| Stage 2              | Continued poor demonstration of the Expectations   | Speak to pupil<br>Parental meeting or Phone call or letter home<br>Placed on report to mentor<br>Academic mentoring where appropriate<br>Offer of further school support systems where appropriate.<br>Stage Recorded by school for references |
|                      | Continued poor conduct towards staff, learning or peers. Low Effort in or out of lessons | Speak to pupil<br>Parental meeting or Phone call or letter home<br>Placed on report to mentor<br>Academic mentoring where appropriate<br>Offer of further school support systems where appropriate.<br>Stage Recorded by school for references |
|                      | Continued Attendance Concerns  | Speak to pupil<br>Parental meeting or Phone call or letter home<br>Placed on report to mentor<br>Stage Recorded by school for references   |
| Stage 3              | Poor engagement with support strategies i.e. Report or Mentoring                         | HOY/Parental meeting<br>Placed on a behaviour contract   |



|  |  |   |
|--|--|---|
|  |  | Stage Recorded by school for references   |
|  | Continued poor demonstration of the Expectations   | HOY/Parental meeting<br>Placed on a behaviour contract<br>Stage Recorded by school for references |
|  | Continued poor conduct towards staff, learning or peers. Low Effort in or out of lessons | HOY/Parental meeting<br>Placed on a behaviour contract<br>Stage Recorded by school for references |

## DP6 Code of Conduct

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Mature Behaviour – Be a Role Model.</li> <li>• Aim for 100% Attendance and Punctuality to tutor time, lessons and intervention.</li> <li>• Excellent Attendance to Tutor Time and DP6 Seminar for the careers and life Skills programme.</li> <li>• Always follow the Dress Code – wear ID lanyard.</li> <li>• Make effort to achieve your MEPG in VIMA’s.</li> <li>• Organised Folders with titles identifying the type of work e.g. HW, Mini VIMA etc... Ensure you produce good quality class and homework.</li> <li>• Be equipped for your lesson.</li> <li>• Be Quiet and Study in the Sixth Form Study Area and keep this space tidy and respected.</li> <li>• Use Personal Learning Checklists (PLC’s) to aid your study.</li> <li>• Aim for Effort level ONE.</li> <li>• Aim for progress level ONE on the progress board.</li> <li>• Attend all enrichment opportunities such as Trips, Guest Speakers and Sports Events.</li> <li>• Set targets for improvement and work to achieve them.</li> <li>• Consume food and drink in the café only.</li> <li>• Always demonstrate the Sixth Form Values.</li> <li>• Treat people and equipment with respect and consideration.</li> <li>• Report safeguarding or bullying.</li> </ul> | <p><b>Sixth Form Values</b></p> <p><b>Believe</b></p> <p><b>Grow</b></p> <p><b>Succeed</b></p> <p><b>Honesty</b></p> <p><b>Kindness</b></p> <p><b>Trust</b></p> <p><b>Obedience</b></p> <p><b>Fairness</b></p> <p><b>Respect</b></p> <p><b>Responsibility</b></p> <p><b>Learning</b></p> <p><b>Independence</b></p> <p><b>Creativity</b></p> <p><b>Justice</b></p> <p><b>Diversity</b></p> |
|--|--|



- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Ensure all whole school rules are adhered to.</li><li>• Respect the Christian ethos of the school.</li></ul> |  |
|--|--|

## The power to search pupils

In line with the DfE guidance 2011 the following applies

<http://www.education.gov.uk/aboutdfe/advice/f0076897/screening-searching-andconfiscation>

### With consent

Pupils can be searched *with* their consent for any item. Only the Headteacher and a senior/middle leader may do this in the presence of a witness.

### Without consent

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions *without* their or their parent/carers consent for any item they suspect the pupil has which is banned under the school prohibited items list in order to safeguard the safety and wellbeing of the school community.

**Only members of staff of the same gender as the pupil may carry out a search and will do so using appropriate PPE.**

**The School's SSO (Safer Schools Officer) may perform weapon sweeps of identified 'hotspots' within and outside the school boundaries. The SSO will perform after school patrols in partnership with school staff to ensure pupil safety (refer to Safer School Partnership Protocol).**

### Prohibited items include

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, matches, a lighter or a shisha pipe
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

### Use of reasonable force

Rarely do teachers have to intervene physically to reinstate control or restrain a pupil. Parents/carers need to be aware that school staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property or from causing disorder. 'Reasonable' means using no more force than is needed. School acknowledges that considerations and adjustments need to be made for pupils with disabilities or special educational needs. If reasonable force is used the incident is logged and a full investigation is carried out by a member of the school leadership team. Examples of where reasonable force may need to be used is where a member of staff may need to physically separate pupils who are fighting, where pupils refuse to leave



a room when requested or where a member of staff or pupil may be at risk of physical injury if the situation deteriorates. See DfE website for guidance

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

## **Allegations against a member of staff**

Allegations of abuse will be taken seriously and dealt with quickly in a fair and consistent way providing protection for the child and support to the person who is the subject of the allegation.

The school will work in line with the Local Authority and within safeguarding protocols to ensure any allegation is investigated appropriately and does not unnecessarily compromise the person subject to the allegation. Suspension will not be used as an automatic response when an allegation has been reported.

Pupils who are found to have made false allegations may face temporary or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence has been committed. Further details can be found in the School Safeguarding Policy.

## **Staff training**

The Headteacher and the Governing body will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

This policy has been developed through a process of consultation including:

- Governors
- Senior Leadership Team
- Heads of Achievement
- Subject Leaders
- Pupils

The policy has been approved by the Governing Body of the School and will be reviewed annually. A report will be presented to Governors on an annual basis.

## **CODE OF CONDUCT SUMMARY**

### **1. Code of Conduct**

Our expectations of pupils in lessons, around school and travelling to and from school are outlined in the School Code of Conduct. Sanctions will be applied if the Code of Conduct is not followed.

### **2. Code of Conduct on school premises**

- Electronic communication and wireless devices are not allowed on school premises at any time.
- No chewing gum.
- No eating in any building except the dining halls and outside areas unless directed by staff.
- Speak politely to everyone.
- Be respectful and mindful of the school environment.
- Look after your school.
- Wear the correct school uniform.
- No hoodies, tracksuit tops, trainers, caps, bandanas to be worn on school premises.



- No facial piercings or jewellery except for a wristwatch.
- No fake nails or coloured nail varnish
- Adhere to the 'Non-contact' policy of the school
- Adhere to Pupil Expectations: COVID-19

### 3. Code of Conduct in Class

- Attend every lesson and arrive on time
- Planner and pencil case on the desk at the start of every lesson
- Bring all the equipment you need in a suitable bag
- Begin and end the lesson in a polite and orderly way
- Listen carefully and follow instructions
- Work hard and ask for help if you need it
- Help each other when it is appropriate but don't distract or annoy anyone.
- Be sensible always
- Complete your work as well as you can and hand it in on time
- No eating
- Adhere to Pupil Expectations: COVID-19

### 4. Home-School Agreement

#### (a) School responsibilities

The school will:

- Provide a safe and stimulating environment for your pupil in which every pupil is helped to develop spiritually, morally and emotionally as well as academically
- Ensure adequate opportunities for hand sanitisation during the school day
- Ensure that your child fulfils his/her potential as a learner and as a member of the school community
- Offer a broad and balanced curriculum to pupils of all abilities
- Encourage all pupils to take responsibility for their own actions, feel proud of their achievements and enjoy being a pupil at the school.
- Keep you informed about your child's progress.
- Inform you if there is a problem with your child's attendance, punctuality, behaviour or uniform.
- Insist that all pupils observe the school's behaviour and anti-bullying policies.
- Set and mark regular homework and provide suitable facilities for homework to be done at school.
- Keep you informed about school activities through the school website.

### 5. Pupil's responsibilities

- Comply with reasonable requests and instructions from all members of staff
- Adhere to Pupil Expectations: COVID-19
- Attend school regularly and on time
- Arrive at lessons on time with the appropriate equipment for each subject.
- Always act in a manner that protects the health and safety of both me and others.
- Understand that all pupils have a right to learn, and therefore disruptive behaviour in lessons cannot be tolerated
- Work hard in order to meet all course requirements and deadlines, and complete homework on time



- Behave in a responsible way in school and when travelling to and from school and when representing the school outside of school e.g. trips.
- Be aware that any form of bullying, including cyber bullying, or the attempted intimidation of any member of the school community will not be tolerated.
- Treat all members of the school, visitors to the school and members of the local community with respect.
- Respect another people's property
- Share responsibility for the school environment by looking after school property, books and materials, and help our school to remain free from litter.
- Inform an appropriate adult if there are any concerns relating to my progress in school.

(a) As a parent/carer

I will agree to:

- Take an active interest in all aspects of my child's school life
- Ensure that my child attends school in correct uniform, regularly, on time and properly equipped.
- Communicate to school all relevant information which may affect my child's work or behaviour
- Notify the school if, for any reason, my child cannot attend.
- Use the school's contactless online system to contact school staff
- Support Addendum Symptom Management: COVID-19 and Addendum Dagenham park Pupil Expectations: COVID-19
- Not arrange holidays during school time.
- Encourage my child to follow the school's behaviour policy and support associated action taken by the school.
- Ensure that my child is aware of the consequences of bringing any item onto school premises which has not been permitted by the school.
- Inform the school of any concerns or problems that may affect behaviour or work.
- Support my child with their homework, provide suitable facilities at home, and encourage my child to make the required effort to succeed.
- Do my best to attend parent's evening and other meetings at which my presence is requested.
- Regularly check the school website.
- Work with the school to resolve any concerns about my child's learning.

**ADDENDUM SYMPTOM MANAGEMENT: COVID-19**

- The parent/carer must ring the school absence line and inform the school of the symptom (a new continuous cough, a high temperature, a loss of, or change in, normal sense of taste or smell). The school will then make contact to confirm the period of non-attendance.
- If the pupil is the first in the household to have symptoms of coronavirus (COVID-19), then they must stay at home for at least 14 days; all other household members who remain well must stay at home and not leave the house for 14 days. The 14-day period starts from the day when the first person in the house became ill.
- If someone else in the household displays symptoms, then the pupil should be kept at home for at least 14 days. The parent/carer must ring the school absence line to inform the school off this.



- If the pupil is subsequently sent to school during the period when self-isolation should still have been taking place, then the pupil will be sent home immediately for the remainder of the self-isolation period.
- If a pupil is present in school and is either in confirmed/suspected breach of the self-isolation guidance or displays symptoms which may be deemed consistent with coronavirus, then the school will send the pupil home.
- If a pupil is awaiting collection, they will be moved to a room where they can be isolated behind a closed door. Ideally, a window will be opened for ventilation. If it is not possible to isolate them, they will be moved to an area which is at least 2 metres away from other people.
- If the pupil needs to go to the toilet while waiting to be collected, they will use a separate toilet.
- PPE will be worn by staff caring for the pupil while they await collection if a distance of 2 metres cannot be maintained.
- All pupils are expected to inform a member of staff if they are displaying any of the symptoms of coronavirus. Pupils are expected to do this immediately.

#### **ADDENDUM DAGENHAM PARK PUPIL EXPECTATIONS: COVID-19**

- Avoid public transport, where at all possible - walk/bike is best
- If you have to use public transport you should observe social distancing whilst queuing/waiting
- Observe social distancing at all times on the way to/from school
- You can travel to school with members of your own family (who you live with) and not observe social distancing
- If you travel to school on your own, you can take the journey, with one other person, but should observe social distancing at all times
- If you wear a mask or gloves to/from school, then they must be removed at the school gate. These items are not permitted on the school site.
- You should not go into any shops unnecessarily on your way to/from school
- Sanitise/wash your hands - on multiple occasions during the school day and especially before registration. This is non-negotiable and you must do this when told to do so by any member of staff. This is particularly important before/after eating/drinking/going to the toilet.
- Chewing gum is strictly prohibited as usual
- You should avoid touching surfaces unnecessarily – door handles, rails etc
- You must not share any food/drink with any members of the school community
- You must not share any stationary equipment with other pupils



- Teachers will be unable to collect in your work/books
- You should avoid touching your mouth/nose and eyes and if you do you should wash/sanitise your hands soon afterwards
- You should adopt a ‘catch it, kill it, bin it’ approach to sneezing and must bring tissues to school with you
- You must not spit or cough over others under any circumstances
- You are not allowed to socialise with pupils in other year groups whilst in school
- You must avoid ALL deliberate physical contact with other pupils
- You should enter the classroom upon arrival, not queue or gather in communal areas and immediately stand behind a chair as staff may need to allocate pupils to specific seats upon arrival
- You will need to keep all equipment on you at all times
- The one-way system and keeping to the left must be observed at all times
- **If you fail to follow these expectations, you will be isolated / sent home / excluded as per the terms of the Behaviour Policy of the school.**

## Behaviour Policy: COVID-19 Addendum expectations/lockdown

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### 1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

### 2. Expectations for pupils in school

#### 2.1 Changed rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents/carers should also read the rules and ensure that their child follows the new procedures that have been put in place. Parents/carers should contact the Head of Achievement if they think their child might not be able to



comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Pupil attendance to school is currently restricted to vulnerable/critical worker pupils and ARP pupils.

Vulnerable pupils are identified by the school and the Inclusion Team / Heads of Achievement. Eligibility to be a critical worker is found on the school website questionnaire which parents/carers are required to complete.

- Routines for arriving or leaving the school – pupils must arrive by 9am. Persistent lateness will result in phone calls home and this will be noted on the pupil records. Pupils must leave the site at 3pm (2pm on a Wednesday)
- Hygiene, such as handwashing and sanitising must take place frequently throughout the day. Lateral testing takes place twice each week and parents/carers must consent to this in writing.
- Pupils may socialise with each other at school, including at lunch and break times – pupils are in their own 'bubble'.
- Full uniform to be worn when pupils are in school.
- Pupils must tell an adult immediately if they are experiencing symptoms of coronavirus
- The sharing any school equipment or frequently used items such as pencils or pens is not allowed.
- Breaktimes/Lunchtimes – pupils will be supervised
- Use of toilets – pupils will use these when needed and follow hygiene routines at all times.
- No coughing, sneezing or spitting at or towards any other person – if this is a deliberate act the pupil will be excluded.

## 2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

Award BGS standards

However, if pupils fail to follow these rules, we will use:

Sanctions which include verbal warnings, making calls home and exclusions. Purposeful breaking of the rules will result in the pupil being excluded from school.

## 3. Expectations for pupils at home

### 3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents/carers should also read the rules and ensure their children follow them. Parents/carers should contact the Head of Achievement if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Pupils should be contactable during the school day
- Pupils must complete work to the deadline set by teachers
- Pupils must seek help if they need it, from teachers or teaching assistants
- Pupils must alert teachers if they're not able to complete work
- Pupils must use proper online conduct, such as using appropriate language in messages

During live lessons, pupils are expected to behave appropriately by:

- Being on time
- Having books and stationary ready before class begins
- Muting their microphone when asked
- Turning on their camera when asked
- Maintaining eye contact when asked
- Raising their hand to ask questions, or using the relevant online class participation feature
- Turning on gallery view when asked
- Refraining from eating or drinking during the live lesson unless given permission by their teacher
- Not disrupting the lesson for others (for example, by messaging about something other than school work)



### 3.2 Dealing with problems

If pupils do not engage with the remote learning set for them or disrupt remote learning, we will get in touch with parents/carers to address these issues. In the event of absence parents/carers will be phoned to enquire about the reasons for absence (further information is in the Teaching and Learning Policy).

### 4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every 3 to 4 weeks during term time by the Senior Leadership Team. At every review, it will be approved by the full governing board.

### 5. Links with other policies

This policy links to the following policies and procedures:

- Behaviour Policy
- Health and Safety Policy
- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Staff Code of Conduct Policy

