



Behaviour Policy

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Responsible member of SLT: Louise Scaum

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Statement of intent

Manor CE Academy is a place where behaviour management procedures are formulated in the light of Christian values, ensuring the rights of teachers to teach and students to learn in a safe, orderly and caring environment.

As an academy we recognise the uniqueness of each person and encourage students to develop their individual gifts and talents to the full, whether in spiritual, intellectual, physical, artistic, technical, practical or social fields. Good behaviour and effective behaviour management should help to maximise the opportunities for every child to achieve this aim.

Manor CE Academy aims to be a centre of academic excellence and strives to achieve the very highest standards for all students of all abilities. Good behaviour is a necessary condition for effective teaching and learning, and an important outcome of education. Any community requires basic rules for it to function effectively and our academy community is no different. It is important that all children know what is expected of them and what the limits are. We recognise that rules that are ambiguous or are not universally enforced set children up to fail. Our young people need clear, unambiguous rules, which are understood by all and are focused on supporting effective teaching and learning. We want to be open and fair with students, presenting them with clear rules that are about supporting teaching and learning, rewarding children for their successes but having clear and consistent sanctions for when things go wrong.

Manor CE Academy aims to develop and foster at all times the best and most friendly relationships between all members of the Manor community. The good behaviour of young people in our community is not reliant on sanctions but on developing a culture of achievement and success for all. This culture will only be attained if all colleagues work together to provide high quality learning opportunities, a consistent approach to behaviour management and have high expectations for all students.

We aim to equip students for a useful life in the community through the acquisition of basic skills and the qualities of self-discipline, tolerance, compassion and forgiveness. We recognise that the vast majority of our students are well behaved, courteous and show respect for each other, and the adults with whom they interact. However, there will be a minority, who at times will push the limits. We will always start from the overriding premise that 'we expect good behaviour'. The "Behaviour for Learning" Policy is designed to support our students in achieving this expectation by providing clarity and consistency in terms of our expectations, rewards and sanctions systems.

Manor CE Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of academy life.

The academy is committed to:

- Ensuring a safe, orderly and caring Christian environment
- Promoting a positive environment in teaching areas and around the academy so that learning can be effective, and staff and students feel safe and respected.
- Minimising low-level disruption so that the maximum amount of time is available for learning, enabling all students to have a positive experience of the curriculum.
- Encouraging and developing a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour.

- Communicating effectively to students, staff, parents and governors the expected behaviour within lessons and around the academy and the pathways set out for both rewards and sanctions.
- Empowering staff with the confidence, skills and knowledge to respond in a consistent and effective way to challenging and difficult situations; thereby reducing conflict and uncertainty in encounters between students and staff and enabling students and staff to emerge from difficulties in a positive manner.
- Developing systems of recording to ensure that detailed information on student behaviour is available to all staff as appropriate.
- Communicating with parents quickly where significant positive or negative intervention has taken place.
- Encouraging positive relationships with parents/carers.
- Developing positive relationships with our students to enable early intervention.
- Promoting a culture of praise and encouragement in which all students can achieve.

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

1. Legal framework

- 1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:
 - The Education Act 1996
 - The Education Act 2002
 - The Equality Act 2010
 - The Education and Inspections Act 2006 (Section 89)
 - The Health Act 2006
 - The School Information (England) Regulations 2008
- 1.2. This policy also has regard to DfE guidance, including, but not limited to, the following:
 - DfE 'Behaviour and discipline in schools' 2016

2. Roles and responsibilities

- 2.1. The Principal has overall responsibility for the implementation of this Behavioural Policy and of the behaviour procedures at the academy.
- 2.2. The Principal has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.3. The governing body is responsible for handling complaints regarding this policy, as outlined in the academy's Complaints Policy.
- 2.4. The Principal is responsible for establishing the standard of behaviour expected by students at the academy.
- 2.5. The Principal is responsible for determining the academy rules and any disciplinary sanctions for breaking the rules.
- 2.6. The Vice Principal: Student Welfare is responsible for the day-to-day implementation of this policy.
- 2.7. The Vice Principal: Student Welfare is responsible for publishing this policy and making it available to staff, parents/carers and students at least once a year.
- 2.8. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all students do too.
- 2.9. All members of staff, volunteers and support staff are responsible for promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- 2.10. Members of staff, as authorised by the Principal, are responsible for sanctioning students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in academy or in the charge of a member of staff.
- 2.11. Students are responsible for their own behaviour both inside academy and out in the wider community.
- 2.12. Students are responsible for reporting any unacceptable behaviour to a member of staff.

2.13. Parents/carers are responsible for the behaviour of their child(ren) inside and outside of academy.

3. Definitions

3.1. For the purpose of this policy, the academy defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the academy within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening/abusive language
- Fighting, aggression or physical assault
- Persistent defiance or disruption

3.2. For the purpose of this policy, the academy defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at the academy without homework
- Use of mobile phones within the academy without permission
- Inappropriate use of iPads
- Graffiti

3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the nature of the behaviour breach.

4. Training of staff

- 4.1. The academy recognises that early intervention can prevent poor behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.
- 4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 4.3. Teachers and support staff will receive regular and ongoing training as part of their development.

5. Student expectations

- 5.1. Students will be expected to behave in accordance with the Manor CE Academy Student Charter which recognises the following rights and responsibilities of the student body:
 - I have the **right** to learn and the **responsibility** to behave in a way that allows staff to teach and other students to learn.
 - I have the **right** to be and feel safe and have a **responsibility** to act in a way that allows other students to be and feel safe.
 - I have the **right** to expect that my property remains safe and have a **responsibility** to act in a way that allows my property and that of others to remain safe.
 - I have the **right** to be treated fairly and with respect and a **responsibility** to treat others fairly and with respect.
 - I have the **right** to have my efforts recognised and have a **responsibility** to recognise the efforts of others.
 - I have the **right** to attend a pleasant academy and the **responsibility** to keep it pleasant
 - I have the **right** to benefit from the good name of Manor CE Academy and have a **responsibility** to dress and behave in a way that builds upon this reputation.
 - I have the **responsibility** to meet the academy's **expectations** as are displayed in every classroom.

6. Smoking and drug policy

- 6.1. In accordance with part 1 of the Health Act 2006, our academy is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 6.2. Parents/carers, visitors and staff are instructed not to smoke on academy grounds and should avoid smoking in front of students and/or encouraging students to smoke.
- 6.3. Students are not permitted to bring smoking materials or nicotine products to the academy. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes. Any student found in possession of these items will be sanctioned.
- 6.4. In the interest of health and hygiene, the academy requests that people refrain from smoking outside the academy gates.

6.5. Students and staff are required to follow the academy's Drug and Alcohol SOP.

7. Rewarding good behaviour

7.1. The academy recognises that students should be rewarded for their display of good behaviour.

7.2. The academy will use the following rewards for displaying good behaviour:

- Certificates
- Postcards home
- Principal awards
- Verbal praise
- Prizes
- Reward points
- End of term whole-class rewards
- Trips and visits
- Celebration assemblies and evenings

8. Punishing poor behaviour

8.1. Teachers are able to discipline students whose behaviour falls below the established Student Charter at the academy.

8.2. If a student misbehaves, breaks an academy rule, or fails to follow instructions issued by a member of staff, the teacher is able to punish the student for their poor behaviour.

8.3. In order for the punishment to be lawful, the academy will ensure that:

- The decision to punish a student is made by a paid member of academy staff, or a member of staff authorised to do so by the Principal.
- The decision to punish a student is made on the academy premises or whilst the student is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a student is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding students with special educational needs, and any other equality rights.

8.4. The academy will ensure that all punishments are reasonable in all circumstances, and will consider the student's age, religious requirements and any special educational needs or disabilities.

8.5. The Principal may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.

8.6. The Principal may limit the power to punish poor behaviour from individual members of staff.

9. Behaviour off academy premises

9.1. Teachers are able to punish students for misbehaviour outside of the academy premises.

- 9.2. Teachers may discipline students for misbehaviour off the academy premises (including behaviour on social media) when the student is:
- Wearing academy uniform.
 - Travelling to or from the academy.
 - Taking part in any academy-related activity.
 - In any way identifiable as being a student at the academy.
- 9.3. Teachers may also discipline students for misbehaviour off the academy premises that, irrespective of the above:
- Could negatively affect the reputation of the academy.
 - Could pose a threat to another student, a member of staff at the academy, or a member of the public.
 - Could disrupt the orderly running of the academy.
- 9.4. Any bullying witnessed outside of the academy premises and reported to a member of staff, will be dealt with in accordance with the academy's Anti-bullying SOP.
- 9.5. The academy will impose the same behaviour sanctions for bullying incidents and non-criminal poor behaviour which is witnessed outside of the academy premises, as would be imposed for the same behaviour conducted on academy premises.
- 9.6. In all cases of misbehaviour outside of the academy premises, teachers will only impose any behaviour sanctions once the student has returned to the academy premises or when under the supervision of a member of staff.

10. Behaviour and sanctions

- 10.1. At Manor CE Academy there is no corporal punishment.
- 10.2. Where students display aggressive and/or threatening behaviour, or illegal activity discovered, the academy will not hesitate to contact the police.
- 10.3. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.
- 10.4. Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the student. This sanction process will follow the academy's Behaviour and Discipline policy detailed in appendix A.
- 10.5. The academy has a range of disciplinary measures which can be used, including, but not limited to, the following:
- Giving a verbal warning
 - Providing extra work or repeating unsatisfactory work until it meets the required standard
 - Issuing a behaviour code
 - Setting additional work as punishment, e.g. writing tasks
 - Taking away privileges, e.g. not being able to participate in non-uniform days or trips/visits, or losing extra, prized responsibility.

- Missing break/lunchtime, or detentions during lunchtime, after academy and at weekends
 - Engaging in academy-based community service, e.g. picking up litter
 - Placing the student on report/contract for constant monitoring or other consistent behaviour checks
 - Placing students in internal exclusion either at Manor CE Academy, or at other educational establishments. In the latter, the parent/carer is responsible for transportation to and from the alternative provision.
 - Excluding the student either temporarily or permanently, in extreme cases.
- 10.6. Teachers will use their judgement when issuing sanctions, considering whether they believe the student's behaviour was intentional, especially if it is the first time the student has displayed this behaviour.
- 10.7. At all times, teachers will discuss the behaviour with the student to ensure the student understands why it is inappropriate and to prevent any reoccurring behaviour.
- 10.8. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a student, must report this to the relevant Head of Year and/or Vice Principal: Student Welfare.
- 10.9. The Vice Principal: Student Welfare will keep a record of all reported incidents.
- 10.10. The academy does not take serious unacceptable behaviour lightly and will not hesitate to act in the best interest of the students within the academy.
- 10.11. All bullying incidents will be dealt with in accordance with the procedures outlined in the academy's Anti-bullying SOP.
- 10.12. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the academy's Allegations Against Staff Policy.
- 10.13. The academy will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the academy's Child Protection and Safeguarding Policy will be followed.
- 10.14. The academy will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the academy will consider whether a multi-agency assessment of the student's behaviour would be beneficial.

11. Detentions

- 11.1. The academy will make it clear to parents/carers and students that they are able to use detention as a sanction, both during and outside of academy hours.
- 11.2. All teachers at the academy are able to impose detention on a student unless the Principal decides to withdraw this power from any teacher.

- 11.3. The Principal may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visit/trips.
- 11.4. The following indicate the times during which detention can be issued outside of academy hours:
- Any academy day where the student is not authorised to be absent
 - During weekends, except for any weekend preceding or following a half-term
 - Any non-teaching day, e.g. INSET days
- 11.5. Parental consent is not required for detentions and therefore, the academy is able to issue detention as a sanction without first notifying the parents/carers of the student. If the detention clashes with a medical appointment, parent/carers are expected to contact the school directly (not via the student) and provide medical evidence e.g. appointment card or letter.
- 11.6. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the student.
- 11.7. If the detention is during lunchtime, 25 minutes will be allocated to allow the student time to eat, drink and use the toilet.
- 11.8. Lunchtime detentions run daily from 12.20pm to 12.50pm (unless alternative arrangements are communicated to parents). Failure/refusal to attend a lunchtime detention will result in a 1 hour after-school detention from 3.20pm to 4.20pm Monday to Thursday. Failure/refusal to attend an after-school detention will result in the student spending the next available day in internal exclusion until up to 4.00pm.
- 11.9. When issuing detentions which are set to be outside of academy hours, the academy will consider:
- Whether the detention is likely to put the student at risk.
 - Whether the student is a young carer with identified caring responsibilities which would make the detention unreasonable.
 - Whether suitable transport arrangements are in place between the parents/carers and the student.
- NB. It does not matter whether these transport arrangements are inconvenient to the parents/carers.

12. Items banned from the academy premises

12.1. Fire lighting equipment:

- Matches, lighters, etc.

12.2. Drugs and smoking equipment, possession of which could result in a permanent exclusion:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

12.3. Weapons and other dangerous implements or substances, possession of which could result in a permanent exclusion:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

12.4. Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Carbonated drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray
- Mobile phones must not be seen within the academy

13. Confiscation of inappropriate items

13.1. All members of staff are able to use their power to search without consent for any of the items mentioned in section 12 of this policy.

13.2. If a phone is seen in the academy, it will be requested and removed from the student. Phones will then be passed to the main reception by a member of staff, along with name and form of student. Phones will be returned to the student at the end of the academy day. If a student has had a phone removed 3 times, then a parent or carer will be required to collect it.

13.3. Searches will be conducted by a same-sex member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

13.4. Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.

- 13.5. A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 13.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 13.7. The academy is not liable for any damage to, or loss of, any confiscated item.
- 13.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 13.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.
- 13.10. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco – which will be destroyed or surrendered to the police if appropriate), from the academy office.
- 13.11. The Principal will always be notified when any item is confiscated.

14. Use of reasonable force

- 14.1. Members of staff are able to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property.
- 14.2. Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.
- 14.3. The Principal and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:
 - Knives
 - Weapons
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any articles that have been used, or could be used, to commit an offence or harm
- 14.4. Though members of staff are able to search for all of the items listed in section 12 of this policy, reasonable force will only be used, if necessary, to search for the items listed above.

15. Controlled substances

- 15.1. Manor CE Academy has a zero-tolerance policy on illegal drugs and legal highs.

- 15.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 15.3. The staff member will hand over the substance to the Vice Principal: Student Welfare, who will store the sample in a secure area.
- 15.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- 15.5. The academy will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.
- 15.6. Any further measures will be undertaken in line with the academy's Child Protection and Safeguarding Policy.
- 15.7. Where controlled substances are found on academy trips away from the academy premises, the parents/carers/guardians of the student, as well as local police, will be notified.

16. Outside academy and the wider community

- 16.1. Students at the academy must agree to represent the academy in a positive manner.
- 16.2. The guidance laid out in the Student Charter applies both inside academy and out in the wider community, particularly if the student is dressed in academy uniform.
- 16.3. Complaints from members of the public about poor behaviour by students at the academy are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

17. Monitoring and review

- 17.1. This policy will be reviewed by the Vice Principal: Student Welfare on an annual basis, who will make any necessary changes and communicate this to all members of staff.
- 17.2. This policy will be made available for inspection and review by the chief inspector, upon request.

Appendix A: Manor CE Academy Behaviour and Discipline

Rationale:

Our academy believes in the development of each individual and is committed to providing the best opportunities for all in an atmosphere of mutual respect. We seek to provide an environment in which effective teaching and learning can occur, where the qualities of trust, honesty, fairness, tolerance, compassion, respect for self, others and property are valued and pursued.

The academy's behaviour and discipline policy seeks to provide a clear framework of what is acceptable in terms of behaviour, attitude to learning, and conduct.

Students are introduced to the behaviour and discipline policy upon transition to Manor CE Academy. They will regularly review their understanding of the policy through tutor period and assemblies, and also review their positive and negative behaviour choices with their tutor, Head of Year and Student Welfare Team.

Defining Terms:

In this document the term 'staff' refers to all who are employed by the Governing Body and the term 'community' refers to all who have direct or indirect connections with the academy. The term 'Academy Community' refers to staff and students.

Background and Principles:

These are the **classroom** standards that our students are expected to meet when they are at Manor CE Academy:

1. Arrive on time, fully equipped, in academy uniform, and ready to start the lesson in silence.
2. Take your planner to every lesson, have them opened on the desk, and accurately record all the homework details
3. 10 second protocol to silently prepare for work.
4. Do as you are told by all staff – first time, every time.
5. Listen carefully when the teacher or another person is talking.
6. Put your hand up and wait for permission to speak.
7. Always try your best, without disturbing others.
8. Stand in silence at the end of lessons until you are dismissed.
9. Always do your homework properly and hand it in on time.
10. Take pride in our work and keep books, including planners, in good condition.

Most of the **Classroom Rules** require no explanation but a brief outline of the thinking behind some of the rules might prove useful.

Rule 1: 'Arrive on time, fully equipped, in academy uniform, and ready to start the lesson in silence'

We want all students to recognise the importance of operating in a punctual and time-efficient manner. Additionally, we want students to understand the usefulness of being settled and ready to work with appropriate equipment without the constant badgering of the member of staff.

Rule 6: 'Put your hand up and wait for permission to speak'

We recognise the importance of maintaining the tradition of having students putting up hands in order to contribute in discussion. It is expected that the 'hands up' routine will be a central feature of each classroom, except when staff are engaging students in a directed question and answer session.

These are the **school site** standards that our students are expected to meet when they are at Manor CE Academy:

1. Arrive at registration/assembly before 8.40am, and to period 4 by 1.20pm
2. Be polite and show respect for other people.
3. Do as you are told by all staff – first time, every time.
4. Wear your academy uniform correctly at all times. Coats and hoodies should be removed before entering the academy building.
5. This is your academy, look after it. Look after property and put all litter in bins.
6. Eat and drink in the right place at the right time.
7. Walk around the academy sensibly & quietly and keep to the left.
8. Ensure that mobile phones are not seen or heard during the academy day. This includes break and lunchtime.

Rule 6: 'Eat and drink in the right place at the right time'

Within the academy there are clear areas where the consumption of food and drink is permitted. Eating and drinking in the corridors is prohibited, and any student seen doing so must be challenged by staff, and an S code issued.

Behaviour and Discipline Codes

A code will be issued by staff when a student fails to meet one of the academy expectations. These codes are listed below:

B – Behaviour
Bi – Inappropriate use of the iPad
W – Work
E – Equipment and Organisation
L – Late
S – School Site Behaviour
A – Appearance (including uniform, jewellery, make-up and hair)
H – Homework

Issuing Codes

Codes are recorded in the student planner. When a code is written into the planner, it should be placed in the appropriate side of the Student Planner with a code, date, and staff initials. All behaviour infractions will be recorded on the right-hand side of the planner (B; Bi; W; S). Students receive a code immediately for homework, coursework, and equipment misdemeanours, which are recorded on the left-hand side of the planner (H; E). L and A are also recorded on the left.

The accumulation of three codes on the left side of the planner, or the accumulation of codes on the right-hand side of the planner, each lead to a lunchtime detention. The member of staff issuing the third code will draw a box around the third code and submit the student for a lunchtime detention on the next school day. This detention will be recorded in the student planner.

On the sixth code on the left-hand side, an afterschool detention is issued. On the sixth code on the right-hand side, the student will be placed in IE.

The Behaviour and Discipline Process

This process refers to dealing with disruptive behaviour within a lesson, which negatively impacts the learning taking place.

PHASE 1: VERBAL WARNING

It is anticipated that many students will receive the occasional verbal warning in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The verbal warning, although not recorded, has two clear purposes:

- a) to indicate to students that they have done or are doing something which is unacceptable;
- b) To form a link to the more serious **PHASE TWO** sanction if it is required.

The words 'VERBAL WARNING' will be used by the member of staff, at which point the member of staff will take the students planner and place it on the teacher's desk.

PHASE 2: BEHAVIOUR CODE ISSUED

A student who continues to behave unacceptably despite being given a verbal warning will move into phase two and receive a code, which is verbally reinforced by the member of staff.

This is then recorded in the appropriate side of the Student Planner with a code, date, and staff initials. Late (L), Equipment (E), and Appearance (A) do not contribute to the removal of a student from their lesson. Behaviour (B), iPad Behaviour (Bi) and Work (W) codes negatively impact the learning or progress made in lessons, and if the student does not correct their behaviour at this point, they are at risk of moving to phase 3. It is recommended at this stage that the student is moved to another seat within the classroom where possible.

Students could move into phase two as a result of continuing the behaviour which led to the initial verbal warning or for behaving in a way which is considered too serious to receive only a verbal warning. If a student reaches the 6 behaviour-related codes (RHS) in one week they will move into phase 4 - IE. If they complete phase 4 and return to their mainstream education in the same week, but then reach 3 additional behaviour-related codes in the remainder of that week they will return to IE.

Codes on the left hand-side contribute to detentions but not IE.

PHASE 3: REMOVAL

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving a verbal warning, and a code at this stage.

The student will now be removed from the classroom and placed in a different classroom in accordance with the behaviour support timetable.

Manor CE Academy has a whole academy behaviour support timetable in place. This is comprised of a range of KS3 and KS4 teaching rooms that have been identified as being able to 'receive' students who have been removed from lessons as a result of phase 3. ONCALL will bring the phase 3 student to an appropriate support classroom.

The removed student must now be submitted for an academy detention. This will be initially be a lunchtime detention from 12.20pm to 12.50pm, at the earliest opportunity.

PHASE 4: INTERNAL EXCLUSION

IE is an extremely serious sanction. The IE room is a functional and purposeful environment with a bank of work which covers every curriculum area. The IE room is located in the Pastoral Area and is staffed by our IE Manager – supported by the Behaviour Manager, Student Support Officer, and Vice Principal for Student Welfare.

A video camera will be in operation at all times, supervision at break and lunchtime will be staffed by the duty rota.

Students will be 'isolated' in the fullest sense of the word. Lunch-break will be taken in the IE room and at no time will the secluded student be allowed to socialise with other students.

The duration of the day in the IE Room will be from 9.00am up to a maximum of 4.00pm, the exit time being dependent upon the attitude and work ethic of the student. All students who are placed in IE must bring their planner and equipment for that day. Any student who reaches phase 4 during the second half of the academy day (from 1.20pm onwards) will spend the remainder of that day in IE – leaving at 3.20pm on the bell; but will also complete the subsequent day in IE. Parents will be notified of this through the planner or a telephone call/email. Students placed in IE arriving late without good reason will repeat the full day at the earliest opportunity.

A student who is absent during the course of a IE session and does not produce a formal medical note will repeat the full period of IE. The period of IE should begin at the earliest convenient time.

The level of commitment displayed by the student will be recorded on the IE record. The IE manager will record this at the end of each period, and the IE manager will discuss the student's performance at the end of each academy day with the parent/carer. The student will also complete reflective work during IE, and this will be discussed with the Behaviour Manager to understand the action taken and avoid repetition of the poor behaviour choice.

A student who works satisfactorily or better will re-join mainstream education though a record of the period of IE will be kept in the child's personal file. It may also be worth noticing once again that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

A student who fails to behave appropriately in IE is at risk of a fixed term exclusion. Students in IE will be sanctioned for any poor behaviour displayed in IE. A student will receive a maximum of three warnings whilst in IE. Once a student received their second warning, the behaviour manager will attempt to contact their parent/carer to allow them to discuss the poor behaviour with the student. If a student receives a third warning in IE, they will be given a fixed term exclusion, irrespective of whether parental contact was possible or not.

Students will enter IE when they reach 6 behaviour-related codes (right-hand side of the planner) in a single week; receive an additional 3 behaviour-related codes in the same week after completing IE; failing to attend an after-school detention; or for behaviour incidences deemed to be of a serious nature – identified by the Vice Principal: Student Welfare.

PHASE 5 - BEHAVIOUR CONTRACT

Students will be placed on behaviour contract once they have returned from a fixed term exclusion issued for accruing 5 days in IE within a half term, or once they have returned from their first 5-day FTE. Each time the contract is broken the student will serve one day's IE. Once the contract has been broken on five occasions the student will be excluded from the academy for a fixed term period. These will be a 1; 3; 3; 5; 5; 10; 12; and 14 day exclusions dependent on the student's exclusion record. The exclusion tariff increases for each non-conformity in this set escalation manor.

Students will remain on contract for a period of five weeks. Each time the contract is broken the five-week period begins again.

Students on contract will have a 'contract' written in the weekly section of their planner. This will be done by the appropriate member of the pastoral staff. Though some generic comments will remain, contracts will be more individually tailored to the needs of the students concerned. An up to date contract list will be emailed to staff weekly.

At the end of the academic year students who are on contract will complete the full five-week period in the next academic year. They will be offered the opportunity of a 'clean slate' only after a full five-week period without any breaks of contract has been achieved.

All other students will be given a 'clean slate' at the beginning of each academic year.

PHASE 6 – FIXED TERM AND PERMANENT EXCLUSION

Students who persistently break the contract or who commit a particularly serious misdemeanour can expect to find themselves in phase 6. Fixed term exclusions are issued as a final resort to highlight the severity of an incident or a student's cumulative behaviour.

Fixed term exclusions are issued for a range of serious behaviour incidences including but not limited to unprovoked assault, persistent defiance, verbal abuse to staff, inappropriate use of technology, and use of racist, homophobic or disablist language towards a student or a member of staff. If it is felt that a student's behaviour has been dangerous, threatening or persistent bullying then fixed term exclusion could be issued. A decision to exclude is made entirely by the Principal or delegated to the Vice Principal: Welfare, and the Governor Board.

Fixed term exclusions operate on an increasing tariff within categories. The first exclusion will be a 1-day FTE; then two periods of 3 days; followed by two periods of 5 days; before escalating to 10, 12, and 14-day exclusions. Categories include but are not limited to: persistent defiance and/or disruption; verbal abuse to staff; assault; banned items; bullying; and homophobic/racial or discriminatory language. Once a student has triggered the 5-day exclusion mark, a managed move through the 'Behaviour and Attendance Partnership' (BAP) will be discussed with parents/carers if it is felt that the student is persistently refusing to meet the expectations of Manor CE. Respite referral to another school may also be discussed, to allow the student a period of reflection and distance from Manor CE Academy, before returning to normal lessons. After a 10-day exclusion, the student and their parent/carer will meet the governing body to discuss their poor behaviour.

A decision to exclude a student permanently will only be taken:

- in response to a serious breach or persistent breaches of the academy's behaviour policy; and
- where allowing the student to remain in the academy would seriously harm the education or welfare of the student or others in the academy.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the academy that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will however be exceptional circumstances where, in the Principal's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include, but are not limited to:

- a) serious actual or threatened violence against another student or a member of staff
- b) sexual abuse or assault
- c) supplying an illegal drug
- d) carrying an offensive weapon

The Principal reserves the right to vary any exclusion tariff dependent on severity of the offence committed.

A student returning to the academy after exclusion will be reintegrated by a Head of Year, Vice Principal for Student Welfare, or in some cases the Principal and/or Governing Body. The student will automatically be placed in IE for one day from 9.00am until up to 4.00pm.

Detentions

Detentions issued to students for three codes (on either the left-hand side or right-hand side of the planner) are at lunchtime for 30 minutes. The sixth code on the left-hand side results in an after-school detention). The classroom teacher detention may be issued to a student for removal from a lesson, or it may be as a result of the accumulation of a combination of any 3 codes on either the left (H; E; A; L) or right (B; Bi; W; S) hand side within a week. Staff issuing the third code, or staff who have requested the removal of a student from their lesson, will be responsible for issuing detentions.

If a student fails to attend the lunchtime detention, a 1 hour after-school detention will be issued. Parents are given 24 hours spoken or written notification through the planner, of a detention. Failure to attend this after-school detention will result in the student completing a day in IE, from 9.00am until 4.00pm.

Rewards

On entry to the academy students are allocated a form. Year group and House achievement is celebrated through rewards assemblies every term. During this attendance, achievement and merits are collated, and successes rewarded. The system is designed in order to embed a sense of belonging and promote a collective responsibility for the year group's outcome.

All members of staff have a merit stamp and they are encouraged to reward good progress, active engagement in lesson and meeting both the classroom and around-site expectations of Manor CE.

Students are given clear guidance on how they can achieve reward points and how the system works:

- Merits are given for a variety of reasons including producing good work; demonstrating positive behaviour; contributing to class discussions; contributing to the wider academy community
- During tutor time, the merits are collated and entered into the academy database.
- Students will receive badges in accordance with the number of merits received, which they wear on their academy blazers

There is a weekly Principal's commendation, whereby students are nominated by their teachers for exceptional performance; citizenship; extracurricular involvement; kindness; volunteering; and many

other actions worthy of special recognition. Students in receipt of this commendation will be presented with a certificate by the Principal.

Planners

Student Self-Monitoring:

Central to the behaviour and discipline policy is the need to provide students with the opportunity to reflect upon their own behaviour and attendance; in other words, to ensure that student self-monitoring is central to the weekly operation of the planner. With this in mind we devote a reasonable amount of time each week to allowing students to reflect upon their performance in the academy. This is done in tutor time.

Students are expected to take their planner to every lesson. It should be placed on the student's desk, and opened at the correct page at the start of every lesson. Staff will use the planner to record both rewards and sanctions, therefore providing an ongoing record of each student's behaviour (both positive and negative). The planner should be used as the first and most regular means of communications with parents. It is checked regularly to ensure that students, staff and parents are using it effectively.

Parental Monitoring:

Parents and guardians will also have a key role in monitoring their child's planner. Most importantly it is expected that parents will inspect the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the notes pages to communicate with us as an academy.

Form Tutor Monitoring:

Within the academy student planners will be monitored each week by the Form Tutor. When monitoring student planners, form tutors are looking to identify or confirm a number of points:

1. That the planner is free from graffiti and is being kept in a tidy manner;
2. That homework details are being recorded in sufficient detail;
3. That, whenever they occur, comments made in the planner in relation to behaviour codes by any member of staff are responded to;
4. That, whenever they occur, comments made in the planner by parents are responded to in an appropriate way;
5. In order to communicate as form tutor to parents upon any academy-based issue which they feel would be best communicated through the planner;
6. In order to monitor the awarding of merits.

Using the Planner:

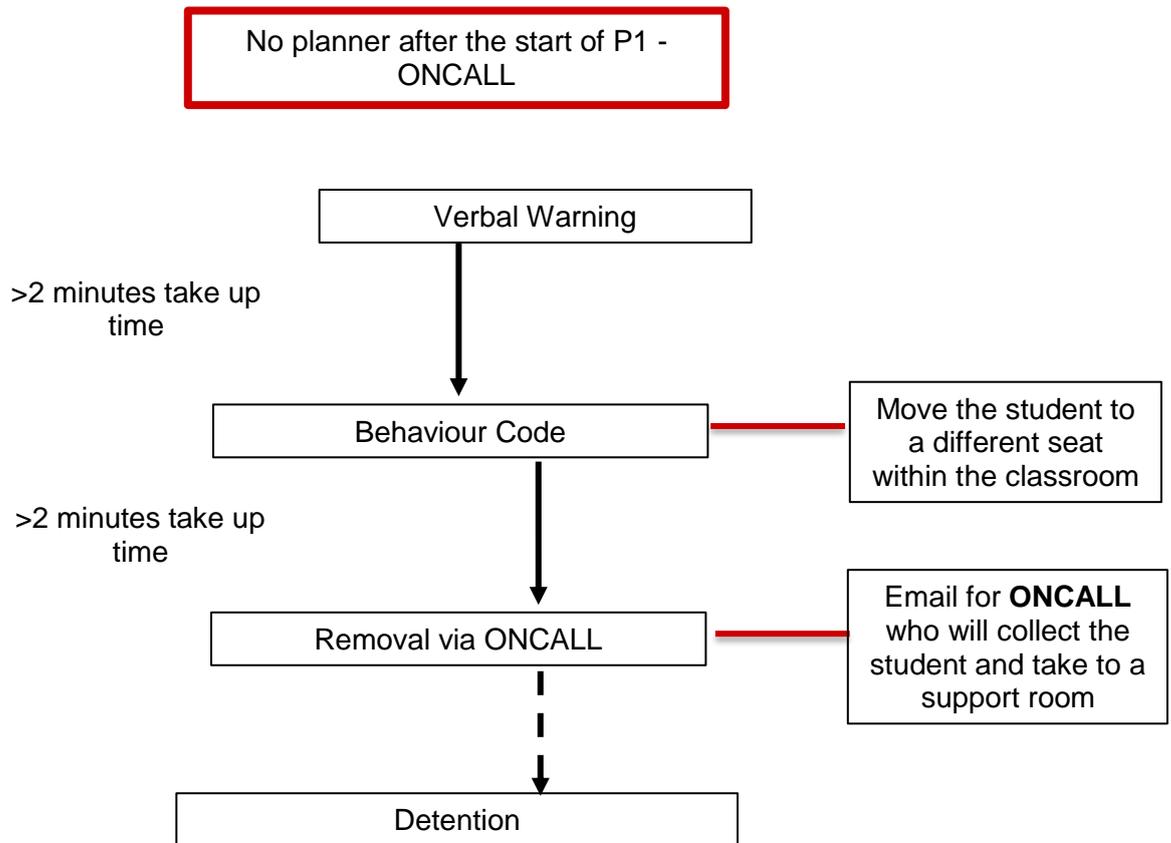
Planners are a crucial piece of equipment in the academy and support the students in being organised and responsible for their own learning. It is also the main form of communication between home and the academy - informing parents and carers about rewards, sanctions and other academy events. Students

are given new planners at the start of the academic year and if they are subsequently lost the students are expected to buy a replacement (currently priced at £5).

Students are given the following guidance on planners by Form Tutors and Head of Years:

- Planners must be in the academy every day.
- On the first occasion each term in which a student forgets their planner, the SSO will give them a planner sheet and issue a code.
- Any codes or merits will be transferred into the student's planner the following day by the SSO.
- If the student then forgets their planner for a second time, within the same academic half term, the student will be issued with a lunchtime detention, and given a sheet. Third and subsequent times will result in the student being placed in IE until the planner is brought to school by the parents.
- If pages are torn out of planners or attempts to cover up codes, staff will email for ONCALL and the Student Support Officer will issue a lunchtime detention. Parents are not permitted to cross out codes that they do not agree with.
- If a student refuses to hand over a planner, staff will email for ONCALL and the Student Support Officer will issue a lunchtime detention.
- If a student is found around the academy without their planner, they will be issued with a lunchtime detention. Planners should be kept in the student's blazer pocket at all times.
- No personalising of the planner will be allowed.
- At the beginning of each lesson, students will take out their planners. Students who have not brought their planner should be immediately referred to the Student Support Officer by an ONCALL email.

Appendix B: Managing in-class incidents flowchart



Appendix C: Behaviour Codes

Quality lessons that engage students alongside excellent behaviour management strategies are the key to outstanding learning and behaviour. Giving praise and rewards should occur significantly more often than the giving of behaviour codes. Staff should be constantly seeking the opportunity to acknowledge student achievement which will in turn foster good relationships and encourage co-operation from students. However, occasionally behaviour codes will need to be issued and below is a guide as to what the codes mean and when and how they are used. Staff are encouraged to use their discretion at all times and actively seek to give students at least one chance if they make a mistake (we do all make them!) without a code being issued.

“A” code - Appearance

Students should move about the academy and arrive at all lessons in full academy uniform. Blazers should be worn (sleeves should not be rolled up). Uniform should be worn correctly with top buttons fastened, shirts tucked in, ties the right length etc. In hot conditions these rules can be relaxed in lessons, but staff must ensure students leave lessons dressed correctly again.

Make-up should be discrete and natural in appearance. No jewellery should be worn other than a single or pair of plain ear studs and a watch.

No other visible piercing should be worn in school.

Hair must be of an appropriate length (not shaved) and of a single natural colour.

A codes are recorded on the left-hand side of the planner, and detentions are issued for 3 H; L; E or A codes. The sixth code results in an after-school detention.

“H” code – Homework

Homework codes are recorded on the left-hand side of the planner. Wherever possible the missing homework should be completed in detention. If the homework is not completed this may lead to a further detention.

A detention is set for the accumulation of 3 codes on the left hand-side of the planner. Staff should send an outline of the work to be done in the detention to the Student Support Officer, no later than the end of P1 of the day of the detention.

H codes are recorded on the left-hand side of the planner, and detentions are issued for 3 H; L; E or A codes. The sixth code results in an after-school detention

“E” code – Equipment and Organisation

Students should arrive at lessons with all the equipment expected of them by staff. For students with very poor organisational skills or very difficult home situations staff should make special arrangements to provide equipment on an individual basis and not issue codes. Form tutors should also support students in this manner.

E codes are recorded on the left-hand side of the planner. A lunchtime detention will be issued for the accumulation of every three codes on the left-hand side, in a week. This detention is submitted by the member of staff assigning the 3rd code. The sixth code on the left-hand side results in an after-school detention.

“S” code – School Site

The Lunchbox and the Year 11 areas are the only places students are allowed to eat out of lessons (unless special arrangements are made by staff who are supervising an activity – students will need a pass from said member of staff). All related litter must be placed in the bins provided.

Food is not to be consumed outside, nor is any item to be eaten or drank on the corridors.

There should be no eating in lessons although drinking water from reusable bottles with safety tops on is generally permitted.

Chewing gum, fizzy drinks and energy drinks are banned from the premises at all times. Anyone found in possession of these items will have them confiscated and disposed of and then issued with an S code.

Any student caught ‘out of bounds’ will also be issued with an S code. This refers to both internal and external out of bounds areas.

Any student found running in the corridors or behaving in a boisterous or disruptive manner, will also be issued with an S code.

S codes are recorded on the right-hand side of the planner and contribute towards the 6-code trigger for removal to internal exclusion (IE). 3 S; B; Bi; or W codes result in a lunchtime detention. This will be submitted by the member of staff issuing the 3rd code. The sixth code on the right-hand side triggers removal of the student to IE.

“L” code - Late

Students must be in assembly or tutor time by 8.40am and arrive at all subsequent lessons on time. It is best to deal with “lates” at the end of a lesson and not in front of the whole class which avoids disruption and spares embarrassment for a student. If another member of staff is alleged to have detained someone, said member of staff is expected to write a note in the planner of that student. Without such a note, a code will be issued.

L codes are recorded on the left-hand side of the planner, and detentions are issued for 3 H; L; E or A codes. The sixth code results in an after-school detention.

“W” code – Work

If a student does not put effort into their work and produces insufficient work during a lesson a W code can be given. Every student should be working towards their potential no matter what their ability.

W codes are recorded on the right-hand side of the planner and contribute to the 6-comment trigger for IE.

3 S; B; Bi; or W codes result in a detention. This will be submitted by the member of staff issuing the 3rd code. The 6th code results in removal of the student to IE.

“B” code - Behaviour.

Any form of unacceptable behaviour or breaking of academy rules should be challenged so that learning is not disrupted. During lessons, all minor transgressions should be initially dealt with subtle verbal and non-verbal behaviour management strategies, before progressing to a verbal warning (phase 1), with a code then being issued if an offence is repeated (phase 2).

Any serious behaviour issues such as disobedience, rudeness, aggression etc should result in an immediate ONCALL. This also applies to behaviour that breaks the health and safety requirements of some lessons such as science or DT. This will result in a student being removed and a code being issued (and as such as detention).

B codes are recorded on the right-hand side of the planner. 3 S; B; Bi; or W codes result in a detention. This will be submitted by the member of staff issuing the 3rd code.

ALL ACCUMULATED CODES SHOULD BE BOXED AND INITIALLED BY THE MEMBER OF STAFF TO INDICATE THAT THOSE CODES HAVE BEEN SANCTIONED FOR BY A DETENTION. THIS PREVENTS DUPLICATION OF SANCTIONS, AND SHOWS PARENTS WHERE THE DETENTIONS HAVE ORIGINATED FROM. STAFF MUST WRITE THE DETENTION IN THE STUDENT PLANNER.

Appendix D: COVID-19 ADDENDUM

Statement of intent

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

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

1. Enforcing new rules

- 1.1 The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2 Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3 The school informs parents of any changes to provision outlined in this policy.
- 1.4 The school expects pupils to uphold these rules at all times, including on school transport, and on their journey to school, where practicable.
- 1.5 Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6 Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

2. Arrival and departure

- 2.1 The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time, using the correct access points.
- 2.2 Pupils are expected to participate in any infection control and social distancing measures.
- 2.3 The school expects pupils to move immediately to their classrooms after washing their hands, using hand sanitiser, upon arrival.
- 2.4 Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises, or on Millfield Lane, without good cause. Whilst waiting, they should observe social distancing measures.

3. Hygiene and infection control

- 3.1 The school ensures a risk assessment is conducted prior to reopening to pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- 3.2 Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or hand sanitiser:
 - Upon arrival at and departure from the school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
- 3.3 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 3.4 Pupils are expected to dispose of tissues using the litter bins provided.
- 3.5 Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 3.6 Pupils are discouraged from sharing equipment or personal items. The school will not be able to loan basic items to students (such as pens, pencils etc), therefore students should be fully equipped on arrival to school.
- 3.7 The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner. This behaviour will be treated very seriously and may result in an exclusion, and/or referral to the Police.
- 3.8 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy. This may include exclusion.
- 3.9 Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 3.10 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

4. Social distancing

- 4.1 Pupils must adhere to the social distancing measures put in place by the school.
- 4.2 Pupils form orderly queues, e.g. when waiting to use the toilets, accessing the lunch box, using the distancing floor markings where necessary, and they are respectful and patient towards their peers.
- 4.3 Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned groups.
- 4.4 Where it is not practical for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 4.5 Pupils are placed into year group zones. They are not permitted to mix with other pupils outside their year group.
- 4.6 Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 4.7 Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.
- 4.9 The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.
- 4.10 Pupils are allocated specific time to use the eating areas to help adhere to social distancing rules. Pupils do not enter the eating areas or dining area unless expressly told to do so by a member of staff.
- 4.11 The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors, where practically possible.

- 4.12 Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.
- 4.13 Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

5 Moving around the school

- 5.1 The school expects all pupils to move around the school following the school's arrangements, e.g. using designated routes only.
- 5.2 The school prohibits pupils from lingering in walkways, including stairs, and corridors, and other communal areas without good cause.
- 5.3 Pupils are expected to move directly from one destination to the next at the times allotted to them, using the predetermined routes, and in their assigned groups, e.g. moving from one class to another or using the eating facilities, and outside space.
- 5.4 Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- 5.5 Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

6 Ill health and infection

- 6.1 The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2 Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the anti-bullying policy.
- 6.3 The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them. This will be in the HIVE changing room area. Parents will collect from the HIVE entrance and not main reception.
- 6.4 Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

7 The school premises

- 7.1 Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 7.2 Pupils who purposefully access prohibited areas of the school (for example, outside your designated zone) without permission are disciplined in line with this policy.

8 Breaktime and lunchtime arrangements

- 8.1 The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2 Pupils are expected take their breaks and lunchtimes at specific times, within their year groups and only in designated areas, both inside and outside.
- 8.3 Pupils are not permitted to gather in groups larger than 15 at a time and must not mix between year groups.

9 School uniform

- 9.1 The school expects all pupils to wear correct uniform while in school.
- 9.2 Parents should ensure that their children attend school in clean uniform each day.

10 Exclusions

- 10.1 All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 10.2 Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 10.3 The Principal retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.
- 10.4 The Principal liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 10.5 The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions.

- 10.6 Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 10.7 The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

11 Rewards and discipline

- 11.1 Rewards and discipline are given in line with this policy, where practicable.
- 11.2 Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 11.3 The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re- adapt to a school environment and its routines.
- 11.4 Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

12 Close contact behavioural management

- 12.1 Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Use of Reasonable Force Policy.
- 12.2 The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 12.3 Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 12.4 If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

13 Monitoring and review

- 13.1 This appendix is reviewed in reaction to any new government

advice by the Vice Principal – Student Welfare.

13.2 The date of the next review for this appendix is January 2022.

Once the school resumes regular activity, and if deemed appropriate by the Principal, all sections within this appendix will expire