



CAISTOR GRAMMAR SCHOOL BEHAVIOUR POLICY

Approved by Full Governing Body on 21 May 2018.....

Reviewed...17th May 2021

Signed.....


Chair of Governors

CAISTOR GRAMMAR SCHOOL

BEHAVIOUR POLICY

Caistor Grammar School seeks to promote a positive climate of discipline so that all students can make the most of their abilities to be happy and purposeful members of the School community

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the School with regards to behaviour management
- Outline our system of **rewards and sanctions**
- The School Aims (1.1) are relevant to this policy. These are as follows:
 1. We aim to provide a community which will enable all who belong to make the most of their abilities and be happy.
 2. We work particularly hard to help our students gain academic knowledge, learn practical skills and develop their power to reason. But we also try to promote learning in many other aspects of life: social, moral, spiritual, aesthetic and physical. We seek to achieve our objectives within a broad and balanced framework that gives a central place to the National Curriculum.
 3. We want our students to be keen to learn and to be able to concentrate their minds on a task. We want them to respect accuracy; to be able to handle numbers with confidence and to express themselves accurately in speech and writing. They should be able to solve problems, look for evidence, consider both sides of a question and think independently. They should be able to work effectively either as an individual or as a member of a group. We want them to be confident in the use of modern technology.
 4. We aim to promote a positive attitude to sport and healthy living within our School and in our community. We want our students to understand their bodies and to value good health. We help them to develop physical stamina and skill.
 5. We want our students to be able to balance the interests of the group with the right of each person to be respected as an individual; to appreciate why authority and rules deserve respect; to be able to work in a team and to take individual responsibility; and to recognise the claims of the wider communities to which they belong at home and abroad. We encourage a concern for the environment in which we live. As a School, we seek to promote community cohesion in our local and wider communities.
 6. We assert the moral values of honesty, reliability and fairness. We teach self-discipline. We encourage our students to be sensitive to others' needs and to be helpful. We seek to provide our students with many opportunities to develop their leadership skills and we encourage them to make good use of these chances.
 7. We seek to open minds to questions of ultimate meaning and purpose. We ensure that all students hear the Christian message and are taught to respect other religions but we recognise the need for individuals to make their own judgement in matters of belief.

8. We help our students to respond emotionally and intellectually to art and music; to appreciate beauty and fitness for purpose; to enjoy what others have created and to create themselves.
9. We teach economic awareness and provide guidance towards the choice of a career.
10. We encourage our students to feel positive about themselves without being self-satisfied. We want them to move on from us to the next stage of their lives with a sense of direction and purpose.
11. We want all those who are employed in the school to find fulfilment in their work.
12. We seek to co-operate closely with the primary schools whose children come to us and with other schools in the secondary phase with whom we share projects as teachers or students.

Our behaviour policy aims to promote these attributes while at the same time tackle robustly and consistently behaviour that undermines this.

Other related policies

This policy should be read in conjunction with the School's Equality and Diversity Policy (CA) and Anti-Bullying Policies (CD), the School's Attendance Policy (CB), ICT Policy (BM), Drugs Policy (BM) and the Child Protection Policy (GA).

2. 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 students 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:

- Keeping Children Safe in Education 2018 Part 1.7 outlines the School's responsibility to provide a safe learning environment for all students.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes, or when representing the School in a public forum (including sporting fixtures either home or away), at the Navigation Lane field and while travelling to and from the School field.
- Disruption on the way to and from School and on School transport (although the sanction not to use a transport service can only be implemented by the transport operator.)
- Non-completion of classwork or homework

- Poor attitude
- Incorrect uniform
- Failure to attend a detention
- Inappropriate language
- Failure to follow mobile policy
- Inappropriate use of school-based e-communication systems to share gossip, etc. or to misuse (e.g. SPAM emails)
- Failing to complete work set by teacher (remotely)
- Disregarding social distancing with other students and staff, (including stepping into the 2-metre teaching area in classrooms).

Serious misbehaviour is defined as:

- Repeated breaches of the school rules, following sanctions
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking (including e-cigarettes)
- Use of social media to publish falsehoods, slurs, libellous material about any member of the School community or the School
- Racist, sexist, homophobic or discriminatory behaviour (including use of language), including referencing to ethnic groups cited as being vulnerable to Coronavirus
- Bringing the School's reputation into disrepute beyond the environs of School or the School day.
- Malicious allegations or falsehoods against any member of the School community
- Creating, possessing, sharing sexual imagery of themselves or another peer under the age of 18 or adult over 18 with a peer under the age of 18 or adult over 18
- Involvement in activities which are counter to the Government's guidance of social distancing, 'stay alert', etc.
- Involvement in activities where the School is associated with the students' wilful disregard in said activity. (E.g: being caught socialising as a group of CGS students in a public space that exceeds current Government guidelines)
- Involvement in any anti-social behaviour or activity which is associated with the School.
- Coughing or spitting towards or at another student, member of staff or member of public whilst on the school site or on their way to and from School, including trips to the playing fields at Navigation Lane
- Persistently and vindictively disregarding social distancing with other students and staff, (including stepping into the 2-metre teaching area in classrooms).
- Either possession, supply, and/ or promoting access to any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs, legal highs and misuse of prescription/ non-prescription drugs as defined in the Drugs Policy (CE)
 - Stolen items

- Tobacco, cigarette papers and e-cigarettes/ vaping
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

5. 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

Bullying can include:

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 networking 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 (CD).

6. Roles and responsibilities

6.1 The governing body

The governing board is responsible for monitoring this behaviour policy's effectiveness and for holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing and presenting this behaviour policy to the governing body.

The headteacher will ensure, with the support of all teaching and non-teaching staff that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents as 'Causes for Concern' or on the 'Behaviour to Improve' board in the staff room.
- Setting high expectations: be firm and authoritative
- Demonstrating good subject knowledge
- Being enthusiastic, approachable and supportive
- Creating a positive atmosphere in class and around School
- Being punctual and organised
- Giving regular feedback on progress

The senior leadership team, heads of section and heads of department will support staff in responding to behaviour incidents.

6.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with either the form teacher or the head of section promptly
- Deal with all staff in a respectful and non-abusive manner

7. Student code of conduct

All students are expected to:

- Be enthusiastic and committed to the life of the School
- Be well behaved and adhere to the behaviour policy at all times
- Wear uniform smartly and follow the dress code in the Sixth Form
- Show respect and encouragement to others
- Focus and participate fully in lessons
- Complete homework tasks on time
- Be pro-active in explaining why they have not been able to complete work
- Be punctual and organised
- Know how they are performing and how to progress
- Be honest with all members of the School community

8. Rewards and sanctions

8.1 List of rewards and sanctions

A range of rewards and privileges are designed to encourage good behaviour. Rewards include a merit system for students in Years 7 to 9 through the positive recognition of good work and effort. The REF ideal (Olympic values of Respect, Excellence & Friendship). Examples of positive behaviour are acknowledged in end of term assemblies and at the Awards Evening.

Other ways of promoting positive behaviour and attitudes to learning include

- Verbal and written praise
- Merit marks for the lower school
- Letters/ postcards or phone calls home to parents
- Recognition for academic achievements at awards' evening
- Presentations in assemblies
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The school may use one or more of the following sanctions in response to unacceptable behaviour:

The class teacher has the **initial responsibility** for setting high standards of conduct and ensuring these are met by their groups. Thus it is expected that after an incident in a class the teacher will respond by challenging this unacceptable behaviour promptly. "Incident" here refers to a breach of good conduct or working practice established by the teacher. Following the initial responsibility **classroom/subject incidents should be the responsibility of the Head of Department** before being passed to Form Tutor or, in serious cases, the Head of Section.

Examples of Incidents	Sanction	Procedure
<ul style="list-style-type: none"> • Talking in class • Late to lesson • Failure to hand in homework • Poor class work 	Class teacher/subject intervention	For years 7-11, Write issues on the 'Behaviour to Improve' board in the staff room – refer where necessary for break time detention. Write note in diary planner about poor behaviour, for parents to sign/make a response acknowledging receipt of information.
Persistently <ul style="list-style-type: none"> • talking in class • using inappropriate language • late to lesson • failing to bring homework • incomplete class work Or <ul style="list-style-type: none"> • poor behaviour in and around school 	A half-hour school detention (run by SLT)	The teacher giving the detention writes it in the diary planner. If there is no diary planner the member of staff giving the detention MUST indicate this on the detention sheet so that a letter can be sent home to ensure parents are aware of the detention, (this will include a reply slip to be signed and returned to SB) HOD should be informed. Form Tutors should also be notified using a Record of Concern Sheet, to allow the student profile to be updated.

<p>Alternatives to a half-hour detention for</p> <ul style="list-style-type: none"> • students whose behaviour or conduct has been repeatedly poor. <p>Issued also for</p> <ul style="list-style-type: none"> • students missing the original half hour detention 	<p>3 school detentions (in a term) will generate a one hour long detention</p>	<p>Notification as above.</p>
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<p>Imposed by the Head of Section or member of SLT for persistent inappropriate behaviour meriting intervention stronger than a normal lunchtime detention.</p> <ul style="list-style-type: none"> • Misconduct against another student • Rudeness towards a member of staff • Misconduct towards school property • Being offsite without permission 	<p>One hour long detention – Friday lunchtimes run by the Deputy Head. Three hour long detentions in an academic year trigger a Headteacher’s Friday after school detention.</p>	<p>A letter must be sent home informing the parents of the behaviour which has led to this imposition and the detention is served on the next available Friday after the letter has had time to get home. This will include a reply slip that has to be signed and returned to the deputy head.</p>
<p>Anyone failing to turn up to a lunchtime detention will have a letter sent home to parents (unless the student is absent from school).</p>		
<p>For more serious cases of behaviour e.g.</p> <ul style="list-style-type: none"> • rudeness, • disruptive behaviour, • persistent offending or, • exceptional failure to produce coursework 	<p>Headteacher’s Friday after school detention</p>	<p>Parents are to be informed about this, in writing if there hasn’t already been a discussion with them.</p>
<p>For persistent misbehaviour e.g.</p> <ul style="list-style-type: none"> • Lying • Truancy • Excessive and persistent rudeness (including swearing) • Failure to follow instructions • Fighting • A <i>fourth</i> Headmaster’s detention in a 12-month rolling period triggers a minimum of a day’s internal exclusion. 	<p>Internal exclusion (up to five days maximum – although anything extending beyond two will be rare)</p>	
<p>Sanction imposed by the Head (or in his/her absence the deputy head) for</p> <ul style="list-style-type: none"> • serious offences against the school rules, • Pre-meditated violence towards students and staff, • Persistent bullying, • rudeness to staff • Malicious falsehood 	<p>Suspension from School (temporary exclusion) In extreme cases the exclusion may be made permanent (See Policy Handbook for further details)</p>	<p>Parents will be contacted and invited into school to discuss the student’s conduct and will also be informed about this, in writing, confirming the course of action to be taken, as well as their opportunity to appeal if the exclusion is longer than five school days.</p>

<p>Underachievement academically or for a number of behaviour or work targets which need to be met. This closer form of monitoring is there to assist them in their endeavours to improve.</p>	<p>Students on Report; Support given by LSA Refer to Homework Club</p>	<p>Often done after reports, assessments or Parents' Evenings and is the responsibility of the Head of Section who will work closely with the form tutor to ensure consistency of approach.</p>
<p>Used for tracking the concerns staff have about students</p>	<p>Cause for Concern</p>	<p>Used whenever we have a concern about a student as they are distributed to all the relevant staff and a copy is filed in the student SIMS file and in the school office. (This applies to all concerns, disciplinary or otherwise.) Cause for Concerns can be emailed to the office, copying in relevant staff or completed sheets should be copied – the original placed in the form tutor's pigeon hole and the copy to school office for recording on SIMS and adding to the student's file. (The office will copy for Heads of Section, headteacher and deputy head where appropriate.)</p>

8.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the School, such as on a school trip, to the sports field or on the bus on the way to or from school. School rules and expectations apply off-site when students are representing School or under the care of staff. The definition for 'off-site' can also include extra-curricular trips such as sports days, theatre trips, Duke of Edinburgh expeditions, residential trips, activities, volunteering opportunities, etc.

Parents sign a code of conduct on behalf of their child before any residential.

In addition to the current provision and definition of off-site behaviour, the School's behaviour expectation has been updated to take account of student(s) who are self-isolating or ill from September 2020 where misbehaviour or serious misbehaviour is identified with the School, through direct or indirect actions, then the behaviour policy will apply. Examples are given above in section 3.

The School continues to view a structured behaviour policy which praises positive behaviour and challenges misbehaviour and serious misbehaviour as being fundamental to a successful learning community. It is equally important, during periods of isolation or in the event of a local lockdown, that we seek to support parents in ensuring appropriate behaviour.

The Governors allow the Headmaster, or in his absence, the Deputy Head, to implement the policy as appropriate except in cases requiring temporary exclusion exceeding five days or permanent exclusion.

8.3 Malicious falsehoods

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious or embellished, the headteacher will discipline the student in accordance with this policy. Falsehoods can be communicated either verbally or in writing. They do not need to be published to a third party.

Please refer to our Child Protection Safeguarding Policy (p15) for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Classroom management

Positive behaviour starts in the classroom through structured lessons which are stimulating and present challenge for all students, regardless of ability. Teaching staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Displaying the School's Behaviour for Learning statement in classrooms.

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

9.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

9.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a plan and review it on a regular basis.

10. Student transition

Staff members hold transition meetings to identify students' abilities, talents and behaviour, both positive and negative prior to the start of each new school year.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings by request for those students transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including guidance on the proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. Cause for Concerns are shared with appropriate staff. Staff can highlight students for concern or praise in Friday briefing. Concerns are also raised at staff meetings. There is a 'Special Mentions Board' in the staff room where students' achievements, inside and outside school can be acknowledged.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and approved by the Governing body every year. At each review, the policy will be approved by the Chair of Governors.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding (GA)
- Exclusions policy (CQ)
- Child Protection & Safeguarding policy (CJ)
- Teaching and Learning Policy (BA)
- Assessment, Recording and Reporting Policy (BD)
- Homework Policy (BI)
- Special Educational Needs Policy (BJ)
- ICT Policy (BM)
- Equality and Diversity Policy (CA)
- Anti-Bullying Policy (CD)
- Drugs Policy (CE)
- Mobile Phone and Social Media Policy (CM)
- Parental Expectations (EB)

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the School and students' home life

The governing body also emphasises that violence, threatening behaviour, possession or supply of illegal substances and malicious allegations will not be tolerated in any circumstances from any member of the school community, including parents/carers. This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

Appendix 2: Covid-19 update for full return to School from September 2020

This appendix applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Students, 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 students.

1. Expectations for Students in school

1.1 New rules

When students 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 should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact their child's Head of Section 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.

- Students are expected to follow instructions regarding arrival and departure from school. On departure, students travelling on buses must meet in the designated area and follow staff instructions regarding social distancing.
- Students must wear facemasks/ coverings on buses and remain seated in their allocated seat. School will support the bus companies in applying sanctions where there is clear disregard.
- There will be numerous opportunities for students to clean hands and to sanitise surfaces, particularly when they enter their classroom. For everyone's safety, it is important to follow expectations to ensure the School is as safe as possible for students, staff and visitors.
- Students are bubbled in year groups/ sections and can only socialise within their year groups at school, including at lunch and break times.
- Students are expected to follow one way signs when required and to only leave their bubbled areas when directed by staff
- Sneezing, coughing, tissues and disposal advice must be followed ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Students must tell a member of staff if they are experiencing symptoms of coronavirus
- Students must follow Government guidelines if they report symptoms and if they test positive
- Sharing any school equipment or frequently used items such as pencils or pens is forbidden
- Students must remain inside their designated areas at break and lunchtimes

- Students must wash their hands after using toilets
- Students must not cough or spit at or towards any other person

1.1.1 Facemasks and Face coverings

The Government has devolved the decision over the mandatory wearing of facemasks in School to Headteachers. For some students and staff, wearing facemasks enables them to feel safe. Therefore, if they are appropriately used, students and staff are permitted to wear facemasks (not face coverings) while in School. Face masks should be ‘appropriate’ for a professional environment. Any member of SLT can determine the appropriateness of the mask. We are not differentiating between corridors, classrooms or outside communal spaces.

Wearing face masks does not entitle students (or staff) to take additional risks or to relax expectations with regards conduct.

1.2 Rewards and sanctions for following rules

To help encourage students to follow the above rules, we will enhance our rewards system to highlight students that lead the way for their peers in conducting themselves safely in School. We will not be adding any special COVID-19 categories to our system.

The current rewards system will remain in place and this will be essential to ensure we maintain our behaviour for learning approach.

However, if Students fail to follow our rules, we will challenge poor behaviour. Concerning COVID-19 misbehaviour we will differentiate between deliberate and accidental instances with regards determining a sanction.

- Expectations for attendance – the latest government guidance says attendance will be mandatory from September. We will return to our normal expectations regarding attendance. We will seek to engage with parents in the case of students who are reluctant to return before enforcing measures, which might include fining parents if students exceed local authority guidance for unauthorised attendance.
- We will maintain our uniform policy for students. Students in Years 7-11 will attend in School PE kit on PE days to enable them to participate in physical activities without the need to access changing rooms. (This will be reviewed frequently based on Government guidance.)

2. Expectations for Students at home due to self-isolation or illness (inc. Coronavirus)

2.1 Remote learning rules

If Students are not in school, we expect them to continue to adhere to the School Behaviour Policy, especially those points referring to 8.2 (Off-site behaviour).

Parents should also read the rules and ensure their children follow them. Parents should contact their child’s Head of Section 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.

- Be contactable during the school day – although take into account that students may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or learning support assistants
- Alert teachers if they're not able to complete work as soon as possible, including highlighting technical errors
- Use proper online conduct, such as using appropriate language in messages, and using the School's e-communication systems professionally

2.2 Dealing with problems

If there are any problems with Students adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will make contact with parents and seek to support students where we can. Students that flatly refuse to comply will be sanctioned as appropriate on their return to School. This will include 30-minute after school detentions when we do not have the capacity to look after students safely during the school day. This sanction will be implemented at the discretion of the Headmaster or the Deputy Head. It will inconvenience parents, regrettably. In normal circumstances, a student will need to receive three CFCs for work/ misbehaviour before it is imposed. An incident of serious misbehaviour could be used to impose this sanction.

3. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every half-term. At every review, it will be approved by the full governing body.

Appendix 3 – Classroom behaviour and routine

As well as ensuring positive behaviour to ensure that learning can take place, follow these rules as you enter and leave the classroom to ensure you make the most of your time back in School:

Entering

Wait outside in your 'area' for your teacher to arrive – do not enter the building unless directed by the member of staff.

Queue up quietly, ensuring you keep your distance where you can. You should not have face to face conversations if you cannot keep 2 metres apart, even if you choose to wear a face mask.

On entry, sanitise your hands using school or your own sanitiser.

In the classroom, wipe down your desk using school-provided wipes and place these in the pedal bin before getting your books and equipment out.

Do not enter the teacher's area at the front of the class.

Place bags under your desk.

Obey the seating plan – under no circumstances move without the teacher's permission.

During the lesson

Remain seated and only move with the teacher's permission.

Do not share equipment – if you have forgotten something, make the teacher aware.

Do not have face to face conversations – only side by side.

If you choose to wear a face mask, you must wear it throughout the lesson, and still follow the rules.

Departing

Leave quietly ONLY when instructed by the teacher.

Follow the very clear one-way systems when leaving classrooms.

Go straight to your 'area' and don't wait around entrances, it causes congestion, placing others at risk.

Avoid close contact, even when leaving classrooms.