Holte School

Behaviour & Relationships Policy

Lead member of staff:	A.Oliver – Deputy Headteacher (Inclusion)
Legislation Status: (Statutory/Non-Statutory)	Statutory
Local Authority Model Policy or School Written Policy:	School Written Policy
Required on school website:	Yes
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Signed By Chair Of Governors: **Ms C Hardy**	

1. Vision and ethos

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' Dr. Dan J. Siegel

1.1 The behaviour and relationship policy is a statement of good practice that applies to all aspects of the school community. The policy contributes to our students' personal development the maintenance of good behaviour, and the promotion of effective relationships and a positive ethos. All members of the school community are expected to help promote an ethos conducive to learning with collaboration, aspiration, respect, equality and responsibility as basic but essential requirements when operating within the school or at any time representing the school or in the school uniform.

1.2 We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through being attachment aware and trauma informed, both children and adults are able to both manage and regulate their behaviour and create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong and to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, preparing them effectively for adulthood and life in modern Britain.

1.3 We are committed to creating a safe and inspiring place for all children to learn and develop, where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

- All children are entitled to the same rights without discrimination of any kind.
- All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
- All children have the right to survival and development.
- Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 3, 4, 15, 19 and 28.

2. Aims and objectives

2.1 Our school is committed to the emotional health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

2.2 We treat all children with unconditional respect and have high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be

modelled. We understand negative behaviour as a communication of an emotional need and that it can signal a need for support which we will provide without diluting our expectations.

2.3 The behavior and relationships policy has the following aims and objectives:

- Maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- Help children develop a sense of worth, identity and achievement
- Through the promotion of self-regulation, children (and adults) can be helped to behave in more socially acceptable/appropriate ways and to make better 'choices'
- Develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- Promote the school's core values, and the social, moral, spiritual and cultural development, including the development of character.

We hope to achieve these aims through a school behaviour and relationships policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

3. Our core values

3.1 The behaviour and relationship policy is based on our code of conduct, 'ready, respectful and safe', (appendix one). The code of conduct hinges on our five core values, established after a consultation with staff, pupils and parents. It is our hope that anyone visiting the school will be able to identify our core values by the attitudes and behaviours. Our core values are:

- Collaboration,
- Aspiration,
- Respect,
- Equality
- Responsibility.

3.2 The code of conduct, builds upon the core values and creates explicit behavioural expectations for all areas of school, emphasising core behaviours that should apply to every situation. It is purposely simple to ensure all stakeholders can remember our three simple expectations and apply them consistently. All school expectations are expressed in constructive and positive language emphasising our expectations and the things that we should do. The code of conduct is displayed in classrooms and other areas of the school in order to maintain a focus on positive behaviour management and as an aid to consistency.

3.3 All staff at the school are committed to establishing, maintaining and repairing relationships in order to maintain purposeful and positive behaviour in the school community. Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-staff, staff-parent/carer, child-parent/carer relationships. There are things that staff at Holte will always try to avoid. We will not use disrespectful language or seek to inflame a difficult situation by the manner in which we address each other. Such strategies create the wrong kind of culture and atmosphere. They are likely to destroy relationships rather than build them. We will be aware of and sensitive to power

imbalances, and will seek to avoid strategies or language that induce shame. We will seek to use caring, respectful language, and to aim to meet in a spirit of cooperation to achieve an agreed goal.

4. Roles and responsibilities

4.1 The community - the promotion of positive behaviour and relationships is the responsibility of the school community as a whole. The Governing Body, Headteacher and staff are responsible for ensuring that all aspects of the school's behaviour and relationship policy and its application, promote equality for all students. The roles include:

- The Governing Body defining the principles underlying the school's behaviour and relationships policy.
- The Headteacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.
- All staff in ensuring that the policy is consistently and fairly applied.
- All staff focusing on the development of emotional regulation through supportive relationships.
- Students who are able to behave in a way that promotes the learning of all in the community.

4.2 Parents and carers – the following information is communicated using the home-school agreement. Students' learning is enhanced by a positive and purposeful relationship between home and school. Encouraging parental engagement and involvement is crucial when addressing and planning support for a young person's social, emotional and mental health needs. Parents and carers can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and expectations
- Being willing to support activities related to the school.
- Ensuring their child is ready for the school day.
- Being aware of their child's role within the community.
- Supporting the school's use of restorative practice.
- Effectively communicating with the school, including attending parents' evenings.

4.3 The form tutor - The role of the form tutor is significant in terms of promoting effective safeguarding, and promoting the personal development and academic success of all students. Form tutors will establish high standards, build positive learning relationships across the form group and model good practice. The form tutor is responsible for ensuring students have a well-structured and calm start to the day. They are required to deliver the school's Social, Moral, Spiritual and Cultural (SMSC) programme of study and for facilitating a weekly coaching session encouraging a sense of group cohesion. They will take the lead in monitoring the attainment and achievement of their tutees and celebrating success, primarily through academic mentoring. Form Tutors are responsible for high standards of dress, punctuality and attendance, in conjunction with the relevant Year Manager and Year Coordinator.

4.4 Classroom teachers - are the key to our success as a school community. They must model our values and build positive learning relationships in the classroom. Consistency is essential in supporting our students and role modeling expected behaviour. Class teachers are responsible for leading the restorative

process in their classrooms. They need to understand the process and practice restorative skills and approaches. When things go wrong the class teacher is expected to re-build relationships at times with the support of their Head of Department in order to maintain the correct climate for learning in their classrooms. There are circumstances where classroom teachers may be required to implement consequences such as detentions and referrals to pupil office. It is imperative, however, that such measures are followed-up by the classroom teacher through restorative approaches.

4.5 Heads of Department or Faculty – Heads of Department or Faculty will model expectations and promote high quality relationships and consistently high standards in their department. Heads of Department should plan students' groupings to ensure best possible outcomes, identify possible areas of conflict and have contingency plans in place for when they are not available to support department members. They will provide members of their departments with intelligent information on the students they teach and encourage the use of praise and the school's reward and recognition system. At times subject Leaders may be required to remove students from classes and facilitate a restorative meeting between staff and students. They will understand the restorative approach and use restorative skills and language. At times they will need to contact parents – after consultation with the respective Year Coordinator or Year Manager. Heads of Department will share good practice, use the school data systems to encourage good relationships and behaviour and meet students and staff needs.

4.6 Pastoral leaders – Year Coordinators and Year Managers are essential to the effectiveness of our systems. They will lead the year knowing the students well. They will monitor data regularly and meet with relevant staff to ensure their year group has the best possible learning experience. They will need to track students and monitor progress. They will need to meet regularly with their team of tutors to ensure clear lines of communication and help promote excellent professional relationships with parents and carers. Year Managers and Year Coordinators will be well versed in restorative processes and will model restorative skills, practices and language. They will be responsible for building, maintaining and repairing positive learning relationships across their year group. They will facilitate restorative meetings and conferences as well as practice mediation skills. They will plan effective and thought-provoking assemblies. They are responsible for setting and maintaining high standards of dress, punctuality and attendance. They are responsible for the implementation of the Social, Moral, Spiritual and Cultural (SMSC) programme of study, including assemblies and Citizenship and PSHE day. They will be responsible for identifying possible conflict situations, providing appropriate and relevant information to staff on students backgrounds and build year group cohesion. They will build good working relationships with a range of outside agencies in order to support the social, emotional and academic needs of the students in their year group.

4.7 Senior Pastoral Manager – the Senior Pastoral Manager is responsible for the strategic development of the Learning Support Centre and is the lead member of staff for youth violence and social, emotional and mental health. They are also the Deputy Designated Safeguarding Lead (DSL) and are an integral part of the school's safeguarding team. The Senior Pastoral Manager coordinates early help interventions organized for vulnerable pupils involving external agencies, including mentoring and attendance and behaviour support interventions.

4.8 Senior Leadership Team - The Deputy Headteacher – Inclusion and Assistant Headteacher – Pastoral have strategic responsibility for behaviour and attitudes and personal development at the school. They line manage the wider Inclusion team, including pastoral leaders and the SEND team. The Deputy

Headteacher - Inclusion and Assistant Headteacher – Pastoral, are responsible for the training of all staff in the management of behaviour and promotion of relationships. This is done through whole school INSET and targeted interventions organized throughout the year. The Senior Leadership Team have a shared responsibility for promoting and implementing the core principles of this policy in all areas of the school community. They are committed to inclusive learning and achievement for all.

4.9 Learning Support Centre Mentors - The Learning Support Centre includes three full-time mentors who provide social, emotional, mental health and behavior support interventions for pupils. Interventions include one-to-one mentoring focusing on self-esteem, anger management and resilience and short-term 'proactive' placements where pupils are withdrawn from lessons and undertake an intensive mentoring programme. Learning Support Centre mentors lead mediation sessions, as well as formal conferences.

4.10 Home School Liaison Workers – Home School Liaison Workers are an integral part of the school's efforts to nurture an effective home-school partnership. The school's Home School Liaison Workers lead parent partnership events throughout the year, coordinate the school's MyED App and coordinate a range of parenting interventions, including the Solihull Parenting Approach for the parents of vulnerable pupils.

5. The regulation of behaviour

5.1 A staged response - Good behaviour has to be taught and regularly reinforced in order for the desired standard of conduct to be understood and demonstrated by pupils. A positive and patient approach is necessary in order to develop a good working relationship with pupils that will lead to positive responses.

Key Attachment Aware principles such as attunement and empathic listening to support co-regulation underpin the way in which staff promote purposeful behaviour. We advocate non-coercive versus coercive techniques. All staff at the school have completed attachment and trauma training, including the five stages of emotion coaching:

- Be aware of a child's emotion
- Recognize a child's expression of emotion as a perfect moment for teaching
- Listen with empathy and validate a child's feelings
- Help a child learn to label their emotions with words
- Set limits when you are helping a child to solve problems or deal with upsetting situations appropriately

The Thrive Approach and the Friends Resilience Youth programme are also used as early interventions to support our children. The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

There will still be occasions when pupils do not demonstrate an acceptable standard of behaviour in line with the school's Code of Conduct. In line with steps 3 (boundary setting) and 4 (problem solving) of the Emotion Coaching approach, when pupils demonstrate unacceptable behaviours staff will support the pupil to explore and understand more appropriate ways of behaving. A consequence may need to be applied in order to address and correct the concern and achieve the desired standard of behaviour. The

following interventions may be implemented as a staged and proportionate response to negative behaviour.

Classroom Teacher

- Discussions about what the class needs to get the best out of each other
- Detentions, including restorative conversation
- Use of affective statements and questions
- Circle Time Sessions to build joint responsibility
- Seating plans
- Careful planning and grouping
- Restorative conversation at the end of the lesson if appropriate
- Impromptu Conference with contract
- Refer to Head of Department or Head of Faculty
- Record all interventions on SIMS
- Monitor and Evaluate Interventions

Head of Department or Faculty

- Impromptu Conference with Contract
- Formal Restorative Meeting after school (60 mins)
- Record all interventions on SIMS
- Communication with parent or carer via. letter, text message or telephone call.
- Parenting conference in consultation with Year Manager and Year Coordinator
- Referral to Year Manager or Year Coordinator
- Monitoring of behaviour using a departmental report giving consideration to avoid humiliation and build relationships.
- Head of Department or Faculty detention, including restorative conversation
- Referral to SENCo

Form Tutor

- Coaching activity completed every week establishing, maintaining and restoring relationships.
- Restorative conversations through mentoring
- Detentions, including use of Emotion Coaching and a restorative conversation
- Parenting conference in consultation with Year Manager and Year Coordinator
- Referral to Year Coordinator: behaviour, attendance, safeguarding
- Referral to Year Manager: academic or attitude to learning
- Monitoring on Form Tutor report giving consideration to avoid humiliation and build relationships.

Year Manager and Year Coordinator

- Monitor behaviour recorded on Sleuth
- Mentoring and counselling to pupil

- Provide advice and guidance to subject teachers and Heads of Department or Faculty
- Detentions, including use of Emotion Coaching and restorative conversation
- Monitoring through Year Manager or Year Coordinator report
- Communication with parents via. meeting, text message or letter.
- Parental conference, including subsequent monitoring
- Referral for Internal Exclusion, including restorative meeting
- Referral for Fixed Term Exclusion, including restorative meeting
- Advise and support the wider pastoral team
- Referral for Early Help, including the involvement of an external agency
- Referral to Learning Support Centre for social, emotional, or behaviour support
- Referral for a managed move or a placement at Alternative Provision
- Seek an additional level of support for pastoral issues within the year group.
- Creation of a Behaviour and Relationship Profile for pupils.
- Use of attachment aware and Emotion Coaching approaches
- Using Emotional First Aid and the Life Space Interview supporting pupils in an emotional crisis

<u>The Special Education Needs Coordinator (SENCo)</u>

- Assess a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met e.g. using Thrive.
- Seek support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- Liaise with external agencies and plan support programmes.
- Work with parents to create support programmes and review it on a regular basis.

<u>The Deputy Headteacher, Inclusion and Assistant Headteacher, Pastoral</u>

- Provide advice and support to pastoral leaders as required.
- Monitor behaviour recorded on Sleuth, analyse trends and implement interventions
- Monitor the behaviour of targeted pupils using an SLT report, giving consideration to avoid humiliation and build relationships.
- Coordinate Behaviour and Relationship Profiles, and Pastoral Support Plans
- Advise on, support and action Internal, Fixed Term and Permanent Exclusions.
- Communication with parents via. meeting, text message or letter.
- Parental conference, including subsequent monitoring
- Advise and support the wider pastoral team
- Referral for Early Help, including the involvement of an external agency
- Referral to Learning Support Centre for emotional, or behaviour support
- Referral for a managed move or a placement at Alternative Provision
- Seek an additional level of support for pastoral issues within the year group.
- Lead all managed move, alternative provision and behaviour intervention referrals
- Lead governing body disciplinary panels.
- The Deputy Headteacher will provide support to the Assistant Headteacher and wider pastoral team in the execution of their responsibilities.

The Senior Leadership Team

- Monitor and Evaluate the whole process and measure effectiveness
- Following use of school's graduated response as already outlined
- Provide individual and cohort support as required.
- Monitor the behaviour of targeted pupils using an SLT report, giving consideration to avoid humiliation and build relationships.
- Restorative interventions including formal conferences as required
- Formal exclusion with re-integration contract if appropriate

5.2 Pupil Office - The Pupil Office is a support strategy for staff. It is not a first resort strategy. (Appendix Three). A pupil may be sent to the Pupil Office when their behaviour makes it impossible to teach the class safely and effectively. A pupil should not be sent to Pupil Office unless a range of other strategies and departmental supports have been employed. If a pupil is sent to Pupil Office during a lesson it is expected that arrangements are made for them to return, at the earliest possible opportunity, to the class teacher hold a restorative meeting with the pupil. The class teacher may request that a formal restorative conference is organized. A completed Pupil Office referral and class work should accompany the pupil when they are sent to the Pupil Office.

5.3 Internal Exclusion - Internal exclusions are at the discretion of the school and do not qualify as legal or formal exclusions. Internal Exclusion serves as a serious consequence directly below a Fixed Term Exclusion but above minor consequences such as detention. Internal Exclusion is used to prevent students from engaging with the school community but without this impacting on their academic learning. Internal exclusions are imposed for serious and/or persistent breaches of the student code of conduct. Patterns of behaviour will also be taken into account. Decisions to internally exclude a student will depend on the individual circumstances and will involve parents in all circumstances. Pupils who are referred to Internal Exclusion receive guidance and support from mentors and continue their learning within a classroom setting. All incidents of Internal Exclusion are monitored and analysed forensically by senior leaders.

5.4 Fixed Term and Permanent Exclusions - Only the Headteacher, or acting Headteacher, can exclude a pupil from school. All exclusions will be taken as a last resort and the school will ensure that all measures are implemented to ensure that children are not excluded from school. Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"…the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

Following any incident that leads to some form of exclusion of a child, the school will provide opportunities for reparation and rebuilding of trust and relationships. Every reintegration meeting, for example, will involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

5.5 Physical control and restraint - In exceptional circumstances it may be necessary to use physical control and restraint and reasonable force to prevent a student from causing harm to themselves, other students or staff, damaging property or causing disorder. Where this becomes necessary staff should use the minimum amount of force necessary to resolve the issue and must strictly adhere to guidance as laid down in the school Care and Control Policy. Any such action by a member of staff should be recorded in line with the said policy.

5.6 Training and support – The regulation of behaviour will form part of continuing professional development. All staff are expected to regularly review and develop the way in which they regulate behaviour and are encouraged to reflect on and discuss behaviour related issues and attend twilight support sessions as necessary with the Deputy Headteacher, Inclusion and Assistant Headteacher, Pastoral. Staff can refer to the SENCo or Deputy Headteacher Teaching and Learning to discuss learning issues and to seek additional support with identified classes or pupils. Staff should also draw on the experience of Learning Support Centre staff regarding strategies to support the most challenging or disaffected pupils. The Deputy Headteacher, Inclusion is trained to deliver the Pivotal Behaviour curriculum and will run numerous sessions across the school year for whole staff and smaller groups of staff as appropriate and required.

All staff at the school have completed training in attachment and trauma and this is an important part of the school's induction training for new staff. Pastoral leaders, including Teaching Assistants have completed intensive training in attachment and trauma for targeted work with vulnerable pupils. There are also mechanisms within the school to provide emotional support for all staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. This includes the use of coaching, the employee assistance programme, a staff led wellbeing group, specialist training and Mental Health First Aiders for staff.

5.7 Confiscation - Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- High caffeine, high energy drinks such as Lucozade, LSV and Boost
- 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 pupil)

6. Rewards, recognition and consequences

6.1 Rewards and recognition - There is a well-defined and established system for rewarding and recognising all students for a range of positive behaviours and achievement and for actively demonstrating our core values of collaboration, aspiration, equality, responsibility and respect. The basic principles that underpin our system are:

- Rewards and recognition must act as positive incentives for the students.
- There must be clearly defined and understood departmental/pastoral criteria for the issue of a positive consequence.
- They must be issued fairly to all when the set criteria are met.
- They must be issued promptly in order to emphasise their value.
- Once a reward is given it should not be taken away.
- They should be available to individuals and to groups.
- They should be used as a motivator or incentive and never as a bribe.
- We should aim to issue more positive than negative comments or consequences in every lesson or situation in school.
- Pupils will be made aware of the rewards used at the school by way of display in their form room and also in their planner.

Exemplary behaviour and conduct will be recognised and rewarded by all adults within the school community throughout the academic year. Rewards and recognition include:

- The use of sincere praise – verbal and non-verbal acknowledgement and encouragement – positive comments on general and more specific aspects.
- Commendation by Heads of Department, Year Managers, Year Co-ordinators, Assistant Headteachers, Deputy Headteachers and Headteacher.
- The use of ePraise in Year 7-11 which is an online rewards system where pupils are given points for a range of positive reasons and are able to spend them in an online ePraise shop, donate some points to charity or enter prize draws using their points.
- Positive messages, letters, praise postcards and texts sent home to parents via the Form Tutor, Teachers, Departments, Year Coordinator and Year Manager.
- A nomination to Deputy Headteacher, Inclusion for a pupil to attend ‘Hot Chocolate Friday’.

- Public praise, handled with sensitivity, to an individual, class, year group via assemblies and the school's Community Newsletter.
- Presentation ceremonies held once every term including a range of awards relating to a pupil's academic and personal development.
- Display of work within classroom, departmental area, main corridor, use of the media.
- Issue of awards for frequent and consistently high achievement at the annual celebration/presentation ceremonies for year groups and/or Key Stages.
- Opportunity to participate in year group reward excursions based upon achievement of agreed high standards key expectations – attendance, punctuality, conduct, coursework etc.
- Use of the schools reporting system to comment positively on academic achievements and also other aspects of conduct and performance in school.
- Post 16 students are offered rewards and incentives in the same way as younger pupils. These are for both in school effort and success as well as extra-curricular and voluntary work.
- Post 16 students have a greater input into the nature of their more significant reward activities and also have an annual presentation and celebration event to mark significant achievements

Rewards and recognition will need to be considered in relation to the individual child. Be aware that some children struggle with praise and public reward and may need an individually tailored response.

6.2 Consequences – All staff at the school are committed to establishing, maintaining and repairing relationships in order to maintain purposeful behaviour in the school community. Negative behaviour is often the result of, or can lead to, inter-personal conflicts, which have a significant impact on relationships. When in conflict people need:

- A chance to tell their story.
- Express their feelings.
- Understand how the situation happened.
- Understand how it can be avoided another time.
- To feel understood by the others involved.
- An acknowledgement of the harmed caused, if not an apology.
- To find a way to move on.

Applying consequences is an opportunity: to teach a child the lines of appropriate behaviour, to model appropriate behaviour, to demonstrate consistency, to highlight the boundaries both in terms of expected behaviour and in the teacher/pupil relationship, and to reinforce the expectations and routine. Punitive responses can:

- Cause resentment rather than reflection.
- Are rarely considered fair.
- Do not repair relationships.
- Leave wrongdoers feeling bad about themselves leading to further alienation.
- Can often leave the adults expected to act punitively feeling uncomfortable and frustrated.

The key to a successful outcome is if it is arrived at by those people actually involved in the conflict. The school may use one or more of the following consequences in response to unacceptable behaviour.

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

- Appropriate non-verbal signal that explains the concern and required action. Verbal reprimand – that does not embarrass or humiliate a pupil.
- Time devoted to resolving the issue with the pupil – this involves listening to their version of events, explaining to them the reason for your concern and problem solving/teaching them appropriate and acceptable behaviour, including strategies for managing conflict.
- Repeated or extra work – for non-achievement of targeted lesson/homework outcomes.
- Alterations to class seating arrangements or seating plan.
- Detention – either 10 minutes without notice or up to 1 hour with 24 hours' notice to parent/carer.
- A negative consequence appropriate to the incident i.e. picking up litter, cleaning off graffiti.
- Referral to Pupil Office (accompanied by completed *Pupil Office Referral* form and classwork, followed up with an additional negative consequence or "pay back" of time owed to class teacher).
- Temporary or permanent transfer to different class – via HOD and informing parent/carer and Year Manager/Year Co-ordinator. It is vital that consideration of maintaining and repairing relationships will be important in this instance.
- Referral to Year Co-ordinator/Year Manager – after early stage consequences have been applied, accompanied by completed *Sleuth* referral.
- Post 16 students are also subject to the school Codes of Conduct and as such will receive a verbal warning for unacceptable behaviour.
- Post 16 students may be sent home for persistent misbehaviour with a letter requesting a parental interview. Should this behaviour be continued or repeated their place at Holte will be terminated.
- Additional support and consequences from Senior Staff or referral to additional support agencies.
- It must be understood that violence of any kind is never acceptable at Holte School and will be dealt with severely, most likely resulting in exclusion. The bringing of knives or other offensive weapons into school, or the possession of an offensive weapon on the school site, will result in permanent exclusion.
- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will consider the pastoral needs of staff accused of misconduct and the pupil's historical records before making a decision on the most appropriate response.
- The carrying of mobile electronic technologies is discouraged but permitted with the following conditions: items are carried at pupils own risk and school will not be responsible for loss or damage, items must be turned off and out of sight at all times.
- Post 16 students are permitted to use mobile telephones and other mobile technologies in their allocated Common Room but not in other areas of the school.
- If any of the above points are contravened the item will be confiscated, secured and late returned to either the pupil or a parent/carer if it is a repeated offence.

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7. A restorative approach

'The fundamental premise in Restorative Practices is that people are happier, more cooperative and more likely to make positive changes when those in positions of authority do things with them rather than to them or for them'.(Wachtel, 2005, p.1)

7.1 A core part of our school's approach to behaviour and relationships is our restorative approach to managing conflict. Holte has taken the approach that restorative practice and mediation are the best ways to go about resolving conflict between pupils and between pupils and staff. We have worked in collaboration with Dr Hilary Cremin from Cambridge University to implement an innovative 'iPeace' approach to behaviour management. This has involved establishing a culture of peace at the school through a range of restorative and relational interventions.

7.2 All staff receive regular training in restorative approaches through whole school INSET. New staff are trained in restorative approaches through the school's induction process, and whole school issues training programme. There is also a 'restorative team' of staff mediators, including governors, SLT, main scale teachers and middle leaders, who have received enhanced training and lead all formal restorative interventions.

7.3 The restorative model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes. All formal restorative interventions are recorded and monitored by the Deputy to the Assistant Head teacher, Pastoral.

Restorative conversation – informal conversation using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.

Impromptu Conference – informal conference that might not include formal preparation, but should/may include a contract and a follow-up. Individual member of staff takes initiative and leads process.

Circle or Classroom Conference – formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and a follow up session. Referral for support can be made to the Progress Leader for the students concerned.

Formal Restorative Meeting – these will normally take place after school and require some preparation and planning. Subject Leaders will be involved and/or Year Coordinator/Year Manager and/or the Learning Support Centre mentor.

Formal conference or Parenting Conference – requires formal pre-conference preparation, possibly a home visit, formal referral, a contact and a formal setting de-brief after the conference and a follow up session.

Peer mediation – formally trained peer mediators are available to lead formal restorative meetings between peers. Mediators are trained and accredited by the College of Mediators.

7.4 It is our understanding that restorative approaches to conflict are part of a wider school culture of peace. As such we are committed to identifying and developing opportunities to nurture a culture of peace. This includes employing peaceful strategies to respond to conflict and promoting the concept of culture throughout the school community. Conflict and peace, for example, are explicitly taught during SMSC, PSHE and Citizenship lessons and targeted interventions with vulnerable pupils are based on making explicit the concept of peace.

7.5 Sitting in a circle with members of one's community, most of whom share a common interest helps to build mutual respect, a willingness to listen to each other and have one's identity affirmed. It is important that all the members of the school community have the opportunity to meet regularly in a circle with their peers and to develop together the skills and ethos required to a strong, supportive school and team spirit. All pupils will participate in a weekly 'check-in' during form time that provides an opportunity to establish and maintain relationships.

8. Monitoring and evaluation

8.1 This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually. Such reviews will inform the Strategic Development Plan and lead to identification of targeted training for staff implementing the policy. The effectiveness of the policy will also be monitored through formal governing body meetings.

8.2 Key performance indicators will be analysed and evaluated by pastoral and senior leaders on a regular basis. Formal review meetings between senior leaders and year teams will be held at the end of every term. This provides an opportunity to evaluate the effectiveness of interventions and plan interventions for individual pupils and cohorts for the following term. Behaviour and personal development is a standing item at Curriculum Board meetings attended by subject leaders.

8.3 This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher. The code of conduct (appendix 1) will be reviewed and approved by the full governing board every year.

9. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice.

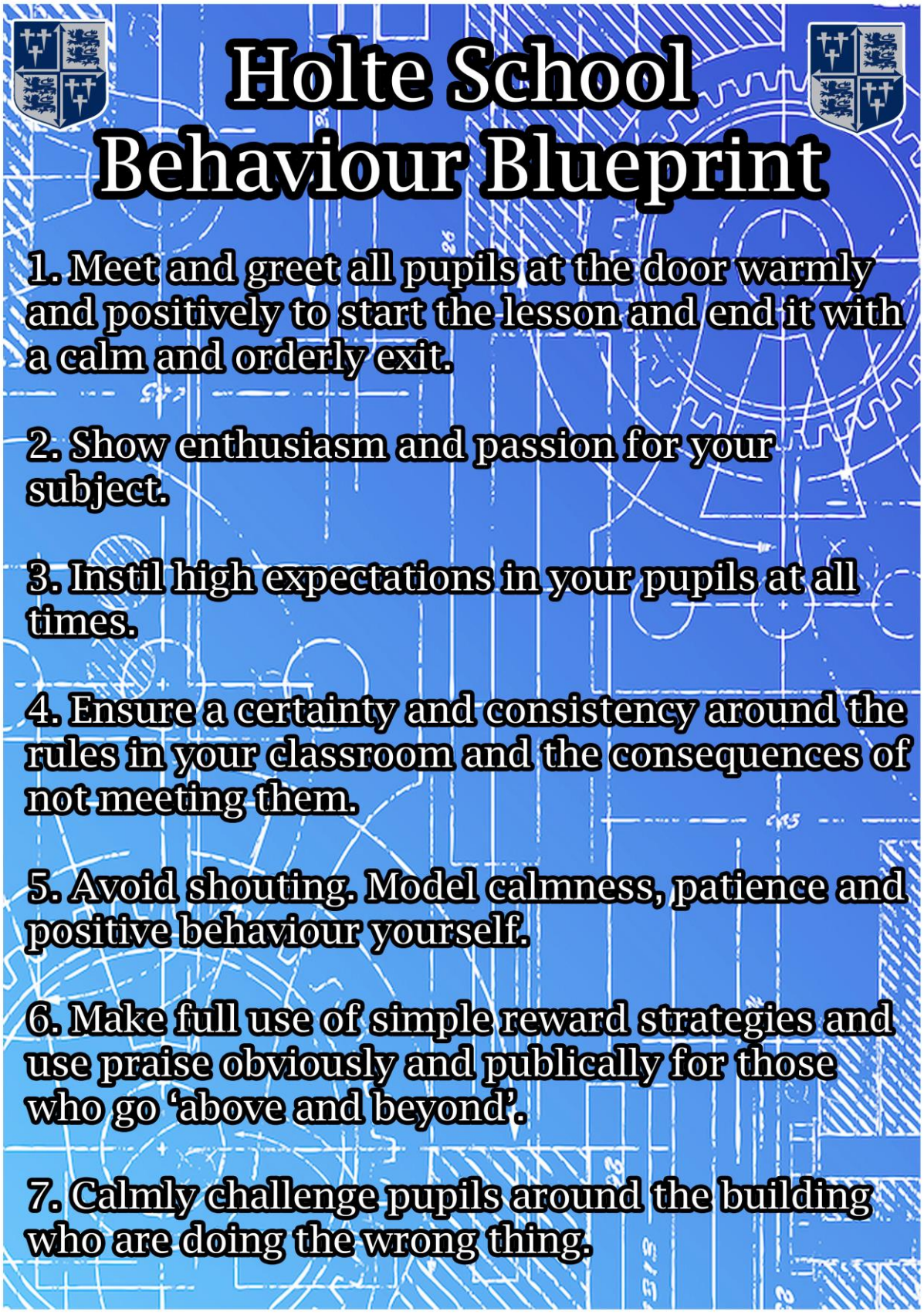
9.2 In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Appendix one – the code of conduct

Appendix Two – Behaviour blueprint



Appendix Three – Behaviour flow chart

Holte School Behaviour Management Flow Chart

Basic lesson expectations
All resources for lesson prepared in advance; greet pupils at the door communicating positively; establish expectations consistently at the beginning; register taken; learning objectives & outcomes shared with the whole class; review previous learning; seating plan implemented; several parts to the lesson to engage all learning styles; SEND pupils and G&T pupils are recognised and appropriately supported; assessment opportunities and the use of TAs/other additional adults are planned into lessons.

If the behaviour of a pupil is particularly severe the teacher should jump to consequence 4 ensuring that a Sleuth referral is completed. If necessary SLT assistance should be sought.

Consequence 1
Low Level Disruption to Learning

The problem…
Talking over others, talking over you, not paying attention, passing notes, pen tapping, entering the room late, chewing gum, doodling in their books etc. Any behaviour that slows the pace of your lesson without completely ruining it is in this category.
How to try and deal with it…
Non-verbal messages – e.g. move and stand next to the pupil not behaving or use visual prompts such as fingers to lips.
Simple direction - Clear statement of required behaviour referring to Code of Conduct. The use of 'thank you' rather than 'please' shows that you expect compliance rather than just requesting it.
Question and feedback - Asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here, boys?'
Positive language/statements: always use positive language and statements with pupils.
What to do…
Give the pupil a first warning. Avoid shouting or discussing the incident publically with the pupil.

Consequence 2
Repeated low level disruption to learning

The problem…
You have given a pupil a first warning but the same low level disruption type behaviour is persisting and is continuing to affect your lesson adversely.
How to try and deal with it…
Rule reminder – Firmly restate the relevant rule referring to the Code of Conduct.
Broken record or partial agreement – Repeat your instruction over and over until the pupil complies or acknowledge the pupils point of view while assertively reiterating your instruction.
Choice and consequences – Enable a pupil to take responsibility for their actions by giving a choice and explaining the consequences of the 'right' choice and 'wrong' choice. Give them take-up time to make their choice.
Deferred consequences –Remove the audience for a child who is misbehaving by quietly telling them you will be addressing their behaviour at a time convenient to you when there are no other pupils around.
What to do…
Give the pupil a second warning. Avoid shouting or discussing the incident publically with the pupil.

Consequence 3
Behaviour that is affecting learning significantly

The problem…
You have given a pupil a second warning but they have persisted in exhibiting behaviour that is slowing your lesson or affecting the learning of others.
What to do…
Inform the pupil that a sleuth referral will be completed concerning their behaviour.
There MUST be an action/sanction from the teacher to address the behaviour which could be that you discuss and resolve the problem after the lesson, it could be a short break /lunch detention, a longer after school detention, the pupil could be moved within your room, it could be that the pupil works with the HoD/other member of the department for the rest of the lesson etc etc.
Complete the sleuth referral highlighting the action you have taken to address the problem.
Give the pupil a third and final warning. Avoid shouting or discussing the incident publically with the pupil.

Consequence 4
Serious and significant disruption making it impossible for learning to take place

This should only be used as a last resort when all other avenues for continuing to accommodate the pupil in the lesson have been tried, e.g. has the pupil been moved to another seat, has an attempt been made to accommodate the pupil in an alternative location within the department/cluster etc. The pupil should be escorted to Pupil Office by a TA/additional adult/ pupil. They should be given a completed Pupil Office referral form to take with them and some work that they can complete in Pupil Office. The pupil will be sent back to their lesson if they do not have the form/work.
The sleuth referral will be completed by the person in Pupil Office using the information from the Pupil Office Referral form but the teacher MUST issue a sanction so the pupil can make up the time they have missed from the lesson.

The HoD will monitor all behaviour in their departments and advise staff accordingly on strategies to address problems. This could involve mediation between teacher and pupil, liaising with the year team on parental contact, arranging cover support if required etc etc.

The YM and YCo (plus Senior Pastoral Manger) take a combined interest in the learning behaviour of pupils in their year group. If they are alerted to ongoing problems they will arrange parental input, use report forms, utilise the LSC/mentors, arrange input from multi-agency staff, arrange SEND input, arrange for 'time-out' for a short period or utilise any of the other strategies at their disposal.

If behaviour issues are persisting with an individual pupil then AHT-Pastoral/DHT-Inclusion/Headteacher will become involved to provide advice and further action if necessary.

Appendix Four – further guidance regarding consequences

In issuing negative consequences to correct unacceptable behaviour the following guidelines must be observed, following an initial emotion coaching response:

- Be aware of emotions and relate to the child's feelings and your own.
- Connect with the child. Use emotional moments as an opportunity to connect.
- Use a variety of consequences that are appropriate to the offence.
- Use a staged approach so that action is appropriate to the severity of the misbehaviour and distinguishes between minor and serious infringements.
- Adopt a positive approach and positive language so that appropriate behaviour is taught, implemented and understood by the pupil.
- Listen to pupils and respect their feelings by allowing them the opportunity to explain their actions as part of the process of improving their understanding of appropriate and acceptable behaviour.
- Make sure that negative consequences are not escalated until the early stage consequences have been applied.
- Use affective statements and affective questioning to enable pupils to identify their emotions.
- Accept responsibility for the issue and follow through of consequences.
- Seek support if required but never relinquish your own responsibility to resolve the incident.
- Make sure that negative consequences are appropriate, fair, consistent, followed through.
- Set limits and support pupils in finding a positive solution through problem solving.
- Avoid issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the pupil to behave well.
- Avoid confrontation, including confrontational language.
- Avoid blanket or whole class consequences that may punish the innocent!

The actions listed below are inappropriate and unacceptable and must not be employed as negative consequences:

- Corporal punishment or physical reprimand.
- Language or actions which are designed to humiliate or induce shame in the pupil.
- A consequence that is not related to the negative behaviour that has been displayed.
- Moving to severe consequences before early stage consequences have been explored/issued.
- Standing a pupil outside a classroom, in a corridor or in unsupervised isolation or restricting liberty.
- Whole class consequences should be avoided unless every pupil in the class has behaved unacceptably– otherwise innocent and well behaved pupils can be de-motivated. Only issue negative consequences to pupils who you are certain have behaved inappropriately.
- Inappropriate use of curriculum as a consequence i.e. extra maths, sending pupil on a run etc.
- Exclusion of a pupil from a curriculum activity i.e. swimming, educational visit, work experience, class based activity is not appropriate unless on the grounds of health and safety.
- Issuing statements/threats that you, as the teacher, are not empowered to carry out removing any incentive for the pupil to behave well.

Appendix five – The Pivotal Behaviour Curriculum

Behaviour management training should not be just a one-off event. To achieve sustainable impact and real behaviour change you need to have internal capacity for behaviour support and training. The Pivotal Curriculum is a behaviour 'Train the Trainers' programme that will enables the school to deliver outstanding behaviour training at the school. The Deputy Headteacher – Inclusion, is a fully trained regional instructor and Holte School is a Pivotal Hub school for the West Midlands.

The Pivotal way is built on consistent and calm adult behaviour, relentless routines, building relationships and using restorative follow-up. As such, the following principles underpin our work in this field. All students and staff should be valued equally, respect the needs of others and promote a positive climate for learning. As per our Code of Conduct, everyone in the school is asked to be 'Ready, Respectful and Safe'. All teachers at Holte will work towards creating an atmosphere in which effective teaching and learning can take place. Key to this is the establishment of appropriate relationships between staff and pupils. Staff will take the lead on this and if we act in a consistent and positive way, so will the vast majority of students. Holte expects its staff to act as a friendly adult, willing to show and demonstrate to students where the boundaries of acceptable behavior lie.

The five pillars of the Pivotal Curriculum that we aim to follow are:

- Consistent, calm adult behavior
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

Staff at Holte are advised that the following strategies are the best ways of establishing the kind of culture and pupil conduct that we all want to see on a regular basis:

- Greet and be greeted
- Speak and be spoken to – around school as well as in the classroom
- Smile and try to relate with your group
- Communicate clearly
- Expect to give and receive respect
- Treat everyone as an individual
- Set and expect high standards
- Apply expectations firmly but fairly. Be assertive – not hostile or passive.
- Model positive behavior yourself

We are always likely to encounter some behavior difficulties in our work. Our success should not be judged by the absence of problems but by the way we deal with them. All staff members at Holte are professional and, with mutual support and help, any problems encountered can be dealt with effectively. Praise is key to improving behavior and we should aim to be giving out more praise than consequences. This might be in the form of verbal praise, e-praise points, a positive note home, a positive text message

home, hot chocolate Friday nomination etc. or other ways which are listed in this policy. All teachers will take responsibility for the behavior in their classroom and will try to establish their authority firmly and calmly. When there are problems the teacher will try to deal with it in the first instance but if this is not possible then they will seek the assistance/guidance of another staff member to ensure the matter is pursued to a satisfactory conclusion.

There are things that staff at Holte will always try to avoid. Such strategies create the wrong kind of culture and atmosphere. They are likely to destroy relationships rather than build them. They include:

- Humiliating pupils publically and so building resentment
- Using sarcasm
- Over-reacting to small problems so they become bigger
- Shouting all of the time so that it diminishes your authority
- Using blanket consequences
- Excessive consequences so that more resentment builds

Appendix Six – Behaviour and Relationship Profile

Relationship & behaviour profile

Name
Form

Pupil image

What you need to **know** about me

What is **important** to me

How to **support** me

Confidential

2019 - 2020

Appendix Seven – An attachment aware approach

More information regarding an attachment and trauma informed approach is available at 'Attachment Research Community' (ARC). Learning starts with attachment. Attachment theory explains how children build an internal working model of themselves and the world through relationships. Trauma, abuse, neglect, separation and bereavement have adverse effects, which means the child and adult's sense of safety and relationships need to be rebuilt in order for them to learn.

The NHS and the DfE established a national Children and Young People's Mental Health Taskforce in September 2014 and produced a final report 'Future in Mind - promoting, protecting and improving our children and young people's mental health and wellbeing' which was published by the government in March 2015. This policy recognises that attachment relationships have a direct bearing on children's capacity to succeed in school. It emphasises that relationships and a sense of belonging, are key to good mental health for all, but are essential for children who have experienced multiple relational losses and trauma.

By applying Attachment Aware and Emotion Coaching principles we can foster an inclusive approach and together achieve better outcomes around pupil attainment and attendance across our schools including:

- A reduction in exclusions for vulnerable pupils with both identified and unidentified SEMH.
- Better outcomes around staff emotional mental health and well-being, such as sickness absence and retention, owing to an emphasis on the of the whole school community.
- It is hoped that by following an Attachment Aware approach, which is supported by local processes and procedures, staff will feel empowered to respond in a way that is *empathetic* but *boundaried*, *firm* but *kind*.
- Adults are encouraged to consider what empathy means in practice, and not to confuse empathy with sympathy or with condoning/ avoiding consequences for negative behaviours.
- Adults look beyond the often very challenging behaviours displayed by young people and question what emotions might be driving these behaviours.
- Only when young people feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.
- We advocate an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling'.

Covid-19 Behaviour Policy Appendix

In these very difficult and unprecedented times, behaviour and safeguarding of our students is at the heart of our policy and practice at Holte School. The school fully recognises the contribution it can make to protect and support both students and staff amid the Coronavirus epidemic. The aim of this addendum to our Behaviour Policy is to inform all stakeholders of the key changes to promote a positive and safe learning environment under the 2m distancing guidance set out by the government. Our students' and staff welfare, safety and health are a key priority while they are attending Holte.
At Holte School, despite the current challenges we face, it is still our policy to continue with our high standards and expectations of all students, take our students' health and welfare seriously, and to act in accordance with our behaviour policy to keep them safe. Our changes and processes for dealing with behaviour during COVID – 19 are outlined below.

Introduction

By attending Holte during the COVID – 19 pandemic you are agreeing to uphold and abide by this addendum to the Behaviour Policy. This policy sets out clear expectations for our students, staff and local community. It clarifies the sanctions that will be in place for any deviation from our high standards and expectations set during the COVID 19 pandemic. Please note that the school reserves the right, at any time, to respond to any incident in a manner that best serves the health, safety and welfare interests of our students, staff and community. Put simply, we expect outstanding behaviour from every student in line with the COVID 19 guidance and social distancing measures implemented by the school.
The role of Holte School goes beyond simply preventing poor behaviour and maintaining good order to systematically promoting positive relationships and good manners. During this pandemic there are additional and very strict guidelines that students and staff will have to adhere to. This policy will be consistently and fairly applied by all staff and underpins effective measures we have taken to continue to provide outstanding provision for our students during the COVID 19 pandemic. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this addendum to the behaviour policy.

Objectives

Our main aim during the COVID 19 pandemic phased return is to provide a safe and secure learning environment following social distancing and government guidance while pupils are at Holte School. This will include Year 10 pupils, Year 12 pupils and potentially the children of keyworkers and vulnerable children too.
During this difficult time there is an even bigger need for a clearly understood and agreed set of expectations with regards to behaviour specifically around the COVID 19 guidance. The management of behaviour and social distancing at Holte requires that every student and staff member takes personal responsibility and listens to and adheres to the measures implemented to keep themselves and others safe. We want to work in partnership with Parents/Carers to ensure their child attends school, stays safe in accordance with the COVID 19 measures and achieves their full potential.

Supporting students

During this difficult time children and young people may have experienced a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder which may have been more noticeable during the time of lockdown and self-isolation.
Our experienced staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues linked to the COVID 19 pandemic and will support them effectively in these circumstances and will provide advice and guidance on working with other professionals and external agencies where appropriate.

General Rules

All students and staff are expected to follow the general rules set out by Holte School under the COVID19 and social distancing guidelines:

Dress code

Students are to wear normal school uniform but not their blazer. This will allow for regular washing of the other parts of the uniform. Staff will be in normal attire.
Social distancing - The advice on social distancing measures applies to everyone. All stakeholders need to minimize opportunities for the virus to spread by maintaining a distance of 2 meters between individuals. This advice applies to both inside and outside of the Holte buildings including where students may need to queue for entry to the school or to use the toilets etc. All staff and students will be reminded to wash their hands for 20 seconds and more frequently than normal.

Other basic requirements

- Students are to arrive on time for school. This is very important so that groups can be admitted at the same time.
- Respect all social distancing measures implemented throughout the school;
- Wash your hands at every opportunity or when asked by staff and keep hands sanitised.
- Wear the correct uniform and follow the expected dress code
- Remove all outdoor clothing when entering the building (coats, hats, gloves etc);

- Students are expected to 'pack their bags' the night before and ensure they are equipped for their next day of learning with a pen, pencil and ruler as the minimum requirement. This is especially important as borrowing of equipment is prohibited due to hygiene reasons.
- Remain in the same classroom for all sessions.
- Students are expected to behave in a respectful, polite and courteous manner at all times.
- Eat at lunchtime only and only eat within the classroom once 'grab and go' bags are distributed.
- Drink only water during lesson time;
- Do not use mobile phones or music devices and headphones on the site;
- Students are expected to respect the school environment and not litter or cause damage to the school site.
- Students are expected to social distance on arriving and exiting the school.

Arriving at school

- Students are to arrive at the school under social distancing guidelines.
- Students will arrive at staggered times within their small groups and should report to the front/main entrance to be walked to their classroom for the day.
- Students will queue at the designated entry points maintaining a distance of 2 meters.
- On entry students will be asked to take off any non-school uniform items.
- Students will wash their hands at the designated toilets for their group adhering to the guidelines and will then be taken to their classroom for the day.

Lesson Rules

- All students are expected to follow the routine lesson rules as well as the additional social distancing COVID 19 measures for acceptable behaviour during lessons:
- Students will work in the same classroom for the full day.
- Staff members will escort the pupils in a given group from the front entrance to the correct classroom for the day.
- Students will be strategically placed to sit at least 2 meters apart in a classroom.
- There will be no more than 6 students in any classroom at any one time.
- Students will have 3x90 minute sessions per day.
- Students will be given a plastic folder and will complete all their work in this on a day to day basis. This will be kept in school in the classroom in which they are assigned.
- Students are not permitted to use the toilet during lessons unless they have medical reasons.
- At regular points during the day students will be taken to wash their hands as directed by their teacher.
- Students are not permitted to get up out of their seats during lessons as this will interfere with the 2m social distancing measures.
- Staff will teach from the front and will support students safely from a 2m distance.
- No equipment or drinks bottles will be shared between students or staff as this could increase the risk.
- Students should immediately tell an adult if they are experiencing symptoms of coronavirus.

Social times – Break times and lunch time

- Social times will be managed very carefully and with 2m social distancing in place.
- Each teacher in a 90 minute session will be able to use their discretion to take the pupils in their small group for a short break for a walk around the site or to use the toilets. There will not be a normal break time as such.
- Lunches will be bought to the classroom and eaten in the room. The teacher within that classroom can then take the pupils outside for a period of time but social distancing must be maintained and there should be no mixing with other groups.

Exiting the school

- Students will be escorted in their small groups down to the main exit but they must maintain social distancing at all times. Before they exit the building, students will be asked to wash their hands in accordance with the COVID 19 measures.
- Upon leaving the school and in the community on the way home students should remain 2 meters from their peers and go straight home.
- On arriving at home students should remove school clothing once in the house and these items should be placed into the washing machine immediately to be washed.
- Ideally, students should shower as soon as they have taken off all items of clothing worn during the school day.

Detentions

During the phased return to school during the COVID 19 pandemic detentions will not take place as students will be on a staggered school day.

Internal exclusion

As students will be taught in groups of a maximum of six students we will not be operating internal exclusion during the phased return.

External exclusions

External exclusions during the pandemic will still be in operation. If the school deems the behaviour appropriate a fixed term exclusion will be implemented. IF A STUDENT CONTINUES TO BREAK THE SOCIAL DISTANCING RULES AND COVID MEASURES THE SCHOOL MAY HAVE NO OTHER OPTION THAN TO EXCLUDE THE STUDENT FROM THE PREMISES AS PROTECTING STUDENTS AND STAFF IS PARAMOUNT.

The school will utilise the following Behaviour Blueprint (see below) in classrooms and the wider school during the phased return period. Staff will also continue to utilise the Behaviour Flowchart but this has been adapted to take into account the current circumstances (see below).