



BEHAVIOUR MANAGEMENT POLICY

This policy relates to all sections and activities of the school e.g. Senior School, Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs.

1 AIMS

1.1 We expect a high standard of behaviour from pupils, staff, parents and visitors; all members of Red House School are expected to treat each other with courtesy, respect and consideration. In this way, we aim to create a positive and productive working environment in which all pupils are able to fulfil their academic and social development in a pleasant, industrious and stimulating atmosphere.

1.2 The Behaviour Management Policy provides guidelines for both staff and pupils to help to ensure that the School community is run in an effective and positive manner. There is a separate Parent Code of Conduct Policy for parents, which can be accessed via the School website.

1.3 As a school, we acknowledge our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

1.4 This policy should be read in conjunction with the:

- Child Protection (Safeguarding) Policy
- SEND Policy
- Anti-Bullying Policy
- E-Safety and Pupil Acceptable Use of ICT Policy

1.5 At Red House, as a school we:

- Are committed to ensuring that all members of staff are trained in the positive management of behaviour.
- Strive to create a stimulating, orderly and secure environment, following the Department for Education's 'Behaviour in Schools: Advice for Headteachers and School Staff' (September 2022).
- Seek to promote an environment at Red House that encourages and reinforces good behaviour and a positive work ethic.
- Strive to develop consistency amongst staff in their approach to behaviour issues.
- Seek to promote and develop positive personal relationships between all members of our community, based on creating a safe and healthy environment focused on cooperation, mutual respect and teamwork.
- Encourage a caring and responsible attitude towards the lives, opinions and property of others.
- Recognise that the positive management of behaviour forms a solid foundation for the delivery of effective teaching and learning.
- Encourage behaviour that acknowledges the wellbeing and the health and safety of others.
- Promote respect for others and make clear our intolerance of bullying and harassment.
- Promote the importance of self-discipline, to encourage a respect for authority among pupils and to teach them the difference between right and wrong.

1.5 The principles underlying this Behaviour Management Policy are based on respect; respect for self and others; respect for the environment; respect for the community.

1.6 The School's Code of Conduct is based upon mutual respect between pupils, teaching staff and all other members of the community. All members of the Red House community have the right to expect a well-ordered environment that is conducive to learning. This right can only be provided when all members of the community accept their obligation to honour the Code of Conduct.

1.7 The two main principles are:

- Everyone has the right to be treated with respect and to work in an environment that is calm, safe and secure.
- Everyone is expected to make the most of their time at School.

1.7.1 Everyone has the right to be treated with respect and to work in an environment that is calm, safe and secure. This means:

- Showing respect for all members of the school community.
- Being courteous and considerate to each other and to staff (e.g. addressing staff by their appropriate title, and behaving appropriately at all times).
- Showing tolerance and sensitivity to the feelings of others.
- Caring for all members of the School community, for the buildings, books and equipment, and for the quality of the environment.
- Being honest.
- Not saying or doing anything that is unkind and could be considered as, or encouraging, bullying.

1.7.2 Everyone is expected to make the most of their time at School. This means:

- Completing all work and homework on time and to the best of your ability, so that your full potential is reached.
- Arriving promptly to lessons with all the equipment that you will need.
- Participating fully in lessons but making sure that your behaviour does not prevent other pupils from being able to participate.
- Behaving on School trips and at School events in exactly the same manner as if you were at School.

2 IMPLEMENTATION OF THE POLICY

2.1 The School's Code of Conduct is displayed in all the form rooms and pupils in Senior School also have a copy in their Pupil Planner. This gives some general expectations regarding the standards of behaviour and attitude within the School.

2.2 In addition, a number of specific issues relating to presentation of appearance and of work, use of computer facilities, classroom rules and rewards and sanctions are covered in separate sections in the Pupil Planners, and are present in an appendix to this policy.

3 THE JUNIOR SCHOOL CODE OF CONDUCT

3.1 At the Junior School and when we visit other places, we:

- Are honest.
- Respect others.
- Think of others.
- Always do our best.
- Take care of school equipment.
- Take care of our things.

3.2 Children must not say anything that hurts other people's feelings or do anything that hurts other people's bodies.

3.3 In addition to the Junior School Code of Conduct, we have the following expectations of pupils:

3.4 Appearance
Pupils should:

- Wear their uniform correctly and with pride.
- Hair must be tidy and children must tie long hair back (up to the end of Key Stage 2).
- No jewellery should be worn.
- No nail varnish should be worn.
- Pupils should change into their training shoes to go outside at break.

3.5 Behaviour
Pupils should:

- Put their hand up when they wish to speak.
- Listen to instructions in silence and follow them promptly.
- Walk around School and in the courtyard.
- Only bring a healthy snack to eat at school.

3.6 Bullying

3.6.1 Bullying is not accepted. All pupils should enjoy their time at school and feel safe. Pupils should tell an adult if they see/ hear anyone upsetting another pupil. The adult will then deal with the issue in accordance with the School's Anti-Bullying Policy.

3.7 Other Behaviour

3.7.1 Subject to the guidelines in this policy, the School may discipline a pupil for inappropriate behaviour when the pupil is:

- Travelling to or from School.
- Wearing School uniform.

- In some way identifiable as a pupil at the School.

3.7.2 Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the School.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the School.

4 SENIOR SCHOOL CODE OF CONDUCT

We have the following expectations of pupils:

4.1 Behaviour in the classroom

Pupils are expected to:

- Be punctual to lessons so that the lesson can start promptly.
- Be prepared for the lesson by bringing the correct books and equipment and ensuring that they have completed relevant work for the lesson.
- Treat teachers and other pupils with respect by being polite, thoughtful, and by using appropriate language and tone of voice.
- Participate fully in lessons and make sure that their behaviour does not prevent other pupils from being able to participate.
- Stand up when a member of staff or a visitor enters the class or form room.
- Raise a hand to gain attention and only speak when invited.
- Stay in their allocated seats or workspace, unless given permission to move.
- Listen in silence when the teacher is giving instructions and follow them promptly.

4.2 Behaviour within School

Pupils should:

- Report to the Dining Hall if they arrive between 7.30am and 8.10am, and follow the instructions of the supervisor or member of staff present. If they arrive after this time, they should report to the Astro area, unless told otherwise by a member of staff.
- Hand all medication brought into the School directly to the School Office. (See Administration of Medicines in School Policy for further elaboration).
- Walk quietly around the School; you must not run.
- Not bring the following items into School under any circumstances: alcohol, illegal drugs, stolen items, cigarettes or e-cigarettes, fireworks, knives or weapons, pornographic images, propaganda material, any article that a member of staff 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, and lighters or other items or equipment hazardous to health. Please refer to the Smoking, Alcohol & the Misuse of Drugs and Substances Policy for further details.
- Not bring chewing gum, sweets or stimulant drink into School; nor should magazines be brought in.
- Be outside during break and lunchtimes, unless there is an indoor break or they have been given express permission by a member of staff to stay inside. (Year 11 pupils are allowed to stay in at break time).
- Not leave the School premises during the school day, unless accompanied by a member of staff or a parent
- Hand in and turn off mobile phones and other electronic devices during the School day. Please see E-Safety and Pupil Acceptable Use of ICT Policy.
- Not eat or drink in classrooms or in the corridor.
- Ask permission from a member of the School staff to use the school phone.
- Wear school shoes indoors, unless dressed in PE kit.
- Wear training shoes to go outside at break and at lunch.
- Eat a School lunch (unless permission has been sought for a legitimate reason)

4.3 Behaviour on School trips/outside of School

4.3.1 School trips/visits:

- Any medication brought on the trip must be handed directly to the teacher in charge.
- There are a number of items that may not be taken on any School trip under any circumstances: alcohol, illegal drugs, stolen items, cigarettes or e-cigarettes, fireworks, knives or weapons, pornographic images, any article that a member of staff 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, and lighters or other items or equipment hazardous to health.
- In addition, no chewing gum or stimulant drinks are allowed on trips.
- Mobile phones and other electronic devices at the discretion of the teacher in charge.
- Pupils should comply with all rules/instructions as set by the teacher(s) in charge of the trip/event.

4.3.2 Other behaviour

Subject to the guidelines in this policy, the School may discipline a pupil for inappropriate behaviour when the pupil is:

- Travelling to or from School.
- Wearing School uniform.
- In some way identifiable as a pupil at the School.

4.3.3 Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the School.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the School.

4.4 Bullying

4.4.1 Bullying, in any form, is not acceptable and will not be tolerated. All pupils have the right to enjoy their time at Red House School in an atmosphere of emotional and physical security; the staff will ensure that this right is upheld.

4.4.2 Pupils experiencing or seeing bullying in any form, whether inside or outside of school, should tell a member of staff who will deal with the issue in accordance with the School Anti-Bullying Policy.

5 CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARRASSMENT

5.1 Following any report of child-on-child sexual violence or sexual harassment offline or online, staff follow the general safeguarding principles set out in KCSIE 2022, especially Part 5, and the School's Child Protection (Safeguarding) Policy. The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) is the most appropriate person to advise on the school's initial response and each incident would be considered on a case-by-case basis.

5.2 Red House School is very clear in every aspect of our culture and ethos that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

5.3 The Senior Management Team (SMT) make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. Staff can refer to the 'Respectful School Communities' toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable. [Respectful School Communities Toolkit](#)

5.3 Red House staff are aware and regularly reminded that we should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Indeed, they advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

5.4 Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

5.5 Responding assertively to sexually inappropriate behaviour in school is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

5.6 At Red House, we recognise that it is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

5.7 In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per this Behaviour Management Policy.

6 BEHAVIOUR INCIDENTS ONLINE

6.1 The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. We are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

6.2 Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos, and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the School's Child Protection (Safeguarding) Policy and speaking to the DSL or DDSL when an incident raises a safeguarding concern.

6.3 When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the DSL or DDSL, who will follow the principles as set out in KCSIE.

6.4 Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect

the school culture and we will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

7 MOBILE PHONES IN SCHOOL

7.1 Protocol in School

7.1.1 Pupils from Year 6 upwards to Year 11 are allowed to bring a mobile to school. This includes:

- Pupils travelling to school by themselves.
- Pupils travelling by car by their parents.
- Pupils travelling to school via Red House organised transport.

7.1.2 Pupils in the Junior School (Nursery-Year 5) are not permitted to bring a mobile phone into School.

7.1.3 Pupils from Year 6 to Year 10 must hand their mobile phone in to their Form Tutor at 8.30am, at the start of morning registration, and must collect them from the Dining Hall at the end of the school day, unless they are given express permission by a staff member to use them in a lesson. Their mobile phone must be switched off and will be stored in a 'form' box in the Medical Room during the day. The Medical Room is kept locked.

7.1.4 Pupils in Year 11 may keep their mobile phone about their person but they must be turned off during lesson times and at break time. The exception is that Year 11 pupils may use their phones at lunch time between 1.00-1.30pm when in the Year 11 Common Room (Room Q).

7.1.5 Pupils in Years 6-11 who are attending Before School Care, Tea and Prep or a co-curricular club after school, may have their mobile phone in their pocket. However, the phone must be switched off.

7.1.6 Parents of all Red House pupils, wishing to contact their children in an emergency, should always telephone the School Office and a message will be relayed promptly.

7.1.7 If a pupil feels unwell during the school day, they must ask permission from their class teacher to go to the School Office to report their illness to Miss Ward. Miss Ward will then contact the parents directly. Pupils are not permitted to use their mobile phones to call their parents.

7.1.8 In emergencies, pupils may request to use the school telephone. For example, if they've forgotten an essential piece of school equipment or medication.

7.1.9 Parents must use the School Office as the first point of contact if they need to get in touch with their child during the school day. They must not try to contact their child on their personal mobile during the school day.

7.1.10 Pupils may not bring mobile phones, Smart Watches or any other wearables into examination rooms under any circumstances. If brought to the exam room by the pupil, they must be handed in before and then collected after the examination at the door.

7.1.11 Pupils permitted to bring mobile phones onto School premises may only use it during School hours with express permission from their subject teacher, their form tutor, their Head of Years, or a member of the Senior Management Team (SMT) and they may be supervised.

7.1.12 Pupils must not use mobile phones in any manner which in the reasonable opinion of the Head is inappropriate. Certain types of conduct, bullying or harassment can be classified as criminal conduct.

7.2 Mobile Phone use on fixtures, school visits and residential trips

7.2.1 Pupils in the Junior School (Nursery-Year 5) are not permitted to take a mobile phone on a sports fixture, school visit or a residential trip.

7.2.2 For pupils in Years 6-10, mobile phone use by pupils on sports fixtures, educational visits and residential trips is at the discretion of the member of staff leading the activity, and the expectations of the School must be explained to the pupils ahead of the activity taking place.

7.2.3 Pupils in Year 11 are permitted to take a mobile phone on a sports fixture, school visit or a residential trip. The member of staff leading the activity, and the expectations of the School must be explained to the pupils ahead of the activity taking place.

7.3 Sanctions for inappropriate mobile phone use

7.3.1 The School takes such conduct extremely seriously, and will involve the police or other agencies as appropriate. Such conduct includes, but is not limited to:

- Sending/sharing of nude images.
- Upskirting.
- Threats of violence or assault.
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity,

religious beliefs or sexual orientation.

7.3.2 The School reserves the right to confiscate a pupil's mobile phone for a specified period of time if the pupil is found to be in breach of this policy. Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act (2006). If they are confiscated, the pupils will receive a -5 sanction (demerit) in line with our Behaviour Management Policy.

7.3.3 School staff have the power to search a pupil and their belongings if they believe that the pupil has not handed in their mobile phone, as per the School's Behaviour Management Policy.

7.3.4 School staff have the power to search pupils' phones, as set out in the Department of Education's (DfE) guidance on Searching, Screening and Confiscation at School (updated 2022). The DfE guidance allows schools to search a pupil's phone if we have reason to believe the phone contains pornographic images, or if it is being/has been used to commit an offence or cause personal injury.

7.3.5 The pupil may also be prevented from bringing a mobile phone into the School temporarily or permanently and at the sole discretion of the Head.

8 SUSPECTED CRIMINAL BEHAVIOUR

8.1 In cases when a member of staff or the Head suspects criminal behaviour, the School will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the fact of the case. These initial investigations will be fully documented on CPOMS, and we will make every effort to preserve any relevant evidence.

8.2 Once a decision has been made by the Head to report the incident to police, we will ensure any further action we take does not interfere with any police action taken. However, we do retain the discretion to continue investigations and enforce our own sanctions as long as it does not conflict with police action.

8.3 When making a report to the police, we will also decide whether it is appropriate for the DSL or DDSL to make, in tandem, a report to local children's social care.

9 REWARDS, SANCTIONS AND INTERVENTIONS

9.1 Red House School recognises that a key part of developing the potential of its pupils is giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. Red House School encourages its pupils to strive for excellence, regardless of ability.

9.2 The school has a system of Merits which are used to reward good work by pupils. A Merit is awarded at the discretion of the teacher for work that is good – by effort or quality. Merits are recorded on iSAMS.

9.3 Merits are awarded to pupils from Years 6 to 11. Certificates are awarded in assembly for pupils who achieve 10 Merits. Totals for Merits can be accessed on iSAMS under 'Rewards and Sanctions' by tutors and they should take the opportunity to congratulate individual pupils on their achievements.

9.4 Rewards for pupils in the Senior School (Years 6-11) may include:

- Praise
- Merits
- Merit certificates (for 10 merits)
- Tangible reward
- Email to parents
- Merits can be awarded through the Reward & Conduct section of ISAMS.

9.5 It is the policy of the School to encourage pupils to act in a positive and appropriate manner at all times. Pupils who find difficulty in adhering to this approach will be given support and guidance through the pastoral system in order to help them improve their behaviour. This may include:

- 1:1 discussion/mentoring.
- A note in their School planner.
- Staff giving a Demerit through the Reward & Conduct section of ISAMS.
- Behaviour/progress report card.

9.6 In most cases, parents will be contacted to inform them of any issues that have arisen and the School's intended approach to resolve the issue. At what exact stage this occurs will be at the discretion of the Team Leader, in consultation with form teachers, and the appropriate member of the Senior Management Team (SMT):

- Academic: Assistant Head (Academic).
- Behaviour/Discipline: Deputy Head and Head of the Senior School.
- Pastoral: Deputy Head and Head of the Senior School.

9.7 Some pupils may find the transition phases in their education difficult to handle. Red House recognises that these periods can cause stress and as a result have implemented a Transition Policy. Further details and

guidance are given in this policy.

9.8 It is important for sanctions to be used consistently and for teachers to make it clear to the pupil why a particular sanction is being applied. Staff should be aware that poor behaviour or poor effort in the classroom may have a variety of causes. There may well be personal and pastoral issues involved and staff should check with the form teacher/Key Stage Coordinator/Head of Year/Head of the Junior School/Deputy Head and Head of the Senior School to see whether there are any extenuating circumstances.

9.9 In the event of poor work, staff may also wish to consider a referral to the SENCo.

9.10 As a rule, group/class sanctions should be avoided as they breed resentment.

9.11 EYFS

- Verbal Warning.
- Time out on red spot.

9.12 Key Stage 1 and Key Stage 2 (Years 1–5)

- Verbal warning.
- Official warning / Alert Form.
- Note in planner (Years 3-5 only).
- See Key Stage Coordinator.
- See Head of the Junior School/Assistant Head of the Junior School.
- See Head.
- Contact with parents

9.13 Key Stage 2 (Year 6)

- Name on board.
- Verbal warning.
- Change of seat.
- Note in planner.
- Break time detention.
- Contact with parents.
- See Key Stage Coordinator.
- Key Stage Coordinator detention
- See Deputy Head and Head of the Senior School.
- See Head.

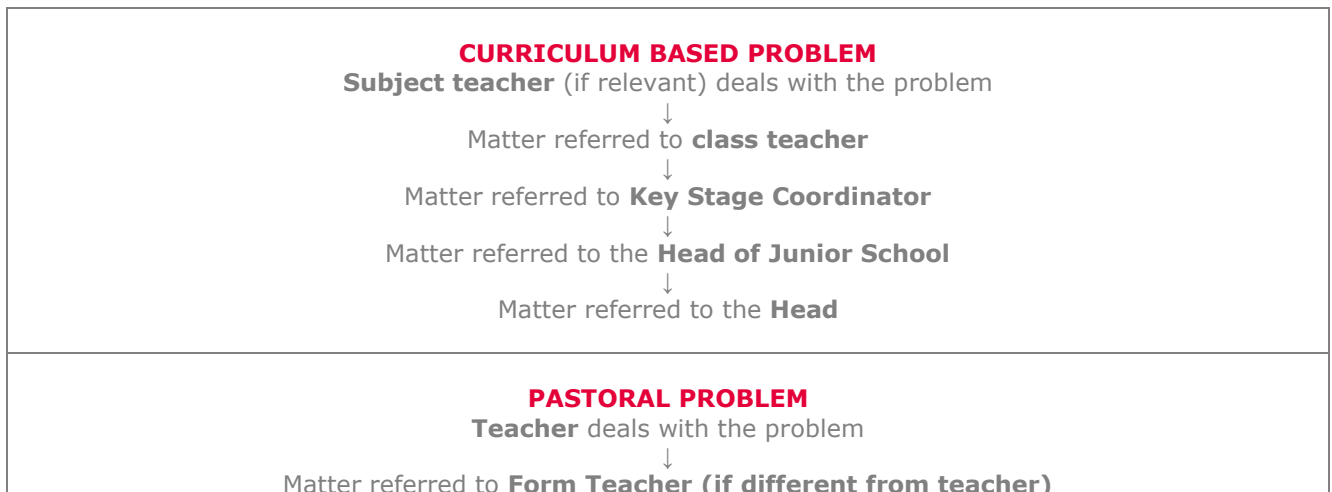
9.14 Key Stage 3 & 4

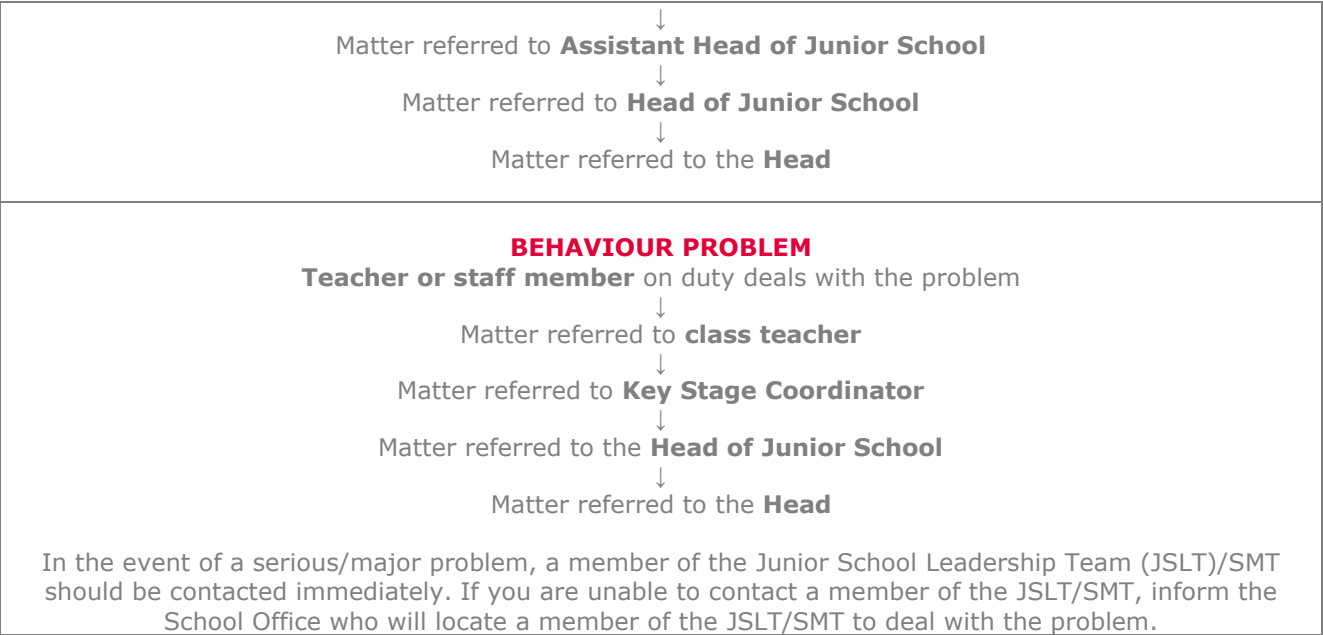
- Name on board.
- Verbal warning.
- Move seat.
- Time out.
- Note in planner.
- Staff giving a Demerit through the Reward & Conduct section of ISAMS.
- Contact with parents.
- Deputy Head Detention on a Friday evening between 16.00 and 17.00.
- Report card.
- Meeting with the Head.

9.15 The type of sanction that should be applied depends upon the nature of the offence. Examples of the different sorts of offences, and appropriate sanctions are given below.

10 JUNIOR SCHOOL – BEHAVIOUR REFERRAL STRUCTURE

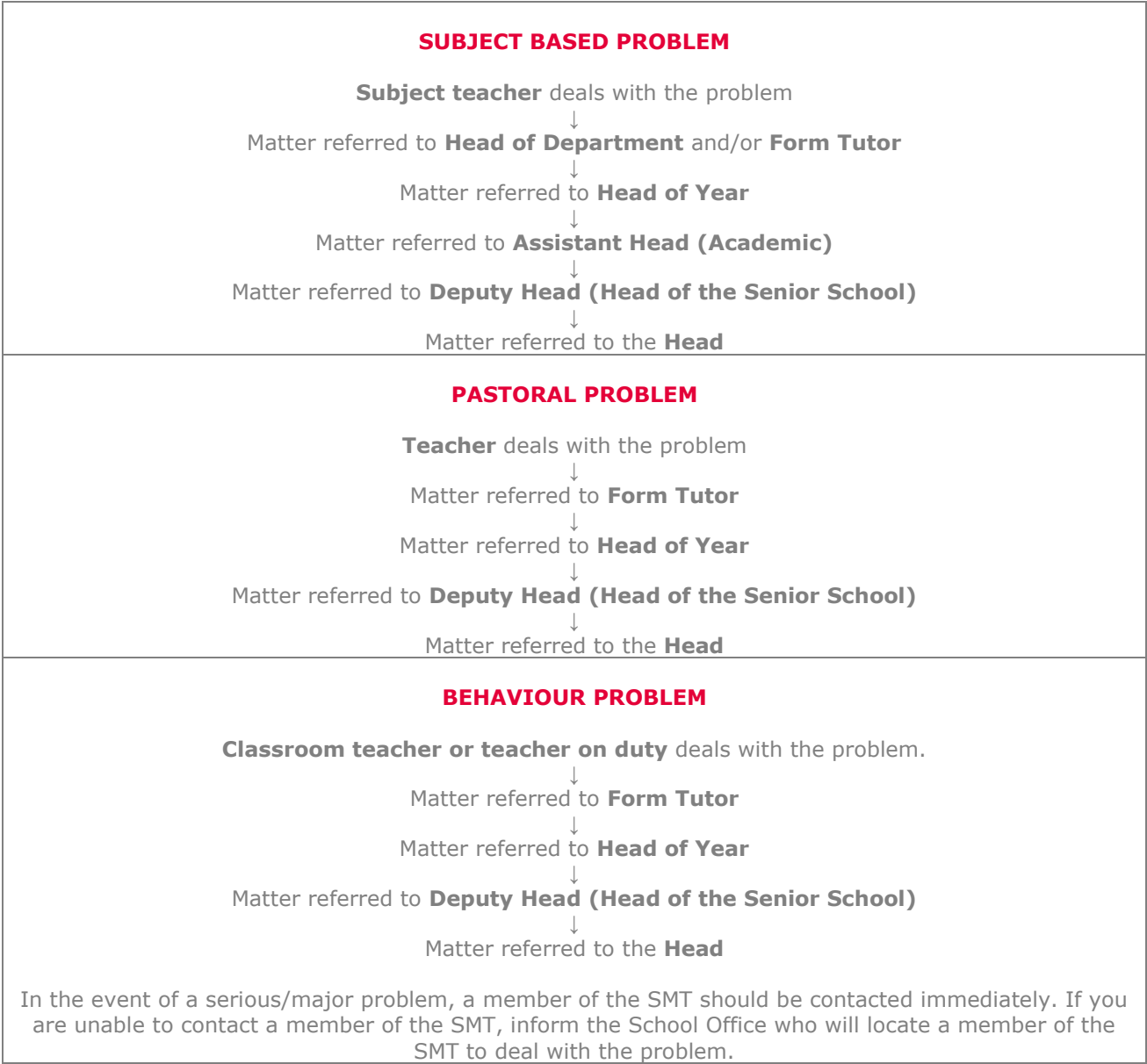
10.1 When a pupil does not follow the Code of Conduct or the pupil expectations, then staff should follow the guidelines set out below.





11 SENIOR SCHOOL – BEHAVIOURAL REFERRAL STRUCTURE

11.1 When a pupil breaks the School rules or is clearly not following the Code of Conduct, then staff should follow the guidelines set out below. Appropriate sanctions are listed in the Sanctions section. Demerits or Interventions should be completed on ISAMS.



<p>MINOR OFFENCES</p> <ul style="list-style-type: none"> • Talking out of turn. • Distracting behaviour in or out of the classroom/visit/event. • Failure to listen to instructions. • No homework produced. • Homework handed in late. • Late to lesson. • Lack of effort. • Incident outside of School (witnessed by a member of staff or reported to the school).
<p>INTERVENTIONS & SANCTIONS FOR MINOR OFFENCES</p> <ul style="list-style-type: none"> • Verbal warning. • Keeping behind for brief period after lesson. • Staff to enter a Demerit on ISAMS (this will usually be a -1/-2). • Note in Pupil Planner. • Repeating work. • Menial task – e.g. tidying room / lost property, litter picking, desk cleaning. • Confiscation of item.
<p>MORE SERIOUS/PERSISTENT OFFENCES</p> <ul style="list-style-type: none"> • Persistent minor offences e.g. work regularly handed in late. • Appearance issues. • Failing to attend detention. • Bad manners or behaviour, or rudeness shown to other pupils. • Incident outside of School (witnessed by a member of staff or reported to the school).
<p>INTERVENTIONS & SANCTIONS FOR MORE SERIOUS/PERSISTENT OFFENCES</p> <ul style="list-style-type: none"> • One-to-one discussion with pupil. • Staff to enter a demerit on ISAMS (this will usually be a -3). • If work related – departmental detentions. • Withdrawal of privileges. • Contact made with parents. • Deputy Head detention (at discretion of Deputy Head). This is held after school on a Friday between 1600 and 1700 and takes priority over any other commitment. This is usually awarded for a pupil receiving over 10 demerits on ISAMS. • Pupil sent outside classroom for brief period. • Withdrawal of break time for short period of time (Junior School). • Confiscation of item. • Report card to monitor achievement/behaviour.
<p>PERSISTENT/SERIOUS OFFENCES</p> <ul style="list-style-type: none"> • Persistent/serious offences e.g. persistent rudeness, defiance, regular failure to hand in work/meet deadlines. • Disrespectful behaviour to staff. • Open disobedience to reasonable instructions from a member of staff. • Persistent failure to complete work/meet deadlines. • Use of or involvement with illegal substances e.g. drugs, alcohol, cigarettes or e-cigarettes. • Damage to School property (including material held on a computer). • Misuse of School facilities, including ICT resources. • Stealing. • Fighting. • Cheating in examinations. • Interfering with School safety equipment. • Violent behaviour. • Theft (including access to unauthorised material on computer). • Immoral behaviour (including access to immoral material on computer). • Any other activity generally considered illegal in the adult world. • Malicious accusations against School staff. • Incident outside of School (witnessed by a member of staff or reported to the school). • Bullying of any kind, conducted either inside or outside of School.
<p>INTERVENTIONS & SANCTIONS FOR SERIOUS OFFENCES</p> <ul style="list-style-type: none"> • Staff to enter a demerit on ISAMS (this will usually be a -5). • Deputy Head (Head of Senior School) detention - at discretion of Deputy Head (Head of Senior School). This is held after school on a Friday between 1600 and 1700 and takes priority over any other commitment. This is usually awarded for a pupil receiving over 10 demerits on ISAMS. • Meeting with parents. • Removal of break for a period of time. • Report card monitored by Assistant Head (Academic)/Deputy Head (Head of Senior School). • Internal School suspension – work outside Deputy Head’s (Head of Senior School) office. • Temporary suspension. • Permanent expulsion. • Confiscation of item. • Sanctions for acts of bullying are as laid out in the School’s Anti-Bullying Policy. In the first instance, pupils who have bullied need to acknowledge that their behaviour is unacceptable.

They will be helped to recognise their wrong doing, to change their attitude and to agree a way forward which helps both the bully and the victim. Only if this approach fails will bullying become a disciplinary issue and, when it does, it becomes a matter serious enough for suspension or exclusion to be considered.

12.1 Detentions

12.1.1 Subject staff/a class teacher may keep children behind at break/lunch time to catch up on work.

12.1.2 Poor behaviour and regular academic misdemeanours should be reported to the form tutor/the Head of the Junior School.

12.1.3 In the Senior School, staff should enter a Demerit on ISAMS. Pupils may only be placed in a formal Friday after-school detention by the Deputy Head (Head of the Senior School)/Head.

12.1.4 This detention will be given to pupils who accrue more than 10 demerits or at the discretion of the Deputy Head (Head of the Senior School)/Head. Parents will be notified via a letter from the School Office and given 48 hours of the date and time of the detention to be served. Detentions will be supervised, on a rotation, by members of the SMT.

12.2 Suspension and Expulsion

12.2.1 Both suspension and expulsion are very rare events at Red House. Suspension is the penultimate sanction (the final warning); any repeat of suspendable behaviour means that expulsion will be considered. Expulsion can thus result from an accumulation of offences for which suspension is appropriate or from a more serious single incident. Red House does not have an absolutely fixed set of penalties. There are no automatic sanctions for set offences. The list of offences for which suspension/expulsion will be considered includes, but is not limited to, those listed in the Serious Offences section above.

12.2.2 Factors taken into account in arriving at a decision as to whether to suspend/expel include, but are not limited to:

- The pupil's previous record of behaviour.
- The honesty of the pupil in admitting the offence.
- The degree of remorse shown by the pupil and/or acceptance that he/she was in the wrong.
- The extent to which the offence had an impact on other pupils.

12.3 Procedures Leading to Suspension

12.3.1 A pupil will always be asked for their version of events.

12.3.2 Where appropriate, any witnesses will be consulted.

12.3.3 Once the picture is clear, parents will be briefed and advised of the School's proposed course of action.

12.3.4 The decision to suspend will be made by the Head. Parents who do not agree with this course of action may appeal to the Chair of the Board of Governors.

12.3.5 In cases of expulsion, the Head will consult with the Chair of the Board of Governors before any decision is taken.

12.3.6 Parents can write to the Chair via the School Office if they do not agree with this decision. The Chair will refer the matter to the Board of Governors Members who will hear the appeal under the School's Complaints Policy.

12.3.7 In the absence of the Chair, the Head will consult with two other members of the Board of Governors.

13 RIGHT TO SEARCH, SCREEN AND CONFISCATION

13.1 Red House School complies with the Department of Education's 'Searching, Screening and Confiscation: Advice for Schools' non-statutory guidance (July 2022).

13.2 Right to Search

13.2.1 The Head and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

13.2.2 The list of prohibited items is:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- Tobacco and cigarette papers.

- Vapes
- Fireworks.
- Pornographic images.
- Mobile phones (Years 6-10).

13.2.3 Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

13.2.4 When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEND) and making reasonable adjustments that may be required where a pupil has a disability.

13.2.5 School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

13.2.6 The Head oversees the School's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

13.2.7 The DSL or DDSL will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the DSL or DDSL without delay if they believe that a search has revealed a safeguarding risk.

13.2.8 If the DSL or DDSL finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in Part 1 of Keeping Children Safe in Education). The DSL or DDSL should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

13.3 During a search

13.3.1 An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

13.3.2 The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

13.3.3 There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- If the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency.
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

13.3.4 When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept on CPOMS.

13.4 The extent of the search

13.4.1 A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

13.4.2 The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

13.4.3 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

13.4.4 A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items and any items identified in the school rules for which a search can be made.

13.4.5 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

13.4.6 The member of staff's power to search outlined above does not enable them to conduct a strip search.

13.4.7 A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. While the

decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

13.5 Recording searches

13.5.1 Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in CPOMS, the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or DDSL to identify possible risks and initiate a safeguarding response if required.

13.5.2 All searches for items banned by the school rules should be recorded. Staff members should follow the school policy in these cases.

13.5.3 Staff must record the following on CPOMS:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

13.5.4 Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Parents will also be informed of a search for an item banned by the school policy.

13.5.5 Any complaints about searching, screening or confiscation should be dealt with through the School's Complaints Policy.

13.6 Screening

13.6.1 Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises.

13.6.2 Red House School does not screen its pupils.

13.7 Confiscation

13.7.1 An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils.
- Is prohibited, or identified in the school rules for which a search can be made.
- Is evidence in relation to an offence.

13.7.2 Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so. In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following DfE guidance from 2022 that 'The member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the controlled drug. When staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such. If the member of staff is in doubt about the safe disposal of controlled drugs, they should deliver them to the police.'

13.7.3 Other substances which are not believed to be controlled should also be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.

13.7.4 Where a person conducting a search finds alcohol, tobacco, e-cigarettes, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but should not return them to the pupil.

13.7.5 If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable.

13.7.6 Members of staff should never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff must never copy, print, share, store or save such images.

13.7.7 Where a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the member of staff may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable.

13.7.8 Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

13.7.9 Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to

property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

13.8 Electronic devices

- 13.8.1** Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.
- 13.8.2** As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.
- 13.8.3** Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.
- 13.8.4** If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images.
- 13.8.5** When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the DSL or DDSL as the most appropriate person to advise on the school's response. The DSL and DDSL will follow the principles as set out in KCSiE.
- 13.8.6** The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'.
- 13.8.7** If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable. In exceptional circumstances members of staff may dispose of the image or data if there is a good reason to do so. However, they must follow the guidance in the Department of Education's 'Searching, Screening and Confiscation: Advice for Schools' (July 2022).

14 CORPORAL PUNISHMENT AND RESTRAINT (INCLUDING THE USE OF REASONABLE FORCE)

- 14.1** Red House School does not give corporal punishment to a child in EYFS for whom the School provides early years provision, or, indeed, in any part of the School.
- 14.2** As far as it is reasonably practicable, Red House School ensures that corporal punishment is not given to any such child by:
- Any person who cares for, or who is in regular contact with, children.
 - Any person working or living on the premises.
- 14.3** A person shall not be taken to have given corporal punishment in breach of the above if the action was taken for reasons that included averting an immediate danger of personal injury to, or an immediate danger of death, of any person (including the child).
- 14.4** Red House School staff will not threaten corporal punishment, nor use or threaten any form of punishment which could have an adverse impact on the child's well-being. Staff must never use force as a punishment.
- 14.5** The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- 14.6** Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 14.7** 'Reasonable in the circumstances' means using no more force than is needed.
- 14.8** As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 14.9** Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- 14.10** School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- 14.11** Naturally, members of staff worry about potential accusations involving physical contact with pupils. The following seeks to make clear when contact is appropriate and when it is not.

14.12 Contrary to some views expressed, it is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples include:

- Holding the hand of the younger child at the front/back of the line when going to assembly.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.
- Assisting a young child or pupil with SEND with personal hygiene or medical needs.

14.13 In addition, the law empowers those working in schools to use reasonable force when this is necessary. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

14.14 Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

14.15 All members of school staff have a legal power to use reasonable force, i.e. any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

14.16 In summary, physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded - a formal record stating the nature of the event and the time and date it occurred - and parents should be informed about the incident on the same day. This information must be given to the Head.

15 MONITORING AND EVALUATING BEHAVIOUR IN SCHOOL

15.1 All behaviour incidents are captured on CPOMS or as an ISAMS Intervention. The following behavioural concerns are logged:

- Behaviour incident data, including on removal from the classroom.
- Attendance, permanent exclusion and suspension data.
- Incidents of searching and confiscation.

15.2 The Deputy Head (Head of the Senior School) and Head of the Junior School keep a separate log of any suspensions or exclusions.

15.3 The Head gives a half termly report on pupil concerns to the Board of Governors in her Head's Report.

Reviewed by: Dr R Ashcroft and Miss C Thompson
May 2023

Ratified by: The Board of Governors
May 2023

APPENDIX 1: ADVICE TO STAFF ON CLASSROOM ROUTINE

- 1.1** A regular and methodical structure for routines reduces the possibility of pupils behaving in an inappropriate and disruptive manner.
- 1.2** All routines have an influence on pupils' behaviour.
- 1.3** Make your expectations clear to your pupils.
- 1.4** Set up and stick to procedures for the beginning and ending of lessons. Take control of entry to the classroom. In your classroom do the pupils line up outside or do they enter the classroom and wait for your arrival? Waiting outside some classrooms can be a problem at Red House. Make clear what your rule is and make the pupils stick to it.
- 1.5** Make clear that you expect them to have the correct books with them.
- 1.6** If they are already in the classroom on your arrival, then they should stand up when you arrive and cease talking.
- 1.7** The pupils should understand that the buzzer is a reminder for the teacher. It is not up to the pupils to pack up their books and begin to leave.
- 1.8** Be on time yourself. If you don't care, why should they?
- 1.9** Make your requirements explicit. Refer to whole school rules and behaviour policies. What you want isn't exceptional; it is the way that things are done.
- 1.10** Spell out your expectations at the beginning of each lesson; these may vary depending on the activity, but establish what you want and how you want it.
- 1.11** Set a standard and insist on it. Be consistent.
- 1.12** Make sure that you do not relax because you are in a good mood, or be fierce because you have had a bad day.
- 1.13** Make sure that you set up rules and expectations that you can enforce.
- 1.14** Remember the rules that you have established.
- 1.15** Watch everyone. Eye contact at the right time can halt misbehaviour before it starts.
- 1.16** At the beginning of the school year, allocate seats to pupils for your lesson. Do not allow pupils to choose their own seats as this can lead to exclusion. Make it clear that only you can change seating positions.
- 1.17** Make sure that you have spare books/equipment for those pupils who arrive without items. This will avoid disruption.
- 1.18** Have an orderly system for handing in work and for putting away books/equipment at the end of the lesson.
- 1.19** Pupils should not be allowed to move around the room unless you specifically request them to do so. Clearly, different rules will apply to the Junior School, in particular the EYFS environment.

APPENDIX 2: STRATEGIES THAT CAN BE EMPLOYED BY THE TEACHER IN THE CLASSROOM

- 1.1** A teacher has the potential to be the most disruptive person in the classroom. He/she can talk too much or offer too much disapproval. Remember that 'attention seekers' want you to spend a lot of time disapproving behaviour.
- 1.2** Insist upon silence before addressing a class. Shouting above the noise of a class is counter-productive to achieving good behaviour.
- 1.3** Deal with all matters in a firm, fair and friendly manner. Do not use sarcasm or constantly shout at pupils. A hostile teacher is ineffective. Pupils enjoy getting staff annoyed.
- 1.4** If you need to send a pupil out of the classroom as a punishment, then do so only for a limited time. It may be more appropriate to create an area in the classroom where pupils will have to sit for a period of time, e.g. at the front desk. It is not good practice to routinely exclude pupils from a class.
- 1.5** Be ready to praise and reward good behaviour as much as you praise good work.
- 1.6** Ensure that inappropriate behaviour is handled quickly and calmly so that the lesson is not spoilt. Remember that telling a pupil off will not change his/her behaviour in the long term. Positive, specific feedback to a pupil about good behaviour will have a direct bearing on the behaviour of that pupil and other pupils. It is also an opportunity to reiterate your expectations. Be sincere and think about your body language. Don't make an approving comment and then add, 'but'. The ratio of positive feedback to pupils to criticism/disapproval should be 5:1, at least.
- 1.7** Ensure that the ethos of the classroom is friendly and work orientated for all pupils. Disruption often occurs when pupils feel that their work is not appreciated.
- 1.8** The dictionary definition of the verb 'assert' is, 'To state or express positively; to affirm.' An assertive teacher is effective; they clearly and positively communicate their behavioural requirements to their pupils; they are prepared to back up words with actions; they have a classroom management plan; they feedback to pupils exhibiting appropriate behaviour; and they maximise teaching and learning.
- 1.9** Non-assertive teachers are ineffective; they may use a passive, powerless tone of voice; they may be inconsistent they may threaten but then give up; or they may ignore inappropriate behaviour.

APPENDIX 3: GUIDELINES FOR ADDING MERITS, DEMERITS AND INTERVENTIONS ON ISAMS

Merits, Demerits and Interventions can be accessed through the Reward & Conduct section of ISAMS.

1 Merits

1.1 Staff to add pupil merits onto ISAMS with a description of what the merits are for. This can be done individually or by teaching set, form group, year group etc. Pupils to receive an email every time they receive a merit. ISAMS Merit totals report to go to form tutors every week.

1.2 Merit certificates to be awarded in a Merit Assembly at the end of each term:

Blue	10 Merits
Yellow	20 Merits
Red	30 Merits
Green	40 Merits
Purple	50 Merits
Pink	60 Merits
Orange	70 Merits
Bronze	80 Merits
Silver	90 Merits
Gold	100 Merits

2 Demerits

2.1 Adding demerits and interventions on ISAMS allow teaching staff to communicate effectively and promptly provide a practical and efficient way for teachers to record and share a range of issues:

Behaviour	(C) Calling out -1 (M) Mobile phone (Y11) -2 (M) Mobile phone (Y6-10) -5 (R) Rudeness to staff -3 (S) Severe behavioural incident -5
Uniform	(J) Jewellery -1 (M) Make up -1 (I) Incorrect uniform -1 (R) Repeated uniform infringement -3
Organisation	(F) Forgetting equipment -1 (F) Forgetting equipment on a number of occasions -3 (R) Repeated forgetting equipment across a number of subjects -5
Work	(L) Late/incomplete prep -1 (P) Poor classwork -1 (M) More than one piece of late/incomplete prep -3 (M) More than one piece of poor classwork -3 (R) Repeated late/incomplete prep across a number of subjects -5 (R) Repeated poor classwork across a number of subjects -5

2.2 It also informs the Form Tutor and Team Leader of the action already taken by the member of staff completing the Demerit.

3 Interventions

3.1 Staff can add descriptions pertaining to a pupil's academic and pastoral wellbeing by logging an Intervention using the following record categories:

- (E) Email to/from a parent/guardian
- (E) Email from a pupil
- (M) Meeting with a parent/guardian
- (M) Meeting with a pupil
- (O) Other
- (T) Teacher-to-teacher communication
- (T) Telephone call to/from a parent/guardian

3.2 Interventions in the Senior School would go to the Head, Deputy Head (Head of the Senior School), Assistant Head (Academic), Assistant Head (Operations), the SENCo, Head of Year and Form Tutors. Interventions would list an incident/communication and also detail any follow-up action required. Information which is sensitive or regarding safeguarding should not be added as an Intervention and should be forwarded via the usual channels to the DSL or DDSL.

3.3 Junior School Interventions would go to the Head of the Junior School, Assistant Head of the Junior School, Key Stage Coordinator, Class Teacher, the SENCo, and the Junior School SEND Lead. Interventions would list an incident/communication and also detail any follow-up action required. Information which is sensitive

or regarding safeguarding should not be added as an Intervention and should be forwarded via the usual channels to the DSL or DDSL.

3.4 Thus, patterns of negative behaviour, lack of organisation, poor work ethic and underachievement can be monitored more effectively. Furthermore, support can then be provided promptly and the effectiveness of the Demerits and Interventions tracked. The Form Tutor should refer to this information on ISAMS when writing the Form Tutor comment on reports. Comments should focus on types of inappropriate behaviour and frequency, rather than indicating the number of Demerits received.

COVID-19 ADDENDUM

We wish to maintain a secure, caring and stimulating environment in which students are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Management Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all students and staff.

This addendum is to be used in conjunction with, and read alongside, the Behaviour Management Policy, Anti-Bullying Policy and E-Safety and Pupil Acceptable Use of ICT Policy. These adjustments are set out below:

Arrivals, Departures and Social Distancing

- Pupils should arrive at school and use the correct entrances. When accessing wrap around care, they must remain within their year group bubbles.
- Pupils should avoid spending time with pupils from other bubbles (except siblings) and should sit in their designated areas during wrap around care.
- Where there are markers on the floor to support social distancing, pupils must adhere to these.
- Wherever possible, pupils should try and achieve social distancing from other pupils. Whilst movement around the school will be limited, when pupils leave their bubble classroom to go outside for break, lunch or outdoor learning, they must try to ensure they stay 2m from their peers and adults.
- Pupils will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.
- Pupils must have responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.
- Pupils will have designated desks in classrooms and should not move places unless directed to do so by a member of staff.
- Pupils will have a designated area in which to play. They must remain in this area unless instructed to move.

Hand-washing and Hygiene

Pupils will be expected to follow all hand washing and hygiene routines while in school. Pupils will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask pupils to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Pupils will be reminded not to touch their face, mouth, nose or eyes while at school. Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Behaviour in School

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people, the following sanctions and disciplinary procedures could be used: conversation(s) with pupils(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current Behaviour Management Policy. Once all appropriate behaviour management strategies have been exhausted, contact will be made with home. If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then parents will be expected to collect the pupil who will only be able to return to school when they agree to accept the safety measures in place.

Pupils with Special Educational Needs (SEND)

School acknowledges that pupils will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school.

Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement. As a result of these varied experiences pupils may present with behaviour that is not usual.

For some pupils, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. We recognises that behaviour could be a sign that for some individuals that there is an unfulfilled need and that the behaviour is communicating that there is a problem.