

# **Christchurch Learning Centre**

## **Behaviour Management**

<b>Reviewed by:</b>	<b>Signed:</b>	<b>Date:</b>
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Leadership Team/Whole Staff	P. Gavin	17.10.16
Leadership Team	P. Gavin/G Tostevin	23.02.18
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Safeguarding, H&S Sub Committee	C. Emery	Sept 19



## Contents

1. Aims.....	4
2. Legislation and statutory requirements.....	4
3. Definitions.....	4
4. Bullying .....	5
5. Roles and responsibilities .....	6
6. Pupil code of conduct.....	7
7. Rewards and sanctions.....	7
8. Behaviour management.....	8
9. Pupil transition .....	<b>Error! Bookmark not defined.</b>
10. Training.....	9
11. Monitoring arrangements .....	10
12. Links with other policies .....	10
Appendix 1: written statement of behaviour principles.....	11
Appendix 2: staff training log.....	<b>Error! Bookmark not defined.</b>
Appendix 3: behaviour log.....	<b>Error! Bookmark not defined.</b>
Appendix 4: letters to parents about pupil behaviour – templates.....	12

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# 1. Aims

This policy aims to:

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

# 2. Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

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

# 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to follow instructions
- Non-completion of classwork or homework
- Misuse of resources
- Poor attitude
- Incorrect uniform
- Failure to hand in mobile phone

**Serious misbehaviour** is defined as:

- Repeated breaches of the school behaviour expectations
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Violence

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Use of foul language
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

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

## **5. Roles and responsibilities**

### **5.1 The Management Committee**

The Management Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Management Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Management Committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

### **5.3 Senior Leadership Team**

The SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Associate Assistant Head teacher - CLC**

- Teaching & Learning Strategy
- Assessment – Doodle
- Deputise in the absence of SLT

### **5.5 Associate Assistant Head teacher - TLC**

- Mental Health Awareness Strategy
- Deputise in the absence of SLT
- TLC oversight.

### **5.6 Pupil Support Manager**

- Attendance
- Provision/Timetables
- Pupil Reviews

### **5.7 Pastoral Manager**

- Tutor Management
- Behaviour Watch Lead
- Reintegrations
- Behaviour Interventions
- Parent Liaison – Uniform, Behaviour concerns

## **5.8 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents effectively using Behaviour Watch software.
- Distributing Behaviour Points effectively and consistently
- Ensuring that learning experiences take into account SEN advice and guidance

## **5.9 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the appropriate member of staff promptly

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move orderly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Behaviour & Attainment points
- Phone calls home to parents
- Positive postcards home
- Subject specific rewards
- SLT rewards
- Certificates
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class to an identified area/room
- Expecting work to be completed at home
- Detention from 2:15 or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Targeted 1:1 support
- Timetable alterations
- Exclusion

## **7.2 Off-site behaviour**

Pupils and activities will be assessed to identify any risks before offered off-site provision is put in place. Sanctions 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.

## **7.3 Malicious allegations**

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 safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

# **8. Behaviour management**

## **8.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. (See appendix 4)

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Modelling positive behaviour expectations



## 8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

## 8.3 Confiscation

**Any prohibited items (listed in section 3) 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](#).

## 8.4 Mobile Phones

Mobile communication devices must be handed in upon entry to school. These are returned at non-contact time. Devices will be held if safe guarding reasons are identified.

Failure to comply will result in action from senior staff. This may include, but is not exclusive to, inclusion with senior staff/exclusion. Repeated issues may invoke provision adjustment or termination.

## 8.5 Pupil support

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.

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

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

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

## 9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint which is provided by an external training provider.

Behaviour management will also form part of continuing professional development.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and the full Management Committee every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Management Committee every year.

## **11. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Physical Intervention: Use of Reasonable Force

## **Appendix 1: written statement of behaviour principles**

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

The Management Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Management committee every year.

## Appendix 2: letters to parents about pupil behaviour – templates

### First behaviour letter

Dear parent,

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet with me so we can discuss a way forward.

Proposed meeting date:

Proposed meeting time:

Proposed meeting location:

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name:

Class teacher signature:

Date:

**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_, has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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**Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 3: Sanctions (Teaching and Support Staff)

Teaching staff and support staff are required to manage pupil behaviour and conduct effectively within the learning environment. There are a number of tools available to staff that can be implemented to encourage positive engagement. It is expected that staff utilise a graduated response in dealing with poor behaviour before requesting SLT intervention.

Sanctions are used to encourage and reinforce the ethos and standards of the school. Sanctions are in part aimed at achieving a change in pupils' behaviour and attitude, thereby arriving at a situation where positive learning is achieved whilst at the same time reinforcing the pupils' responsibility for their behaviour. The following guidance is recommended:-

**Constructive verbal communication** – Staff should engage in non-confrontational verbal correction of unwanted behaviours. Staff should identify the positive behaviour desired utilising the RRS ethos adopted by the centre in conjunction with the centre code of conduct. Establish positive eye contact; speak with a firm but respectful tone to establish the desired outcomes.

**Classroom layout and differentiation** – Staff should establish a positive learning environment in which all necessary equipment, tasks, extension/alternative tasks are available. Selecting where pupils should be seated can minimise distraction. Appropriate use of the TA to support learning or minimise negative behaviour should be directed by the teacher. Consult IEP's and other relevant documentation to identify and remove possible barriers.

**Behaviour and Attainment Points** – Appropriate distribution of points for behaviour and making academic progress should be directed by the teacher and or the TA to represent the pupils conduct. Regular reflection on progress against points throughout the lesson is advised.

**FOCUS** – All staff are responsible for monitoring pupils progress and identifying concerns via our FOCUS system. Year Teams/Mentors are to be informed, via concise reporting on Behaviour Watch of any concerns in order for them to identify any intervention or sanction.

**Teacher delays** – Staff may utilise delays at lunchtime or after school. It is advised that parents are informed in order to support the sanction, although this is not compulsory. For Deputy/Headteacher 60 minute delays, parents should always be informed allowing at least 24 hours' notice.

**Departmental Monitoring** – If a student is causing concern, the subject teacher is responsible for monitoring this and initiating appropriate interventions with support from the Year Team. The pupil should be monitored using a **subject tracking sheet** (shared resources). Targets set for learning, completing tasks, behaviour and conduct etc should be SMART and reviewed regularly and reported to mentors in order to monitor.

**Contracts** – If a pupil demonstrates persistent negative behaviour or limited progress, a contract may be considered but needs careful planning and monitoring in order to be successful. Any contract should be limited to a maximum of three measurable and achievable targets. Success should be rewarded appropriately. Targets should be identified in consultation with pupil and parents in order to promote ownership and responsibility. Monitoring arrangements should be identified and followed.

**Reparation** – Where damage to property is involved and incurs costs, pupils and their parent/carer will be informed, and may be asked to contribute all or part of the cost. Pupils may also be asked to become involved in community service where appropriate.

**On – Call** – A senior member of staff is 'on-call' throughout the day. He or she can be called by radio. Examples of instances when it might be appropriate to involve the 'on-call' teacher include:

If a pupil is persistently and absolutely refusing to follow instructions, causing significant disruption.

If a pupil refuses to attend their lesson or the correct lesson, causing significant disruption.

If a pupil swears directly at a member of staff.



If a pupil's behaviour is aggressive or endangering others.

If several pupils in a group are seriously causing concern.

**Use of the 'on-call' teacher should be for situations that require a minimum of a C4 situation.**

**Support** – All staff that are not timetabled to attend a lesson (except P&P) must be available to support colleagues as appropriate in order to maintain good order and positive progress.

### **Detentions**

- The whole school detention system can be used to allocate sanctions for lateness and uniform and general conduct in and around the Centre during unsupervised periods. Detention slots will run every day during lunchtime and after school except Fridays and can be issued on the day.
- Staffing for detentions is purely voluntary and will be coordinated by Miss H Trim.
- Detentions initially will run for 15 mins for uniform and persistent lateness.
- If a detention is missed, the next allocation will increase by 15 minutes each time.
- If a third detention is missed consecutively, staff can allocate a 60 minute Leadership detention – Parents must be informed of this and given 24 hours' notice wherever practicable.
- In addition to the whole school detention system, staff are able to give subject specific detentions for conduct within lessons. These will be allocated by the subject teacher and coordinated with the individual staff member.

## **Appendix 4: Use of centre radios**

Please see 'Acceptable Radio Use – Guidance 2018'

All staff should have their radio on their person during the teaching day. This should be switched on and at a suitable volume. Pupils should never be given access to radios.

The primary function of the radio is safety. In the event of a serious breach of the behaviour policy, staff should call, stating their request for support or ER code for Emergency Response required, followed by their location. For example "support required in room 5" or "ER, Room 5". Senior staff will respond with a reply of who is responding eg "GT responding". The absence of all other language sends a clear message to all staff that the incident is serious in nature. Staff without a class who are close by should offer first response/support in the first instance while senior staff are en route.

Secondary uses of radios are permitted to call for non-urgent support, though this should be kept to a minimum and these actions should not be carried out if a 'primary function' call is in process. Examples of acceptable non-urgent use include checks on attendance, alerts to telephone calls or requests for teaching assistant support.

## Appendix 5: Rewards (Teaching and Support Staff)

Rewards are an important part of celebrating progress and positive change both academically and behaviourally. It is important that all progress, no matter how small is identified. Rewards are also used to encourage continued change therefore targets need to be achievable yet appropriately challenging, measurable and set over a time period that will keep pupil attention. A number of systems are in place:-

**Behaviour & Attainments Points** – Pupils are able to achieve a maximum of 15 points for behaviour and 15 points for attainment. Staff must use their discretion and professional judgement to allocate appropriate points for the conduct exhibited. Each pupil's points are monitored by the Year Team and Leadership Team in order to identify trends or barriers. Staff must work to engage and enthuse pupils to value the system in order for it to be effective.

**Golden Tickets** – All pupils that achieve 15/15 within a lesson receive a Golden ticket which can be redeemed against prizes which are held in the office. These can be redeemed at lunch times or end of day. The number of 15/15 tickets is monitored for each child and displayed. Those achieving the most are eligible for termly treat trips.

**Certification** – Each half term those pupils who have made positive progress against attendance, behaviour, attainment etc are celebrated during whole school presentation and certificate giving. Certificates are posted to parents to inform them of their child's progress.

**Positive Postcards** – Staff have the opportunity to celebrate any positive work or contribution by sending a 'postcard' home to parents informing them of their child's success.

**Positive Phone Call** – Staff have the opportunity to celebrate any positive work or contribution by contacting home and informing parents of their child's success.

# Christchurch Learning Centre

## Behaviour Policy: Coronavirus addendum

<b>Approved by:</b>	Mr P Gavin	<b>Date:</b> September 2020
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<b>Last reviewed on:</b>	September 2020
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<b>Next review due by:</b>	January 2021
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## Contents

<a href="#">1. Scope</a>	22
<a href="#">2. Expectations for pupils in school</a>	22
<a href="#">3. Expectations for pupils at home</a>	23
<a href="#">4. Monitoring arrangements</a>	24
<a href="#">5. Links with other policies</a>	24

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## 1. Scope

This addendum applies until further notice.

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

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

## 2. Expectations for pupils in school

### 2.1 New rules

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

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

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact the school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

It is our plan that all pupils, all year groups, will return to school full-time from the beginning of the autumn term.

The school has been divided into two bubbles, Stour Road Site and Stour Cottage Site. Pupils allocated to these sites will remain separate and are not permitted to meet with pupils outside of their school bubble.

On arrival to school, pupils will be temperature tested and must be below 37.6 degrees in order to be allowed access to the building. This is a non-negotiable requirement.

On entry to the building, pupils must hand in their mobile phone and proceed to the toilet area to hand wash and sanitise before entering the main building areas. This is a non-negotiable requirement.

Classrooms have been reconfigured to separate tables to meet guidance requirements. These tables must not be moved.

Pupils have been allocated seats in every room. Pupils must not deviate from this seating plan and must remain in their allocated seat during lessons unless given permission to move around the classroom by a member of staff.

Pupils have been allocated equipment for each classroom that must not be shared with other pupils and returned to the pupils named tray or plastic wallet before leaving the room. Pupils must take responsibility for returning their equipment appropriately.

Contact points are sanitised in each classroom after each lesson. Pupils must wait patiently for staff to complete these tasks.

Pupils will be asked to hand wash and sanitise regularly throughout the day, this is non-negotiable.

Pupils will have an allocated lunch slot to attend the kitchen and receive lunch. Hand sanitising must take place before the allocated slot and pupils must leave the area swiftly in order to allow for other pupils to attend lunch sittings. Again, pupils will have allocated seating areas with pre-allocated cutlery.

Pupils must try to keep a distance of 1m+ from other pupils and staff whenever possible whilst manoeuvring around the building.

Pupils must not congregate in stairwells or corridors.

During poor weather, allocated classrooms will be available during lunch time for social time/activities however, pupils are still required to uphold the 1m+ rule and refrain from physical contact with others.

Any lunch time play equipment must not be shared. Pupils must return equipment to a staff member for sanitising. Pupils must not make physical contact with others during lunch times.

During a local lockdown situation or escalation of the tier system, pupils may be required to wear face coverings whilst in school. This is no-negotiable if implemented. Pupils must provide their own face covering. If a pupil does not have a covering, damages their covering or loses their covering, a replacement will be provided for the day.

Pupils are required to follow the 'catch it, bin it, kill it' protocol and must use the lidded bins to dispose of tissues. If tissues are unavailable, sneezing and coughing into hands and elbows must be followed with immediate hand washing and sanitising.

Pupils must ask to attend the toilet in order for staff to ensure that they are sanitised appropriately before and after use. Pupils must not congregate in these areas.

Pupils must tell a member of staff immediately if they are experiencing symptoms of coronavirus

The school will not tolerate any behaviour that threatens the health and safety of others. Pupils must not cough or spit at or cough or spit towards any other person. This includes threatening to perform these actions.

Pupils must adhere to social distancing requirements and not purposefully breach the requirements or threaten to breach these requirements in conflict with staff direction or requests.

## 2.2 Rewards and sanctions for following rules

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

Provide visual notices and reminders throughout the school.

Prompt pupils to remind them of the expectations.

Encourage pupils to follow guidance and expectations.

Provide additional learning opportunities to educate pupils regarding Covid-19

Provide information and resources during tutor time to support pupil's awareness.

Issue additional behaviour points per lesson for good conduct.

Implement reward activities for those pupils demonstrating continued compliance.

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

Give firm verbal warnings in the first instance.

Seek to distinguish between accidental and purposeful rule-breaking wherever possible.

Offer additional learning opportunities to ensure understanding of the protocols.

Contact parents if multiple incidents occur in short succession.

Consider isolation periods.

Consider fixed term exclusion for serious or continued non-compliance.

Consider alternative provision arrangements for serious or continued non-compliance. This may include the use of our virtual platform.

## 3. Expectations for pupils at home

### 3.1 Remote learning rules

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

Parents should also read the rules and ensure their children follow them. Parents should contact our **Pupil Support Manager: Ms Conley** or our **Systems and Interventions Manager: Mrs Blissett**, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Be contactable by phone or e-mail during school open times

Complete work to the deadline set by teachers

Seek help if they need it, from teachers or teaching assistants

Alert teachers if they're not able to complete work

Use proper online conduct, such as using appropriate language in messages

Ask a parent or guardian to communicate with school staff if they feel unable to

If provided with school equipment, ensure that it is in good working order and used for school based learning only

### **3.2 Dealing with problems**

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

Follow our attendance procedure for initial non attendance

Communicate with families regarding any concerns

Discuss any interventions or support required

Reiterate school and government expectations for conduct, behaviour and engagement

Consider any IT support

Consider alternative arrangements for remote learning or educational engagement

Work with professionals outside of the school to offer support as required

Refer to our behaviour policy and remote learning policy regarding consequences for poor conduct and behaviour

## **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated, and as a minimum every half term during the pandemic period by the Headteacher, Mr P Gavin and SLT – Mr G Tostevin, Ms H Trim and Mr D Roebuck

## **5. Links with other policies**

This policy links to the following policies and procedures:

Child protection policy

Behaviour policy

Health and safety policy

Remote learning policy