



BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

BEHAVIOUR POLICY

Date of approval	September 2020
Date of next review	September 2021
Term of review	Annually
Committee Responsible	C&P
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Signed by Chair of Committee	

Changes Made	Date
Covid Insert (appendix 3)	Sept 2020

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Behaviour Policy

1) Guiding principles

At Beis Yaakov High School Academy we strive to provide a caring ethos and environment where everyone within the school community feels safe, confident, valued and respected. Promoting an environment where everyone can live and work together in a supportive way enables all students to reach their full potential, emotionally, socially, intellectually and spiritually. The primary aim of our behaviour policy is to promote good behaviour, respect and a good work ethic. Staff set high expectations, model mutual respect and praise positive behaviour. This policy is designed to promote and encourage our students to make good choices rather than merely deter antisocial behaviour.

2) Roles and Responsibilities in Promoting Positive Behaviour

The behaviour manager together with the Year Tutors supported by the leadership team will ensure:

- The school behaviour policy is implemented consistently throughout the school by setting the standards of behaviour.
- Records are kept of all reported serious incidents of misbehaviour.
- Teachers or leaders report to /meet with parents / carers when necessary.
- The health, safety and welfare of all children in the school are taken into account in the application of the behaviour policy and the best interest of the individual is appropriately balanced against the best interest of the collective.
- Reports are made to Governors, when requested, on the effectiveness of the policy.

The Executive Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Executive Principal may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour.

3) BYJHS Code of Conduct

The Code of Conduct for Behaviour leverages the school's religious ethos and the students' commitment to character development as both religious imperative and civic responsibility.

The SMSC/PSHE curriculum incorporates ongoing learning relating to the principles of respect that are central to the Code of Conduct. Creative programming with whole school activities, group breakouts and student led programmes throughout the year further support the ethos and engender commitment to character development and behaviour for learning.

There are copies of the Code of Conduct in every classroom and on notice boards around the school.



BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

בית ספר לבנות בית יעקב

CODE OF CONDUCT

	איזהו מכבד, המכבד את הבריות (אבות, פרק ד משנה א)
א	At בית יעקב we show respect to all members of staff at all times
ב	At בית יעקב we respect other students for who they are and are sensitive to their feelings
ג	At בית יעקב we show that we value the opportunities we have been given by arriving punctually to all lessons, with our equipment, ready to learn
ד	At בית יעקב we take responsibility for our actions and respect the guidance we are given by our teachers
ה	At בית יעקב we respect our school environment and take pride in keeping the school clean and tidy
ו	At בית יעקב we follow the school uniform code and maintain our own self-respect by dressing appropriately all of the time

4) Baseline Expectations of pupils

The list below outlines the behaviour expected from students, both in lesson and around the school site.

(Note: a redacted list of rules and expectations appears in the front of the Student Planner. See appendix 2.)

Pupils will be:

Safe and calm around the academy site by;

- Showing good manners and respect to all members of staff and visitors in the school, as well as to one another.
- Respecting and being proud of the environment, keeping it litter-free.
- Always wearing the correct uniform and observing the uniform code. No excessive jewellery. One pair of stud, gold or silver, earrings are allowed. Dangling earrings or hoops are not allowed. Nail polish and acrylic nails are not allowed. No 'Hoodies' on the academy site unless they are part of the uniform of the program student teams. Shoes must be plain black or navy, shoes or ankle boots.
- Not bringing any electronic equipment/phones/MP3s/earphones to school. If found, they will be confiscated for a period of time (usually two half terms).
- Not bringing valuable or expensive items or large sums of money to school: the academy does not accept responsibility for the loss or replacement of any valuable items.
- Working together to ensure that everyone connected with the school is free from prejudice and bullying, *including inappropriate and hurtful use of internet/mobile technologies*, reporting any abusive language, aggression or discrimination.

Punctual and Ready to Work by;

- Arriving at school with enough time to be ready to begin learning at 08:45.
- Being punctual to all of their lessons.
- Carrying their Student Planner at all times (a replacement is on sale in the school office).
- Being properly equipped: an appropriate sized bag, books, pens, pencils, ruler, eraser, calculator, glue stick, PE kit on the relevant day.
- Going to the toilet in break/lunch time, where possible, rather than during valuable lesson time.

Safe and calm in lessons by;

- Remembering that the classroom is always a place of learning.
- Remaining silent and listening carefully when the teacher is talking to the class.
- Sitting in lessons according to the teacher's seating plan.
- Drinking only water in lessons, when permitted. Never eating or chewing.
- Always listening carefully, always doing their best.
- Not calling out in class; raising their hand to make a contribution.

- Encouraging each other to work hard.

Proud of their work by;

- Doing their best thereby maximising their potential
- Looking after their workbooks and ensuring they are free from graffiti and doodles.
- Underlining titles with a ruler, setting out their work neatly with dates.
- Recording their homework in their planner.
- Keeping their planner in good condition and free from graffiti and doodles.
- Meeting all their deadlines for work, homework and coursework/controlled assessments.
- Knowing their most recent levels/grades, their target levels/grades and how to reach them.
- Acting on teachers' advice, commenting on the marking in the space provided.

5) Parents, carers and families

Successful implementation of the policies is in many cases dependant on support from parents and carers. We expect that parents and carers will:

- Support the school when consequences following poor behaviour have been issued.
- Promote positive behaviour at home in order to have continuity between home and school.
- Share concerns constructively with the school.
- Attend meetings to discuss any concerns with their child's behaviour.

6) Recognitions and Consequences

We constantly seek ways of recognising good behaviour as well as issuing consequences due to poor behaviour.

Recognitions

Examples of student behaviour deserving of a recognition given by a subject teacher include:

- Well thought out and reasoned response to questioning
- High level of achievement in set work
- Remarkable piece of homework
- Exhibiting good *middos*/ care and concern for staff or students

Teachers will actively look for opportunities to recognise positive behaviour or good *middos*/ care and concern for others in corridors and around the school. In this way, we reinforce the positive behaviours that we would like all the students to adopt.

Examples of student behaviour around the school deserving of recognition include:

- Assisting a peer in need
- Being a role model i.e. stopping confrontation
- Helpful behaviour

Immediate recognition is given by means of the teacher awarding said student with an achievement point recording it on SIMS or writing a positive comment in the student's planner.

The planner will be viewed and signed by parents/carers at the end of the week. The Mechaniches also views and signs the homework diary and at the end of the week will use the opportunity to reiterate positive feedback in the Mechaniches comment in the planner and/or by means of verbal feedback.

The reward system

The students accumulate achievement points. A certain amount of points will generate a reward.

- 'Shout out' by the mechaniches for those students with the highest amounts.
- Scratch cards which will reveal small rewards such as prizes, nash or drinks
- £5 voucher to use in the local shops.

Further recognition is provided by means of termly recognition certificates, which are presented in assembly.

7) Breaches and ladder of consequences

Possible breaches of the behaviour code range from low level disruption in a lesson to serious breaches in the lesson in the classroom or around the school site.

Consequences will be given follow the ladder of consequences below. Staff will aim to resolve lower level breaches at the lower end of the ladder with minimal escalation, while more serious breaches may require immediate escalation to levels 3 – 6.

BYJHS Ladder of Consequences	
C1	Teacher warning
C2	Teacher consequences
C3	Referral to year tutor. Year tutor will support the teacher further and/or escalate the consequence to a daily written "report"
C4	Referral to behaviour manager for pastoral intervention and possible behaviour contract
C5	Internal exclusion
C6	External exclusion
C7	Permanent exclusion

The following would be considered extremely serious breaches of our behaviour code and may lead to fixed term or permanent exclusion without the need to ascend the ladder from C1:

Items not permitted on the school site: *Lighters, cigarettes, laser pens, mobile phones*. The list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, and inappropriate or that may compromise safety.

Dangerous items: *fireworks, illegal drugs, solvents, knives, pointed items, alcohol, guns (including plastic toys or replicas)*. Pupils found in possession of dangerous items will have them confiscated and the academy may involve the Police. The academy has the authority to dispose of banned items;

Other serious breaches: Intentionally setting off the Fire Alarm outside of a genuine emergency; Serious bullying or cyber bullying (whether done on or off-site); Knowingly bringing a 'trespasser' (anyone not a member of school) onto the school site; Damage to academy or other property; Any significant breach of health and safety on or near the academy premises; Aggressive, abusive or otherwise inappropriate behaviour on or off-site.

Bringing the school into disrepute: As members of the school, students represent the school and its ethos. It is expected that all pupils contribute to the school's positive reputation in the wider community and do not bring the school into disrepute. Students' dress code and general behaviour must be in keeping with the school's Beis Yaakov ethos and show a sense of pride in our school's religious values. Parents and girls have given their written commitment to buy into and support the school's religious ethos and the school takes seriously any breach of its religious ethos, whether publicly or privately, onsite or offsite. (Included in this is the school's agreed policy on Mobile Phones and Technology)

The following are examples of low level disruption and other breaches to which the ladder of consequences, beginning with teacher consequences would generally apply:

Swinging on chair; interrupting/calling out; not concentrating or engaging in the lesson; chewing; running inside the school building; ignoring instructions; silly noises in class; persistent chatting; rudeness; lack of classwork; persistent disruption; inappropriate remark to other pupils; answering back; leaving class without permission; offensive name calling; throwing objects; dropping litter; leaving possessions around the school. (The list is not intended to be exhaustive.)

Teacher Consequences

A pupil, who breaks a classroom/academy rule, will be set a consequence. The consequence will be followed up by the teacher and may range from a verbal warning, written punishment signed by a parent/guardian a lunch/break or after school detention, a phone call home after conferring with the Year tutor. This is not an exhaustive list. A restorative conversation should take place between the teacher and said student before the next lesson.

Year Tutor / Behaviour Manager Referral

A student who fails to accept responsibility and fails to attend the teacher consequence will be referred to the Year Tutor who will speak to the student and may give her further punishment work, or phone the parents/guardian and/or put her on report. This could also lead to a 45 minute detention that will be set after school on a different day by the year tutor in conjunction with the behaviour manager. The consequence will be logged onto SIMS. Every morning, an automated text message is sent home reminding parents of the detention which has been set.

Failure to attend the 45 minute Year Tutor/ Behaviour Manager consequence will escalate to two 45 minute detentions after school. An automated text message will be sent home remind the parents of the detention which has been set. Failure to attend the two 45 minute detentions will result in a 1 day internal exclusion the following week. On the day this takes place, the Year Tutor/ Behaviour Manager will telephone home to inform the parents.

Removal from Lessons (internal exclusion)

A pupil may be removed from a lesson when they are preventing the learning of the other students in the class. If this happens the teacher will call for a member of the leadership team year tutor or behaviour manager for support to remove the pupil. The removal from lesson will involve the pupil being out of class from anything between one period to the entire day whilst the incident is being investigated. The student will be given a 45 minute detention after school in the first instance and an automated text home will be sent. Before the student returns to the class they were removed from, the teacher will contact parents/carers and discuss the incident in more detail.

The amount of times a student is removed from a classroom will be tracked and monitored throughout the academic year by the year tutor and could lead to further consequences/fixed term exclusions if the behaviour does not improve. If any incident involves violence or verbal abuse of a member of staff, the sanction could include a fixed-term exclusion from school. Any decision on exclusion will be taken by the Executive Principal.

(Trips) Reward Trips

Attendance on school reward trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable, they will not be accepted on a trip. The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school code of conduct and or did not earn it through breach/s in behaviour.

8) Support System – managing the causes of behaviour

Introduction

In managing difficult behaviour, it is sometimes necessary to escalate through the Ladder of Consequences and beyond into internal and external exclusions. The school's guiding principles in managing the most challenging students is a) to look at the causes of behaviour and view the student as a whole, and b) to de-escalate wherever possible. Throughout the process and moving up the ladder of consequences the pastoral head with key members of the senior leaders will work to put a package of counselling and mentoring in place and will work with all relevant staff to plan a student's rehabilitation.

Reports

Reports will be given by the year tutor/behaviour manager. A report will be used by Year Tutors/ Behaviour Manager to focus students on particular behavioural targets (such as punctuality, behaviour, homework, etc.) Students must give the report to their teacher at the beginning of every lesson, and the teacher will complete it at the end of the lesson. Parents/carers are asked to support the process by checking and signing the report daily.

Internal Exclusions (IE)

Internal exclusion is used to isolate pupils in school for serious misbehaviour or for failing to attend the most senior detention in the school (two 45 minute detentions). Pupils can only be referred to IE by senior staff who will determine the length of time to be spent there.

Fixed Term Exclusions

Fixed term exclusions (where pupils are sent home for a fixed period of time) are only used in exceptional circumstances such as, failure to conform in the exclusion room, failure to follow the instruction of a senior member of staff, where the pupil's behaviour is felt to pose a risk to the health and safety of others, failure to conform in an acceptable way and therefore interfering with the smooth running of the school. Upon a pupil returning from Fixed Term exclusion, as part of the support programme, the pupil will be placed on a report to help focus them in class and around the school so their behaviour does not lead to any other form of consequence.

Behaviour Support Plan

A Behaviour Support Plan (BSP) is set up for a pupil who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons or other serious misbehaviour. A support package is devised in order to assist the pupil to improve her behaviour. *Prior to starting a BSP or in the early stages of a BSP, if a child is continuing to misbehave, a respite placement at another school – respite alternative provision – may be offered. Failure to respond to a BSP would ultimately lead to either a managed move or permanent exclusion.*

Executive Principal

The Executive Principal may set up a final warning meeting if a student's behaviour has deteriorated and all other interventions have failed. The parent of the student will be made aware that after this meeting any further issues regarding their child's behaviour could/will lead to a permanent exclusion.

Permanent Exclusions / Local Authority Provision

Permanent exclusions are rare but are a sanction available to the Executive Principal should there be extreme circumstances or a student has persistently failed to respond to other sanctions or strategies intended to support her in modifying her behaviour. Permanent exclusion would be used in serious one off cases such as malicious accusations against school staff, an assault of a member of staff, selling illegal substances or for repeated misbehaviour and failure to respond to a BSP. On occasions, pupils may be withdrawn from school and a place taken up in one of the local authority pupil referral centres or other provisions in conjunction with the local authority as an alternative to permanent exclusion.

Conclusion

We are committed to working supportively with parents and aim to contact parents at an early stage if we have any cause for concern. Equally, we recognise that guiding young people through their teenage years can be challenging for parents as well as teachers and wherever possible will support parents in this process working collaboratively for the greater holistic good of the student

9) Monitoring and Evaluation

- The effectiveness of this policy will be regularly monitored by Executive Principal and the Behaviour manager
- The school keeps a records of all serious incidents of misbehaviour and persistent low level misbehaviour
- Examples include: IE tracking, SIMS records, home/school link communications.

10) Links to other policies

Policies related to the Behaviour policy include:

- Anti-bullying strategy
- Child protection policy
- Equality information and objectives statement
- BYJHS school ethos

Appendix 1

SCHOOL POLICY ON MOBILE PHONES AND TECHNOLOGY

ונשמרתם מאד לנפשתיכם (דברים ד:טו)

Mobile Phones

- A pupil may not own any type of mobile phone, including one without internet or text capability. This applies even if the internet access has been blocked.
- On those occasions where parents or guardians feel that for reasons of safety there is a need for their daughter to have access to a mobile [e.g. if their daughter will be away from home for an extended period] then, at their discretion, a student may borrow the parent's / guardian's phone and hand it back on return home. It goes without saying that this phone must likewise have no internet access, and ideally be a text-free/call-only phone as well.

Internet Enabled Devices (I.E.D.)

These include (but are not limited to) PC's, Laptops, Tablets, I-pads, I-pods, I-watches and various game consoles.

- A pupil may not own an I.E.D.
- A pupil may not have access to, or use an I.E.D.
- A pupil may not use an I.E.D. for any other purpose unless its internet has been blocked effectively.

Cameras

- The School does not prohibit the ownership or use of Wi-Fi-enabled cameras. However, it is recommended that the Wi-Fi-capability is removed.

Memory stick/card

- Pupils may not use a data storage device (e.g. memory stick/card) in school unless its content has been approved and it has been checked for viruses by an approved member of staff. The uploading/downloading of data to/from the school network must be done by an approved member of staff.

General

- If a pupil is found with a Mobile phone, IED or camera inside school, it will be confiscated, unless specific permission was granted by the School on that occasion. We reserve the right not to return a confiscated IED
- The School reserves the right to enforce all of the above and to carry out random spot-checks in School from time to time.

Appendix 2

Copy of Code of Conduct, Expectations and Rules for the Student Planner

CODE OF CONDUCT

One of the basic elements of education is self-discipline. You learn to control your own mind so that you do the things you should do, not the things you want to do.

A high standard of self-discipline and behaviour is required from all students. You are expected to take responsibility for your own actions and to show courtesy and respect to staff, visitors and to one another. At בית יעקב we take responsibility for our actions and respect the guidance we are given by our teachers

At בית יעקב we respect our school environment and take pride in keeping the school clean and tidy. Take care of your property and respect other people's property.

Move about the school in a quiet and orderly manner. Keep to the left and do not run.

Students must not enter classrooms belonging to other year groups, laboratories or workshops until directed to do so by a teacher.

Always pay careful attention during lessons and do not allow your mind to wander – Learn to listen and listen to learn.

Lesson-change bells are a signal to staff; do not pack-up your books until the lesson is concluded by your teacher.

You are expected to obey all members of staff without argument. If you feel that you have been unfairly treated then you may appeal to the teacher concerned or Mechaneches/Year tutor/behaviour manager/ at the end of the school day.

[A copy of the School's Code of Conduct (see above) is inserted here.]

PUNCTUALITY & ATTENDANCE

Punctuality

Punctuality is an important part of self-discipline and is essential to good time management.

Always make sure that you are in the appropriate classroom no later than the times shown overleaf.

If you arrive at school after 08.45 am, you must sign in at the reception desk. You will need a note explaining the reason for late arrival. Late arrivals without a note or a justifiable reason will result in an after school detention.

Attendance

The proper place for you to be on a school day is at school. If you are not in school then you must have a justifiable reason and your parents/guardians should telephone the school office before 09.00 am on every day of your absence. You should always bring a note from your parents / guardians when you return to the school after being off sick.

Parents may not arrange family holidays during term time. When this is unavoidable, requests for leave of absence should be made by completing a Request for Absence Form, which is available from the school office.

ILLNESS, ACCIDENTS & SIGNING

Illness and Accidents

If you feel unwell in school or have had any sort of accident you must tell a teacher. Normally you will be sent to the School Office where a First Aider will take care of you. If you are too ill to remain in school or if hospital treatment is necessary then your parents/guardians will be contacted to make suitable arrangements.

Under no circumstances should you leave the school to go home without permission.

Medicines

If you need to take medicine at the school you should bring a letter from your parents stating when you need to take it. Your medicine must be left with the school office. The only exception is if an inhaler for asthma, which you are permitted to carry with you.

Signing Out

Medical appointments should, wherever possible, be scheduled for a time outside of school hours. If you do need to leave the school during the day for an appointment you must bring a note from your parents in advance of the date and you will receive an exit slip from the office.

Upon exiting, you must sign-out at the school office. If you return to the school later on the same day then you must sign-in again. A copy of the exit-slip will be kept on your school record file.

SCHOOL UNIFORM

A high standard of personal appearance is expected of all students and anyone arriving at the school in non-uniform clothing may expect to be sent home to get changed. Below is a brief list of some of the main points with regard to uniform:

- Navy blue pleated skirt – minimum 2 inches below the knee
- School shirt and jumper purchased from school uniform supplier
- Plain black or navy tights
- Plain black shoes or navy; not trainers
- Hair colour and style must be appropriate to the school.
- Jewellery and make-up are not permitted in the school.
- Coats and other outdoor clothing may not be worn in the school. Students arriving in boots or any kind must leave them in the cloakroom and wear suitable shoes in the school at all times.

P.E. KIT & EQUIPMENT

P.E. Kit

- Blue P.E. shirt purchased from school uniform supplier
- Navy blue skirt
- Training shoes

Please ensure that all uniform and P.E. skirt is marked with the owner's name.

Equipment

Every student is expected to provide the following basic items of equipment for every lesson:

Black or blue ball point pen	Pencil
(and a spare!)	Pencil eraser
Coloured pencils/Fine fibre tips	Pencil sharpener
Pair of compasses	Ruler 30cm
Calculator	Protractor
Rough Notebook/Jotter	Set square

Tippex/Liquid Paper is not allowed in the school and must not be used in any school work.

Text books and specialised equipment will be issued on loan and students will be required to pay a deposit to cover the cost for any loss or damage to school property.

VALUABLES, LOST PROPERTY, BREAKS AND FOOD

Valuables

Please do not bring expensive items or large sums of money to the school. Radios, cameras and personal entertainment equipment must never be brought to the school under any circumstances.

Lost Property

Lost property should be handed in to the school office without delay. If you lose something please enquire at the school office and if the item has not already been handed in you should tell your mecheches/year tutor.

Breaks

All students must stay on the school premises during morning and afternoon break times.

Food

Students may bring snacks to be eaten outdoors during morning and afternoon break times.

Packed lunches may only be eaten in the dining room.

You must not eat or drink in classrooms or corridors at any time.

Chewing gum is forbidden in the school.

The school is a nut free school therefore all snacks and lunch must be checked to ensure that they do not contain nut ingredients.

Please do not leave litter.

PRESENTATION & HOMEWORK

Presentation

Presentation of work is always important. Careless presentation creates a bad impression on your reader who may be doubtful about what you have to say. Many readers will make judgement on your general ability and even your attitude, if the presentation appears to be careless.

Do not put stickers or graffiti in any of your school books.

Work must always be headed with a title and the date.

Try to draft your work then check for content, organisation and accuracy. Rework as necessary, then write-up neatly.

Take care with layout, making proper use of margins and indented paragraphs. Write in blue or black ball point and only use colour when it is necessary to aid presentation.

Proofread all work for spelling, punctuation and grammar. Do not hope for the best – make sure your work is correct otherwise your marks and grades will suffer in all subjects.

Homework

Homework is both important and necessary. Homework done regularly throughout secondary school can be equivalent to an additional year of study!

The homework timetable in this planner will help you to organise your work and time. Use the weekly diary to keep a check on what you have to do and by when it must be completed.

Try where possible, to do your homework at the same time each day in a quiet place where you are free from distraction.

You are likely to achieve more by working regularly for relatively short periods (say 1 hour at a time) than in a single long session when your concentration will lapse.

Above all, plan ahead to make the best use of time and do not leave projects, coursework or homework until the last minute!

RECOGNITION, CONSEQUENCES & BULLYING

Rewards

The school aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.

When you do something well your teacher will recognise this by speaking to you in class, writing comments on your work or in your planner and giving you high marks.

Outstanding effort or achievement may be rewarded through the school Recognition of Achievement Scheme. Merits earned in this way contribute to the award certificates at the end of each term, and to your Record of Achievement.

Punishment

If you fail to meet the required high standard of behaviour then you should expect a consequence.

You may be kept in detention for up to 10 minutes without notice.

Detention for up to 45 minutes may be imposed and your parents will receive 24 hours written notice explaining the reason why.

You might be placed 'On Report'. Each teacher will write a comment after every lesson and the report card will be checked by your Year Tutor/behaviour manager and sent home for your parents to sign each day.

In serious cases you may be excluded from the school for a period of time and then invited to come in with your parents and agree to accept a written Code of Conduct before being re-admitted.

As a last resort, students may be expelled from the school and the reasons notified to the School Governors and the Local Authority.

Bullying

Bullying may be verbal or physical and will not be tolerated by the school in any form whatsoever.

If you are a victim of bullying, or if you observe incidents involving others, do not hesitate to inform a member of staff. You should not put up with any form of bullying from girls in your year or in any other year group in school.

Appendix 2

Rules and procedures for Covid-safe behaviour

Due to the current COVID-19 pandemic, the school has enacted various new routines and procedures to prevent the spread of infection. These procedures have been communicated to all pupils, staff and parents through school letters, publications; at staff (virtual) meetings; using posters and signage and by explicit teaching.

Until otherwise stated, school rules for 2020-21 now include:

- *altered routines for arrival or departure*
- *school instructions on hygiene, such as handwashing and sanitizing; and the need to follow them*
- *following instructions on who pupils can socialise with at school*
- *moving around the school as per specific instructions (one-way systems, out of bounds areas, queuing)*
- *expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands*
- *telling an adult if you are experiencing symptoms of coronavirus*
- *rules about sharing any equipment or other items including drinking bottles*
- *amended expectations about breaks or play times, including where pupils may or may not play*
- *use of toilets*
- *rules about coughing or spitting at or towards any other person*
- *rules for pupils at home about conduct in relation to remote education*
- *rules relating to school resources being taken home by pupils*
- *Routines, procedures and reminders for hand washing, tissue disposal and toilet flushing.*

These new behaviours will be regularly and rigorously reinforced throughout every day; and we will consistently impose sanctions when rules are broken, as well as positively reinforcing well-executed rules through encouragement and rewards.

Sanctions and rewards are in place and staff, parents and pupils are aware of these so all involved can understand them and that they can be enforced rigorously.

- Positive reinforcement will be recorded in the student planner, which will be monitored by form tutors weekly
- Sanctions will follow the usual method and reporting procedures as per the school's behaviour policy

Should a pupil contravene any of these new measures, it would be considered that she is putting the good health of others at risk. A pupil who knowingly contravenes the COVID-19

procedures will be reported immediately to a member of the SLT. If the SLT decide that that pupil poses a health risk to other pupils, she will be suspended and only re-admitted to school when the SLT are assured that she no longer presents a health risk to others at school.

Should such behaviour persist, or was of a particularly offensive nature, then consideration may be given to exclude the pupil. Any decision to exclude will be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion would only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behavior policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

Pupils who unknowingly contravene the new measures will be encouraged and educated using our educational and pastoral provision; through cooperation with the parents/carers and if necessary with support from external provision. A pupil who continues to struggle despite this may be subject to an individual risk assessment and personal plan.

In general, staff are asked to work to de-escalate situations where a pupil has not adhered strictly to procedure and leaders will work to avoid a sense of panic and create a sense of orderly calm.