

**Behaviour Policy**

**Newbury School**

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1. **Aims**

The policy aims to:

* Define the school's behaviour expectations
* Provide a **consistent approach** to behaviour management
* Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
* Outline our system of **rewards and sanctions**
* Encourage positive behaviour and attitudes for all young people
* Promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
* Promote personal development
* Provide a safe environment - free from violence, bullying and any form of harassment
* Promote a culture of praise and encouragement in which all young people can achieve.

# 2. Legislation and statutory requirements

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

* [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
* [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)
* KCSIE 2022

It is also based on the [special educational needs and disability (SEND) code of practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

# 3. Definitions

**Misbehaviour** is defined as:

* Disruption in lessons, in corridors between lessons, and at break and lunchtimes
* Non-completion of classwork or homework
* Poor attitude
* Defiance

**Serious misbehaviour** is defined as:

* Repeated breaches of the school rules
* Any form of bullying
* Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
* Vandalism
* Theft
* Fighting
* Smoking / Vaping
* Racist, sexist, homophobic or discriminatory behaviour
* Possession of any prohibited items. These are:
	+ Knives or any form of weapon
	+ 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)

**Newbury also considers the following to be inappropriate:**

* Unauthorised use of mobile phones or other electronic equipment, including listening devices.
* Lack of respect for peers and members of staff.
* Unauthorised use of fire prevention equipment.

# 4. Roles and responsibilities

**4.1 The Governing body**

The Governing body is responsible for monitoring this behaviour policy’s effectiveness and holding the Head teacher to account for its implementation.

**4.2 The Head teacher and Pastoral team**

The Head teacher and Pastoral team are responsible for reviewing and approving this behaviour policy.

The Head teacher and Pastoral team 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. All decisions made will be done in the best interest of the pupils.

**4.3 Staff**

Staff are responsible for:

* Implementing the behaviour policy consistently
* Modelling positive behaviour
* Providing a personalised approach to the specific behavioural needs of particular pupils
* Recording behaviour incidents (incidents will be recorded using Behaviour Watch)
* Managing challenging behaviour themselves before requesting SLT to support with behaviour management

The Senior Leadership team will support staff in responding to behaviour incidents.

**4.4 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 class teacher promptly.

# 5. Pupil code of conduct

Pupils are expected to:

* Behave in an orderly and self-controlled way
* Attend school and all lessons on time
* Have the correct equipment required for their lessons
* Display a positive attitude towards learning
* Complete any refused work during catch up sessions
* Refrain from bringing drugs or items that may be used as a weapon to endanger others
* Refrain from attending school under the influence of drugs or other banned/ illegal substances.
* Adhere to the school's values (Honesty, Integrity, Consistency and Transparency)
* Show respect to members of staff and each other
* In class, make it possible for all pupils to learn
* Refrain from eating in lessons
* Move quietly around the school
* Treat the school buildings and school property with respect (Wilful damages will be chargeable)
* Wear appropriate clothing
* Phones are not permitted in lessons / Hand mobile phones in each day
* Accept sanctions when given
* Refrain from behaving in a way that brings the school into disrepute, including when outside school.

**6. Child on Child abuse**

Child on Child abuse is the consistent and deliberate actions of a person, group of people, which are designed to hurt the person at whom they are directed. In line with the School’s Safeguarding and Child Protection policy and also ‘Keeping Children Safe In Education (KCSIE) 2022’, we must recognise that children and young people are capable of abusing other children.

Newbury are aware that pupils can abuse other pupils - This is most likely to include but may not be limited to:

●             Bullying, including [cyberbullying](https://www.theeducationpeople.org/our-expertise/safeguarding/online-safety/cyberbullying/), prejudice-based and discriminatory bullying

●             abuse in intimate personal relationships between other children

●             physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element that facilitates, threatens and/or encourages physical abuse

●             sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element that facilitates, threatens and/or encourages sexual violence

●             sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

●             causing someone to engage in sexual activity without consent

●             consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as sexting)

●             ‘Upskirting’ involves taking a picture under someone’s clothing without them knowing; initiation/hazing type violence and rituals.

All staff should be clear as to the school’s policy and procedures with regards to child on child abuse. Child on child abuse will not be tolerated at Newbury School under any circumstance.

This is supported by ensuring that the school has an open environment where students feel safe to share information about anything that is upsetting or worrying them. This includes a ‘Points of concern’ form, and students speaking to their Key Workers. It is also strengthened through a strong and positive PSHE/SMSC curriculum that tackles peer on peer issues and gives students an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.

**SEMWB programme** - Perpetrators will be given 1:1 sessions to help them gain a deeper understanding of why their behaviour is unacceptable. Victims will also be offered support

**Fixed-term exclusion** – if mentoring/ behaviour support and other strategies fail. Their parents/ carers will be informed and a meeting/ discussion will be held to explore their needs and an action plan. Students will be given the opportunity to take work home with them to ensure they’re not missing out on learning during their time at home.

**Written Warning** – given if the student continues to behave in an unacceptable manner despite the verbal warning.

**Permanent Exclusion**

*Depending on the severity of the incident, the order of the disciplinary procedure may be altered, or students may be given a verbal warning then straight to a fixed-term exclusion. This is at the Head teacher’s discretion.*

Following exclusion, parents are contacted immediately where possible. Parents have a right to make representations to the School Improvement Partners and the Local Authority as directed in the letter.

# 7. Behaviour management

The school recognises the importance of the use of effective behaviour management strategies and de-escalation techniques before consequences are applied through using the relationship model. We make every effort to ensure that consequences/sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding.

**7.1 Classroom Management:**

All staff are expected to do the following at the beginning of each lesson:

* “Meet and Greet” students at the beginning of each lesson. This sets a positive atmosphere but also makes the students feel welcomed into the classroom.
* Settler activities are then given to the students to focus and engage straight away once entering the lesson.
* Behaviour and classroom expectations are explained and visually displayed that are positive and simple.

It is essential that these are applied consistently as this helps students with routine, it sets the tone for the lesson and it promotes positive behaviour.

**7:2 Rewards:**

Newbury School celebrates positive behaviour and takes every opportunity to reward our students for their hard work and positive attitude. We recognise our students’ efforts to promote the school values through their conduct both within and outside the school in the community.

We reward our students’ positive behaviour through:

Positive behaviour will be rewarded with:

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| **Rewards Flowchart**  |
| Student of the Year - **£30 gift card + certificate** |
| Student of the Half-term - **£20 gift card + certificate** |
| Top 3 attendee’s **- £5 gift card + certificate** |
| Student of the Week **- Lunch to be paid for one day + certificate** |
| *\*The end of the half-term offsite / activity trip will be based on positive behaviour throughout the half term. The top two students with the highest points will get their trip paid for.\****\*Rewards given can be subject to change\*** |

Other incentives will include:

* Points that are logged on Behaviour Watch
* Special responsibilities/privileges
* Trips / activities (Must be purchased through school finances)
* Inexpensive prizes for individuals or groups (Must be purchased through school finances)
* Certificates / Praise cards

Newbury School will celebrate outstanding work by:

* Sharing good work in assemblies
* Acknowledgement to parents via letters or phone call
* ‘Wall of Celebration’ work display

**Newbury School Prize Shop.**

Students can purchase a range of prizes from the Newbury School Prize Shop based on the amount of points they have attained. Once the students have selected the prizes, a member of SLT will deduct the points spent from their shop account on Behaviour Watch. Students cannot attain prizes if they do not have enough points on their shop account. All prizes to be purchased through school finance. Food & drink prizes must be given to the students at lunchtime or at the end of the school day.

Staff praise: The main form of reward in any classroom is verbal or non-verbal praise. This is immediate and reinforcing of achievement/desired behaviours. In order to increase effectiveness, praise is linked specifically to learning objectives/success criteria for the lesson or to behaviour targets. Pupils are encouraged to praise the successes of their peers and to recognise their own successes.

**7.3 Sanctions:**

The justification for any sanction could consider different factors and may vary from one situation to the next. Factors may include the individual's needs, whether a specific behaviour is persistent and the severity of the behaviour etc. Any sanction that is implemented will be strategic to bring about a positive outcome. Moreover, to maintain the safety of all those within the school.

The following has been discussed and agreed by all students and staff as a fair process of managing behaviour at Newbury School:

**Verbal Warning** - Verbal warning to consist of 3 warnings being given before being escalated to a member of the pastoral team via email, Guild or LSA,; if removed from class, the student will work with an LSA or a member of the pastoral team; if disruption continues, it is then escalated to HT & DHT

**Temporary removal from the class** (an appropriate quiet area) - if a student continues to behave in an unacceptable manner, they will be temporarily removed from class and offered mentoring support. Parents/ guardians will be contacted.

**Fixed-term exclusion** – is usually the last resort when all other positive strategies and sanctions have failed to bring about any improvement in behaviour. Their parents/ carers will be informed and a meeting/ discussion will be held to explore their needs and an action plan. Students will be given the opportunity to take work home with them to ensure they’re not missing out on learning during their time at home.

**Written Warning** – given if the student continues to behave in an unacceptable manner despite the verbal warning.

**Permanent Exclusion**

*Depending on the severity of the incident, the order of the disciplinary procedure may be altered, or students may be given a verbal warning then straight to a fixed-term exclusion. This is at the Head teacher’s discretion.*

Following exclusion, parents are contacted immediately where possible. Parents have a right to make representations to the School Improvement Partners and the Local Authority as directed in the letter.

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

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|  **Sanctions** |
| Contact/Meeting with parents/ Carers  | Meeting with Behaviour Lead / SLT (SLT) | Points deduction |
| Permanent/Fixed Term Exclusion(SLT)  | Charged for damages (SLT) | Work in a different classroom (Supervised) |
| Learning offsite / NSP (SLT) | Catch up /Key worker sessions | Student searched(2 staff present) |
| Loss of offsite privileges | Police contacted (SLT) | Report (SLT) |

\*SLT\* can only action these sanctions

**7.4 Behaviour Contract**

Newbury Behaviour Contracts are an intervention that is used to challenge and increase positive student conduct. Targets are discussed between parent/carer, student and a member of the senior leadership team if the Senior Leadership Team determines that the behaviour contract is not being followed, an emergency meeting will be conducted to review the matter. If the contract has not been adhered to, this may lead to the student's placement is closed.

**7.5 Monitoring Behaviour**

The behaviour of students will be monitored closely (daily, weekly, monthly and termly,) by all staff by using Behaviour Watch (behaviour tracking system). Based on the data, students who are identified as a ‘concern’ will be given an Individual Behaviour Plan. Personalised targets & action plans will be developed in order to promote positive behaviours. Students will be supported through drop-in pastoral sessions / social, emotional & mental wellbeing programmes. The plan will get reviewed every half term but is subject to change. Students may also be put on a report, which is also based on the data from behaviour watch. The individual behaviour plans and reports will be shared with all staff. As part of monitoring behaviour, the behaviour team conducts behaviour drop-in’s during lessons to help monitor students’ behaviour. A Risk Assessment will form part of the IBP.

Newbury liaises closely with various multi-agency professionals, such as; YOTs, FTB, Alternative Education Providers, Police and school panel, Police Community Officers, with an overall goal to positively influence the behaviour and learning of our students

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| **The cycle of Behaviour Monitoring and Assessment** |
| * Individual student behaviour logs will be completed daily by staff on behaviour watch.
* Students identified as a ‘concern’ will be put on an Individual Behaviour Management Plan. This is reviewed monthly / termly and monitored weekly by the behaviour team.
* If the behaviour does not improve or the risk does not decrease, a meeting will be arranged with parents / carer and SLT.
* Data will be analysed each term by the behaviour team and a report will be produced. This data will be shared with staff/ SLT/ School Improvement Partners.
 |

**7.6 Searching:**

Newbury school staff may carry out do routine searches on random students. The Headteacher and staff members authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item in their possession. Searches may be conducted using a handheld metal detector, however, the staff member must be of the same sex as the student. Another staff member will be present during the time of the search as a witness. Staff members are authorised to search a pupil of the opposite sex and/ or without a witness present, where there is reason to believe that there is a serious harmful risk to the student or others.

If a student refuses, the school may exercise its right to deny the student entry to the premises. Health and Safety Legislation requires a school to be managed in a way that does not expose students or staff to risk or harm. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student’s absence should be treated as unauthorised. The student should comply with the rules and attend. (Searching, screening and confiscation guidance January 2018 and school’s own policy 2021).

Schools’ general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student’s property as a disciplinary penalty, where reasonable to do so. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated.

These items will not be returned to pupils. In some instances, the police will attend the school to take possession of such items.

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](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

**7.7 Critical Incidents:**

Staff members have an essential role to play in supporting the emotional health and well-being of the students and in maintaining control of the school environment. A critical incident may be defined as any sudden and unexpected incident or sequence of events that cause trauma within the school environment and overwhelms the normal coping mechanisms of the school. If an incident does occur, staff are required to complete a critical incident form on Behaviour Watch within 24hours.

 **7.8 Any appropriate quiet area can be used for this purpose.**

* Time to talk incidents through, away from the rest of the class, supported by staff.

Assists staff to find out what lies behind the behaviour and address any underlying issues, giving opportunities to discuss feelings.

* Complete unfinished work

Allows pupils to catch up on work away from the rest of the class.

* Individual on-site education

Provides a pleasant and safe environment to complete work and reflect on behaviour

* A “halfway house” between the quiet area and re-joining the planned activity

A child may well be calm but not yet ready to re-join their peers

Assists staff to find out what lies behind the behaviour and address the real issues.

Gives opportunities to discuss feelings

* A quiet area to work independently / think etc away from distractions and avoid inappropriate behaviours

A proactive strategy to prevent disruption enables the child to learn how to avoid conflict by making different choices.

**8. Pastoral Support**

At Newbury School, students will be offered an individual social, emotional and mental well-being (SEMWB) curriculum. Through this, we want our students to be supported in their social and emotional state but also take responsibility to put things right and to develop positive behaviours. Children like to be listened to, treated fairly and respond to this well. Also, giving children time to reflect and respond is an important part of this process. The SEMWB will consist of 1:1 timetabled or drop-in sessions that focus on students taking responsibility, accepting consequences and starting again.

The SEMWB is also used to support the personal development of the students by becoming engaged learners, showing respect & care, connecting to others, being responsible decision-makers and academic achievers. The 1:1 timetabled or drop-in sessions will also focus on developing and strengthening 5 areas:

* **Self-Management**: Designed to support pupils to self-manage their emotions and behaviours to enable them to achieve personal goals and aspirational achievements both in and out of the school community.
* **Self-Awareness**: Enables pupils to recognise their feelings and emotions, morals and values as well as supporting and developing personal strengths and challenges.
* **Social Awareness:** Developing skills to engage positively in the community and develop empathy for others
* **Relationship skills**: Supporting the pupils to form positive relationships, working in pairs and teams, dealing with conflict and resilience training
* **Responsible decision-making**: Developing the skills to make ethical, constructive choices about personal and social behaviour.

Students will enhance positive learning habits, positive discipline, decision making, attendance, and building future aspirations —as well as help our pupil’s to avoid becoming involved in behaviours that could lead to exclusion, anti-social behaviour, criminality, bullying, stealing, and alcohol and substance abuse. Newbury also have sessions that are focused on

* Teenage depression, anxiety and stress management
* Loneliness and alienation
* How to manage distressing emotions and challenging situations (illness, bereavement etc..)

**9. Restorative Justice**

This is a process whereby the offender meets their victim to explain to the offender the impact of their actions, enabling him or her to understand the consequences of their actions. At Newbury, we use such cases as opportunities to teach good behaviour and the responsibilities of a good citizen. Restorative justice can be done between two or more students and/or staff and students.

**Restorative justice process:**

* Student commits a serious offence (bullying, hitting, injuring etc.)
* Victim and offender receive pastoral support
* Victim meets the offender for mediation
* Offender apologises
* Sign restorative form
* Offender continues to be monitored and to receive more guidance

**10. Care and Control of students**

We have experienced staff at the school who employ a range of strategies to divert negative behaviours and de-escalate tense situations. Effective use of humour, tone of voice/body posture, negotiation, offering choices or diversion etc. Can successfully prevent the escalation of negative behaviour. However, we recognise that occasionally a situation may escalate to a point where physical intervention is the only option to ensure the safety of a student or those surrounding. We will only exercise this option as a last resort.

Emergency restrictive physical interventions will be used to prevent injury or serious damage to property. Before using restrictive physical intervention in an emergency, staff will be confident that the possible adverse outcomes associated with the intervention will be less severe than the adverse consequences which might have occurred without the use of physical intervention.

A child or a member of staff may be injured during a restrictive physical intervention. The injured person will be seen by a trained first-aider and treatment recorded, following school policy. A Notice of Concern form will be completed using behaviour watch and sent to the appropriate area office, in the event of a child being injured. All staff who have been involved in a physical control are offered a verbal debrief by their immediate colleagues as soon as possible after the incident. They can also seek a further debrief from any of the senior leaders on duty.

**11. Damages to school property**

At Newbury School, we aim to promote and maintain an environment that encourages our school values. We expect all students to respect and look after school property. However, for any damages to school property that have occurred by a student, a log will be kept to record the damages and a bill will be sent to the student’s parents/carers to cover the cost of the damages. They will have 30 days from receiving the letter to make payment and will be given the opportunity to speak to the Head Teacher who can offer advice and support.

**12. Mental Health & Behaviour**

Newbury School promotes a student’s mental health through the following:

A committed senior management team that sets a culture within the school that values all students; allows them to feel a sense of belonging, and makes it possible to talk about problems in a non-stigmatising way.

Newbury School has a culture of setting high expectations of attainment and progression for all students through consistent support. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the school and the range of acceptable and unacceptable behaviour for children.

Working with parents and carers as well as with the students themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them.

Continuous professional development for staff makes it clear that promoting good mental health is the responsibility of all members of the school staff and community.

Working with others to provide interventions for students with mental health problems.

A healthy school approach to promoting the health and wellbeing of all students in the school.

Providing students with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.

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| **How Newbury School identifies the risk of mental health concerns** |
| **Effective use of data** | Changes in students’ patterns of attainment, attendance or behaviour are noticed and can be acted upon. |
| **An effective pastoral system** | At least one member of staff knows every student well and can spot where bad or unusual behaviour may have a root cause that needs addressing. Every student therefore allocated with a key worker to support with this. Where this is the case, the pastoral /key worker system and/or school policies provide the structure through which staff can escalate the issue and make decisions about what to do next. |

# 13. Training

Our staff are provided with training on positive behaviour management, which includes classroom management, and de-escalating strategies. In addition, staff will learn the proper use of restraint training and de-escalation strategies through DSKL8. To view DSKL8 Training please visit: www.dskl8.co.uk

Positive behaviour management will also form part of continuing professional development.

# 14. Monitoring arrangements

This behaviour policy will be reviewed by the Head teacher and the Governing body every year. At each review, the policy will be approved by the Head teacher.

# 15. Links with other policies

This behaviour policy is linked to the following policies:

* Exclusions policy
* Safeguarding policy
* Anti-bullying policy
* Exclusion policy
* Positive handling policy

**16. Other**

**Risk Assessments:**

All new students will be risk assessed as a part of the induction process. This will be carried out by the student’s key worker. The risk assessment will be reviewed within the first six weeks induction period. All risk assessments are reviewed and updated regularly.

**17. Covid-19**

**This section of the policy has been added to comply with Government/DfE guidelines on returning to school during the Covid-19 pandemic. It will stay in place for as long as the Public Health concerns surrounding Covid-19 remain and the guidelines persist.**

**Details of the official guidance can be found in:**

**Guidance for full opening of schools (updated 05/11/20): Gov.uk**

**Guidance for full opening of special schools and other specialist settings: Gov.uk**

Whilst the Government has asked schools to return to full operation from September 2020, they must do so with extra conditions in place regarding the Covid-19 epidemic. The school is required to have a Covid-19 Risk Assessment in place, and this has consequences for the behaviour of all members of the Riverside school community.

**Newbury School’s Expectations of students as Outlined in the Covid-19 R/A:**

Students are expected to follow the normal rules of Newbury School, but a strong emphasis will be placed on adhering to the social distancing guidelines and the precautions outlined in our Covid-19 Risk Assessment. Educating students about the content of the Risk Assessment and the dangers of Covid-19 to both students and their families will be a key element for all our staff, particularly pastoral staff. Specific issues relating to students include:

* Students will be advised to arrive on time and should not arrive in groups.
* Students will be advised to avoid unnecessary congestion particularly when entering or leaving the buildings and in reception areas. Social gatherings in the local areas and on public transport will be discouraged. Students MUST NOT congregate with friends inside or outside school.
* On arrival, students will have their temperature taken by infra-red thermometer and MUST wash or sanitise their hands.

∙ Students MUST NOT touch each other, or staff at any time.

* Students and staff will be expected to adhere to social distancing guidelines where possible.
* In normal classroom situations, our students will be asked to remain at their learning stations unless told to move by the teacher. In practical workshop situations, this is more difficult, but students will be receiving guidance on how to access equipment and resources safely.
* If a student leaves a classroom because they are upset, they will be escorted at all times by an appropriately trained member of staff who will ensure their safety and adherence to Covid-19 contact restrictions
* Students MUST follow any instructions about movement around the buildings and MUST not move around the school randomly.
* Doors that have been left open to improve air circulation should not be closed by a student.
* Students MUST actively and frequently make sure their hands are clean.
* On dismissal, our young people will exit the building immediately and be collected or make their way straight to the bus stop.

**STUDENTS ARE EXPECTED TO ENSURE THEY FOLLOW SOCIAL DISTANCING GUIDELINES WHERE POSSIBLE.**

**Specific Expectations relating to COVID-19 for Individual Students**

Considering the need for students to behave differently and adhere to health and safety requirements during the COVID-19 outbreak, the expectation is that all students have responsibility for:

∙ following school instructions on hygiene, such as handwashing and sanitising

∙ move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)

∙ following expectations about using and disposal of tissues when sneezing, coughing, (‘catch it, bin it, kill it’) and avoiding touching your mouth, nose and eyes with hands

∙ telling an adult if they are feeling unwell or are experiencing symptoms of coronavirus

∙ following rules about sharing any equipment or other items including drinking bottles

∙ following expectations around the use of toilets

Newbury staff will be constantly monitoring student awareness of the behavioural restrictions imposed by these new Covid-19 rules. Where students are not following these expectations staff will be expected to redirect students and explain/model the correct behaviour. Students will be given time to adjust their behaviour accordingly. Any student who persists in not following the expectations will be referred to a member of staff on call who will support with the matter.

**This policy has been written & authorised by:**

|  |  |
| --- | --- |
| NAME: | LEWIS MILLER |
| POSITION: | BEHAVIOUR LEAD  |
| DATE: | MARCH 2022 |
| NEXT REVIEW DATE | JULY 2023 |
| AUTHORISED BY: | governing body |