



NICHOLAS
CHAMBERLAINE
SCHOOL

Positive Learning Policy

September 2020

Reviewed Annually

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Statement of Intent

At Nicholas Chamberlaine we expect all members of the school community to demonstrate our SPIRIT values. These are Self-management, Perseverance, Independence, Reflection, Innovation and Team work. Students are rewarded for demonstrating the SPIRIT values. It is the role of staff to educate students about the importance of SPIRIT in creating a harmonious school community where all its members are able to grow and develop.

Nicholas Chamberlaine School works with Pivotal Behaviour Management and focuses on three core areas. Students and staff should always:

- Be Ready
- Be Respectful
- Be Safe

We believe that in order to achieve the aspirations of Nicholas Chamberlaine School, and to enable effective teaching and learning to take place, good conduct and kindness in all aspects of school life is necessary.

Nicholas Chamberlaine School's Positive Learning Policy aims to develop a student's sense of independence and responsibility for their own actions, to ensure that they have only positive effects on their and other student's learning.

Each member of staff has responsibility for upholding standards of conduct in school, both within their classroom, around the school site and on educational visits, as well as implementing this policy both fairly and consistently.

Nicholas Chamberlaine School is committed to:

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all.
- Praising and rewarding good conduct.
- Challenging and disciplining bad conduct.
- Providing a safe tolerant environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships amongst its whole community through the implementation of the school's policy and associated procedures.
- Developing positive relationships with students to enable early intervention.
- A shared approach which involves students in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve their full potential.

As part of the Griffin Schools Trust all stakeholders work towards the three Trust pillars of High Achievement, Proud Traditions and Wide Horizons.

This policy should be followed by staff members and students at all times, and is reviewed at regular intervals.

1. The Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information [England] Regulations 2008, as amended 2012

This policy also has due regard to DfE guidance, including, but not limited to the following:

DfE 'Behaviour and Discipline in schools' 2016

This policy should be used in conjunction with the following school policies:

- Warwickshire Local Authority Exclusion Policy
- Uniform Policy
- Home-School Agreement
- Code of Conduct

2. Definition

The phrase 'positive learning' conceptualises the following three relationships experienced by a student:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others. e.g. how they socially interact
- Their relationship with the curriculum, e.g. how they learn best

In order to foster a positive learning environment at Nicholas Chamberlaine, these relationships are developed and supported. The positive learning approach places value on positive behaviours. The School is a Pivotal School and works alongside their principles of support and positive relationship building.

For the purpose of this policy, the School defines 'serious unacceptable conduct' as any conduct which may cause harm to oneself or others, damage to the reputation of the School within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, tobacco or related paraphernalia.
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions

- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Persistent defiance

For the purpose of this policy, the School defines 'low level unacceptable conduct' as any behaviour which may disrupt the education of the student or their peers, including, but not limited to, the following:

- Failure to be ready for learning, safe and respectful to others
- Low level disruption
- Refusing to complete expected learning tasks both in class and at home
- Disruption on the journey to and from school
- Lateness
- Use of mobile phones without permission

'Low level unacceptable conduct' may be escalated as 'serious unacceptable conduct' depending on the circumstance.

3. Rewards and Praise

The School recognises that students should be rewarded for displaying consistently good learning behaviours and kindness. Praise will be used to promote student achievement and will be given for effort and progress, not simply for high-quality work. All teachers will reward a selection of students each lesson.

Praise will:

- Be given in relation to a specific task or action
- Be earned, ensuring that the recipient is clear about what they are being praised for
- Reinforce the SPIRIT VALUES
- Be used to motivate students and help them feel valued as well as helping to build relationships with staff

4. Conduct

Ensuring a well ordered, focused learning environment the responsibility of staff. The Student Induction Programme is used at the start of each half term to set out the expectations of the school. Year 7 students have a six day SIP with three days in the summer term of Year 6 and three days at the start of Year 7. (Due to lockdown the induction days in Year 6 were not possible). The programme is designed to establish clear routines in classrooms and around the school, as well as providing an environment where the students feel safe and happy. The programme also teaches students how to be resilient in their learning, how to be committed to their learning and improve their study skills.

Teaching staff will be provided with a series of non negotiables for use in the lesson and around the school site. The use seating plans and a range of de-escalation techniques will also be used to encourage good conduct and create an effective learning environment.

Lessons will be structured and have a focused framework, in order to allow students to understand what is being taught and how it links to what they already know.

All staff members will support students' emotional wellbeing and welfare within the learning environment by encouraging students to develop effective social relationships.

Staff will employ a variety of methods in the classroom. Staff will use PIP and RIP (Praise in Public, Reprimand in Private). Staff will use de-escalation techniques to get the student back to the focus of learning. If this does not have the desired effect on a student and return them to a positive learning state, then the following will occur:

- Restorative detention –the staff member informs the student of the consequences of their disruptive behaviour at the end of the lesson and will issue a restorative action, for example a break time detention or after school detention the next day. This is recorded on SIMS. Staff have been trained to deliver a positive restorative conversation.
- If the student’s poor conduct persists, the staff member will remove the student from the class and alert the Head of Year who will then apply an appropriate sanction.

Staff members will remind students that at each stage of the process they have the opportunity to amend their behaviour, rather than escalate it.

Where poor conduct is significant or persistent and intervention is necessary, a three-stage progressive process will be followed:

- Stage 1 – the classroom teacher will manage behaviour strategies
- Stage 2 – if poor conduct persists, Tutors will become involved in managing the behavioural incident.
- Stage 3 – persistent offenders will be managed by their Year Lead. Serious breaches of conduct will be dealt with by SLT.

5. Sanctions

Where students display aggressive and/or threatening behaviour, damage to themselves or property or illegal activity is discovered, the school will contact the police. Any student, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

Sanctions will be given when a student’s conduct is unacceptable or inappropriate, in order to help them to develop an understanding of right and wrong according to social norms. The issuing of sanctions will be recorded by all staff and monitored by the Heads of Year.

Sanctions will:

- Relate to a specific task or action and will be applied clearly.
- Be issued consistently and fairly, ensuring that the student is clear about what they are being reprimanded for.
- Reinforce the School’s core values and ethos.

The School implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgment. These include the following:

- Verbal warning/reprimand (Level 1)
- Issuing of an after school sanction (Level 2)
- Removal from the classroom (Level 3)
- Managed move (Level 4)
- Permanent Exclusion (Level 5)

The Managed Move protocol has been established by the North Warwickshire Area Behaviour Panel (ABP) and will be shared with parents when relevant.

When a detention (restorative conversation) has been issued outside of school hours, the School will ensure that the students' parents/carers are informed via text.

Following an allegation of serious unacceptable behaviour, the student will be placed in isolation whilst an investigation takes place. This is to ensure the child's safety and to ensure that information collected is true and accurate. If, following an investigation, the allegation is found to be true, the appropriate disciplinary action will occur based on the school policy.

Any decision made to exclude a student will only be done so by the Headteacher or designated representative in accordance with the County's Exclusion Policy.

All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.

Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.

The School will consider whether the behaviour displayed by the student gives reason to suspect that the student is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

The School will also consider whether the displayed behaviour is an indicator that the student's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the student's behaviour would be beneficial.

6. Exclusions

The school adheres strictly to the Law in relation to exclusion and it has regard to the appropriate guidance issued by the Secretary of State.

The school is committed to ensure that there is an effective reintegration programme in place after each exclusion. Following exclusion a meeting between the school (Year Lead and member of SLT), the student and the parent is arranged in which a re-admission agreement is signed. Targets will be agreed before re-admission. The issue is discussed and plans are put in place to prevent a return to this behaviour. Students with particular needs will be reintegrated in the same manner but with support from the SENCo.

Exclusion rates are regularly monitored by AHT for Student Care. Patterns are analysed and appropriate intervention strategies put in place.

The Governors' Behaviour Panel is involved in all exclusions as stipulated by the law on exclusions. A Governors' Behaviour Panel will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded. A Governors' Behaviour Panel will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6 and 15 days but only when the student's parent(s) express a wish to make representation.

Where students are found to have made **malicious accusations** against a member of staff that are proved unfounded the school may exclude the student concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

7. Smoking

In accordance with part 1 of the Health Act 2006, the School is a smoke free and vape free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff are instructed not to smoke or vape on school grounds and should

avoid smoking in front of students and/or encouraging students to smoke.

Students are not permitted to bring smoking, vaping materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

8. Items banned from the school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette Papers
- Electronic cigarettes [e-cigs]
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives or any other type of blade which could be used as a weapon
- Razors
- Catapults
- Guns, including replicas and BB guns
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Chewing gum
- Caffeinated energy drinks
- Offensive materials i.e. pornographic, homophobic, racist, etc.
- Aerosols including deodorant, hairspray, body sprays and perfume

9. Digital Distractions – Mobile Phones

We accept that mobile phones are now part of everyday life, especially for children and young adults. However the use of technology can and does easily lead to potential bullying and breaches of rights of others (i.e. filming without permission), as well as disrupting and distracting from learning. The use of mobile phones can also lead to discrimination for those students who do not have data or internet enabled devices and therefore is not suitable in most cases. In exceptional circumstances and only for learning purposes, staff may give a student permission to use a phone to record and play back a musical piece or work from a photo, for example in Art.

It is the responsibility of students who bring mobile devices to school to abide by the guidelines outlined in this document.

Mobile devices should be switched off and kept out of sight at all times of the school day. Students should turn their mobile device off before entering the building and they will only be permitted to use them once they leave the school site.

If a child needs to use a mobile device they must only do so when supervised by a member of staff. Should a student need to contact home they can do so by speaking with a member of staff who will

supervise them contacting home. The school insists that the student use the school phone to contact home.

Should a parent/carer need to contact your son/daughter you should contact the main office on 02476 312308.

“Mobile devices” includes mobile phones, tablets, smart watches and ear phones. The list of mobile devices is not exhaustive and the school reserves the right to confiscate items that are deemed to be inappropriate.

Students are not permitted to listen to music through mobile devices during the day and headphones are not to be worn without authority from a member of staff.

Under no circumstances should mobile devices be out of bags in changing rooms.

Students who infringe the rules set out above will have their mobile device confiscated. A student must hand over the device to a member of staff on request. The mobile device will be stored in the main office until a parent/carer can collect the device. The school will only return the phone to a parent/carer if they are able to provide a form of identification that matches the schools database of contacts.

If the student refuses to give the device to the teacher, this will be deemed to be an act of defiance and as such the student will be sanctioned in line with the school’s behaviour policy.

Parents will be notified and asked to collect the mobile phone from the school office. The incident will be recorded on the school’s behaviour recording system.

Any repeated infringements of the mobile device code of conduct may result in a ban on bringing a mobile device to school for the student. When a student refuses to hand over the mobile device they will face the range of sanctions as previously stated, however in addition they will be required to hand the device in to their Head of Year on arrival at school each day for 5 consecutive days. Students can collect the device themselves at the end of the day, but face a 5 day personal device ban whilst in the building.

If students have been found to use a device to contact home without following the above guidelines, they too will be sanctioned in line with the behaviour policy and as outlined above.

The school will not accept responsibility for any loss, damage or costs incurred due to mobile devices being used or confiscated.

10. Confiscation of inappropriate items

All members of staff are able to use their power to search without consent for any of the items mentioned in section 8 of this policy.

Staff members may instruct a student to remove outer clothing, including hats, scarves, boots, coats, shoes and socks.

A student’s possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The School is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

All other confiscated items will be returned to the student’s parent or carer.

The school will also confiscate items which contravene uniform and rules governing good learning environments, i.e. hoodies, mobile phones.

10. Bullying

The SLT lead, in charge of the care and welfare of students, leads on the anti-bullying policy. They are assisted by Heads of Year.

The school will not tolerate bullying and recognises that challenging bullying effectively will, improve the safety and happiness of students, show that the school cares and make clear to bullies that their behaviour is unacceptable. Records and analysis of bullying, discriminatory and prejudiced behaviour are kept and used to inform school based priorities in this area.

All incidents of bullying will be recorded, including the actions taken to resolve the issue. Such records are logged on SIMs and monitored by Heads of Year and the SLT lead in charge of Ethos.

The school recognises that there are many definitions of bullying but consider it most commonly to be:

- Behaviour which is deliberately hurtful, (including verbal, indirect and physical including incidences that are racist, sexist, disability-focused and homophobic/biphobic/transphobic
- Repeated over a period of time
- Difficult for victims to defend themselves against
- Inappropriate use of electronic media such as mobile phones or the internet

The school recognises that there are different types of bullying, they include:

- Bullying related to the race, religion and/or the cultural background of a student
- Bullying that incorporates the use of sexist language
- Sexual bullying
- Homophobic bullying
- Bullying of students with Special Educational Needs
- Bullying of students with a disability
- Cyber bullying
- Bullying where items are stolen
- Bullying which results in the injury to others

Students are reminded that all forms of bullying are unacceptable and will not be tolerated.

The school encourages students 'to tell' if they feel they are being bullied. Direct action will be taken immediately to support the child and resolve the issue. The school will follow up after an incident to ensure the bullying has not started again. If students expect follow up, they are less likely to start bullying again. The School has trained student anti bullying ambassadors. This is in conjunction with the Diana Awards and is reviewed each year.

Strict sanctions will be put in place for students involved in 'cyberbullying'; such sanctions will be supported by the confiscation of handheld devices when on school site or an insistence that the student does not bring such devices onto site. The parents of students involved in cyberbullying will be engaged in this process.

11. Use of reasonable force

Members of staff are able to use reasonable force to prevent students from committing an offence, or on occasions in which they are likely to injure themselves, others, or damaging property.

The Head and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

12. Controlled substances

The School has a zero tolerance policy on illegal drugs and legal highs. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witnesses present. They will photograph the item and add this to the student's record. The staff member will store the sample in a locked cabinet and the incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

Any further measures will be undertaken in line with the School's Child Protection and Safeguarding Policy.

13. Alternative Provision

Sometimes it may be necessary to find alternative educational provision for a student, when the school is unable to meet that student's needs. Alternative Provision must be agreed by the Governors although they may delegate this to the Head.

The school will use Alternative Providers recommended and monitored by the Warwickshire Area Behaviour Partnership.

The school will discuss the use of Alternative Provision with the parents however, parental consent is not required. The school will review the placement regularly to monitor the progress of the student and to ensure high quality provision is being accessed. Parents will be kept informed about their child's progress.

14. Outside school and the wider community

Students at the school are expected to represent the School in a positive manner, including wearing school uniform correctly to and from school.

Complaints from members of the public about poor conduct by students at the school are taken very seriously and will be treated as bringing the school into disrepute.

15. Monitoring and Review

This policy will be reviewed by the Headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request.

Annex 1

Nicholas Chamberlaine CARE Policy September 2020

Creating A Respectful Environment

Lessons

Lessons need to be well planned, with clear delivery of instructions and opportunities for assessment for learning. Student's feeling safe and secure to express themselves is key to a positive atmosphere

To ensure our students feel safe, secure and ready to learn we will

- Focus on building positive relationships with students
- Meet and Greet students on the door with a smile and a positively worded welcome
- Ask students to have equipment ready as they enter the classroom
- Make consistent use of starter activities given out at the door or on the board so students can engage in their learning immediately
- Signal the formal start of the lesson by a good morning/good afternoon to bring everyone back together after the initial activity
- Create a seating plan which is suitable for the needs of each class. This should support in class targeted differentiation.
- Create Targeted Support for Learning Plans which are updated after each assessment period. These will be shared with colleagues to promote good practice and ensure planned differentiation has a positive impact.
- Place a greater emphasis on praise. We know we get more of the behaviour that we notice. We place no limits on praise - the more the better.
- Pledge to make at least one positive call a week
- Make use of formal sanctions only when we have no other options left. We will make use of our behaviour management strategies, including warnings before issuing detentions, which should be a last resort.
- Model positive language and resolving conflicts in a calm, supportive way.

Sanctions

Sanctions are a last resort to us when all other resolution attempts have not been successful. To support students who find themselves in that position we have the following in place

- Staff will focus on praise in all lessons but where students need to be refocused then in the first instance they will be given a verbal warning and asked to correct their behaviour
- Should their conduct not improve then a member of staff will issue a 30-minute detention. Students who receive more than one detention in a day will serve a one-hour detention. Parents will be notified via text of the detention
- Detentions will be completed in Year Groups, with all staff on rota to support with this

Positive Learning Policy

- Key stage 4 detentions will focus on restorative practices and will also provide students with the opportunity to catch up on the learning they missed
- Key stage 3 detentions will focus on restorative practices
- Contact home must be made by teachers for students who receive a detention. It is important that we work as a team with parents/carers to support students in making the right decisions in the future

Praise and reward

We know you get more of the behaviour that we notice so consistency with praise and rewards is key to building student's confidence and self-esteem.

- Classroom rewards as normal
- Weekly Year Group awards given to top five achievement point earners
- Attendance rewards given out weekly to tutor groups
- Minimum of one positive call per staff per week
- Regular reward events with senior staff e.g. lunch
- Half termly celebration events involving parents

Monitoring

- Fortnightly run of behaviour reports to spot trends
- SLs take lead in their department
- HoY to monitor trends and begin referral for care packages through The Hub
- Mentoring support available from The Hub
- Counselling support via Place2Be
- Pastoral Support Groups established for fortnightly meetings with HoY, SLT link, SENCo and Attendance Officer
- External agencies and AP to be used when appropriate

Annex 2 COVID related updates

School Behaviour Expectations

The DFE has said schools should clearly state the consequences for **bad behaviour**, particularly around **new movement restrictions and hygiene rules** (see **Annex 3**).

Context

The school behaviour policy sets out a range of expectations about behaviour and sanctions available to Heads in cases of serious breaches. This annex reflects new behaviour expectations which are related to Covid-19 protection measures in school from 1st June 2020.

Principles

Any student who commits any serious or persistent breach of the new Covid-19 protection rules may be sanctioned by the Head using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

The Covid-19 protections rules cover:

- Arrival to and departure from school
- Movement around the school
- Use of equipment
- Engagement with and conduct towards other students and staff members
- Safe use of school facilities
- General hygiene measures

Specific rules relating to each of these categories have been communicated to students and may be varied from time to time as circumstances and advice change. The mental health, well-being and safety of our students is of paramount importance. We acknowledge that some students will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks which may be an impact on their behaviour. The school continues its commitment to ensure that high standards of behaviour are maintained. Any sanction imposed to ensure positive behaviour and the safety of the whole community will be made with due consideration to any known additional and extenuating circumstances.

Annex 3 DfE guidance



Checklist for school leaders to support full opening: behaviour and attendance

Introduction

This checklist is to assist all school leaders and staff in preparing to welcome back all pupils full-time from the beginning of the autumn term (see [full opening guidance](#)). It is a tool for schools to support the re-engagement of pupils and the return to orderly and calm environments in which all pupils can achieve and thrive. The tool is intended for mainstream schools and has been developed by the Department for Education (DfE) with input from the Department's Lead Behaviour Adviser, Tom Bennett, and the [behaviour adviser team](#).

As set out in the [full opening guidance](#) for schools, for the new school year we are asking schools to work with families and local authorities to secure regular school attendance and to evaluate their behaviour policies and practices, ahead of welcoming all pupils back this autumn. Over the last few months schools and parents have worked hard to support children and young people, either in the classroom or remotely, to continue their education. Some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and some pupils may have been exposed to a range of adverse experiences. Schools will need to make changes to reset behaviour and attendance expectations and consider additional support to successfully reintegrate pupils back.

School leaders will be best placed to use this advice to develop their own plans for re-engaging pupils in a way that works for their pupils' needs and in line with the following key actions:

1. Plan
2. Communicate
3. Be consistent
4. Support
5. Monitor and Improve

The DfE guidance on [attendance](#) and [behaviour](#) includes advice on the powers and duties schools have to support good behaviour and attendance.

1. PLAN: ensure your school has clear, consistent and robust behaviour and attendance policies and practices in place

- ✓ Review existing behaviour and attendance policies, systems and practices.

For behaviour:

- ✓ Set clear, reasonable and proportionate standards of behaviour. Make things as simple as possible so that the plans can be remembered and understood easily by everyone.
- ✓ Plan new routines, habits and systems, including:
 - expectations for arriving at and leaving school (including behaviour on public transport)
 - hygiene practices
 - lunch and break time routines
 - any transitions between lessons
 - staff supervision of movement during social times
 - safe use of school spaces and equipment
 - consider restrictions on movement within school and new hygiene rules (see [guidance](#)).
- ✓ Plan how new behavioural expectations will be monitored and supported. Take time to train staff in the behaviour that will be expected of them and also in the behaviour that they will be expected to teach to pupils.
- ✓ Clarify sanctions and rewards and how rules will be enforced consistently, including use of exclusions. Make sure that this can be effectively maintained in the changed school environment and take into account individual needs. Make explicit what behaviours are now considered more serious due to the coronavirus (COVID-19) outbreak, for example purposefully coughing on someone, including any escalation points in how they will be dealt with.

For attendance:

- ✓ Be clear that attendance will be mandatory from the start of the new school year, except where statutory exemptions apply. Ensure that parents are clear about when pupils should not attend due to public health or clinical advice (see [guidance](#)) and plan a process for keeping absence for these reasons under review, for example when a self-isolation period should come to an end. Ensure these pupils have access to remote education and that engagement is monitored.
- ✓ Take the register as usual and use attendance codes consistently. Consider extending registration periods to accommodate any staggered start times. We will issue further guidance for schools on recording attendance and absence.

- ✓ Resume the expectation that parents will let the school know if a child is unable to attend and the reason. Contact the pupil's parent or carer on the first day of absence where this does not happen. Schools should be clear with parents and carers that pupils of compulsory school age must be in school unless a statutory reason applies.
- ✓ Consider how attendance policies will address new or more prevalent causes of absence (for example, anxiety) due to the coronavirus (COVID-19) outbreak, balancing reward, support for pupils and families and sanctions appropriately.

2. COMMUNICATE: set high expectations for behaviour and attendance and actively communicate this to parents and pupils

- ✓ Make sure all staff, governors and trustees understand the importance of good behaviour and attendance and have a good understanding of the school's policies. This may include having an attendance and/or behaviour lead on the senior leadership team to ensure policies are implemented effectively and on the governing body to provide additional visibility, support and challenge.
- ✓ Communicate revised behaviour and attendance policies to staff, pupils and parents as soon as possible and ensure expectations are clearly understood. Ensure the Senior Leadership Team are visible around the school and invite discussion and feedback.
- ✓ Include behaviour and attendance expectations in your induction sessions with pupils and parents, newsletters and your website. Establish new ways to communicate, use visual reminders around the school and make use of technology where appropriate.
- ✓ Build a strong relationship and keep an open dialogue with parents who need further information or reassurance on the importance and/or safety of returning to school.

3. BE CONSISTENT: ensure expectations are enforced consistently

- ✓ Set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community. Provide regular feedback to staff, pupils and families on how well they are executing new procedures.

4. SUPPORT: identify pupils who are at risk of disengagement (including absence or poor behaviour), and provide specific support

- ✓ Many pupils are likely to need some social and emotional support on their return to school. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak.
- ✓ Engage with the parents and carers of these pupils as soon as possible, ideally before the start of the new school year, to set expectations, understand concerns and build confidence.
- ✓ Make sure Pastoral Leads and Designated Safeguarding Leads have undertaken appropriate training to spot signs of distress and poor [mental health](#). Ensure staff are able to identify where changes in behaviour (for example being fearful or withdrawn, aggressive or oppositional, or excessively clingy) may be an indication of an underlying issue.
- ✓ Where further support is needed, staff should consider what additional support or reasonable adjustments are needed and put a plan in place to deliver it, with regular points to review. Where pupils already have education, pastoral support or multi-agency plans, these should be updated.
- ✓ Where children have special educational needs and disabilities, work with local services (such as health and the local authority) to ensure the services and support are in place that will ensure a smooth return for pupils.
- ✓ For children who have a social worker or who are otherwise vulnerable, work with social workers and other relevant services to ensure the right services and support are in place. This includes making contact to discuss re-engagement over the summer and informing them if the child does not attend in the new school year.

5. MONITOR AND IMPROVE: track attendance, behaviour data and intelligence to intervene early and review policies and processes regularly

- ✓ Regularly review your behaviour and attendance data and compare it with neighbouring schools and local and national averages where possible. This will inform decisions on where to focus efforts to intervene early and prevent patterns of poor attendance and behaviour becoming habitual and entrenched.
- ✓ Invite feedback from staff and pupils regularly and discuss how new habits and routines are working, in order to provide useful data to support high-quality strategic decisions, inform practice and provide a regular commentary to all stakeholders on new expectations. Regularly use data to assess the effectiveness of behaviour and attendance policies and adjust provision in what is likely to be a changing context.