

JKHS BEHAVIOUR POLICY (inc. Anti-bullying policy)

1. Policy aim

This behaviour for learning policy aims to:

- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, including bullying
- outline how students are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions.

John Kyrle High School is an inclusive and supportive community. We believe that every member of the school community has a responsibility for behaviour, and everyone has the right to feel valued and respected. All staff and students have an entitlement to achieve their maximum potential in a safe and secure environment. It is our belief that good behaviour needs to be consistently and positively encouraged and valued.

John Kyrle students are encouraged to reflect on their role within our school community and beyond and understand how their actions can promote positive habits and beliefs and impact on those around them.

This enables us to:

- Maintain an atmosphere of good order in which staff and students can achieve their potential
- Establish a secure environment in which all students are free of bullying and intimidation
- Promote an environment in which all individuals are valued and included

2. Overall Philosophy

John Kyrle expects high standards of personal conduct and behaviour from all members of our community, we promote respectful and polite relationships that enhance everyone's ability to work and learn.

There is a recognition that everyone is allowed to make mistakes but that these should represent a learning curve from which one grows and develops, the school supports all students in learning from their mistakes.

There is an understanding that students who repeatedly commit breaches of the behaviour policy will face increasing levels of sanctions commensurate with the repetition of the behaviour.

Our basic expectations, shown as the 'The John Kyrle Code' are set out clearly in every classroom - Appendix 1.

The school boundaries extend beyond the school premises and perimeters to include journeys to and from school in uniform, work experience, residential trips, and any other occasions when students are representing the school. Therefore, the school reserves the right to apply consequences if behaviours are such that they breach the stated expectations in any circumstance under the description above

This policy should be read in conjunction with other school policies and DfE guidance, including but not limited to:



- Safeguarding and child protection policy
- E-safety policy
- Mobile phone policy
- Peer on Peer policy
- Uniform policy
- Exclusion policy
- Equalities policy
- Social, emotional and mental health policy
- Behaviour and discipline in schools – guidance DfE
- Searching, screening and confiscation (DfE)
- The use of reasonable force (DfE)
- The Prevent Duty guidance (DfE)
- Exclusion from maintained schools (DfE)
- Equalities Act 2010

3. Roles and Responsibilities

3.1. Staff and students should:

- Show others respect, consideration, and courtesy
- Listen to the views, concerns, and perceptions of others
- Work in partnership to achieve the school ethos and values
- Protect the right to work and achieve without hindrance
- Respect school property and the property of others
- Respect the school environment
- Act in a safe and responsible manner to not endanger themselves or others
- Adhere to school policies
- Protect members of the school from bullying, including cyber-bullying.

3.2. Staff should:

- Start each lesson by greeting students to set a positive start
- Set and communicate clear consistent expectations for behaviour, effort, and achievement
- Intervene early when behaviour, work, attendance, punctuality, or adherence to school policy is unacceptable
- Implement the behaviour policy consistently
- Model positive behaviour
- Maintain a positive classroom atmosphere that proactively de-escalates poor behaviour
- Identify underlying causes of poor behaviour
- Support behaviour management strategies and work supportively with students to help them improve their behaviour when necessary
- Support students with their work
- Work in partnership with parents and keep them informed
- Reward good behaviour, effort, and achievement (*praise should be part of every lesson*)
- Record all behaviour concerns using SIMS in line with the criteria set out within this policy.

3.3. Students should:

- Always wear correct uniform
- Attend lessons on time so that lessons can start promptly
- Co-operate with staff and allow teachers to teach without hindrance
- Co-operate with other students
- Make effort with their classwork, homework, and coursework
- Follow the 'The John Kyrle Code' as outlined in Appendix 1.



3.4. Parents and carers should:

- Encourage their child to behave in an acceptable manner
- Ensure that students are in correct uniform (inc. jewellery), have school PE kit and appropriate lesson equipment every day
- Support the school in maintaining a positive ethos in which good behaviour is the norm
- Work in partnership with the school
- Encourage the students to accept the consequences of their actions
- Inform the school immediately of any changes in personal/family circumstances that may impact on a student's behaviour.

3.5. The Headteacher should:

- Monitor and review the policy
- Agree the 'cash in value' of praise points with the School Council.
- Ensure that strategies are in place to promote positive behaviour and implement the policy throughout the school
- Ensure that an annual report with statistics is presented to the governing body
- Carry out the statutory duties of the headteacher regarding behaviour and exclusions as defined by the DfE.

3.6. The Governing Body (Trustees) should:

- Approve the policy and any proposed changes
- Receive reports from the headteacher
- Hold the headteacher to account for effective implementation of the policy
- Review the working of the policy considering the headteacher's report
- Support the promotion and implementation of the policy throughout the school, making it known to parents/carers
- Carry out the statutory duties of the governing body regarding behaviour and exclusions as defined by the DfE.

4. Rewards

Individual effort, achievement, attendance and high standards of courtesy and behaviour are all celebrated at John Kyrle. There are many types of rewards, including but not limited to:

- Postcard home
- Praise points with 'cash-in value'
- Phone calls home
- Awards events
- Inclusion in school trips and visits (these are a privilege not a right).

Throughout the school, praise points are awarded by staff for achievement, effort and contribution to the school's values and aspirations. *Praise is part of every lesson.* All praise points are recorded electronically via SIMS.

Every student will be awarded a 'praise point' for every lesson (including tutor time) if they turn up on time, follow the school uniform regulations (inc. jewellery and makeup) and follow *The John Kyrle Code*.

Additional praise points can be awarded for displaying exceptional or sustained effort in classroom/homework over several lessons, for making good progress or for positively



contributing to the wider school community.

Form tutors will issue 2 additional praise points for each week (Mon-Fri) of full attendance.

20 praise points will be issued by the Head of Year for every student that gets a 'clean sweep' of grade 1s for 'Learning profile' on their termly report.

The school council, in consultation with the headteacher, will agree and regularly review, the cash-in value of praise points and the range of rewards available. These will be advertised around the school and promoted via tutors.

In addition to the ongoing praise point collection, the headteacher will designate 'bonus weeks' where all students that have a full week of 30 good lessons (i.e., tutor time plus all subject lessons) and no social time issues will be entered into a prize draw for a voucher.

5. The concept behind positive behaviour for learning

As individuals, we all choose how to act, and it is important to recognise that for every choice or action there is a consequence. These can be either positive or negative. A consequence is an outcome that arises as a direct result of the way we act.

At John Kyrle, consequences, not punishments, are issued by staff. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequence to be given. Consequences are issued in relation to a student's actions.

Good behaviour and discipline are essential for successful teaching and learning and most students at John Kyrle do behave very well.

6. Consequences in Lessons

The consequence system is tiered which may give rise to sanctions being applied. The consequence system at John Kyrle has been designed to ensure students take responsibility for their own behaviour. There is a basic understanding that **two warnings should be more than enough** for a student to stop and change their behaviour. Persistent repetition of the problem will lead to a sanction.

Consequence points (C1 to C4) are issued by staff in response to behaviour that does not meet school expectation. The formal consequences that occur as a result of consequence point(s) being awarded, will relate to the frequency or seriousness of the behaviour that occurred and may take into account the student's willingness to apologise and acknowledge their actions.

C4 after school detentions run from 3.30pm until 4:15pm on Tuesdays, Wednesdays, Thursdays and Fridays

- Students will be expected to complete work during the detention
- If students talk without good reason or display negative behaviour during the detention, they will be issued with a warning. If repeated, they will be required to redo the detention
- Students who disrupt or do not attend this detention will receive an Internal Exclusion (isolation) on the next available day and will be required to repeat the after-school detention immediately following their day in isolation.



7. Dealing with serious incidents in lessons

There will be rare occasions where the level of disruption or inappropriate behaviour from a student requires their immediate removal from a lesson despite the application of C1, C2 or C3. The teacher will contact reception who will inform the on-call member of staff (usually SLG) who will collect the student. They will be taken to the internal exclusion (isolation) room.

8. Behaviour during unstructured time

At John Kyrle, we know how important good behaviour in the corridors, the canteen and outside areas is for students' sense of physical and emotional well-being. It is also important for creating the right atmosphere when students move into classes. We have the following expectations:

- Students will behave in an orderly manner around the school
- In corridors, students will walk on the left-hand side and respect the one-way systems that are in place for everyone's safety
- Students will only use areas (inc. toilets) designated to their year group
- Students will wear correct uniform around school – hoodies up or hats on in corridors are not allowed
- Treat the school property with respect, including the use of bins for all litter
- Show respect toward staff, visitors, and other students
- No play fighting, wrestling or other physical contact that could accidentally result in injury
- No swearing or abusive language
- No pushing
- Mobile phones will not be used and will be kept in bags
- Follow all reasonable requests of any member of staff
- Accept consequences/sanctions when given by any member of staff

Poor behaviour outside of lessons will be addressed by the member of staff present and reported to the head of year for further consequences as appropriate.

8.1. 'Low-level' disruption

'Low level' disruption not only **seriously affects the learning** of the student disrupting the lesson but directly affects the learning of other students and the teachers' ability to teach effectively.

Low level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples, however, this list is not exhaustive.

- Talking when the teacher is talking or has asked for quiet
- Distracting others
- Calling out answers when not directed to do so
- Use of a mobile phone without specific instruction by the teacher.

In the classroom low level disruption is dealt with consistently within the consequences system. In the wider school environment, it is dealt with through the Head of Year or Form Tutor.

8.2. 'Mid/high-level' disruption

Disruption that has a significant effect on students' learning and/or safety in the classroom may result in a student being removed from the lesson to continue their learning in another classroom (known as departmental 'parking') or in isolation without the need for C1/C2/C3 being issued. Below are some examples of mid/high-level disruption, however, this list is not exhaustive.



- Failure to follow safety instructions
- Displaying behaviour that, despite warnings, continues to prevent other students' learning
- A refusal to engage in the learning process
- Disrespectful responses to staff, e.g., swearing
- Defiance

8.3. High level disruption/serious incidents/non-compliance

For incidents that the headteacher perceives to be of a serious nature, students will be issued with an **Internal Exclusion** (isolation), **suspension** (fixed-term exclusion) or in the most extreme cases, a **permanent exclusion**.

All students who receive a suspension will be issued with at least a day in Internal Exclusion (isolation) on their return to school as part of their phased readmission.

9. Internal Exclusion:

- Students eat their lunch in the internal exclusion room or canteen at an alternative time
- Students do not talk to other students within the internal exclusion room
- Mobile telephones, smart-watches, iPods, headphones belonging to students must be handed in at the start of the day
- Students will complete all work set by their teachers during this time
- Students are required to complete a reflection sheet at the start of their internal exclusion
- Students must 'pass' the day to be reintegrated into lessons. A 'failed' day may result in the internal exclusion being repeated or may escalate the consequence to a fixed-term exclusion.

If students make the right choices, they will never be issued with a C3, C4, Internal Exclusion, etc. Students will always have a chance to think about what they have done.

10. Fixed term (suspensions) and permanent exclusions

John Kyrle High School follow the DfE statutory guidance on exclusions and all exclusion decisions will be made by the headteacher.

There are only two types of exclusion, fixed-term (also known as suspensions) or permanent.

The maximum any student can be suspended in one year is 45 days. If a pupil is excluded for any more than 5 days then it is the responsibility of the school to provide an alternative, full time education for the length of the exclusion.

Suspensions (fixed term exclusions) are used as part of a process of escalation, in response to a serious breach or persistent breaches of the school's behaviour for learning policy. For reference, the following offences would usually result in a fixed term exclusion (not an exhaustive list):

- Persistent bullying
- Physical assault of any kind
- Inappropriate sexual conduct e.g., the sharing of pornographic material
- Persistent swearing at staff
- Harassment of a member of staff inside or outside of school
- Persistent defiance
- Theft
- Criminal damage



- Bringing certain banned items such as alcohol into school (note that some banned items e.g., illegal drugs or weapons would usually justify permanent exclusion)
- Attending school under the influence of alcohol or illegal drugs
- Setting off the school fire alarm as a deliberate false alarm
- A breach of health and safety regulations that puts others at risk of harm
- Refusal to complete the lower-level consequences set out within this behaviour policy.

Following a suspension (fixed term exclusion) a meeting between the school, the student and the parent is arranged in which a reintegration agreement may need to be signed. Following any suspension, the student will spend a day in isolation before reintegration into the mainstream school. Students may be placed on report or have additional restrictions placed on their school day following a fixed-term exclusion.

Arrangements for generating work at home for students and ensuring that it is sent, is the responsibility of the Head of Year (HoY).

In line with the guidance, an Additional Needs Plan must be put in place for students who have been excluded for more than 15 days in any one term. This is the responsibility of the HoY.

In line with guidance, a decision to exclude a pupil permanently will only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

11. Conduct outside of school

John Kyrle High School are proud to be at the centre of a wider local community. It is essential that students recognise the role they play in representing the school even when outside the school gates. As such, the school retain the right to impose sanctions as consequences for students' actions outside of school where one or more of the following criteria are met:

- when taking part in a school-organised or school-related activity
- while travelling to or from school
- whilst wearing school uniform or in some other way identifiable as a John Kyrle student
- where actions have repercussions for the smooth running or reputation of the school
- where actions pose a threat to another pupil or member of the public associated with the school.

12. Support

There are a range of support structures available internally and externally which are layered to suit a student's needs alongside any sanctions for behaviour. They are varied and ongoing and ensure that students can learn from their mistakes and be supported in changing their behaviours.

13. Banned Items

We do not expect any student to bring onto the school site any item that goes against our school values and ethos. The following list is not exclusive:

- Knives and weapons
- Alcohol
- Illegal drugs
- 'Legal highs'*
- Stolen items
- Tobacco or cigarette papers



- Vapes*
- Fireworks
- Pornographic images (including electronically)
- Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item that has been or is likely to be used to disrupt the good order of the school*.

The school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety and cause injury to others.

The school does not consider that any student would have authority or reasonable excuse to be in possession of any such item. Students found in possession of any 'banned' items or items that could cause injury or harm to others will have them confiscated and appropriate sanctions, up to and including permanent exclusion, will be imposed.

Weapons (inc. knives) and extreme or child pornography will always be handed over to the police. This will usually be the case for stolen items where they cannot be returned to their legal owner, or illegal drugs.

Following confiscation, low value banned items will usually be disposed of by the school. Higher value banned but legally owned items can be collected by a parent or carer.

14. Searching

The school operates within the DfE advice 'Searching, screening and confiscation'.

The headteacher and staff authorised by them have a statutory power to search students or their possessions, with or without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

A pupil refusing to co-operate with a reasonable search request will be dealt with in line with school policy on high-level incidents and a significant sanction will be imposed.

Searching without consent may be necessary when a student has refused a search request and there are reasonable grounds for suspecting that they are in possession of a prohibited item. Any search without consent will follow DfE guidance (noted above).

Searches will usually be carried out by a member of staff of the same sex and witnessed by another member of staff of that sex.

15. The use of reasonable force

The school operates within the DfE advice 'Use of reasonable force'.

Reasonable force will vary according to the situation. 'Reasonable in the circumstances' means using no more force than is necessary.

Members of staff have the power to use reasonable force to prevent students committing an offense, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom, e.g.:

- remove disruptive students from the classroom where they have refused to do so.
- prevent disruption to a school event or trip



- prevent a pupil leaving a classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts.
- to search without consent for prohibited items other than those designated by the school and marked * on the previous list.

The use of force as a punishment is illegal.

Any member of staff can find themselves in a situation where reasonable force is necessary; however, certain staff are identified as having a greater chance of involvement due to their roles, these include Heads of Year, Pastoral Support Assistants, certain lunch supervision staff and the Senior Leadership Team. These identified key staff are undergoing 'Team Teach' training. All incidents of the use of reasonable force are kept in a central numbered and dated record stored securely by the DSL.

16. The Prevent Duty

The school operates within the DfE advice 'The Prevent Duty'. The school follows a policy of reporting incidents that pertain to the potential of a student being given over to extreme videos or ideologies. The school's safeguarding principles apply to keeping children safe from radicalisation.

17. Malicious accusations against school staff

It is right that students and parents should feel able to raise concerns/complaints about any member of staff, that they should be taken seriously, and that the allegation should be investigated. However, where a pupil makes an allegation against a member of staff that, following investigation, is found to be false and malicious, this will be dealt with as a high-level incident within this behaviour policy.

18. Equalities

The school takes its responsibility to promote diversity and equality very seriously. We believe that we are a school where everyone is welcome and valued.

When applying this policy, the school will pay particular attention to its application for students with Special Educational Needs or Disabilities (SEND) and will make all necessary reasonable adjustments to ensure that SEND students are not disadvantaged.

In determining the level of consequence for a student's behaviour choices, particular attention will be paid to any behaviour targeted at a student or adult based on a 'protected characteristic'. If this is the case, the school will identify that there has been an 'aggravating factor' and sanctions will be increased accordingly. The Equalities Act 2010 identifies the following protected characteristics:

- Age
- Disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.



19. Managed Moves

DfE guidance recommends that head teachers consider a managed move as one of a number of alternatives in response to a breach of the school's behaviour policy.

A managed move may be considered:

- If the pupil has a history of challenging behaviour and other support strategies have not been successful / if there has been a 'one off' incident which means the pupil would benefit from a fresh start but which would not lead to permanent exclusion in the absence of a school to school move.
- If the relationship between the pupil and the school / school community has broken down to an irrevocable degree.

20. Complaints

All complaints relating to the application of the behaviour policy should be submitted using the school's complaints policy found on the school website.

Policy reviewed:	May 2022
Reviewed by:	Headteacher
Review date:	Summer term 2023
Approved by:	FBT meeting on 13.05.2022
Amendment to policy:	July 2023 – revision of section 6, detention days and times.



Appendix 1

The John Kyrle Code

The characteristics students develop whilst at the school include:

- Ambition and confidence
- Compassion and consideration
- Engagement and enthusiasm
- Determination and reflective behaviour
- Honesty and integrity

The John Kyrle Code in action	
<p>Ambitious and confident learner</p> <ul style="list-style-type: none"> • Willing to set the highest expectations of your achievement • Working hard to understand your goals and how to achieve them • Willing to work consistently hard • Producing your best effort – every time • Being pro-active at finding solutions to resolve problems • Being willing to ask searching questions • Being willing to ask for ideas or advice • Being curious and prepared to explore unusual and challenging sources of information • Having self-belief in your own strengths and abilities and communicating these through your words and actions. 	<p>Compassionate and considerate</p> <ul style="list-style-type: none"> • Listening and responding carefully, show good manners. • Establish positive body language when communicating with others • Valuing and celebrating everyone’s contributions • Understand and appreciate different perspectives • Changing your own behaviour if it’s unhelpful • Working conscientiously in pairs or small groups to reflect all views and efforts • Being reliable • Communicate (speech, writing, social media) with consideration for others. • Active support for school charity events
<p>Engaged and enthusiastic</p> <ul style="list-style-type: none"> • Ensuring that you are well-equipped for learning with the right tools and attitudes • Being on time to school and lessons • Doing homework on time and to the best of your ability • Being willing to develop new skills and techniques • Being willing to actively participate • Taking part in the student voice activities. 	<p>Determined and reflective</p> <ul style="list-style-type: none"> • Volunteering to tackle challenging topics • Not being afraid to make mistakes • Sticking with it when things are not going well • Asking for support when needed and not suffering in silence • Devise strategies for staying on task when feeling distracted • Being comfortable with uncertainty, not knowing the answer and working through a problem • Developing and refining work independently and in response to advice from others • Reflecting on and setting own targets for improvement • Giving constructive feedback to others about their work and willing to accept feedback as a positive opportunity to learn.
<p>Honesty and integrity</p> <ul style="list-style-type: none"> • Having the courage to do what is right, resisting peer pressure • Aware of different forms of discrimination and bullying and act to prevent and challenge these • Listen to the views of others and express empathy • Being willing to take responsibility for your own actions • Take your share of collective responsibility • Have an awareness and understanding of global issues • Understanding of our role in democracy and the rule of law. 	

Appendix 2

JKHS ANTI-BULLYING POLICY

1. Our Aims

At John Kyrle we take all forms of conflict, friendship problems, and bullying behaviour seriously. Our aims are:

- To provide a safe and secure environment for all students in our care.
- To create a happy atmosphere in which both parents and staff work together for the welfare of the students.
- Everyone is mutually valued and respected.
- To encourage students to adopt agreed standards of behaviour and values in order to develop a sense of self-discipline and to take responsibility for their own actions.

2. Definition of bullying behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both students disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children try to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

3. The DfE states:

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups
- May include an imbalance of power.

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying

Some bullying is done because a student is deemed to belong to a certain group; this has been labelled "prejudice-based bullying".

4. Preventing, identifying, and responding to bullying

As part of our ongoing commitment to the safety and welfare of our students, we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop students' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, and through the School Council.



- Train staff to identify bullying, be receptive to the reporting of bullying and follow school policy and procedures on bullying, including recording incidents of bullying.
- Use a variety of techniques to resolve the issues between those who bully and those who have been or are being bullied.
- Use some of the RSHE and tutor time curriculum to address issues surrounding friendships and bullying behaviour.
- Provide assemblies to address bullying and raise students' awareness of what bullying looks like, and how they can respond.
- Restorative approaches.

5. Strategies for responding to bullying behaviour

Where bullying does occur and can be identified this will be followed, by an immediate and appropriate response, including the use of disciplinary sanctions where necessary in line with our Behaviour for Learning Policy.

Early identification is the most effective way in minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the person doing the bullying needs to understand that their behaviour is unacceptable and must stop. They may also need support to change their behaviour and explore the underlying reason for bullying.

Students are encouraged to report any negative behaviour, even if they are not sure whether it is bullying. They can do this through:

- Speaking to their teacher, tutor, Head of Year or any member of staff
- Speaking to a parent / other adult who then may contact the school in order to raise a concern.

6. Roles and Responsibilities

6.1. Staff who are responsible should:

- Interview all parties
- Inform parents
- Use a range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with person being bullied, perpetrator, referral to outside agencies if appropriate
- Refer to Behaviour for Learning policy and College sanctions and how these may be applied including what actions may be taken if bullying persists
- Follow up with all parties especially keeping in touch with the person who reported the situation, parents/carers
- Support for the person being bullied and the bully
- Record all incidents of bullying type behaviour (confidential log – monitor repeat incidences and escalate sanctions).

6.2. Students should:

- Not engage with any form of bullying
- Report any concerns to a trusted adult without delay
- Work with school staff to prevent bullying taking place including the national anti-bully week in November
- Actively engage with PSHE/RSHE and tutor time curriculum
- Make every effort to work with school staff to resolve bullying issues should they arise.



6.3. Parents/carers should:

- Encourage their child to behave in an acceptable manner
- Support the school in maintaining a positive ethos in which good behaviour is the norm
- Work in partnership with the school

7. Bullying outside school:

If the bullying is taking place outside school, we can also help you find support from a range of support agencies. For example

- Bullying Online (<http://www.bullying.co.uk>)
- Bullying.org (<http://www.bullying.org>)
- Anti-bullying alliance (<http://www.anti-bullyingalliance.org.uk>)
- **Action against Bullying:** An anti-bullying service for parents, carers and professionals. The Action Against Bullying Support Line is now available on: 0845 075 1010. Calls will be handled through trained staff members who will provide information and guidance, and referral to other specialist services.



Appendix 3

Addendum: Behaviour for Learning Policy – COVID-19

Students must:

- Follow altered routes around the school site. Moving around the school as per specific instructions (for example, one-way systems, out-of-bounds areas, queuing).
- Follow social distancing rules at all times.
- Follow government guidance on hygiene, such as handwashing and sanitising.
- Follow instructions on who they can socialise with and where at school.
- Follow expectations about sneezing, coughing, tissues and disposal (in line with the "catch it, bin it, kill it" message) and avoid touching your mouth, nose and eyes.
- Tell an adult if they are experiencing symptoms of coronavirus.
- Not share any equipment or other items including drinking bottles classroom equipment, etc.
- Not cough, spit or sing at or towards any other person.
- Not fake cough, spit or sing at or towards any other person.

Failure to follow this appendix will result in behaviours being dealt with as high-level incident and will be dealt with in line with the school Behaviour for Learning Policy.

