



# ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

## AGSB BEHAVIOUR POLICY 2021

<b>Nominated Lead Member of Staff:</b>	<b>HM</b>
<b>Next Review Date:</b>	<b>September 2022</b>

**Is based on the 4 Cs: Courtesy Consideration Common Sense Co-operation**

This means that, at Altrincham Grammar School for Boys, we should all:

### **Respect Ourselves; Respect Others; Respect Property**

#### **Respecting ourselves means:**

- taking pride in our work and achievements;
- maintaining excellent attendance and punctuality;
- taking pride in our appearance;
- following the appropriate dress code;
- bringing all necessary equipment to lessons;
- behaving outside school in a way which upholds our school's good reputation;
- never leaving the school premises without permission;
- behaving in a way which maintains our own health and safety

#### **Respecting others means:**

- valuing other people's points of view;
- being courteous and considerate at all times;

- sharing in activities; taking your turn; helping others; allowing others to work in class;
- moving quietly and sensibly round school;
- behaving in a way which ensures and protects the health and safety of others

**Respecting property means:**

- being careful not to damage clothing and belongings;
- helping keep the school clean and tidy;
- keeping walls and furniture clean and unmarked;
- contributing to, and taking care of, displays.

**BEHAVIOURAL POLICY**

1. The School's approach to behaviour, positive discipline and sanctions derives from the main principles outlined in its Pastoral Policy, and from the School's mission statement. We value integrity, tolerance, respect for others and respect for property and we take a pride in the reputation of the School community.

**(i) All pupils are expected to**

***Inside the classroom:***

- Arrive on time to school and to lessons
- Take appropriate equipment and books to lessons
- Listen carefully and do as asked by school staff.
- Respect others and their property
- Arrive for lessons properly equipped and on time
- Line up outside classrooms (if appropriate) in an orderly manner
- Ensure that mobile phones and other electronic devices are switched off before lessons
- Enter classrooms quietly and sit in the place allocated by the teacher
- Follow the particular ground-rules, established by departments, for lessons in which practical work takes place
- Contribute to the creation of a good learning atmosphere
- Treat all other students and members of staff with respect
- Ensure the classroom is left in a tidy state at the end of the lesson
- Leave the classroom in an orderly manner

**(ii) All pupils are expected to**

***Outside the classroom:***

It is the responsibility of each student to:

- Move between lessons, buildings and sites in a safe and sensible manner
- Behave in a safe and responsible manner at break and lunchtimes

- Eat and drink only in the designated areas or on the yard (not in corridors) - note that chewing gum is not allowed in school
- Wear the AGSB uniform correctly with shirts tucked in and ties done up
- Take responsibility for their bags and equipment, making use of the bag store and lockers. The school takes no responsibility for any electronic devices on-site or on official school trips.
- Avoid any interference with the equipment or property of others
- Look after and take pride in the equipment, facilities and buildings of AGSB
- Adhere to the Home /School Agreement in relation to the use of ICT equipment.
- Remember that they are ambassadors for the school and act accordingly.

(iii) **Appearance**

- Pupils must dress according to the stipulated uniform guidelines. They must ensure that they are smart at all times and that shoes are polished regularly.
- Hair should be its natural colour, above the collar and no shorter than a number 2.
- Bags and coats should be kept in lockers. Most lockers require a padlock which pupils must supply themselves.

(iii) **Valuables**

Mobile phones, electronic devices or other expensive items, or, large amounts of money should not be brought into School. If there is a good reason for doing so, it is the individual's responsibility to have it labelled with their name, and/or security marked and to ensure that it is stored safely at all times. School will not take responsibility for any loss or theft of such items.

- (v) Weapons, of any kind, or illegal drugs must never be brought into school.

## **REWARDS AND SANCTIONS POLICY**

### **Ethos**

The School proactively promotes good behaviour and strives to create an environment where pupils and staff feel safe and where there is no need for enforced discipline; a School in which pupils' own wish for order and their understanding of right and wrong is so sophisticated that 'behavioural incidents' have been completely eliminated. Whilst this will always remain an ideal, it is one that we can always try to move towards by ensuring that the curriculum is sufficiently challenging for our able pupils, the quality of teaching is consistently high and that lessons enthuse pupils by their stimulating content and approach.

Moral values are consistently and positively emphasised both in teaching and outside of lessons, and it is expected that the standards of personal behaviour of all members of the school community will be exemplary. We are a diverse school and expect that all members of the school community to respect the rights of everyone else irrespective of their race, ethnicity, gender, sex and sexual orientation (including gender reassignment), religious beliefs, or disability

Our Rewards and Sanctions Policy seeks to shape positive behaviour by rewarding and reinforcing positive behaviour and by encouraging pupils to take full responsibility for their actions and their consequences.

## **Rewards**

It is our strong belief that rewards are a far more effective means of shaping positive behaviour than sanctions are and, as such, should be used significantly more often by staff at AGSB. Staff are encouraged to look for regular opportunities to reward pupils for achievement in any combination of the following categories of positive behaviour, in any aspect of their school life:

We operate a system of House Points, colours and awards which promote a positive ethos. We encourage self-discipline through offering pupils opportunities to take responsibility through involvement in the extra-curricular life of the School.

The Rewards system seeks to promote positive behaviour. The Rewards system supports the academic, co-curricular and community aspects of AGSB. The Reward system is structured so that all students can achieve and receive recognition for their contributions to school life, whatever their ability which is further supported by the school House System and relevant competitions.

1. A House Point is awarded to a pupil in Years 7 to 13 for:
  - i. An outstanding piece of work commensurate with the ability of the pupil.
  - ii. A consistently high level of effort or improved levels of effort in class.
  - iii. A significant contribution to learning e.g. supporting another student, leadership of an activity.
  - iv. Exhibiting high levels or improved courtesy to their peers and staff.
  - v. Demonstration of being a good 'global citizen' e.g. through taking part in community projects etc.

### **1. The Reward System**

Teachers can reward pupils by providing informal verbal or written feedback to the pupil. Teachers may also want to send a postcard home.

Formal AGSB Rewards are awarded in the form of House Points. They are available to all staff and should be used throughout the school on a daily basis to reward positive behaviour/excellent work/outstanding effort/citizenship.

The teacher giving the House Point will record it using KUDOS which is available on the Show my Homework platform.

### **HOW ARE HOUSE POINTS AWARDED?**

Electronically direct from KUDOS, which is available on the Show my Homework platform.

## **WHO CAN AWARD HOUSE POINTS AND WHO CAN BE ISSUED A REWARD?**

- Any member of staff can issue a House Point
- Any pupil in years 7-13 can be issued a House Point

## **WHAT CAN HOUSE POINTS BE AWARDED FOR?**

1. Academic
2. Effort
3. Positive Behaviour
4. Citizenship

## **HOW MANY HOUSE POINTS CAN A PUPIL BE AWARDED?**

- A pupil can only be awarded one House Point per lesson/event/incident
- A pupil cannot be awarded multiple House Points in a single lesson/event/incident

## **WHAT IS THE CRITERIA FOR WHAT WARRANTS A HOUSE POINT?**

- It is at the discretion of your department and your professional judgment for what is deemed appropriate for rewarding a House Point
- Staff should be conscious to the fact that freely distributing House Points for substandard work, effort and behaviour etc. may result in devaluing and undermining the ethos of the Rewards system

## **HOW DO PUPILS, PARENTS, TUTORS AND HoDs KNOW A HOUSE POINT HAS BEEN ISSUED?**

- At this stage staff are requested to inform pupils they have been awarded a House Point
- When logged into Kudos, pupils and tutors can view House Points that have been awarded.

***Pupils will receive a certificate for 50, 100, 150 and 200 House Points.***

At the end of the academic year, the following pupils with the most House Points will be awarded a prize in the end of year assemblies:

- i. highest in tutor group.
- ii. highest in year group.

At the end of the academic year, the House with the highest House Points total will be awarded the House Point trophy in the end of year assemblies.

Heads of Year, Heads of Academic Departments and House Managers will analyse the House Point records regularly to spot individuals who deserve additional praise and to identify emerging patterns for individuals or groups of pupils and staff.

Tutors should monitor the awarding of points on a weekly basis and endeavour to encourage pupils who do not seem to be gaining recognition.

## **2. The Sanctions System**

The School's basic rules and code of conduct provide the framework for discipline and sanctions. These rules are simple and fair, reflecting the balance between the personal freedom that all young people require and the order that any community needs if it is to promote academic learning. The Home/School agreement also fosters the same values.

A variety of sanctions are employed against pupils who either break school rules or whose personal standards fall below our expectations. The main principles when implementing these sanctions are:

- The sanction should be proportionate to the seriousness of the offence.
- The sanction should be constructive. In some cases it may involve reparation to the School community.
- Sanctions should be applied consistently and fairly by all teaching staff.
- When giving a sanction it is important to explain to the pupil why it was necessary to be imposed.
- Parents will often be involved at an early stage, (particularly if the pupil is in Year 7-9) in order to explain why a sanction was necessary.

### **Hierarchy of Sanctions**

#### **Level 1 Sanctions**

These are the most frequently used at this school. Interventions at Level 1 should be considered as informal and rely on good communication between teacher and pupil, in the first instance. With a proactive approach and positive communication, the member of staff who is initially involved can often work with the pupil to achieve a positive outcome, without the need for escalation. A verbal warning will be used initially in almost all cases of low-level misbehaviour. Examples include:

- Discussing the behaviour with the pupil and making expectations about their behaviour for the remainder of the lesson clear. This could happen in the classroom or in the corridor outside of the classroom.
- It may be necessary to give an imposition. The setting of extra tasks, an essay on the issue raised by the behaviour incident, a letter of apology and/or an act of restitution to the community like a litter duty are all examples of this type of sanction. The aim is to deter the pupil from repeating the offence and to make them think constructively.
- Moving the pupil to another seat in the room, potentially to take them away from certain peers or to put them closer to the member of staff for better supervision.
- Providing spare equipment for a pupil for a first offence, then discussing expectations for future lessons and strategies for better organisation in order to achieve these.
- Warning the pupil verbally about their behaviour and the potential consequences of failing to achieve expectations e.g. lunchtime detention, contact home, contact with Head of Year, informal detention supervised by the member of staff.

- A lunchtime detention may be given at the discretion of the member of staff. Such detentions are no longer than 30 minutes and the pupil will be allowed time to take their lunch.

Following behaviour that falls below our expectations, there will often be communication about the incident, including any intervention that has been attempted, between the member of staff and the pupil's tutor and/or Head of Year. The official vehicle for this communication is a School Referral. The School Referral is a means of communication, not a formal sanction, and should not be viewed as one or used as a threat. School Referrals should be logged using Kudos. Kudos will automatically inform pupils and tutors that a Referral has been awarded. Tutors/Heads of Year will use KUDOS as a means of monitoring their tutor group/year group. Numerous Referrals may lead to a Level 2 Sanction.

Kudos referral categories:

- disruptive/inappropriate behaviour
- work issues
- lateness,
- uniform infringement

## Level 2 Sanctions

(i) **After school detentions:** these are organised by individual members of staff and are for a maximum of one hour. The member of staff issuing the detention must be satisfied that Parents have been informed and are aware of the sanction being applied. Parents are informed by a phone call, email or via the pink and blue slips. The relevant tutor and HOY should be informed if necessary.

(ii) **Departmental detentions:** these are organised by Heads of Department and similar procedures should be followed to those outlined above. Typically, these last from 3.30 p.m. to 4.30 p.m. Parents are informed by a phone call, email or via the pink and blue slips. The relevant tutor and HOY should be informed if necessary.

(iii) **Friday after school detention:** these detentions are designed for those students who accrue a number of School Referrals on Kudos. They can be awarded by HOY's or SLT. The Friday detentions are supervised by SLT members.

The above detentions can be given for work related or behavioural offences to pupils who, despite the use of Level 1 sanctions, continue to show a poor attitude or behave inappropriately. Equally, these detentions may be given for offences which, in the judgement of the member of staff involved, go beyond a Level 1 sanction. Parents are informed by a letter that is sent and emailed home by the School Office.

The following are examples of behaviour that can result in an after school detention:

- Repeated lateness to lessons
- Repeated lack of essential equipment
- Repeated issues with prep
- Disruptive behaviour
- Preventing others from learning
- Uncooperative behaviour
- Rudeness to another person within our community

### **Level 3 Heads of Year Detention**

This detention will be supervised by Heads of Year or other senior members of staff. Such a detention will not be given lightly and the protocol below must be followed. Such a detention may be given for behavioural offences which require a more severe sanction.

Heads of Year detention may also be used for any pupil who fails to attend a Level 2 sanction given by a member of staff.

**Procedures** – This detention will last from 3.30 p.m. to 4.30 p.m.

- Any member of staff wishing to place a pupil in Heads of Year detention will first ensure the agreement of the appropriate Head of Year. This will be passed by the Head of Year only when the teacher and/or HOD have attempted to address the situation first.
- The pupil's parents must be informed of the time, place, length and reason for the detention. Parents are informed by a phone call, email or via the pink and blue slips.

### **Level 4 Head Master's Saturday detention/holiday detention/internal exclusion**

- These detentions will usually be of two hours' duration. They are given for the more serious and/or persistent offences – usually behavioural, or involving persistent lateness or truancy and are given by the Head Master, Deputy Headmaster, members of the Senior Leadership Team, Heads of Department or Heads of Year, after consultation with the Head Master. A full letter, or a phone call, explaining the reason for the detention will always be sent to parents.
- An alternative to the Head Master's Saturday/holiday detention is an **internal exclusion**. Internal exclusions will normally be given for serious misbehaviour, which makes it appropriate to withdraw the pupil from the school community. Examples of such circumstances might be a serious breach of the school dress regulations, verbal or physical intimidation (bullying, the use of foul or abusive language in a public place, or fighting).

## More Serious Sanctions

### Exclusion

In extreme cases of antisocial behaviour or persistent ignoring of school rules, a pupil may be temporarily or even permanently excluded. In these circumstances the latest exclusion procedures and guidelines as published by the Department for Education will be followed by the Head Master and the Governing Body.

Only the Head Master or, in his absence, the Deputy Head Master acting with his authority, can exclude a pupil from School. A decision to exclude a pupil will be taken only:

- in response to serious breaches in the School's Discipline Policy and/or
- if allowing the pupil to remain in School will seriously harm the educational welfare of the pupil or others in the School.

This may include behaviour on or off School premises which is in breach of the standards of behaviour expected by the School, and/or which in the view of the Head Master brings the School into disrepute

Before reaching a decision to exclude a pupil (either permanently or for a fixed period) the Head Master will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made
- Allow the pupil to give his version of events
- Be satisfied as to the circumstances of the incident (e.g. whether or not the pupil may have been provoked)
- Consult others where it is felt to be appropriate e.g. Governors (ensuring not to involve those who may have a role in any review of his decision)

**The final decision on interpreting an exclusion will be left to the Head Master or Deputy Head Master.**

### Level 5 Temporary exclusion

- This is used in extreme cases of antisocial behaviour, persistent bullying, and extreme cases of lack of respect to others or lack of respect to property.
- Assault upon another person, theft and drugs-related involvement are always circumstances when exclusion will be considered.
- In cases of exclusion, the School will aim to meet with parents before the exclusion, in order to explain the circumstances. If this is not possible, every attempt will be made by the Head of Year/Deputy Headmaster to speak to parents by phone.

- In the case of fixed term exclusions, the Head Master may exclude a pupil for up to 45 days in any one School year. After the fifth day the pupils will be supervised in School.
- Following the exclusion, a re-integration meeting will be arranged by the School prior to the pupil returning from the exclusion. The meeting will establish the expectations that School has of the pupil and the pastoral support that will be available to the pupil once he is back in School.

(iv) **Permanent Exclusion** will normally be used only as a last resort when a range of other strategies have been exhausted. However, in exceptional circumstances the Head Master might consider it appropriate to permanently exclude a pupil for a first or one-off offence. Examples of this (although this is not an exhaustive list) include:

- where there has been serious actual or threatened violence against another pupil or member of staff;
- where there has been an emotional or psychological assault via social media or other means;
- supplying an illegal drug;
- carrying and/or threatening to use an offensive weapon.

In the case of exclusion, the Head Master will inform the Parents in writing the reasons for the period of the exclusion and its duration. Parents have the right to make representation about the exclusion to the Governing Body's Disciplinary Panel.

The School will notify the Local Education Authority of any exclusions.

Please note that the term 'Parents' as used within the policy, encompasses both Parents and Guardians.

## **Behaviour Policy Appendix – September 2021**

Below is a fuller explanation of what is considered unacceptable behaviours, mainly centred around peer-on-peer abuse within schools. It is closely linked to the Government's 'Keeping Children Safe in Education' update for September 2021

### **Peer on peer abuse (child on child)**

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse), and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer-on-peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which 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, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- ‘upskirting’, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school’s or college’s policy and procedures with regards to peer-on-peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Staff should be clear on:

- Your school’s safeguarding policy and procedures
- Their role in preventing peer-on-peer abuse and responding to it if they believe a child may be at risk
- The indicators of peer-on-peer abuse, how to identify it and respond to reports
- The importance of challenging inappropriate behaviour between peers - if they don’t, it can create an unsafe environment and lead to a culture that normalises abuse

They should also be aware that:

- Safeguarding issues can manifest in peer-on-peer abuse
- Technology is a significant component in many safeguarding and wellbeing issues
- Children are at risk of both online abuse and face to face abuse, both of which can take place inside and outside of school
- Children can abuse their peers online through:
  - Abusive, harassing, and misogynistic messages
  - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
  - Sharing of abusive images and pornography, to those who don't want to receive such content
- Peer-on-peer abuse may be taking place, even if not reported

Students should feel confident about reporting incidents of abuse but the School is aware of the many and complex reasons as to why students do not report abuse. To this end the School has put in place a number of opportunities for students to talk to someone to disclose or discuss their problems. These include the School Counsellor, the School Council, Peer Mentors, Anti-Racist Ambassadors, an LGBTQ+ group, Student Questionnaires, a 'Bully Button' on the website, Student House Leaders, as well as Heads of Year, Curriculum opportunities particularly in Form Time, PSHE, R&P and English where sensitive issues are often the subject of the lesson. All students are also aware of the school email system and how it works so they can contact any adult they trust directly with an issue in strict confidence.

### **Responding to a report: process and risk assessment**

The School's response will be:

- Decided on a case-by-case basis
- Underpinned by the principle of a zero tolerance approach to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated

The DSL (or a deputy) will take the lead, supported by other agencies as required.

There are 4 likely scenarios for the next steps:

1. **Manage internally**, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required.
2. **Early help**, as outlined in [chapter 1 of Working Together to Safeguard Children](#), where statutory interventions aren't required. Your DSL will know what this process is and where to access support.
3. **Referrals to children's social care\***, where a child has been harmed, is at risk of harm, or is in immediate danger.
4. **Report to the police\*\*** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail.

\*Where scenarios involve working with children's social care, the school shouldn't wait for the outcome of an investigation before protecting the victim and other children – the DSL (or a deputy) should work closely with children's social care to make sure the school's actions don't jeopardise a statutory investigation. There should be **immediate** consideration for safeguarding the victim, alleged perpetrator(s) and all other children. Note it is important when first investigating an issue not to label students in such a way as to imply innocence or guilt beforehand.

Where a report is going to be made to children's social care and/or the police, the school should speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

\*\*Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

All major pastoral concerns are recorded on CPOMS as the normal method of recording incidents and actions taken within school.

How to support the pupils involved

**The victim** worse if the alleged perpetrator

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made (s) attends the same school.

Reassure them that you will take them seriously and that they will be supported and kept safe. Keep them a reasonable distance apart from the alleged perpetrator(s) on school premises, including at before and after-school activities

How your school supports the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse.
- The needs and wishes of the victim.

You should also be aware that:

- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged.
- Girls are more likely to be victims and boys are more likely to be perpetrators.
- There may be more than one perpetrator.

See more in paragraphs 456 to 463 of KCSIE.

### **The alleged perpetrator(s)**

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

Your school should consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have

Find further guidance in paragraph 464 of KCSIE.

Unsubstantiated, unfounded, false or malicious reports

The DSL should consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

In reality, the School will seek to work with victim and perpetrator in order to reach a satisfactory outcome for all.

**The School's Behaviour Policy is designed around the fundamental values of 'Respect, Responsibility, Resilience and Love of Learning'. Ultimately no one Policy can capture all the possible behaviours/actions in one document and the Head is the ultimate unacceptable in School. This Policy also needs to be read in conjunction with the Safeguarding and Child Protection Policy (which contains information on spotting signs of Abuse and what to do if you have any concerns), and the annual updates 'Keeping Children Safe in Education' (Part One for Staff). arbiter of what is acceptable.**

### **Addendum to School Behaviour Policy due to Covid-19**

**September 2020**

#### **Scope**

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

#### **Expectations for pupils in school**

- **New rules**

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

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

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

- All pupils should act on the new measures for arriving at and leaving school
- All pupils should adhere to personal Hygiene advice, such as regular handwashing and sanitising
- Pupils can only socialise with their year group at School including at lunch and break times
- Pupils should move around the School, according to the new guidelines (e.g. always following the one-way system)
- Pupils must adhere to advice: such as: the sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Pupils must inform an adult if they are experiencing symptoms of coronavirus
- Pupils must not share any school equipment or frequently used items such as pencils or pens
- Pupils must only spend break and lunch in their designated area
- Pupils can only use toilets in their designated area
- Not to cough or spit at or towards any other person