



## COTHAM SCHOOL

# Behaviour for Learning Policy

### Version control

The table below shows the history of the document and the changes made at each version:

Version	Date	Summary of changes
3.0	October 2016	
3.1	September 2017	Basic 8 updated
3.2	July 2018	Page 4: Mobile Phone policy updated
		Page 5: Definition of offensive weapons broadened
		P19: Exclusion Protocol Added:- "... which includes the 'Civil standard of proof' which means accepting that something happened if it is more likely that it happened than that it did not happen".
3.3	January 2019	Update to Appendix 5 – Behaviour sanctions Update to Appendix 6 – Graduated Response to Behaviour Addition of Appendix 7 – Behaviour procedures
3.4	May 2019	Revision to Appendix 5 – replaced 'Behaviour sanctions' with 'Rationale for Immersions, Negotiated Transfers and Panel Agreed Managed Moves'
3.5	June 2019	Clarified role of the Safer Schools Officer in supporting investigations and dealing with incidents Clarified that individual cases will always be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.
3.6	October 2019	Page 3: introduction now references statutory and non statutory guidance Page 4: Regulating the Conduct of Students. Procedural entries removed and section amended to outline sanctions used in school. Page 6: 'Searching'; updated in line with Jan '19 DfE guidance Appendix 2: Home School Agreement updated

		<p>Appendix 5: Term 'Immersion' replaced with Temporary Alternative Provision</p> <p>Appendix 6: Graduated Response to Behaviour deleted from policy.</p> <p>Appendix 7: Relabelled as Appendix 6. Changes to reflect the new school times. Section added re Teacher and Faculty Area detentions. Section on Red Card Detentions amended to remove sanction as a response to lateness. Section added re Learning Coordinator detentions as a response to persistent lateness. Section on Headteacher Detentions amended to reflect the new school times.</p> <p>Appendix 8: Relabelled as Appendix 7. Changes of the term 'curriculum' to 'Faculty'. Removal of terms Key Stage Forum and Steering Group to sections on Role of Learning Coordinators and Role of Faculty Leaders.</p> <p>Appendix 9: Relabelled as Appendix 8. Change of wording on section School Sanction from 'will apply' to 'may apply'.</p> <p>Appendix 10: Relabelled as Appendix 9. Change of wording on section School Sanction from 'will apply' to 'may apply'. Wording re 'police interview' changed to 'interview with Cotham's Safer Schools Officer'.</p> <p>Appendix 11. Relabelled as Appendix 10.</p>
3.7	September 2020	<p>Page 3: Introduction, students with ACE within intention</p> <p>Page 4: Regulating, changes to terminology of sanctions used in school</p> <p>Page 5: Mobile Phones, change to location of confiscation in line with bubbles</p> <p>Page 6: Tobacco, inclusion of LEA guidance re offensive weapons</p> <p>Page 7: Additional items, introduction of BB guns</p> <p>Page 15: Appendix 6, changes to reflect school sanctions</p> <p>Page 16: Appendix 7, change to role of LC to reflect new sanctions</p> <p>Page 18: Appendix 8, inclusion of LEA guidance re offensive weapons</p> <p>Page 20: Appendix 9, inclusion of Safer Schools Officer</p> <p>Page 21: Appendix 11, inclusion of statutory changes to exclusion during covid 19</p> <p>Page 27: Appendix 12, introduction of additional appendix to include behaviour with a transmission risk</p>

Approved by Governors: September 2020

Policy Author: JBU

Next review date: September 2021

Reviewed by: CR

# Cotham School Behaviour for Learning Policy

## Introduction

The Behaviour for Learning Policy at Cotham has been informed by:

- 'Behaviour and discipline in schools: Advice for headteachers and school staff' (DfE, January 2016),
- 'Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion September 2017",
- 'Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies' (DfE, January 2018)

The Behaviour for Learning (BfL) Policy at Cotham is based on the premise that all members of the school community have the right to:

- Learn and work in a purposeful, orderly and calm environment without being disrupted by others;
- Feel safe;
- Have their voice heard and concerns listened to;
- Be treated with fairness and respect.

The policy should be consistently and fairly applied to reward achievement, recognise good behaviour and to deal with any inappropriate conduct. All adults who work directly with and alongside students at the school must ensure that the Policy aims are integral to their work and practice. At Cotham we aim to provide:

- a community ethos and climate for learning which is inclusive but which emphasises the highest standards of behaviour and respect for others
- a culture of success which emphasises encouragement, praise and recognition of good behaviour and effort
- a common system of rewards
- a consistent and fair response to behavioural issues
- rules that clearly define the limits of acceptable and unacceptable behaviour
- support for students with learning and/or behavioural needs, including those who have had Adverse Childhood Experiences (ACES) through restorative approaches where appropriate
- a common system of sanctions which address persistent behavioural problems

## BfL Procedures (application of this policy)

Cotham School operates BfL procedures which cover all aspects of school life. These aim to:

- **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
- provide **clarity for staff and students** about acceptable behaviour
- provide a **consistent and fair approach** to the consequences of misbehaviour
- encourage students to **take responsibility** for their own actions
- enable teachers to **deliver engaging and creative lessons**, where students can experiment and take risks, without concern for behavioural consequences.

Rewards have a motivational role in helping students to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Students behaviour is rewarded with:

- informal praise
- achievement points (Housepoints recorded on SIMS)
- certificates
- telephone calls and letters home

- student awards

House assemblies, year group assemblies and whole school assemblies have dedicated time allocated to celebrate achievement both in and out of the classroom.

Our expectations are shared with all staff, students and parents/carers. Visible displays outlining expectations are referenced around the school and staff receive regular training in engaging students in their learning and in ensuring that rules are applied fairly and consistently. Encouraging the best BfL forms the basis for the Home-School agreement (see appendix 2), which is signed by the students and parents/carers.

Students who may need extra support in making appropriate choices with regard to their behaviour have access to a wide range of support staff including tutors, Learning Coordinators, Behaviour Managers, Learning Mentor, Heads of House, peer mentors, prefects, learning support assistants and the SEND team. Students on the Special Educational Needs and Disabilities register, with diagnosed additional learning, needs may follow a modified sanction system that is appropriate for their cognitive ability or their disability, in consultation with the Special Needs Coordinator (SENCO) or the Senior Leadership Team.

Interventions used to support behaviour change include Tutor or Learning Coordinator reports, instant rewards, Time Out cards, Aggression Replacement Therapy, Social Skills sessions, structured mentoring programmes, counselling, Pastoral Support Plans, Immersions, Negotiated Transfers and Achievement/House Points. The school will engage the services of external agencies such as the Bristol Inclusion Panel, Social Care, Educational Psychologists, mental health and medical practitioners, and other specialist agencies when needed.

Regular communication with parents and carers will be maintained when a student's behaviour gives cause for concern. This will include parents/carers being required to attend meetings in school.

### **Regulating the conduct of students**

We have high expectations for all of our students. We expect them to arrive on time to school, in the correct uniform, with the correct equipment so that they are ready to learn.

We also promote the good conduct of students around the school during social times, before and after school and at lesson changeover. Students who do not meet our expectations are issued with detentions and may also be required to undertake duties such as litter-picking.

The school has a number of detentions and sanctions in place for students that we use:

- Teacher Detentions
- Faculty Area Detentions
- After School Detentions
- Headteacher Detentions
- Removal from the class for the remainder of the lesson

We reserve the right to request that parents and carers pay the cost of any repairs that are necessary as a result of their child's behaviour.

The school works closely with the police, local residents and transport services to ensure the reputation of the school is upheld in the community.

### **Serious incidents**

For serious incidents, such as persistent disruptive behaviour, fighting, bringing a prohibited item into school or swearing at a member of staff, a student will place themselves at risk of exclusion. When a student is formally excluded from school, it is best practice for the student and his/her parent/carer to

attend a Return to School meeting, with a member of the Senior Leadership Team and Learning Coordinator before returning to mainstream lessons. During the period following the meeting, if the student's behaviour continues to fall below the expectations of the school, as agreed in the post-exclusion meeting, the parent/carer will be required to meet again with a senior member of staff.

In the very rare case, where the Headteacher makes the decision to exclude a student permanently, it will either be for;

- a one off serious breach of the school's behaviour policy, or
- for persistent disruptive behaviour, where allowing a student to remain in school would seriously harm the education or welfare of the students in the school community.

Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

### **The Student Code of Conduct: 'The Basic 8'**

Student Voice has led on the introduction at Cotham of the 'Basic 8' (See appendix 3) All students who are part of the Cotham School community are required to have a proper regard for the authority of staff 'in loco parentis' and treat all members of the school community with courtesy and respect.

Underpinning our ethos is a respect for and consideration of the views of students but equally we believe that respect has to be given in order to be received. We therefore expect students will show consideration and respect for others and learn and behave to the best of their ability at all times.

Poor behaviour from any student will not be tolerated as it is a denial of the right of their peers to learn and teachers to teach. Consequently, if the Basic 8 expectations are not fully observed, students can expect that they will be sanctioned. Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

### **Abuse or Intimidation of Staff**

The school will adopt firm measures against abuse or intimidation of staff by students. This includes unacceptable conduct by students when not on the school site or outside of school hours when not under the charge of a member of staff of the school.

### **Mobile Phones**

There must be a zero tolerance approach by **all** staff to Mobile Phones.

### **School rules in relation to Mobile Phones**

- Phones must always be switched off (not on silent mode) and kept in a bag **before entering AM Tutor Period until students have exited their last lesson at the end of the school day.**
- Phones must not be taken into examinations.
- Phones must not be used for any purpose (e.g. phoning, texting, surfing the internet, taking photos, taking films, listening to music) during the school day. Teachers must not ask students to take out and use their phones for a lesson due to the safeguarding risk this presents.

If a student breaches these rules the phone will be confiscated and passed to the students Learning Coordinator. . It will be returned to the student the following day. . If a student persistently has a phone confiscated, the period for which it is retained will be extended, at the discretion of a member of the Senior Leadership Team.

### **School Uniform**

- Only the correct school uniform must be worn.

- Any excessive or additional jewellery or clothing items which are not part of the school uniform requirements will be confiscated and passed to the relevant Learning Coordinator.
- The school reserves the right to send students home to change into proper uniform, to collect Lanyards or to apply a sanction to students when any of these are necessary.

*\*Please see School Uniform Policy.*

**Tobacco, E-Cigarettes, Matches, Lighters, Alcohol, Knives, any ‘bladed implement’ or other dangerous Legal or Illegal Substances or Offensive Weapons**

- It is forbidden to bring any of these items onto the school site and to do so will be treated as a very serious matter
- In line with Bristol City Council’s guidance on Offensive Weapons in Education Settings the school will report to and work with local safeguarding partners (Families in Focus, Safer Options Team, the Police) should an offensive weapon be found.

**Behaviour in the Wider Community**

The Headteacher’s power to discipline also applies for misbehaviour outside the school gate or when students are off school premises and where it is witnessed by a member of staff or reported to the school. This also relates to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a student. This may, depending on individual circumstances, result in a conversation with our Safer Schools Officer.

**When investigating an incident involving behaviour in the wider community the school will consider the following**

- The severity of the misbehaviour;
- The extent to which the reputation of the school has been affected;
- Related to this, whether the student/s were identifiable as a member of the school community;
- The extent to which the behaviour in question might have repercussions for the orderly running of the school, and might pose a threat to another student or member of staff;
- Whether the misbehaviour in question was on the way to or from school, outside the school gates, or otherwise in close proximity to the school;
- Whether the behaviour might affect the chance of opportunities being offered to other students in the future.

**Extended school activities**

Poor behaviour during on-site extended school activities will be dealt with in the same way as for any other on-site activity. If the behaviour occurs during an off-site behaviour activity which is not supervised by school staff, college or work placements, the student can expect to be instructed to behave in an acceptable manner by school or supervisory staff and to be sanctioned on their return to school. Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

**Exploitation of new media by students (electronic devices, mobile phones and social media)**

The use of defamatory or intimidating messages and images inside or outside of school will not be tolerated. Should any of the above new media be used by students in order to bully or embarrass fellow students or members of staff, or should any such actions cause disruption to any other element of the school community, sanctions will be applied. Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

Where an electronic device that is prohibited by the school rules or that the school reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, the

Headteacher or staff authorised by her may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property

### **Searching**

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The person conducting the search may require the student to turn out their pockets, empty their bags and remove outer clothing. 'Outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

Schools are not required to inform parents/ carers before a search takes place or to seek their consent to search their child. Searches will take place in private with more than one member of staff present. At least one of the members of staff conducting the search will be of the same sex as the student.

If the student refuses staff can apply an appropriate sanction. A student refusing to cooperate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the school can apply an appropriate disciplinary sanction.

### **Prohibited items as defined by the Department for Education are:**

- Knives, any other weapon;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

### **Additional prohibited items as defined by Cotham School are:**

- 'Bladed implements' and any item that could be used as an offensive weapon;
- Mobile phones outside of the school rules
- Items of clothing/ attire that do not conform with the school's uniform policy
- BB guns and replica weapons

\*Reasonable force may be used to search for prohibited items. The police will be called where there is a potential danger or risk to the personal safety of a member of staff or student.

*\*Please see Use of Reasonable Force Policy and Guidance.*

### **Confiscation**

The Headteacher, and staff authorised by her can remove from a student any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to school discipline.

## **Screening**

The law allows that all schools can, should they choose to require students to undergo screening by walk-through or hand-held metal detector, even if they do not suspect them of having a weapon and without the consent of the students.

If a student refuses to be screened, the school may refuse to have the student on the premises. This is not an exclusion. If the school takes this course of action the student's absence will be treated as unauthorised. The student must comply with school rules and attend school.

### **\*Use of Reasonable Force:**

Physical contact will be avoided wherever possible and only be used as a last resort, using minimum reasonable force. Section 93 of the *Education and Inspections Act 2006* states that school staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing any offence
- causing personal injury to, or damage to the property of, any person (including the student themselves)
- prejudicing the maintenance of good order and discipline at the school

Where possible, in the event that reasonable force is required to be used, staff trained in Safer Handling techniques will be deployed.

*\*Please see Use of Reasonable Force Policy and Guidance*

## **Preventing Bullying, Harassment and Discrimination**

Cotham School strives to ensure that all members of our school community are able to work in a safe and secure environment, free from humiliation, harassment, oppression and abuse. (See Anti-bullying Policy) Central to this is a Restorative Justice approach whereby students are encouraged and supported to take responsibility for their actions and to consider how these have affected others. They are then supported by members of staff to take steps to repair the harm that has been done. The school may impose a sanction, such as a detention, isolation or exclusion alongside this restorative approach. Individual cases will be considered on their own merits and sanctions applied appropriate to each set of individual circumstances.

Cotham actively encourages students to feel confident about reporting instances of bullying and students have a variety of channels (school staff, peer mentors, tutor group reps, prefects, communication via parent/carers, student Safeguarding page on the Virtual Learning Environment (VLE) and a bully button on the school website for reporting bullying. Students are surveyed annually for year group Data Reviews to ensure that school systems for eliminating bullying are kept under review. All staff receive annual training on the procedures for dealing with safeguarding and bullying. Preventative work in assemblies, workshops, PHSE curriculum and tutor time programmes focus on anti-bullying and discrimination of any kind, making use of specialist external agencies as much as possible.

The school does not tolerate discrimination of any kind including and all incidents will be swiftly dealt with. Harassment on account of race, gender, disability or sexual orientation is unacceptable. Racist, sexist and homophobic incidents and other incidents of harassment or bullying are considered as serious incidents. These incidents may, depending on individual circumstances result in a conversation with our Safer Schools Officer. The police may be asked to intervene in the most serious incidents.

*\*Please see: Equalities Duty, Anti-Bullying Policy*

## **Sexual Incidents:**



The school has a statutory responsibility to follow child protection procedures. As such any sexually inappropriate behaviour, including homophobia, will be swiftly dealt with and formally reported under the school's duty of care to do so to the Designated Safeguarding Lead for further investigation.

### **Monitoring the application of the Policy**

The SLT and governors on the Learning and Wellbeing sub-committee will collate and analyse behaviour data to ensure that no group of students are disadvantaged by the BfL system.

### **This Policy applies to:**

- Teachers
- Associate staff whose job normally includes supervising students such as peripatetic music teachers, higher level teaching assistants, learning mentors and school meals supervisors;
- Administration staff, site staff, cleaners and technicians;
- Unpaid volunteers, for example parents accompanying students on school visits, outside speakers.

This policy should be read in conjunction with the following;

- Mobile Phone Policy (school website)
- Anti-bullying Policy (school website)
- E-safety Policy (school website)
- Safeguarding Policy (school website)
- Use of Reasonable Force Policy (available upon request)
- School Uniform Policy (school website and student planner)
- BfL Procedures (available upon request)

## Appendix 1

### What the law says for academy schools

The Behaviour Policy at Cotham School has been written to reflect advice published by the Department for Education on '*Behaviour and discipline in schools*', January 2016. In line with this guidance and to facilitate an outstanding, safe and happy school environment, the policy sets out to;

- promote good behaviour;
- prevent bullying;
- regulate low level disruption in the classroom to ensure students complete assigned work;
- regulate the conduct of students around school, including to and from school;
- manage serious incidents and
- ensure the consequences of poor behaviour are applied consistently and fairly.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This authority applies to all paid staff with responsibility for students, including associate staff.

- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can discipline students for misbehaviour outside school. This may include misbehaviour when a student is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or when the student is in some other way identifiable as a student of Cotham School.
- A member of staff may discipline a student whose misconduct could have repercussions for the orderly running of the school or who poses a threat to another student or member of the public or whose behaviour could adversely affect the reputation of the school.
- Teachers have the authority to impose detention outside school hours.
- Teachers can confiscate students' property where it is used to cause a nuisance, or where it breaches the school rules, such as non-uniform items of clothing, jewellery or mobile phones/electronic devices which are visible or audible. The school reserves the right to return confiscated items directly to parents or carers.
- Teachers have the legal authority to search without consent for weapons, knives, alcohol, illegal drugs, tobacco, fireworks, pornographic images or any item that is likely to be used to commit an offence, cause damage to property or personal injury and stolen items. Students found in possession of such items may be excluded from school. All illegal items including weapons and knives will always be handed over to the police.
- The legal provisions on school discipline provide members of staff with the authority to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may consider a referral to the Special Needs Coordinator.

## **Appendix 2**

### **HOME SCHOOL AGREEMENT**

At the heart of our values as a school, lies a belief that through working closely together we create a partnership that benefits our students. We therefore ask that you read and sign this agreement and hand it in or send it to the school when you complete our admission form.

We hope that the agreement enables you to recognise our commitment to ensuring all our students achieve their very best.

#### **As a student I will:**

- Believe I can achieve.
- Attend school daily and on time, wearing the correct uniform.
- Bring the books and equipment I need every day.
- Respect the right of everyone to learn in class without being interrupted.
- Do all classwork, homework and coursework as well as I can and hand it in on time.
- Be polite and helpful to all adults and each other, avoiding offensive language at all times.
- Contribute positively to the life of the school.
- Move around the school site between lessons quickly, calmly and quietly
- Place all litter in the bins provided and respect the school environment
- Avoid behaviour which may make others feel uncomfortable, for example by respecting other students personal space by avoiding unwanted touching, pushing and other types of rough play

#### **As a student, when out in the wider community, I will:**

- Follow all staff instructions immediately to leave the exit gates and other areas of the school directly at the end of the school day
- Behave responsibly and use appropriate language to each other and members of the public
- Wear full school uniform to and from school
- Maintain positive behaviour on transport, educational visits and other off-site placements
- Show consideration at all times to members of the public by not crowding pavements and giving way

#### **As a parent/carer I will:**

- Keep the school informed of reasons for absence and any difficulties that might affect my son's/daughter's work or behaviour.
- Support the school's policies.
- Support my son/daughter in homework and other home learning opportunities, recognising that I share responsibility with the school for his/her academic progress.
- Attend Parents' Evenings and Family Consultation Days and other occasions when it is necessary to meet the teachers at school
- Ensure my child attends school on time and attends every day.
- Ensure my child has the correct uniform and equipment for learning

#### **As staff we will:**

- Provide a safe, healthy and happy working environment in which every individual is valued.
- Provide a balanced curriculum, set and mark homework and enable students to enjoy learning.
- Keep parents/ carers informed about the school calendar, activities, policies and staffing through regular newsletters
- Contact parents/ carers if there is a concern about attendance, punctuality, work or behaviour.
- Keep parents/ carers informed of their child's academic progress.
- Create opportunities for students to build good relationships and develop a sense of responsibility and pride in the school.
- Reward students frequently and publicly for their hard work, positive attitude and for upholding the school ethos.
- Have clearly stated, published Behaviour procedures and ensure misbehaviour is dealt with consistently.

*Good habits; effective learners*

# The Basic 8

WE WILL...

1

Arrive on time

5

Try again if we fail or make mistakes.

2

Follow the seating plan and get out our equipment.

6

Use polite language and listen to others.

3

Follow instructions the first time we are asked, without arguing with staff.

7

Only drink water, and do not eat, in lessons.

4

Start a task quickly and stay on task.

8

Show respect to all other students and staff.

**READY FOR LEARNING**

Appendix 4 - Cotham Manners

 <b>COTHAM MANNERS</b> ALWAYS KEEP <b>LEFT IN CORRIDOR</b>	 <b>COTHAM MANNERS</b> ALWAYS <b>HOLD THE DOOR OPEN FOR OTHERS</b>	 <b>COTHAM MANNERS</b> ALWAYS SAY <b>PLEASE AND THANK YOU</b>	 <b>COTHAM MANNERS</b> ALWAYS <b>SPEAK TO OTHERS RESPECTFULLY</b>
 <b>COTHAM MANNERS</b> ALWAYS <b>PUT LITTER IN THE BIN</b>	 <b>COTHAM MANNERS</b> ALWAYS <b>CLEAR YOUR PLATE IN THE DINING ROOM</b>	 <b>COTHAM MANNERS</b> ALWAYS <b>OFFER TO HELP</b>	 <b>COTHAM MANNERS</b> ALWAYS <b>TREAT OTHERS AS YOU EXPECT TO BE TREATED</b>

## **Appendix 5 – Policy and Rationale for Temporary Alternative Provision, Negotiated Transfers and Panel Agreed Managed Moves**

The following three strategies are used across the city by all secondary schools, always in agreement with student and parent/carer.

### **Temporary Alternative Provision**

An informal arrangement of one to two weeks at another school can be arranged in order to provide a break for the student from a cycle of bad habits or negative behaviours that they may have got themselves into and so that they can return with a fresh mindset.

### **Negotiated Transfers (NTs)**

When a student is struggling at school with managing to consistently follow the rules and expectations set by the school, is struggling with attendance, or is unhappy at school and would like a change, the first step can be for a young person to attempt a 12-week informal NT between schools to allow them the chance at a fresh and positive start in a new environment. The young person continues to be on roll at their current 'home school' and is supported by their home school through regular meetings with parent/carer and the NT school and, at an initial meeting involving all parties, in helping the NT school to establish strategies for support to encourage the negotiated transfer to be a success for the young person. Parent/carer and the young person have control over which schools they wish to be approached for an NT by choosing three schools. The negotiated transfer is reviewed by all parties every 4 weeks at a meeting held at the NT school and, at the end of the 12 weeks, if not before, all parties meet again to agree on the next steps. If parent/carer, student and NT school are all happy to do so, then the NT school will take the student on their roll. If any member of the party are not happy with proceeding with the NT school either at the end of 12-weeks or before, then the student returns to their home school and parent/carer, student and home school meet again to discuss the next steps.

### **Panel Agreed Managed Moves (PAMMs)**

At Bristol City Council (BCC), and in secondary schools across Bristol, there is a recognition of the need to reduce permanent exclusions of young people across the city and, as such, in June 2016, the Bristol Inclusion Panel (BIP) was established by BCC to enable secondary schools across the city to work together to avoid permanently excluding a young person from education and having a PEX on their educational record. Students referred to the BIP are done so having failed two attempts at an informal NT to two different schools or when the severity of a one-off action is so extreme that the young person cannot return to their home school. Once a PAMM has been agreed by all parties, with parent/carer and student making a choice of three possible schools, the process then follows the same path as an NT. If, in the rare case, a PAMM fails, then a re-referral is made back to the BIP for consideration of the next step. The young person remains on roll at their 'home school' until they have been successful in their PAMM and can go on roll at another educational provider.

## **Appendix 6**

### **Current procedures regarding the use of Basic 8, Removal from a lesson, After School detentions and Headteacher detentions**

It is important to note that behaviour procedures are under constant review, in consultation with staff and students, and are subject to tweaking.

#### **Use of Basic 8 in the classroom and referrals to the Learning Coordinator**

**Language and clarity are key to ensuring students fully understand the expectations of them.**

Students will be given 2 reminders when they have not met the Basic 8 expectation. These reminders give students the opportunity to adjust their behaviour. Further behaviour issues will result in the student being removed from their lesson and placed with their Learning Coordinator for the remainder of the lesson.

A student's failure to behave appropriately whilst with their Learning Coordinator may result in a Fixed Term exclusion.

#### **Teacher and Faculty Area detentions**

Teachers can ask a student to attend a teacher detention if a student has not completed work to a satisfactory standard in a lesson or if the student has not completed homework. Faculties also have scheduled Faculty Area Detentions that teachers can refer students to because of classwork or homework concerns.

#### **After School detentions (ASD)**

Students receive an After School Detention when displaying poor behaviour at break or lunchtime or during lesson changeover. ASDs take place at 2.45 and last for 20 minutes.

ASDs are also given as a sanction when students are persistently late to school or persistently come to school without their REP (reading book, equipment, planner)

#### **Headteacher detentions:**

Students receive a Headteacher detention for more serious behaviour incidents or for persistent and repeated behaviours. These take place on a Friday at the end of the school day.

## Appendix 7

### Staff Roles and Responsibilities for Supporting Good Behaviour

Every staff member, in whatever role, has a responsibility to support students in their learning by contributing to their personal development and wellbeing.

#### Role of Form Tutors

The form tutor plays an integral role in supporting students. The form tutor sets the standards and expectations of students for the day. In partnership with the Learning Coordinator the form tutor should assist in monitoring the behaviour, academic and personal development of students within the form group.

#### Registration/ Form Time

- Registration/ Tutor Time are part of the school day and should contribute to the teaching and learning process in the school;
- Form tutors are role models and good punctuality to registration/ Tutor Time is essential;
- Excellent punctuality and attendance should be encouraged and rewarded in line with the Attendance Policy guidance. Students should be made aware of the link between attendance and achievement;
- Silence should be maintained while the register is taken;
- Form tutors should aim to talk to students on an individual basis to monitor personal and academic progress, uniform and to monitor the use of the Home Learning Planner (on a weekly basis to monitor progress, rewards and sanctions);
- Form tutors should engage students in meaningful activities during tutor time in accordance with the Learning Coordinator's Tutor Period timetable;

#### Role of Learning Coordinators (LCs)

- LCs are responsible for monitoring and managing the personal and academic well being of the students in their Year Group and to monitor the application of the Good Behaviour Policy;
- LCs are expected to work in partnership with Faculty Team Leaders and form tutors, classroom teachers and other adults employed or utilised by the school to support students in promoting the school ethos across the Year Group;
- Any behavioural concerns regarding a student should be discussed with the LC;
- LCs are expected to track their Year Group through analysis of information/ data/reports related to the well-being, behaviour, punctuality, attendance and academic progress of students;
- The LC will inform form tutors of tutees Behaviour Points at least once every term;
- The LC will support with ASDs
- The progress of students and the efficacy of the BfL Policy, systems and structures will be monitored, evaluated and reviewed by LCs and the Senior Leadership Team (SLT) through Line Management Meetings, the Year Team Data Review process.

#### Role of Classroom Teachers

- The role of the classroom teacher is to manage behaviour, learning and teaching within their classroom and in doing so to apply the BfL Policy consistently and fairly;
- Any concerns with the behaviour or academic progress of an individual student must be referred to and discussed with the appropriate Faculty Team Leader.

#### Role of Faculty Leaders (FLs)

- The role of the FL is to manage behaviour, learning and teaching within their subject area(s) and to monitor the application of the BfL Policy
- Should they persist problems with the behaviour of an individual student or class must be referred to and discussed with the appropriate FL
- FLs will support the professional development needs of individual staff members within their subject area(s) with regards to behaviour management.
- FLs will run a Faculty Area Detention (FAD).



- The progress of students and the efficacy of the Good Behaviour Policy, systems and structures will be monitored, evaluated and reviewed by FLs and the SLT through students' termly reports to parents/ carers, Line Management Meetings, the Faculty Improvement Plan.

#### **Role of Senior Leadership Team**

- The SLT are responsible for the overall leadership, management, development, monitoring and evaluation of behaviour and the application and efficacy of the BfL Policy across the school;
- The SLT will run a weekly Deputy Headteacher's detention after school and detentions on Saturday mornings when it is necessary to do so;
- A named member of the SLT has development oversight of behaviour.

#### **Role of the Headteacher**

The Headteacher is responsible for leadership, direction, organisation and accountability of the school in all areas including behaviour.

#### **Role of the Governing Body**

The Governors are accountable for the performance of the school, including behaviour, to parents/ carers and the wider community.

#### **Evaluation and Review**

This policy will be evaluated on an annual basis by the Headteacher and the SLT Safeguarding and Behaviour Leader.

## Appendix 8

### Offensive Weapons Policy

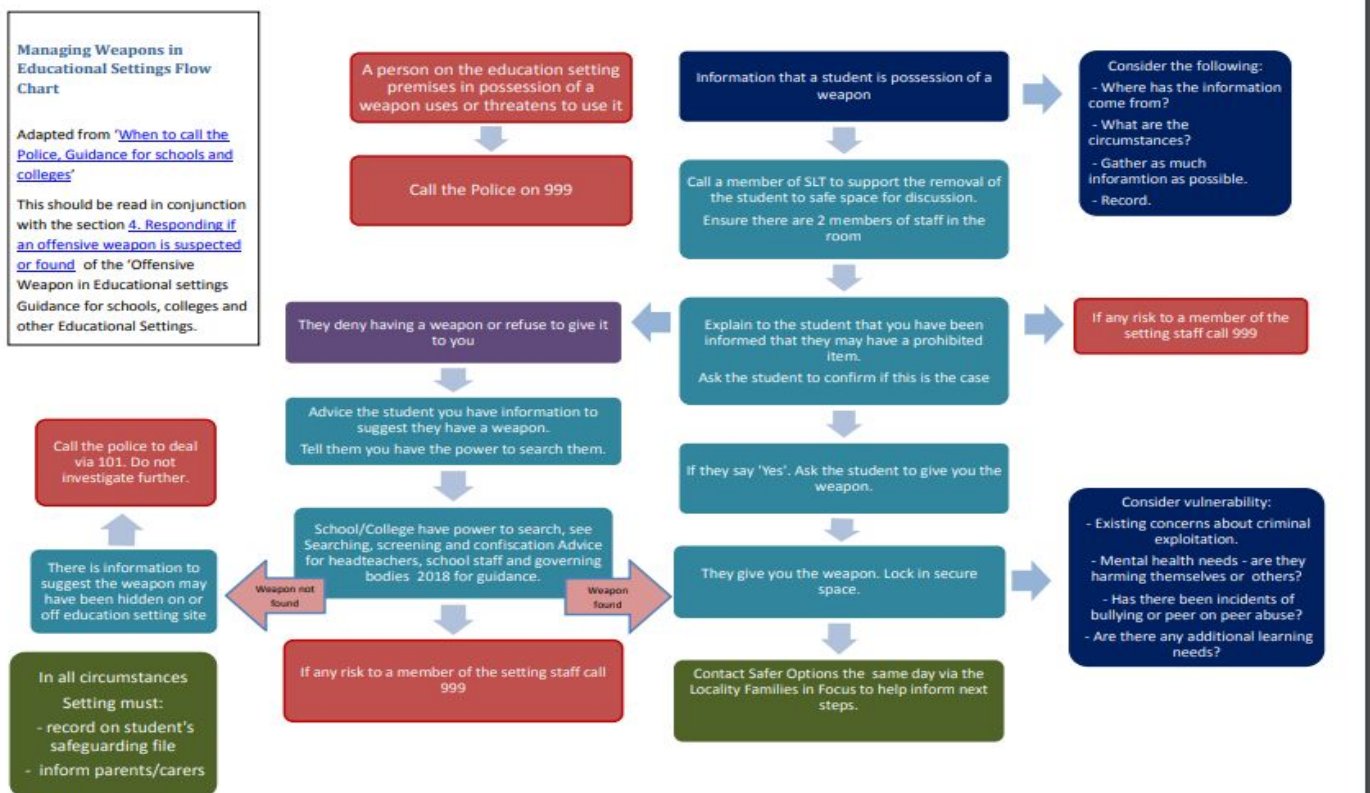
The subject of students bringing offensive weapons into school has become an issue of increasing concern, as highlighted in recent high profile incidents. Individual schools will educate their students on this issue through the Citizenship and PSHE curriculum. However, it has been agreed (by Cotham's Governing Body) that for this policy to be successful in protecting staff and students in our school communities, it will be implemented without exception.

Police involvement in cases of weapons found in school will be seen as a positive outcome for the individual student concerned as well as the school as a whole. The police, in appropriate circumstances and in consultation with the school, will promote charging and court action in the case of knife possession inside the school. However, they will also initiate support mechanisms and interventions for the student concerned.

#### Protocol to be followed where a student is found in unlawful possession of a knife, bladed implement or other offensive weapon:

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately. If there are no aggravated circumstances and no immediate threat, safe removal of the weapon can take place.

Below is a flow diagram that sets out Bristol City Councils guidance as to when to call the police, guidance for schools and colleges to reflect local resources and practice.



#### When completing a search, the school will ensure the following:

- That there are two members of staff in the room.
- That the search is conducted discreetly.

- That the purpose of the search is explained to the student.
- That decisions and reasons for making decisions are recorded on the students safeguarding file. This includes records of the name of the person requesting the search and the reasons for the search, the time, date and location of the search and any items found.
- Inform parents/carers that a search has taken place and explain clearly the reasons why the search has taken place. If after conducting a search and no items are found, the school still has reasonable suspicion, they will record these reasons.
- If there is a suggestion that the weapon may have been hidden off site or in the educational setting the school will contact 101 or the Safer Schools Officer for further advice.
- Our Safer Schools Police Officer will be notified of all incidents ;
- Where weapons come into staff possession, they will be sealed in the protective tubes provided by police and retained for collection by a Police Officer;
- The member of staff taking possession of the weapon from a student will complete a police statement regarding the seizure;
- The student may be required to attend the police station, either by direct arrest or subsequent invitation;
- Unless the incident is of such a serious nature that immediate police intervention is necessary this decision will be a joint agreement between the police and school;
- The student can expect to be interviewed at the police station regarding their possession of the weapon and the police will then make a decision regarding judicial disposal.

The judicial disposal will normally consider the following options:

- Take No Further Action
- Warn the suspect in accordance with the Final Warning Scheme, and refer to Youth Offending Service
- Charge to Court

The final decision taken in relation to the above will be based upon the student's previous offending history, details of the specific incident and any other mitigating circumstances to be considered.

### **School Sanction**

The Headteacher and Governing Body at Cotham School have agreed that the offence of bringing an Offensive Weapon onto the school site is so serious that the following sanctions may apply:

- Simple possession of a weapon – permanent exclusion and police judicial procedure (unless significant mitigating factors).
- Weapon used to threaten another person – permanent exclusion in addition to police judicial procedure
- Injury caused to another – permanent exclusion and police prosecution.

## Appendix 9

### Drugs Policy

The subject of students possessing, using or intending to supply illegal drugs or drugs paraphernalia at school, or when travelling to or from school, has become an issue of increasing concern. Cotham School will educate students on this issue through assemblies and the Science, Citizenship and PSHE curriculum. It has been agreed that, for this policy to be successful in protecting the school community, it will be implemented without exception.

Police involvement in cases of students possessing, using or intending to supply illegal drugs or drugs paraphernalia at school, or when travelling to or from school, will be seen as a positive outcome for the student(s) concerned as well as the school community as a whole. The police, in appropriate circumstances and in consultation with the school, will promote charging and court action; however, they will also initiate support mechanisms and interventions for the student(s) concerned.

#### **Protocol to be followed where a student is found in possession of suspected illegal drugs or drugs paraphernalia:**

- The police and the Safer Options Team will be notified of all incidents.
- Where suspected illegal drugs or drug paraphernalia come into staff possession, they will be sealed in appropriate packaging and retained for collection by a Police Officer.
- The member of staff taking possession of the suspected illegal drugs or drugs paraphernalia will complete a police statement regarding the seizure.
- The student can expect to be interviewed at school by our Safer Schools Officer or alternatively may be required to attend the police station, either by direct arrest or subsequent invitation. (Unless the incident is of such a serious nature that immediate police intervention is necessary this decision will be a joint agreement between the police and school)
- After interview of the student the police will make a decision regarding judicial disposal

The judicial disposal will usually consider the following options:

- Take No Further Action
- Warn the student(s) in accordance with the Final Warning Scheme, and refer to Youth Offending Service
- Charge to Court

The final decision taken in relation to the above will be based upon the individual student's previous offending history, details of the specific incident and any other mitigating circumstances to be considered.

#### **School Sanction**

The Headteacher and Governing Body at Cotham School have agreed that offences of possessing, using or supplying illegal drugs or drugs paraphernalia at school, or when travelling to or from school, are so serious that any student involved in such an incident places themselves at risk of permanent exclusion and the following **minimum** sanctions may apply:

- Simple possession of illegal drugs or drugs paraphernalia – fixed term exclusion and interview with Cotham's Safer Schools Officer;
- Use of illegal drugs or drugs paraphernalia - permanent exclusion (unless significant mitigating factors) and police judicial procedure ;
- Supply or Intent to supply illegal drugs or drugs paraphernalia – permanent exclusion and police judicial procedure.

## **Appendix 10**

### **Exclusions Policy**

An exclusion is where a student is sent home from school. Given how seriously the school takes attendance at school, this is something that the school works hard to avoid. It is used for incidents where an extremely serious consequence is necessary. Exclusions can either be fixed term (the student is educated elsewhere for one or more days), or permanent (where the student does not return to Cotham).

### **Fixed-Term Exclusion**

Fixed-term exclusion means that the student is kept at home for one or more days. Parents/ carers will be telephoned and given a full explanation as to why the exclusion has been put in place. Parents/ carers will be expected to come into school and agree targets with the school and student at a return to school meeting.

Examples of the types of behaviour which could result in a fixed term exclusion are: physical violence towards another student, racial, sexual or homophobic harassment, persistent bullying, theft, graffiti or property damage, swearing at or being abusive towards a member of staff, persistent disruptive behaviour.

Excluded students will be given work to complete at home when the exclusion is for five days or less. The work will be marked when the student returns to school.

For exclusions of more than five days the school will find an alternative placement with a Bristol secondary education provider. This will enable the student to access education and complete work for the remainder of the fixed term exclusion.

### **Permanent Exclusion**

The decision to exclude a student permanently is a serious one.

There are two main types of situation in which permanent exclusion may be considered. The first is a final, formal step in a concerted process for dealing with discipline offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. The student will have been given a Pastoral Support Plan (PSP) which has been carefully monitored with appropriate targets set. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies to deal with a first or 'one off' offence. These might include: serious actual or threatened violence against another student or a member of staff, carrying a weapon, supplying or being in possession of an illegal drug or alcohol, arson. The school will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school community.

### **Exclusion protocol**

Exclusions will be conducted in accordance with the Department for Education's exclusion guidelines which includes the 'Civil standard of proof' which means accepting that something happened if it is more likely that it happened than that it did not happen.

## Appendix 11

### Statutory Changes to the school exclusion process during the coronavirus (COVID 19 outbreak)

This statutory guidance describes the temporary changes we have made to the school exclusion process due to coronavirus (COVID-19).

The changes apply to exclusions from:

- maintained schools
- academies (including alternative provision academies but excluding 16 to 19 academies)
- pupil referral units (PRUs)

The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the 2017 statutory guidance on exclusion from maintained schools, academies and pupil referral units in England. They are unchanged except as noted in this guidance.

The term 'governing board' used throughout this guidance means the governing body of a maintained school, the management committee of a PRU or an academy trust.

#### Important dates

All exclusions occurring between 1 June 2020 and 24 March 2021 (inclusive of those dates) are subject to amended arrangements with regards to:

the use of remote access technology (for example videoconferencing or telephone conferencing software) for meetings of governing boards or independent review panels

the deadline for applications for an independent review

Governing boards and independent review panels (IRPs) who have a duty to meet to discuss an exclusion that occurred between 1 June 2020 and 24 September 2020 may be eligible for time extensions in some circumstances.

It is important that meetings relating to exclusions occurring between 25 September 2020 and 24 March 2021 take place within the normal timescales described in the exclusion from maintained schools, academies and pupil referral units in England statutory guidance.

Governing boards and arranging authorities for independent review panels should take all reasonable steps to meet the normal deadlines for exclusions occurring after 24 September 2020.

They should:

consider the guidance on protective measures for the full opening of schools

facilitate remote access meetings where it is not reasonably practicable to meet in person

If the deadlines are missed because of coronavirus (COVID-19), the meeting must be held as soon as it becomes reasonably practicable to meet either in person or via remote access (respecting the conditions for such a meeting).

An exclusion should be taken as having 'occurred' on the first day of the exclusion.

Any exclusions covered by these arrangements will continue to be subject to them until the procedures for scrutiny of the exclusion have been exhausted.

## Remote meetings

For exclusions occurring between 1 June 2020 and 24 March 2021 (inclusive of those dates), meetings of governing boards or independent review panels should be held via remote access if:

it is not reasonably practicable for the meeting to take place in person, within the usual timescales, due to coronavirus (COVID-19)

the governing board (or arranging authority, if the meeting is an IRP) is satisfied that:

all the participants agree to the use of remote access

all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used

all the participants will be able to put across their point of view or fulfil their function

the meeting can be held fairly and transparently via remote access

It is the responsibility of the school governing board (or the arranging authority in the case of an IRP meeting) to make sure these conditions are met before a meeting takes place.

Those who have no intention of taking part in the meeting should not be treated as 'participants' for the purposes of the conditions.

When determining if it's practicable to meet in person the governing board or arranging authority should assess:

- the facts of the case
- the circumstances in which a meeting in person could be expected to take place
- the needs of the intended participants (as far as this is possible)
- the latest public health guidance (including the guidance for full opening of schools)
- Arranging a remote access meeting

The governing board or arranging authority should explain the technology they propose to use to participants and should make sure that the participants (particularly pupils and their families) know that they do not have to agree to a meeting to be held via remote access if they do not want to.

They should make families aware that if they do not consent to a remote access meeting then the meeting is likely to be delayed.

Where a parent or pupil has given their agreement for a meeting to be held via remote access, the other participants should accommodate that preference except in exceptional circumstances.

Governing boards, arranging authorities and panel members must comply with relevant equalities legislation and recognise that some participants may find it difficult to participate in a remote access meeting (for example, if someone has a disability or if English is not their first language).

The governing board or arranging authority should take reasonable steps to facilitate a parent, child or young person's access to the technology required.

If a governor, trustee, panel member or other participant requires support to access or use remote access technology, the governing board or arranging authority should facilitate this to ensure the meeting can be held promptly.

## **Fairness and transparency**

The assessment of whether a meeting can be held fairly and transparently via remote access must be made with reference to the facts of each case and cannot be decided by rigidly following a general policy.

If a governing board or arranging authority is not satisfied that a meeting can be held fairly and transparently via remote access, they should consider what reasonable adjustments could be made to surmount this, consulting with parents and pupils to take account of their wishes.

It will only be in rare cases that a governing board or arranging authority conclude that a remote meeting would not be fair and transparent if the participants have understood the implications of a remote access meeting and have given their consent. In such cases, the governing board or arranging authority should explain to the parent and the pupil why this decision has been taken.

## **Running the meeting**

If a meeting is held via remote access, every effort should be made by the chair to check the participants understand the proceedings and can engage with them, to ensure the meeting is conducted fairly.

If, once the meeting starts, the meeting cannot proceed fairly (for example, because a participant cannot access the meeting), the governing board or IRP should adjourn the meeting.

The use of remote access does not alter other procedural requirements that may apply to governing boards, arranging authorities or IRPs. For example, if a parent requests the appointment of a special educational needs (SEN) expert to advise a review panel, the arranging authority must appoint one and cover the cost as normal. Parents may be joined by a friend or representative, as normal.

Though governing boards and IRPs must consider written representations if they are made, the law does not allow for solely paper-based 'meetings', conducted in writing.

As long as the conditions for a remote access meeting are met, it is possible for some participants to be present in person and for others to join the meeting via remote access. All the participants must have access to technology which will allow them to hear and be heard by others throughout (and to see and be seen throughout, if a live video link is used).

## **To help meetings run smoothly and ensure they are accessible for participants:**

- provide clear instructions to participants about how to join the meeting virtually, and distribute the relevant papers in a timely manner ahead of the meeting
- indicate a named person who participants can contact, with any questions they may have beforehand
- ensure the chair is prepared to explain the agenda at the start of the meeting, and to provide clear guidance on how the meeting will be run, for example:
  - how participants should indicate they wish to speak
  - how any 'chat' functions should be used
  - whether there will be any breaks in proceedings
  - how participants can access advocacy services during the meeting
- consider holding a pre-meeting with attendees to check that the available technology is suitable, and all participants understand how to access the meeting



### **Applications for an independent review**

The deadline for applications for an independent review in relation to exclusions occurring between 1 June 2020 and 24 March 2021 will be 25 school days from the date on which notice in writing of the governing board's decision is given to parents, or directly to the pupil if they are 18 or above.

Schools must wait for the extended period of 25 school days to pass without an application having been made before deleting the name of a permanently excluded pupil from their admissions register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 as amended.

### **Timescales for exclusions between 25 September 2020 and 24 March 2021**

Exclusions between 25 September 2020 and 24 March 2021 (inclusive) should follow the deadlines in the exclusion from maintained schools, academies and pupil referral units in England statutory guidance, other than the deadline for the application of an independent review.

If it is not reasonably practicable to meet by the usual deadline either in person (because of coronavirus (COVID-19)) or by remote access (because of the conditions for a remote access meeting), the meeting must not be delayed any longer than is reasonably necessary because of coronavirus (COVID-19).

### **Timescales for exclusions between 1 June and 24 September 2020**

Governing boards and independent review panels (IRPs) who have a duty to meet to discuss an exclusion that occurred between 1 June 2020 and 24 September 2020 may be eligible for time extensions in some circumstances, which are described in this guidance.

It is important that meetings relating to exclusions occurring between 25 September 2020 and 24 March 2021 take place within the normal timescales as described in the exclusion from maintained schools, academies and pupil referral units in England statutory guidance. If the deadlines are missed because of coronavirus (COVID-19), the meeting must be held as soon as it becomes reasonably practicable to meet in person or via remote access (respecting the conditions for such a meeting).

### **Meetings to consider permanent exclusions, and fixed period exclusions resulting in the pupil missing more than 15 school days in a term**

If a pupil is permanently excluded or is excluded for a fixed period which results in them having been excluded for 16 or more school days in a term, then the governing board should meet to discuss reinstatement within 15 school days.

The limit will be extended to 25 school days, or as long as reasonably necessary, if:

- the exclusion occurred between 1 June 2020 and 24 September 2020
- it has not been reasonably practicable for the governing board to meet face to face within 15 school days for reasons relating to coronavirus (COVID-19)
- it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting
- Meetings to consider fixed period exclusions resulting in the pupil missing between 6 and 15 school days in a term
- If a pupil is excluded for a fixed period which results in them having been excluded for at least 6 school days in a term but not more than 15 school days in that term, and the parent (or pupil, if aged 18 or above) chooses to make representations about the exclusion, then the governing board should meet to discuss reinstatement within 50 school days.

The limit will be extended to 60 days, or as long as reasonably necessary, if:

- the exclusion occurred between 1 June 2020 and 24 September 2020
- it has not been reasonably practicable for the governing board to meet face to face within 50 school days for reasons relating to coronavirus (COVID-19)
- it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting
- Timescales for meetings of independent review panels to consider permanent exclusions
- The timescale for the meeting will be extended to 25 school days, or as long as reasonably necessary for a reason related to coronavirus (COVID-19) if:
  - the exclusion occurred between 1 June 2020 and 24 September 2020
  - it has not been reasonably practicable for a review panel to meet in person within the original time limit of 15 school days for reasons related to coronavirus (COVID-19)
  - it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting

To minimise uncertainty for pupils and their families, the arranging authority should reassess at regular intervals whether it is reasonably practicable to meet, and if it is, should arrange to do so without delay.

## Appendix 12

### **Additional Appendix due to Covid-19**

In all education, childcare and social care settings, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). Returning to school during the Covid-19 pandemic, students will have to observe far higher standards of respiratory and tactile hygiene than ever before. The behaviour procedures make explicit about the hygiene behaviours that we want to see and the consequences for transgressing these. Cotham School will at all times endeavour to take an approach that is trauma informed, proportionate and upholds the highest standards of safety.

- cleaning hands more often than usual - wash hands thoroughly for 20 seconds with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- Adhering to the year group zones at all times in order to minimise contact and mixing.

### **More serious incidents**

Where there are more serious or malicious incidents of poor hygiene (including spitting or deliberately coughing or sneezing on or towards someone), in accordance with appendix 10 the head teacher would consider a high level sanction as necessary.

### **Managing instances where exposure to illness or cross contamination is likely**

There may be occasions where in order to maintain the safety and welfare of our students, it may sometimes be necessary to use reasonable force on a student, as permitted by law. In line with government guidance on the use of reasonable force in schools (2013), the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. In circumstances where exposure to illness or cross contamination is likely, staff should undertake a dynamic risk assessment to weigh up whether the risk to exposure outweighs the risk to maintaining the safety and welfare of students.