



# CEDARS

## Short Stay School

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|--|---------------------------|
| <b>Policy Title</b>                          | Behaviour                 |
| <b>Written By</b>                            | PC                        |
| <b>Review Committee</b>                      | Pupil Standards & Support |
| <b>Date Approved</b>                         | May 2021                  |
| <b>Review Date</b>                           | May 2022                  |
| <b>Responsible for Day to Day Management</b> | PC                        |

## **CEDARS KNUTTON SSS Behaviour Policy and GOVERNORS' STATEMENT OF PRINCIPLES**

### **We aim to:**

- have a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect Government legislation as represented in The Education Act 1996; Education and Inspections Act 2006; Education (Independent School Standards) (England) Regulations 2010; The Schools (Specification and Disposal of Articles) Regulations 2012; School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012; Health and Safety at Work etc. Act 1974
- consistently apply the guidance set out in the Governors' Statement of Principles
- ensure that all staff are aware of the powers available to them to sanction poor behaviour
- ensure that pupils and parents are introduced on entry to the school's expectations
- ensure that all pupils are clear about the school's expectations through their behaviour agreement, visible displays in school, tutor time and assemblies
- ensure that all pupils agree to and sign our behaviour/anti-bullying agreement
- ensure that pupils are familiar with the reward & sanction system for managing pupil behaviour and issuing rewards; and that staff apply these consistently; and that these are regularly monitored;
- ensure that pupils understand how their behaviour contributes to the overall learning climate of the school
- ensure that all pupils understand how the Restorative Justice System works at Cedars
  - Restorative approaches are based on four key features:
    - - RESPECT: for everyone by listening to other opinions and learning to value them
    - - RESPONSIBILITY: taking responsibility for your own actions
    - - REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
    - - RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education
- ensure Equality of Opportunity for all pupils
- consider the impact of each individual's behaviour on the school community as a whole
- work as part of a multi-agency network to help achieve more
- ensure all behaviour, whether it be negative or positive is recorded on SIMS
- promote clear values and a clear moral code
- enforce fair, consistent and appropriate sanctions when necessary
- involve parents and governors wherever it is appropriate or required
- use counselling and support whenever appropriate
- use day sheets wherever relevant to support behaviour
- utilise parental support and involvement: when conducting reintegration meetings following fixed term exclusion and when issuing Parenting Contracts and/or Fixed Penalty Notices

## **2. PRACTICE**

This policy is overseen by the Senior Leadership Team. It is available via -

- Website
- Pre-admission documentation
- On Request

2.1. The school recognises that every pupil and member of staff is responsible for promoting good behaviour. We recognise that poor behaviour forms a significant barrier to learning and progress. To this end it will not be tolerated.

2.2. The school's working document on school discipline is The Behaviour Pyramid

2.3. Guidance for parents on the school's expectations appears in the Home / School Admission Agreement, which is signed by the school, the parent and the pupil. In the event of an external exclusion the school, parent and pupil are required to meet to discuss and agree the expectations placed on any pupil returning to school following fixed term exclusion.

2.4. In order to ensure that appropriate support is in place and the rights of all pupils to learn in an orderly environment are protected, the school may carry out a risk assessment in cases when a pupil is considered a risk to the learning or health and safety of other pupils or staff. Where pupils are known to have been excluded, either permanently or for a fixed term, from their previous school, they will be risk assessed prior to admission to the school. The school reserves the right to risk assess any pupil on roll as a result of behaviour that causes concern. Details are set out in the risk assessment procedure document.

2.5. The school operates a system of detention and pupils are placed with staff when their behaviour falls below the parameters of being considered acceptable, as described in The Behaviour Pyramid.

2.6. All Staff are responsible for maintaining a calm, safe environment by performing duties before and after school and at break times. The Leadership Team provide further support by patrolling key areas of the school during every break and lunchtime.

2.7. When reporting issues of a serious nature an Incident Report Form must be completed by the relevant member of staff. The relevant Behaviour Point will be placed on SIMs once the Incident Report Form has been received and the appropriate action has been taken.

### **3 SUPPORT:**

A pupil may have an identified short or long term need, for example a bereavement or LAC status that requires extra support without presenting behavioural concerns. Where the school has concerns, the Senior Leadership Team will adopt a 'Multi Agency' approach to assess the levels of need and implement the most appropriate levels of support.

All pupils are expected to prioritize their learning and understand the importance of courtesy and manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning and affects the climate for learning. Examples of support include:

- Time out
- One to one support
- Counselling services
- Restorative Justice System
- EHA
- LST involvement
- YOS involvement
- Tutor/Mentor
- Home Liaison

#### **4. EXCLUSION:**

4.1. The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State. This was most recently updated January 2018 - DfE Behaviour and Discipline in schools guidance

4.2. The Headteacher is legally responsible, following investigation and guidance from the Deputy Head, for the exclusion of particular pupils and for gathering and preparing all exclusion documentation.

4.3. Following an exclusion, a meeting between the school, the pupil and the parent is arranged in which behaviour expectations will be agreed before re-admission.

4.4. The Governors' Discipline Panel is involved in all exclusions as laid down by the law on Exclusion.

4.5. A Governors' Discipline Panel, made up of three governors, will be convened when a pupil has been excluded in any fixed term exclusions which would lead to a pupil being excluded from between 6 and 15 days but only when the pupil's parent(s) express a wish to make representation.

#### **5. ANTI BULLYING:**

5.1. The Senior Leadership Team are in charge of the behaviour and safety of pupils.

5.2. The school will not tolerate bullying and recognises that challenging bullying effectively will improve the safety and make it clear to bullies that their behaviour is unacceptable.

5.3. All incidents of bullying are recorded, including the actions taken to resolve the issue. Such records are kept in the pupil files.

5.4. School recognises that there are many definitions of bullying but consider it most commonly to be:

- Behaviour which is deliberately hurtful, (including verbal, indirect and physical);
- Repeated over a period of time;
- Difficult for victims to defend themselves against;
- Bullying includes verbal and physical abuse and the inappropriate use of electronic media such as mobile phones or the internet.

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

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

5.6. Pupils should be reminded that all forms of bullying are unacceptable and will not be tolerated.

5.7. The school encourages pupils 'to tell' if they feel they are being bullied. Direct action should be taken immediately to support the child and resolve the issue.

5.8. The school utilises the Restorative Justice System seeks to follow up after an incident to check the bullying has not started again. If pupils expect follow up, they are less likely to start bullying again.

5.9. Strict sanctions will be put in place for pupils involved in 'cyber bullying'; such sanctions could be supported by making sure all hand held devices are handed in at the start of each day. The parents of pupils involved in cyber bullying will be engaged in this process.

5.10. Sanctions should be considered carefully and involve parents. In cases of severe and persistent bullying, exclusion from school may be necessary.

**5.11. Cyber bullying:** Cedars has clear and understood policies in place that include the acceptable use of technologies by pupils and staff that address cyberbullying. Agreements on the responsible use of technology include:

- Rules on the use of school equipment, software and access routes when used on or off the school premises within school hours: for example, internet access, tablets, lap tops and mobile phones.
- Acceptable behaviour for pupils and employees, including behaviour outside school: for example teachers' and pupils' use of social networking services and other sites, so as not to harm others or bring the school into disrepute.
- School staff should expect the school to react quickly to reported incidents or support the member of staff concerned to do so. It is also important that staff who are harassed in this way receive support and information enabling them to access appropriate personal support. The school should endeavour to approach internet providers or other agencies on their behalf in order to request that the inappropriate material is removed. The internet provider may only accept a request from the victim. However, the school may want to take action if it is on a school website or email address.
- If it is necessary for the person being bullied to contact the service providers directly, the school may provide support. This might apply, for example, in cases of identity theft, impersonation or abuse via a mobile phone service.

## **6. BEHAVIOUR PYRAMIDS:**

6.1. Schools are complex places and CEDARS Short Stay School will endeavour to see each pupil and incident individually.

6.2. Staff are expected to display and consistently adhere to a set of common expectations and responses through The Behaviour Pyramid.

6.3. To counterbalance this list of negative behaviours and consequences, an Achievement Pyramid is in place to promote positive behaviours.

6.4. Staff are expected to display and consistently adhere to this set of common expectations and rewards.

## **Appendix 1: The Behaviour & Achievement Pyramids.**

## **7. ON DUTY:**

7.1. All pupils are expected to behave in accordance with the school's expectations. Where pupils fail to comply either in or out of the classroom, it is important that such behaviour is challenged accordingly by use of The Behaviour Pyramid and behaviour points are allocated as appropriate. All staff are trained in the Restorative Justice System and PROACT-SCIPr-UK. This is a **P**ositive **R**ange of **O**ptions to **A**void **C**risis and use **T**herapy including De-escalation and Distraction techniques.

7.2. Should a situation arise in a classroom where a pupil's behaviour escalates it will be necessary for the teacher to call for support from colleagues with the use of the InTouch Emergency call or the class telephone

7.3. The aim of seeking adult support is to resolve the situation and allow the pupil to continue with the lesson. The intention behind this is to ensure that all teachers are empowered in relation to classroom management.

7.4. Where the member of supporting staff considers there to be a risk that poor behaviour may continue, they may remain in the lesson to assist in settling the class.

7.5. Where a pupil has caused a significant breach of health and safety they will be automatically removed from the class and the matter will be investigated and dealt with by a member of the Senior Leadership Team. This may result in internal or fixed term exclusion.

7.6. It is essential that incidents of support are recorded by the subject teacher on SIMS/ an incident report form. A central record is kept in school and overseen by the Senior Leadership Team.

7.7. Staff must use a "day sheet" which records and scores the student's behaviour and attempt to meet their individual, SMART behaviour target. This sheet is a daily record and is part of the school/home communication log.

7.8. Support can be requested via telephone.

7.9. We want all colleagues to be empowered in the management of pupil behaviour. We would never seek to undermine a teacher's authority by being considered 'more able' to deal with problems.

7.10. Where staff are finding recurring issues with certain pupils or classes we advise that they seek support and not tolerate this. It is recognised that we all face difficulties with pupils from time to time and staff should feel confident to ask for help.

7.11. The Support records held by the Senior Leadership Team, in charge of behaviour and safety, are used to identify patterns of poor behaviour and to put in place intervention strategies in support of teachers and pupils.

## **8. GOVERNORS' STATEMENT OF PRINCIPLES:**

8.1. The purpose of this document is to guide the Head when drawing up and reviewing the school's behaviour and discipline policy.

8.2. The document defines Governors' expectations in relation to the promotion of teaching and learning through high expectations.

8.3. The statement details teachers' powers in relation to:

- Screening and searching pupils
- Using reasonable force
- Discipline beyond the school gate
- Pastoral care for staff accused of misconduct
- Detention

8.4. The document is reviewed annually alongside the Behaviour Policy.

## **9. INAPPROPRIATE ITEMS:**

9.1. The following items are not permitted on the school site: knives or weapons • alcohol • illegal drugs • stolen items • tobacco and cigarette papers • fireworks • pornographic images • any article that the member of staff reasonably suspects has been, or is likely to be, used: • to commit an offence, or • to cause personal injury to, or damage to the property of, any person (including the pupil). • 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 Senior Leadership Team will decide what is or is not acceptable as outlined in the DfE guidance to Headteachers – Searching, Screening and Confiscation January 2018. The list is not exhaustive, and the school maintains the right to confiscate any item considered dangerous, offensive and inappropriate or that may compromise safety and that includes - chewing gum, fizzy drinks, hoodies, caps, gloves, stink-bombs, lighters, cigarettes, laser pens, electronic cigarettes, stolen goods, pornographic images, steel-capped boots and unacceptable footwear. This list is not exhaustive

9.2. The following items are considered dangerous and are banned: for example - fireworks, illegal drugs, solvents, weapons, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas), and anything else deemed inappropriate by the Senior Leadership Team. Support from the Youth Offending Team around prevention may be sought

9.3. Pupils found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned or confiscated items as outlined in the DfE guidance to Headteachers – Searching, Screening and Confiscation January 2018.

## **10. MALICIOUS ACCUSATIONS:**

10.1. Where pupils are found to have made malicious accusations against a member of staff that are proved unfounded the school will utilise the Restorative Justice System and consider excluding the pupil concerned. Dependent on the severity of the accusation and the distress caused, this exclusion may be permanent.

10.2. Where parents are found to have made malicious accusations against a member of staff that are proved unfounded the school may ban the parent from school premises and inform the police and/or LADO. Dependent on the severity of the accusation and the distress caused, this arrangement may be permanent.

## **11. PARENTS:**

11.1. Parents are expected to behave in an adult, mature and amicable fashion at all times when on the school site or in conversation with members of staff.

11.2. When a parent's behaviour is giving ongoing cause for concern the governing body has the authority to ban the parent from site.

## **12. RESTRAINT AND SCIP PRINCIPLES:**

All staff are fully trained in PROACT-SCIPr-UK. This is a **P**ositive **R**ange of **O**ptions to **A**void **C**risis and use **T**herapy county council approved course and have to undertake an annual refresher training course.

### Mission Statement:

'It is the intent of PROACT-SCIPr-UK to minimise the use of physical interventions and to emphasise sound behavioural support strategies based upon an individual's needs, characteristics and preferences'.

**Who can use reasonable force?** Following the guidelines laid out in the Department of Education "Use of reasonable force Advice for Headteachers, staff and governing bodies - July 2013"

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

**When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom or area where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts;
- restrain a pupil to prevent criminal damage.

The Restorative Justice System is offered following any incident where restraint has been used.

**13. BEHAVIOUR and ACHIEVEMENT PYRAMIDS:**

All stakeholders have been involved in creating the Behaviour and Achievement Pyramids. Points are awarded and recorded on SIMs for all behaviours, both acceptable and challenging. This information is carefully monitored and shared regularly with the pupil and their parents/carers. Positive behaviour is rewarded. Challenging behaviour is dealt with via support, counselling and preventative measures, as well as sanctions.

13.1 Pupils who use behaviour found on the Positive & Behaviour Pyramids will have rewards or sanctions from one of four levels (1 to 4).

**Appendix 1: The Behaviour & Achievement Pyramids**

**Appendix 2: GOVERNORS' STATEMENT OF PRINCIPLES**

**Appendix 3: COVID-19**



## **Appendix 1: The Behaviour & Achievement Pyramid**

Behaviour 1 **ACTION | 2 behaviour points will be added to the student profile.**

Chewing gum  
Failure to adhere to basic school rules  
Failure to follow simple instructions  
Inappropriate language not directed at staff or pupils  
Not on task but remained in the classroom

13.1a. **Detentions** are used as a sanction in response to punctuality, poor quality classwork, lack of or poor quality homework and behaviour concerns.

13.2. Staff may issue 'no notice' detentions but are advised to give parents notice by telephone, email or text.

### **REASONS for DETENTION:**

Behaviour 2 Internal breaks and/or lunch detention **ACTION | 4 behaviour points will be added to the student profile**

Failing to attend a detention  
Walking out of school building  
Using offensive or abusive language directed at staff or pupils  
Disrupting other people's learning  
Leaving the classroom without permission

Behaviour 3 Internal after-school detention **ACTION | 6 behaviour points will be added to the student profile**

Continued bullying of another pupil  
Leaving school premises without permission  
Misuse of ICT network or machines  
Smoking on school premises  
Continued bullying of another pupil  
Breach of Health & Safety – Dangerous behaviour  
1's on the daily report sheet  
Repeatedly disrupting other pupils' learning, despite several warnings issued by the teacher

Behaviour 4 Fixed Term Exclusions or Permanent Exclusions **ACTION | 8 behaviour points will be added to the student profile**

A significant breach of health and safety  
Assault on staff or student  
Bringing in offensive or dangerous weapons  
Criminal damage/damage of school property  
Intimidating or Bullying staff or pupils  
Knowingly bringing a 'trespasser' onto the school premises  
Making racist, homophobic or other offensive comments  
Possession, use or supply of illegal drugs  
Serious or threatened violence against another pupil or member of staff

A1 | **ACHIEVEMENT: 2 reward points will be added to your pupil profile**

Pupils engage positively in learning

Pupils have attempted to work independently or as part of a group  
Student remains in the classroom at all times  
Being punctual to school  
Correct use of ICT equipment

**A2 | ACHIEVEMENT: 4 reward points will be added to your pupil profile**

Pupils engage positively with learning and complete objectives to the best of their ability  
Pupils work independently  
Pupils are making good progress in learning  
No inappropriate language  
Pupils follow staff instructions  
Full weekly attendance  
Social time score of a 3  
Supporting peers/staff to maintain good behaviour

**A3 | ACHIEVEMENT: 6 reward points will be added to your pupil profile**

Pupils follow all staff instructions without challenge  
Overcoming personal difficulties or challenges  
Asking for and completing homework.  
Pupils secure a 5 in behaviour and learning

**A4 | ACHIEVEMENT: 8 reward points will be added to your pupil profile**

Diffusing potentially violent or difficult situations  
Reporting serious and potentially dangerous information  
Representing CEDARS off site  
Work Experience completed successfully

## **Appendix 2 ~ THE GOVERNORS' STATEMENT 2020/2021**

### **Behaviour Principles written statement.**

Responsibility of the governing body for discipline. Education and Inspections Act 2006: section 88

(1) The Management Committee of CEDARS will ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

(2) In particular, the Management Committee of CEDARS —

(a) must make, and from time to time review, a written statement of general principles to which the head teacher is to have regard in determining any measures under section 89(1), and

(b) where they consider it desirable that any particular measures should be so determined by the head teacher or that she should have regard to any particular matters—

(i) shall notify her of those measures or matters, and

(ii) may give her such guidance as they consider appropriate.

(3) Before making or revising the statement required by subsection (2) (a) the Management Committee of CEDARS must consult (in such manner as appears to them to be appropriate) —

(a) the head teacher,

(b) such other persons who work at the school (whether or not for payment) as it appears to the Management Committee of CEDARS to be appropriate to consult,

(c) parents/carers of registered pupils at the school, and

(d) registered pupils at the school.

(4) In exercising their functions under subsection (2) the Management Committee of CEDARS must have regard to any guidance given from time to time —

(a) in relation to England, by the Secretary of State, and

(b) in relation to Wales, by the Assembly.

(5) In this section and section 89 —

- “relevant school” means —

At CEDARS Short stay School - a pupil referral unit

- “governing body”, in relation to a school approved by the Secretary of State or the Assembly under section 342 of EA 1996, means the proprietor of the school. At CEDARS this is the Management Committee

(6). The Governors' Statement is supported by the following policies:

- Behaviour

- Restraint and holding of pupils
- Drugs
- Search and Confiscate
- Equality Statement

and is introduced for parents via:

- The Home/School Agreement
- The Parent information booklet
- DFE Laptop & dongle agreement

and is detailed for pupils via:

- The Behaviour Agreement
- Tutor time
- Assemblies and PSHE
- ICT acceptable user agreement

(7). Pupils who are significantly underperforming across all subjects as a result of poor and disruptive behaviour may be recommended to repeat part of, or the whole of, an academic year. In such cases progress will be monitored on a termly basis. Recommendation will be made by the school's Deputy Heads.

(8). The school has a policy of 'risk assessment'. Such an assessment will be completed when a pupil presents dangerous or threatening behaviour. Risk assessments will also be carried out when pupils joining the school mid-term have been permanently excluded from their previous school, or been excluded for a fixed term for aggressive or dangerous behaviour. Following assessment, the school may refuse admission on the grounds of concern relating to the Health and Safety of other pupils and adults.

(9). A member of staff will not automatically be suspended when accused of misconduct and is pending an investigation. The Governing Body will contact the Head and Deputy Heads to draw on the advice in the 'Dealing with Allegations of Abuse against teachers and other staff' when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

(10). Teachers may discipline pupils for: any behaviour when the child is:

- a. taking part in any school-organised or school-related activity;
- b. travelling to or from school;
- c. in some other way identifiable as a pupil at the school.
- d. on school visits. Teachers can discipline pupils for misbehaving outside school

(11). Teachers may discipline pupils for: misbehaving at any time, whether or not the conditions apply, that:

- a. could have repercussions for the orderly running of the school;
- b. poses a threat to other pupils or members of the public;
- c. could adversely affect the reputation of the school

(12). Governors may review this statement of principles from time to time and seek comment from staff, parents and pupils.

### **Associated resources (external links)**

- Use of Reasonable Force - advice for headteachers, staff and governing bodies Behaviour and Discipline in Schools
- Behaviour and Discipline in Schools - advice for head teachers and school staff
- Information Commissioner for advice on the Data Protection Act
- Keeping children safe in education statutory guidance for schools and colleges
- UK Council for Child Internet Safety- UKCCIS Sexting in schools and colleges - responding to incidents and safeguarding young people
- HM Government Guidance : Reducing the need for Restraint and Restrictive Intervention 27.06.19
- DFE COVID-19 guidance 06.04.21 – see link:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

### **Legislative links**

- The Education Act 1996
- Keeping children safe in education 2020
- Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2010
- The Schools (Specification and Disposal of Articles) Regulations 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work etc Act 1974

### **Appendix 3: COVID-19 behaviour expectations for reopening to more pupils. Updated March 2021**

During the transition period between lockdown and full pupil attendance, the current behaviour policy is still relevant and only requires minimal additions.

All new policy changes are following government and Staffordshire County Council guidance in addition to the new risk assessment implemented over COVID-19 pandemic.

The fundamental additions are in the areas of Social Distancing and Personal Hygiene.

Normal rules and expectations found in both pyramids remain in place but the sanctions attached are suspended. It is not feasible to place pupils in detention either at break/lunch or after school. In light of this, all failures to meet both our new and existing expectations / rules will result in an explanation of why their action is both wrong and dangerous through a Restorative Justice approach. The intentional or repeated breaking of both existing and new rules, it will result in pupil being sent home on a fixed term exclusion, parents contacted a review of the Individual Behaviour Plan, a referral to the Youth Offending Service and in extreme circumstances, contacting the Police.

Social Distancing:-

- Pupils and parents will be given clear expectations
- Pupils will be expected to adhere to the 2m distance from both staff and peers
- Accidental failure to follow this will result in reminders of our expectations and reinforcement of guidance that will include discussion over the importance of safe distancing.
- Repeated failure to keep 2m distance after multiple offers of support, will result in the student being sent home on a fixed term exclusion and a review of the Individual Behaviour Plan
- Continued and repeated failure to follow social distancing will result in a review the of Individual Behaviour Plan, support through the Restorative Justice approach and a possible return to remote learning only
- Intentional breaking of safe distance will be deemed as a threat to staff or peers and appropriate consequences will be given which could include contacting the Police, a referral to the Youth Offending Service and a requirement to seek support through Younger Minds
- Pupils known to be breaking social distancing prior to arrival at school (e.g. meeting up outside school gates, walking in together) will not be allowed access to the school building and will be asked to go home. A review of the Individual Behaviour Plan and support through the Restorative Justice approach will be offered.
- Pupils who arrive at school at a time or day they are not timetabled for, will be asked to leave. Failure to leave will result in the calling of parents and if necessary, the Police.
- Pupils will be expected to stay in specific places whilst in school. Going to places which are now deemed “out of bounds” will result in staff support and education over the importance of staying where they should.

- Repeated failure to stay where they are expected to will result in being sent home on a fixed term exclusion and a review of the Individual Behaviour Plan. This could result in an offer of support through the Restorative Justice approach, a referral to the Youth Offending Service and a requirement to seek support through Younger Minds

#### Hygiene & Cleanliness:-

- All pupils will be expected to wash their hands on arrival, at the end of each session and on departing CEDARS.
- Disturbing areas which have been “cleaned and covered” will result in education of the importance of “clean areas”.
- Repeated disturbing of “clean areas” or intentional will result in being sent home on a fixed term exclusion and a review of the Individual Behaviour Plan
- Pupils will be helped to understand the need to clean their work areas and any additional equipment they have used. Failure to do so will result in reminders of the expectations and reinforcement of guidance with discussion over the importance of cleanliness.
- Repeated failure to clean their allotted areas will result in sanctions, a review of the Individual behaviour Plan and possible support from Younger Minds.

#### Other Behaviours:-

All existing school expectations are in place and challenging these will be managed on a case-by-case basis following DFE and Local Authority advice and guidance.

#### **Appendix 1: The Behaviour & Achievement Pyramids**

#### **Appendix 2: GOVERNORS’ STATEMENT OF PRINCIPLES**

#### **Appendix 3: COVID-19**