

DUDLEY ACADEMIESTRUST

Behaviour Policy

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This policy links with the Trust's Anti-Bullying policy.

Contents

Intended Outcomes	4
Our Commitment	4
Values Driven Learning.....	5
Policy Implementation	5
Positive Achievement.....	6
Negative Behaviour	7
Merits and Lines.....	8
Support Services	8
External	8
Internal.....	9
Support for Learning.....	9
Detentions.....	9
Supporting Expectations: Internal Exclusion.....	9
Exclusion.....	10
Fixed Term Exclusions	10
Permanent Exclusion	11
Disciplinary Panel.....	11
Searches	12
Confiscating Items	12
Malicious Allegations.....	12
Physical Contact, Restraint and Use of Physical Force	13
Restraint and Use of Physical Force	13
Physical Contact	13
Review	14
Appendix 01 – Coronavirus: Additions to Learner Behaviour Policy	15
Introduction	15
Expectations for Learners in The Academy	15
Altered Routines for Arrival or Departure	15
Departure from the Academy.....	15
Moving Around the Academy.....	16
Procedures and Routines	16
Rewards and Sanction System Where Appropriate	16
Rewards.....	16
Sanctions	17

Reasonable Adjustments That Need to Be Made for Learners with More Challenging Behaviour	18
Changed Rules	18
Expectations for Learners at Home	18
Dealing with Problems.....	19
Links with Other Policies.....	19

At Dudley Academies Trust (DAT) we seek to promote excellent behaviour through a mutual understanding and respect for our core values (Dreaming Big, Rewarding Effort, Leading Together, Respecting Each Other and Our World and Learning That Inspires. Our values are underpinned by honesty and integrity.

By determining clear boundaries and a hierarchy of rewards and sanctions which are applied fairly and consistently for all learners we can ensure that we create a culture across our Trust community where Learners can continue to flourish and achieve their full potential.

Intended Outcomes

The Trust seeks to:

- Ensure all staff (including contractors, agents and volunteers) act as positive role models, demonstrating disciplined and respectful behaviour, both professionally and personally towards our Learners at all times.
- Provide a safe environment free from harassment, violence and disruption.
- Encourage good behaviour, respect and tolerance for others and prevent all forms of bullying (see Anti-Bullying policy outlining the academy's expectations).
- Promote the ethos of a Values Driven Education, encouraging and supporting effort over attainment and attitude over achievement.
- Ensure all members of our learning community display self-discipline and appropriate regard for authority.
- Ensure procedures in relation to positive and negative behaviours are applied consistently and fairly.
- Encourage, promote and reward self-regulation of behaviour by our learners.
- Secure high standards in all elements of school life.

Our Commitment

The Trust is committed to:

- Implementing an inclusive approach to all elements of school life.
- Identifying and supporting those learners who may have underlying reasons (academic and/or pastoral) which act as contributory factors to standards of behaviour falling below the Trust's expectations.
- Providing a wide range of study support for learners.
- Achieving high standards in terms of behaviour, attendance and punctuality.
- Identifying and supporting those learners who require intervention at the earliest opportunity.
- Facilitating and encouraging parental/carers involvement.
- Implementing an effective agreement between home and Dudley Academies Trust. Any parent/carers who do not sign the home/school agreement will be contacted by Senior Leadership Team (SLT) to ensure that they understand the Trust's expectations of their learner.
- Monitoring positive achievement and negative behaviour.
- Celebrating success and effort through an effective rewards initiative.

- Identifying, recording and acting upon any incidents which may be deemed as discriminatory, sexual harassment or bullying in their nature and preventing reoccurrence or repetition (see Anti-Bullying policy outlining the academy's expectations).
- Teaching all learners, the principles which distinguish 'right' from 'wrong' and that the Trust's 5 core values are underpinned by honesty and integrity.
- Providing a moral code.
- Fostering honesty, fairness, respect for truth and justice.
- Ensuring consistent and fair practice by all staff in terms of discipline.

Values Driven Learning

We expect all learners to demonstrate qualities in terms of their behaviour which contribute to the creation of an excellent learning environment. This includes taking an active part in their learning; demonstrating commitment to learning, arriving to the academy with the correct equipment and completing all tasks (including home learning) to the best of their ability. Behaviour expectations will be demonstrated through rewards and behaviour points and evidenced in the learner planner.

Policy Implementation

The Principal (with delegated responsibility to the Assistant Principal Inclusion & Learner Wellbeing) will be responsible for the implementation and management of the Behaviour Policy. The '[Education and Inspections Act 2006](#)' allows teachers the statutory authority to discipline learners whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (section 90 and 91). This guidance also sets out in section 90 that teachers have the power to discipline learners for misbehaving outside of the academy premise 'to such an extent that is reasonable'. The January 2016 '[Behaviour and Discipline in Schools – Advice for Headteachers and school staff](#)' sets out that learners can be punished when:

1. Taking part in school-organised or school-related activity or
2. Travelling to and from the academy or
3. Wearing academy uniform or
4. In some way other identifiable as a learner at the academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

1. Could have repercussions for the orderly running of the academy.
2. Poses a threat to another learner or member of the public or
3. Could adversely affect the reputation of the academy and the Trust.

Excellent behaviour management both within and outside of the classroom is the shared responsibility of all staff at Dudley Academies Trust. The procedures which support the behavior model is provided to staff through staff development.

The Board of Trustees are committed to supporting the Trust to ensure that the highest standards of behaviour are maintained and will ensure that appropriate training is available to support effective implementation of this policy.

Positive Achievement

Dudley Academies Trust will seek to create a positive ethos through the recognition and rewarding of achievement.

Dudley Academies Trust will use a range of strategies including reward events, assemblies and reporting to parents/carers to recognise achievement and will keep an accurate record of all achievements awarded.

Dudley Academies Trust will commit resources to rewarding achievement from its annual budget.

Parents and Carers will:

- Ensure their child arrives punctually for the start of the school day.
- Send their child to the academy each day in uniform, fed, rested, and ready to learn.
- Ensure their child has appropriate dress for school and PE so as to take a full part in all academy activities.
- Help ensure that their child follows reasonable instruction from Dudley Academies Trust staff and adheres to the Trust's expectations.
- Ensure their child shows a proper regard for other people's property, buildings and the environment.
- Ensure regular attendance at school and avoid unnecessary learner absence.
- Adhere to the Home-School Agreement, which details the agreed responsibilities of parents, carers, learners and teachers.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behavior.

Learners will:

- Take responsibility for achieving the highest standards possible in terms of their work and conduct.
- Recognise, acknowledge and celebrate the achievement of others.
- Act in a way that is conducive to a culture where success is celebrated including taking part in assemblies and reward events.
- Recognise and reward effort and attitude in line with the value led learning ethos.
- All staff (including volunteers, agents and contractors) will:
- Act as role models, modelling the highest standards of behaviour and attitude for the benefit of all learners.
- Capitalise on every opportunity to praise learners and reward achievement.

Heads of Department will:

- Seek opportunities to praise learners every day.
- Develop departmental rewards and recognition of achievement within their specific area(s) of responsibility.
- Keep the Behaviour Manager, SLT and parents/carers informed of achievements within their subject area when possible.

In accordance with [Teachers' Standards](#) Tutors will:

- Follow/adhere to the DfE Teachers Standards at all times.
- Operate with honesty and integrity.
- Have strong subject knowledge.
- Keep their knowledge and skills up-to-date.
- Forge positive professional relationships.
- Celebrate success and acknowledge achievements within the tutor group setting.
- Contribute to creating a culture of success through House and Year activities.
- Provide opportunities to develop democracy and citizenship with learners.
- Balance negative comments with positive.
- Work with parents/carers in the best interests of their learners.

Behaviour Manager and Attendance Officers will:

- Work together in conjunction with parents and carers, colleagues and outside agencies to recognise positive achievement.
- Develop a culture where positive achievement is recognized.
- Contribute to and support House activities (where applicable).
- Celebrate success through assemblies and reward events.
- Encourage all learners to play an active part in democracy and citizenship.

Heads of House (where applicable) will:

- Work in conjunction with tutors to recognise positive achievement.
- Develop and foster a 'positive achievement' culture for all House members.
- Lead celebration events.
- Encourage active participation in learner democracy and citizenship through House assemblies and tutor activities.

Senior Leadership Team will:

- Act as role models for all staff in terms of implementation of this policy.
- Promote a culture of achievement and support the recognition of achievement through whole school rewards.
- Capitalise on every opportunity to praise learners, making three positive statements for every negative.

Negative Behaviour

Dudley Academies Trust will seek to support learners in developing their awareness of inappropriate conduct and will work with learners to develop their skills in recognising, managing and self-regulating their own behaviour.

Parents/Carers will:

- Support their child in adhering to the learner Behaviour policy.
- Inform the academy of any changes in circumstances that may affect their child's behavior.
- Discuss any behavioural concerns with the class teacher promptly.

Learners will:

- Self-regulate their behaviour.
- Report any incident(s) of bullying, violence, harassment and disruption at the earliest possible opportunity (see Anti-Bullying policy outlining the academy's expectations).

Subject Teachers will:

- Be responsible for maintaining good discipline within their own lessons.
- Apply behavior management sanctions consistently and fairly as outlined within procedural documentation.

Heads of Department will:

- Support members of staff within their department to facilitate departmental parking when needed.

Tutors will:

- Maintain an overview of the behaviour of their tutor group. In the first instance, this will include responding to minor offences that occur outside timetabled lessons.

Behaviour Managers and Attendance Officers will:

- Work together in conjunction with parents and carers, subject teachers, tutors, the SENCO, Senior Managers and external agencies to address serious or repetitive incidents of inappropriate behaviour, promoting inclusion and providing an environment in which outstanding conduct can flourish.
- Work collaboratively with senior leaders, colleagues and external agencies in addressing serious incidents of inappropriate behaviour, promoting inclusion and providing an environment in which outstanding conduct can flourish.

SLT and the Behaviour Manager will:

- Operate an 'On Call' service in response to serious incidents of behaviour which become a health and safety issue or undermine the learning of other learners.
- Act as role models for all staff in terms of implementation of this policy.
- Support colleagues in supervising regular after school detentions for repeated inappropriate behaviour.

Merits and Lines

Our merits and lines system has several functions and a full description of this can be found in the learner's planner and also in the Parent/Carer Guide that is available on the academy's website.

Support Services

External

Where necessary support and advice will be sought from a range of external agencies. Any input will be used to offer additional support and guidance to learners and staff in relation to appropriate behaviour management strategies.

Internal

Dudley Academies Trust will engage all staff in a pastoral capacity to offer support where appropriate to learners whose behaviour is a cause for concern. Individual and group approaches will be used for improving behaviour and enabling learners to identify and manage their individual behaviour difficulties.

Support for Learning

Dudley Academies Trust is committed to supporting all learners and recognises that some learners may require a personalised approach through structured support to access learning.

The reasons for this may include:

- Re-integration into mainstream school following exclusion.
- Re-integration into some or all lessons following time spent in ‘supporting expectations’.
- Full-time, short-term educational provision for those learners who may be ‘school-phobic’.
- Full time educational provision for learners joining DAT via the Fair Access Panel.
- Short term alternate provision for those learners in Key Stage 3 and Key Stage 4 who display temporary reluctance to access full time provision in a main-stream setting.
- Full time educational provision for learners with temporary mobility issues, for example, injuries to limbs, and/or learner using walking aids.
- Key Stage 4 learners who have been dis-applied from a GCSE subject and where main-stream provision is considered inappropriate.
- Facilitating examinations for learners who require alternative or special arrangements.

NB. This list is not exhaustive and only includes some of the most common causes.

The Assistant Principal of Inclusion and Learner Wellbeing will work collaboratively with members of the Inclusion Team to establish the appropriate provision for individual cases as they arise.

Detentions

There is one (maximum two) detentions each week which are two hours long. This is supervised by members of the SLT team. The learner planner clearly explains the reasons for a detention being issued.

There is no legal obligation to provide notice before issuing a detention but the academy will endeavor to give 24 hours’ notice of a detention to a parent/carer.

Supporting Expectations: Internal Exclusion

Supporting Expectations will be used as a sanction and consider the Special Educational Needs and Disability of the learner and also use EHCP’s to support learners where

appropriate. To help promote the good behaviour of individual learners supporting expectations will:

- Provide an environment that will facilitate re-engagement of disaffected learners.
- Reduce the number of potential fixed-term exclusions.
- Improve the learning environment in mainstream classrooms by making it possible to withdraw disruptive learners for short periods of time.
- Strengthen our ability to offer additional curriculum provision for learners whose behaviour is affecting their own learning and/or the learning of others.

The learner planner clearly explains the reasons why a learner is placed in the Supporting Expectations room.

Exclusion

Exclusion will be used as a sanction in cases of serious misconduct. The decision to exclude will be made by the Principal who, before reaching a decision will:

- Consider all the relevant and available facts and evidence to support the allegations made taking into account Dudley Academies Trust Equal Opportunities Policy.
- Consider the Special Educational Needs and Disability (SEND) status of the learner.
- Refer to an EHCP where necessary.
- Ensure opportunity has been provided for the learner to give their version of events.
- Check whether an incident was provoked.
- If necessary consult others, being careful not to involve anyone who may later take part in the statutory review of their decision, for example, members of the Discipline Committee.
- Ensure full compliance with government and Local Authority regulations.
- The length of the Fixed Term Exclusion will be determined dependent on the individual circumstances of the incident(s).

Fixed Term Exclusions

All decisions to exclude are serious and only taken as a last resort or where the breach of the Academy rules is serious. The following are examples;

- Failure to comply with a reasonable request from a senior member of staff.
- Failure to wear academy uniform which has been provided (where possible).
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or learners.
- Possession of drugs and/or alcohol related offences.
- Wilful damage to property.
- Homophobic or racist bullying.
- Bullying (see Anti-Bullying policy outlining the academy's expectations).
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.

- Other serious breaches of Academy rules.

Permanent Exclusion

A decision to exclude a learner permanently should only be taken:

- In response to serious or persistent breaches of the school's behaviour policy; and
- Where allowing the learner to remain in school would seriously harm the education or welfare of the learners or others in the academy'.

([DfE 'Exclusion from maintained schools, Academies and Learner referral units in England 2012](#))

Only the Principal of the Academy can exclude a learner and this must be on disciplinary grounds. The Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a learner for a first or 'one-off' offence:

- Serious actual or threatened physical assault against another learner or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Possession of an illegal drug with intent to supply;
- Carrying an offensive weapon;
- Making a malicious serious false allegation against a member of staff;
- Potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the academy community.

In addition, the Trust also considers the following to be serious incidents resulting in the permanent exclusion of a learner:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the Academy computers for activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent disruption and defiance.

Disciplinary Panel

This is a very serious meeting for those learners at serious risk of exclusion because of their behaviour. When a learner has been issued with four fixed term exclusions, the learner and parents/carers, must attend this meeting. Members of the Local Advisory Committee and key staff from the academy will consider the next steps and are likely to arrange a managed move (to another academy within the Trust for 6 weeks) or to move the learner permanently out of the academy. This would be achieved through a referral to the Local Authority Fair Access Panel which means that the learner would be moved permanently to another school. The other course of action is for the Disciplinary Panel to permanently exclude the Learner from the academy and the Trust.

Searches

If a learner is suspected of concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images or 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 property, every effort will be made to persuade the learner to hand over the items, preferably in the presence of a second adult witness.

Dudley Academies Trust staff will always involve the Behaviour Manager or a member of SLT before conducting a search unless it is deemed necessary, in the event of safety, to search the learner immediately.

Any search will be recorded and logged on a learner's file. If a learner refuses to give consent to a search, a search can still be conducted by law if a member of staff has reasonable grounds to suspect the learner is concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, e-cigarettes, fireworks, pornographic images or 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 property.

The search will take place by a member of staff of the same gender unless in exceptional circumstances. Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is good reason to do so. The Behaviour Manager or member of SLT should however consider informing parents/carers for support or in more serious situations the police may be contacted and may carry out a search.

Confiscating Items

Certain items such as mobile phones, electronic music devices, e-cigarettes, cigarettes, inappropriate clothing/uniform, drugs, and weapons (or anything that could be used as a weapon) will be confiscated by staff if seen, heard or suspected of being used. Confiscated items will be kept safe and then logged and stored by the Behaviour Manager.

If a learner refuses to hand an item over further sanctions will be applied. Items will be returned at the discretion of the Behaviour Manager and may hold on to the item until collected by a parent/carer. Any illegal items will be handed over to the Police or relevant agencies.

For further information and guidance on searching and confiscation please see '[Department for Education screening, searching and confiscation - advice for headteachers, school staff and governing bodies 2018](#)'. Whilst every care will be taken to ensure the safe return of such confiscated items the Trust takes no legal responsibility should an item go missing.

Malicious Allegations

Complaints against staff or other learners are always investigated thoroughly. If, after a full and thorough investigation, it is the considered view that the allegation against the member of staff or learner was unfounded and malicious any record of the incident will be removed from the member of staff's or learner's file. The learner or learners involved in making the

allegations will be disciplined according to the severity of the case up to and including exclusion.

Physical Contact, Restraint and Use of Physical Force

Dudley Academies Trust does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a learner, or prevent them taking action needed to prevent a learner causing harm.

The law forbids any degree of physical contact which is deliberately intended to punish a learner or which is primarily intended to cause pain, injury or humiliation.

Physical contact with learners and young people may be appropriate and necessary in some circumstances. Staff should use their professional judgement and be aware of the following key points before making any physical contact with a learner.

Restraint and Use of Physical Force

In some circumstances reasonable force can be used to control or restrain learners but this should be seen as a last resort. All members of Dudley Academies Trust staff have a legal power to use reasonable force.

These circumstances are:

- To prevent learners from committing a criminal offence, harming themselves or others, causing damage to property including their own or engaging in behaviour prejudicial to maintaining good order and discipline at the Trust.
- To defend themselves against attack provided that they do not use a disproportionate degree of force.
- To use such force as reasonable given the circumstances when conducting a search without consent for the items detailed above.

Before intervening physically in any situation staff should try to communicate calmly and clearly with the learner about their behaviour and its sanctions and wherever possible.

If there is a risk of injury to other learners, they should be removed and assistance summoned.

Force used will be proportionate and reasonable. Dudley Academies Trust staff should always try to act in a way that minimises the chance of injury to the learner but it may not always be possible. Force will never be used as a form of punishment and reasonable adjustments will be made for SEND Learners. EHCP's will be used to support learners where appropriate. Parental consent is not required to use reasonable force.

All incidents where restraint is used must be recorded by staff involved via emailing the Behaviour Manager, Assistant Principal of Inclusion and learner well-being and the Principal.

Physical Contact

Staff should not assume that it is acceptable practice to use touch as a form of communication and should be very clear why it is necessary before touching any learner. There are occasions when it is appropriate for adults to have some physical contact with a learner or young person with whom they are working, for example in medical emergencies

in practical subjects to demonstrate the use of equipment, to adjust posture or to support a learner in completing an activity safely. Also when a learner is in distress. This should only take place in an environment which is easily observed and should last for the minimum time necessary. Staff should be aware of gender, cultural or religious issues that may need to be considered and should check that the learner is comfortable with the contact.

Review

The Principal, through consultation with staff, learners and other key stakeholders, will undertake systematic monitoring and conduct regular reviews of this policy statement (together with any associated procedures) in order to evaluate its effectiveness, fairness and consistency of application. Reports will be provided to the Board of Trustees.

Appendix 01 – Coronavirus: Additions to Learner Behaviour Policy

Introduction

This addendum to the Behaviour policy of Dudley Academies Trust applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Learners, parents/carers and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents/carers and learners.

Expectations for Learners in The Academy

Altered Routines for Arrival or Departure

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

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

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

- Upon arrival at the academy daily temperature checks of all learners and staff will be undertaken by a staff member using a non-contact thermometer.
- The academy site will not be fully open and learners will only be allowed to go to specific areas.
- They will not be allowed to wander around the academy site. Learners will have allocated spaces during break and lunchtime and must adhere to these restrictions.
- In order to reduce the impact of the COVID-19 virus, parents and carers are asked not to visit the academy site.
- If a parent/carer wishes to attend the academy, they should contact the academy in advance and book a time to visit.
- Different year groups will be allocated to meet (using social distancing guidelines) in specific areas. This will be communicated to learners, staff, parents and carers.
- Learners are expected to follow these instructions in order to keep all members of our academy community (and the wider community) safe.
- If late, the learner should report to reception as soon as they are on the academy site.

Departure from the Academy

- Learners are expected to leave the academy using the designated exit at the end of the school day.

- Learners must not wander around the academy site and will be expected to leave the site as soon as possible.

Moving Around the Academy

The academy may introduce different systems for queueing, one-way systems and out of bounds areas as a method of following government guidelines. This will be communicated to all learners and staff.

Procedures and Routines

Dudley Academies Trust expect all learners and staff to uphold our values of Dreaming Big, Rewarding Effort, Leading Together, Respecting Each Other and Our World and Learning That Inspires by behaving courteously with and to each other so everyone can stay safe and happy. Learners should:

- Adhere to the revised rules and expectations for entering and exiting the academy site, arriving promptly and not congregating in groups.
- Remember to only use the toilet they are told to.
- Look after and use equipment independently and not share at this time.
- Remember to wash hands upon arriving in the academy, after breaks, before and after eating, after coughing, sneezing and using the washroom.
- Tell an adult if they feel unwell.
- Stay in their assigned “bubble” throughout the school day and not wander either in the classroom or corridors to support social distancing.
- Remember to not spit or cough intentionally at others.
- Keep themselves safe by not touching their face or putting object into their mouth.
- Follow hygiene rules, including washing/sanitising hands when asked to throughout the day.
- Learners should inform an adult if they feel they have any Covid-19 symptoms.
- Learners should use tissues when sneezing or coughing and dispose of in bins (follow the ‘catch it, bin it, kill it’ rule when coughing or sneezing).
- Learners should only go to the toilet areas one at a time and thoroughly (at least 20 seconds) wash their hands after use.
- Learners should only use their own resource packs, not interfering or touching any others resources or equipment.
- All items used by any learner should be sanitised/cleaned after each use.
- Learners should only use their own water bottles and eat/drink their own food. No sharing is allowed.

Rewards and Sanction System Where Appropriate

Rewards

To help encourage learners to follow the above rules, we will reward learners in the same manner that apply to their time in the academy to when they are at home if they are continuing their education remotely, i.e. not physically in the academy.

Sanctions

If any adverse behaviours take place that could affect the health or safety of individual learners or staff, then an individual risk assessment may be completed to review the safety of that learner remaining in the academy site during the pandemic restrictions (e.g. spitting, physical attacks, refusal to comply with health and safety/social distancing requirements that could heighten the risk of harm to others).

We are obviously not expecting to see this poor behaviour, but in the unfortunate event that we do, this must be reported immediately to the relevant SLT lead who will act immediately by removing the learner to an isolated place and contacting parents/carers with the intention of the learner returning home whilst the situation is assessed. The behaviour policy would then apply.

If there is any contact with another person's saliva, the following guidelines published by the NHS must be followed:

1. Wash the saliva off your skin with soap and lots of running water.
2. Wash the saliva/ blood out of your eyes, nose, mouth with lots of cold water. Spit the water out after washing your mouth.
3. If you wear contact lenses, rinse before and after taking them out.
4. Any tissues containing saliva or blood must be disposed of in the clinical waste bins (yellow bins found in the designated first aid/ medical area).

If you think you are at risk of infection seek medical advice from:

1. Your GP
2. Accident & Emergency provision at your nearest hospital.

All such incidents should be recorded in full in the accident book and in the learner's behaviour log.

We ask all members of our community to work with each other during this time.

If learners fail to follow any academy rules, whether in the behaviour policy or in the addendum, we will consider the reasons for non-compliance, to determine whether it was accidental or purposeful and then apply the most appropriate sanctions from the following:

- Verbal reminder.
- Verbal warning.
- Parental contact via phone call/email/text.
- Supporting Expectations, with the learner removed from the classroom environment, to work independently, under the supervision of an appropriate member of staff.
- Fixed term exclusion.
- Permanent exclusion. The normal arrangements and procedures that must follow a decision to exclude on disciplinary grounds are described in the 2017 statutory guidance '[Exclusion from maintained schools, academies and pupil referral units in England](#)'.
- In addition, the latest advice to be regarded during the coronavirus outbreak can be found [here](#):

Reasonable Adjustments That Need to Be Made for Learners with More Challenging Behaviour

- As with the existing behaviour policy, reasonable adjustments will be made for learners with more complex needs. These reasonable adjustments will be discussed with parents and carers.
- However, even with these reasonable adjustments, if the learner places a risk to the health and safety of the academy, the academy will need to ask the parent/carer to collect their child from school at the earliest opportunity.
- The academy does not have areas to ‘contain’ learners in whilst waiting for their parent/carer to collect them in terms of meeting the government’s health and safety requirements and to keep the school community safe.
- Whilst reasonable adjustments will be made for our learners, please note that all learners are invited into the academy in response to the lockdown restrictions and this invite may (and will) be revoked if required.
- If the behaviour is to such an extent that a form of exclusion is required, the academy will use the existing behaviour procedures for this and guidelines.

Changed Rules

Until further notice, we will alter the following academy rules:

Expectations for attendance – the [latest government guidance](#) says that from 5 January 2021 until half term, only the children of critical workers and vulnerable learners should attend school, with remote learning offered to all others.

Learners who are attending the academy in person must wear uniform and follow normal academy rules on uniform as set out in our behaviour policy.

Expectations for Learners at Home

Learners are expected to follow the same rules that apply in the academy to when they are at home if they are continuing their education remotely, i.e. not physically in the academy.

We expect them to follow all of the rules set out below:

- Be contactable during required times – although take into account that learners may not always be in front of a device the entire time.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they’re not able to complete work.
- Use proper online conduct, such as using appropriate language in messages.

Parents and carers should also read the rules and ensure their children follow them. Parents and carers should contact the academy if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

If there are any problems with learners adhering to rules around home learning, including if they do not engage with the remote learning set for them, we will contact the parents/carers and see if there are any issues we can help them to address.

Dealing with Problems

If there are any problems with learners adhering to rules around remote learning, including if they do not engage with the remote learning set for them, the academy will contact parents/carers to discuss any issues or concerns they can help them to address.

Links with Other Policies

- Anti-Bullying Policy.
- Behaviour Policy.
- Child Protection and Safeguarding policy.
- Health and Safety Policy.