



COVID-19 Addendum to Behaviour and Exclusion Policy

Date of last review: 10 August 2020

This information outlines the key elements of our existing behaviour policy and the rationale behind the arrangements made before the return of students and staff. Below details the adjustments made in response to the Covid-19 crisis. It provides practical steps and clear guidance with regards what to say and what action to take to manage student behaviour and act when behaviour does not meet our expectations.

Behaviour Guidance for Staff

The absolute priority as we reopen the school to all students is to ensure the safety of all staff, students and their wider families.

The following guidance is an addendum to our current behaviour policy which seeks to address any behaviours which may present themselves when our students return to school. The overriding principle is to ensure the safety and wellbeing of everyone in the school community and their families. The policy update in its design, wording and implementation will aim to directly or indirectly reduce the risk of transmitting the virus. If a student wilfully refuses to adhere to the school's 'Covid-19 safe rules', Ark Alexandra will take prompt action to ensure the safety of all members of our community and their families. Any behaviour that puts other members of our community at risk will not be tolerated. A student may be removed from school or receive another sanction as appropriate.

We will reflect and re-address this guidance as we review our practices.

The DFE Guidance:

The guidance from the DFE on implementing protective measures in educational and childcare settings is clear:

1. A student who has symptoms or is sharing a household with someone who is, should not be coming onto site
2. Cleaning hands thoroughly more often than normal
3. Adhering to: Catch it. Bin it. Kill it.
4. Sustaining social distancing and avoidance of social mixing

The DFE link can be found [here](#)

The Addendum reflects the guidance from the government.

Background and Mitigation

We have completed a thorough piece of work in order that we significantly reduce the risk of poor behaviour emerging. The focus of this work was to ensure that parents and students are clear about our expectations and the possible consequences should they not adhere to them. Whilst we can never control the actions of every child, there is a lot we can do to make our position extremely clear to parents, carers and our returning students.



Before students arrive, the following has taken place to reduce incidents of poor behaviour:

1. We have written to all parents/carers outlining new protective measures in place, as well as informing them to keep their child at home if they present with Covid-19 symptoms (all students). It is also vital that we are informed of any student being kept at home with Covid-19 symptoms.
2. We have created a thorough and detailed plan that will be shared with staff, parents and students. The plan makes clear exactly what students must do, where and how, and how students will be managed whilst on school campus, to ensure they sustain social distancing
3. A virtual tour has been created and made available for all staff, students and parents to watch so that everyone is clear how the school will operate
4. Staff will receive the relevant and appropriate training
5. Staff will have the opportunity to rehearse or walk through the systems and protocols
6. Each classroom has only tables placed at least 1+m apart
7. All students will be assigned to one table for each session
8. Students will use be given their own equipment which will not be used or touched by any other person -plastic folders are available for students to store and seal their equipment
9. All desks and chairs will be cleaned each afternoon: this has been modelled to all cleaners and will be monitored
10. The risk assessments have been checked and evaluated and signed off by health and safety experts in Ark. It will also be shared with the union reps to ensure all aspects are addressed.
11. Risk Assessments *have been completed for* students in the following categories: as things stood before national lockdown on March 23rd
 - Students at risk of Permanent Exclusion
 - Students who were on a reduced timetable
 - Students who have an EHCP
 - Students with high level SEND needs
 - Students who have medical needs
 - Students who have unstable or erratic friendship/relationship groups with other year 10/12 students
 - Students with SEMH issues
 - Students who have suffered bereavement during this period

Formal risk reduction plans have been produced. As a result, the SLT made the decision not to permit certain students onto the school site until the student, with the support of the Academy, can demonstrate clear improvement in their behaviour in order that the risk has been reduced. This has been communicated via the safeguarding team to parents/carers.



12. Some of the students *continue to receive intensive support* remotely from our Intervention team, with the key objective being '*Being ready for school and adhering to the school routines*'.
13. We have organised a virtual tour for targeted students who were anxious about returning to school so that we addressed and / or removed their anxieties. They will have rehearsed the protocols, systems and routines.
14. Some targeted students have visited the school campus to walk through the systems and routines so that they are more prepared for the return to school.

Revised Exclusions Guidance

On Friday 29 May 2020, the government published statutory guidance on changes to the exclusion process during the coronavirus outbreak. Whilst Exclusion from maintained schools, academies and pupil referral units in England 2017 remains the key statutory document for schools, the DfE have issued interim guidance during the coronavirus outbreak.

The Government's new guidance on exclusions can be found [here](#). This section summarises the key changes in the new guidance and what adaptations all Ark schools will make in response.

2.1. Summary of changes

The new guidance applies to all exclusions from 1st June – 24th September 2020 (inclusive) and has two key areas:

- Timeframes for governor review panels and Independent Review Panels (IRPs) have been extended (see section 2.2 below).
- Remote panels may be convened via telephone or video conference if reasonably practicable and with a set of conditions that must be met (see section 2.3 below).

All other arrangements and procedures under the existing statutory guidance and Ark Exclusions policy continue to apply. Note: Exclusions that occurred prior to 1st June 2020 and have not yet been to panel should be prioritised and completed as soon as reasonably possible.

2.2 Extended timeframes

Statutory timeframes for panel review meetings and parent applications for an IRP have been extended in response to the exceptional circumstances that schools are now operating under due to the coronavirus pandemic. Whilst the guidance does specify new timeframes, see table below, it also notes that if they cannot be met then the meeting should happen as soon as 'reasonably practicable' to do so.

Schools should make every effort to meet the new timeframes and accommodate parental engagement in the exclusions process wherever possible, although staff, pupil and parent safety remains paramount.



Type of panel/ deadline	Standard timeframe from date of exclusion	New guidance (until 24 th Sep)
PEX and 15+FTE governor review panel	15 school days	25 school days
6 to 15-day FTE governor review panel	50 school days	60 school days
Application for IRP following a governor panel	15 school days	25 school days*
Independent Review Panel	15 school days	25 school days

*Schools must wait 25 school days from the date the panel decision was communicated to parents before removing the pupil from the school roll.

2.3. Remote panels

Exclusion Panels and IRPs can be convened by telephone or video conference under the new guidance, providing the following key conditions are met: -

- All participants agree to holding the panel meeting remotely*
- All participants have access to the relevant technology necessary and will be able to fully engage and participate through this medium
- All participants are able to express their views and fulfil their functions
- The meeting will be fair and transparent via the remote access.

*If a parent/carer requests or agrees to a remote panel, the other attendees should agree to go ahead if possible. If the Principal does not wish to go ahead they should discuss the reasons with their Regional Director and/or Director of Governance.

If these conditions cannot be met through a remote panel then it should be deferred until a later date when the panel can physically meet, or the remote panel conditions can be met.

In addition to these key conditions, the guidance sets out some requirements for schools to adhere to when arranging a remote panel meeting.

- Schools must fulfil their duties under equality legislations, particularly with regards to fair and equal participation from those with EAL, disabilities etc.
- Schools must make it clear to parents what form of technology is being used (e.g. Microsoft Teams) and that they do not have to agree to a remote meeting if they do not want to.
- Parents must be made aware that if they do not agree to a remote panel the timeframe for the meeting will most likely be delayed.
- If a remote meeting starts but for some reason cannot proceed (e.g. loss of connection) then the meeting must be deferred.
- Written representation may be considered as part of the meeting but an entirely written 'meeting' is not lawful.



vi. Schools may consider holding a blend of remote and physical meeting, providing it meets government guidelines on safety and social distancing and that the four key conditions outlined above are met, see section 2.4 below.

vii. Normal procedural and admin requirements for panel meeting still apply (e.g. panel paperwork, parents being accompanied by a friend and requests for SEND experts at IRP etc.)

The new guidance is statutory and applies to all schools, as does the ongoing government advice on health, safety and social distancing during the pandemic.

2.4. Blended meetings including Re-integration meetings

The new guidance states that schools may offer blended meetings if practicable. Considering the additional risks involved in bringing parents on-site for exclusion meetings, Ark Alexandra will opt to provide a hybrid option where the academy will make a decision to either hold exclusion panel meetings or fixed term exclusion reintegration meetings face to face in a 'traditional' fashion or may alternatively decide to host meetings over the phone or MS Teams to further safeguard people from Covid-19. A hybrid approach is essential for the following reasons: -

i. Ark Alexandra has conducted a comprehensive risk assessment and developed strict operational plans for the re-opening of the school. This does not include universally allowing parents onsite and to do so would increase the risk of infection for staff, students and parents as well as an increased staff workload for IT, admin, cleaning and supervision etc. ii. Parents and students would have to travel to the school to attend the blended meeting, increasing their risk of infection and causing additional stress and anxiety. There may be occasion however, when parents/carers should be permitted to be on site (in emergencies for example). Any meetings outside of an emergency will be by appointment only.

The Behaviour Guidance for staff:

The 3-strike system – 1st Warning, 2nd Warning, On Call

Below are the types of instruction *that require 100% compliance* at the first time of asking. This has always been our expectation this has not changed. Knowing that our students have been away from us for well over ten weeks, we will apply common sense and a short timeframe for our students to modify their behaviour. This is how we will utilise three strike system:

State What You See, Pause, State the Consequence.

Staff are expected to write names on the board for positive and negative mentions.

Please see our expectations of all staff and students (It is critical that we role model points 1 and 2 ourselves. Always.)

ALL

- Maintaining a 1+metre social distance at all times. This will mean that we will limit the number of staff in any one area, e.g., the teacher workspace.
- Frequently washing or sanitising hands

STAFF

- All staff will look for and will challenge any non-complaint behaviour
- Staff will be given a code to challenge each other should they not be sustaining 2 metre distance



- Teachers will remain within their restricted area within the classroom
- Teachers, SLT & HOY will be proactive in managing the students in classrooms, corridors during entrance and dismissal.



STUDENTS

- Remain seated in lessons, only moving where explicit permission has been granted
- Follow the teacher's instructions at all times
- Do not move the chair or table
- Always sit at their own table and never anywhere else
- Do not make contact with any other student's chair or table
- Do not cross the student teacher dividing line
- Do not access to the toilet unless in an emergency and then they will be escorted there and back by On Call.
- Quickly modify any inappropriate behaviour (as deemed by the Academy)
- Do not cross the allocated bubbles you have been assigned

Red lines

The following behaviours may likely result in the student receiving a Fixed Term Exclusion. Any student that needs to be Fixed Term Excluded during the (Covid-19 climate) will not return to the main circulation until a risk assessment is carried out surveying the safety implications of having the student back on site:

1. Deliberate/malicious coughing/sneezing at any point
2. Humorous, inappropriate comments or statements related to the coronavirus
3. Purposeful physical contact with any other person
4. Repeated failure to follow instructions within an appropriate timeframe resulting in the student needing to be removed from lesson;
5. Deliberate or malicious undermining of protective measures (infringes upon staff zone)
6. Leaving a designated classroom or space without permission

Current Red Lines are still applicable:

- No swearing at staff
- No shouting or aggressive behaviour
- No answering back or challenging staff
- No making contact with staff

Face Coverings

All students MUST bring a face covering with them. Firstly, this is to ensure that in our community they are taking their responsibility seriously. That is on public transport, school transport or the local shops. Secondly, they must wear that covering at all times. Students will of course remove their masks whilst eating and drinking at their designated break times. The face mask should be plain colour (blue, grey or black), with no logo pattern or picture. Students may likely receive an automatic 30 min detention after school should this not be adhered to. Students who are exempt will wear a badge to indicate this exemption.



New Universal Command Words:

Where you see a student not adhering to the social distancing or washing their hands you are to assertively make this known to the student by saying the following:

- Less than 2 metres apart: *[insert student name] Distance!*
- Failed to wash hands: *[insert student name] Hands!*

Students as part of their initial re-induction will be taught this.

Expect an immediate correction by the student. If they comply all is fine. If they fail to correct their actions you should state what you see. Pause. State the consequence.

Script using 3 strike warning system

1st W

1. You observe John is too close to Adam
2. Staff: John Distance! This is your first warning

2nd W

3. John ignores 1st warning
4. Staff whilst maintaining 2m distance - John DISTANCE. This is your second warning.
5. For the second time. Pause.

FAILURE TO FOLLOW THE INSTRUCTION WILL RESULT IN YOU BEING REMOVED WHERE YOU WILL BE SENT HOME WITH A FORMAL EXCLUSION.

On Call

6. John fails to comply - On call is made
7. PARENT CONTACTED AND INFORMED
SLT TO CONFIRM FTE

Post Exclusion: The student will not be permitted to return until the parent can guarantee that their child will respond to staff instruction. If necessary, there will be a separate rehearsal.

On Calls

These must be logged in the usual way. The only change is that there will be a radio in each classroom. A student should be on called if they have a medical need or it is an absolute emergency to use the toilet; they will be escorted by a member of staff.

Staff members on call will be required to wear a face mask and gloves as they may be required to collect phones or other items of distraction/ being used inappropriately.



On Call Script -Ensuring Radio protocol

Non- emergency situation e.g. going through the warning system] – *Can a member of staff please come to [insert room number] to support with [student's name] poor behaviour.*

Emergency situation [Red lines] – *On call support needed urgently in [insert room number]*

First Aid – *On call support needed for first aid please*

Staff should always speak calmly on the radio, following the protocol.

Further Risk Reduction

1. Behaviour walks will take place throughout the entire school day by SLT and HoY to monitor behaviour and to neutralise any poor behaviour before it emerges.
2. Teachers can choose to be issued with gloves
3. Sanitiser will be available in each classroom

Detentions

Detentions will take place in accordance with the school behaviour policy with an emphasis on maintaining distancing between students and will be held at bubble level.

Drink

Students will not be permitted to leave their desk during lesson time. To ensure the safety of the staff and other students, they must follow the guidance below:

1. Remain in their seat at all times
2. Put their own litter in their bag – NO litter to be left on the desk or in the classroom
3. Students will not be allowed to leave their allocated room/space to see or speak to a member of staff

Students can bring:

- A bottle of water
- Tissues/Wipes/Anti-bacterial hand gel



In order that we sustain social distancing, students **will not** be able to leave their seat to access cleaning material, sanitiser or the bins, so they must come prepared.

Students will ***not*** be able to:

- Re-fill their water bottles – there will be no access to the water fountain
- Drink fizzy sugary drinks
- Leave their seats – rubbish must be placed in their bags to take with them

Food

Food must be consumed in the following places

1. Eaten inside the dining hall (students will sit down to eat)
2. Placed in their bag to be consumed when students wish to eat
3. Eaten outside – ensuring that litter is placed in the bins

No food should be consumed in the building

Rewards

We need to be vigilant but please remember that students have been at home for a very long time. It is just as important to praise and recognise all the good things they do and so issuing rewards points is a priority for all staff. We recognise that adhering to these stringent social distancing measures on the return to school is in itself an act of kindness to the wider community. We will expect all staff to log Kindness achievement points especially for students – there will be a surprise at the end of the week for students who in their bubbles, collectively amalgamate the most points.



Frequently Asked Questions

What do I do if I notice students doing the right thing? Is there a limit to praise points?

No, there is no limit on issuing Kindness achievement points on Bromcom. We actively encourage staff to reward at every possible opportunity.

What if a student expresses extreme emotion e.g sadness, crying?

On call using the non-emergency radio protocol.

What do I do if I have safeguarding concerns for a student?

Use the on call, email & impero facilities to ensure students are safeguarded

What if a student refuses to sit in their designated seat?

Clarify the why? Explain students will sit at their designated seats that have been pre-assigned to them and there isn't any changing this. If they fail to modify their behaviour, go through the warning system.

What if a student is refusing to work?

Positively narrate what the student is or has done well and encourage them that they can participate properly. Positively narrate the academic successes of other students in the class to offer support and ideas to others. Failing this, go through the warning system.

What if a student is having a fight?

Staff should on call using the emergency radio protocol in order to ensure we safeguard our students. SLT will disperse the fight.

What if a student mockingly coughs in the face of another child?

This is a red line. Students caught doing this must be on called using the emergency radio protocol.

What if one student sneezes and another student laughs or makes an inappropriate comment?

Laughing at a person sneezing requires a reminder about maturity. The student who sneezed must be allowed to use the hand sanitiser which is situated in the classroom. Use On call for the student making inappropriate comments.

What if a student touches my equipment?

On call the student using the emergency script for radio protocol

What if a student throws a pen?



The 3-strike warning system is initiated. This is a 1st warning with the student's name being written on the board to make clear the 1st strike is in effect.

What if a student drops an item and needs to pick it up?

The pen or equipment item is now off limits and it will remain on the floor for the entirety of the session. After the session our cleaners will wipe it down with anti-bacterial wipes and place it in the student's equipment bag.

What if in the process of being excluded the student walks off in a sulk?

HoY/SLT will need to be on called – whilst applying social distancing the member of staff will make clear the need to sit in a designated space as this behaviour is putting large groups of people including the student at risk. If attempts to calm and reason with the student fail they should be left to walk off and their parent/carers' permission sought to send them home. Shadowed

I'm on call staff: What if a student walks out of classroom and walks off what do I do?

Radio for SLT support. Staff, whilst keeping a social distance, should shadow the student attempting to calm them down. The student should be escorted to the re-set area and await being sent home.

What if a student is rude to me?

The 3 strike system remains the same. The Red lines remain the same. On call & HOY/SLT will respond in the usual way – whilst enforcing social distancing.

What if a student is using a mobile phone inappropriately?

On call using non-emergency radio protocol; the on call member of staff will collect the phone

What if I need to on call a student and what do I log this on?

Use the radio to alert On Call and then log this in the usual way on Bromcom.

What if a student refuses to wash or sanitise their hands or is unwilling to use the school sanitiser, because they say they have their own as it is scented and smells nicer?

Use the command word [insert student name] Hands! This is your first warning. Go through the warning system.

What if a student deliberately walks into my designated area?

On call the student using the emergency script for radio protocol

What if a student is attempting to share food or equipment items with a friend?

Use the command word [insert student name] Distance! This is your first warning. Go through the warning system.

What if a child is persistently coughing or sneezing and I cannot determine if it's genuine or inappropriate behaviour?

On call using the non-emergency script for radio protocol

What if the student who is persistently coughing aggravates and concerns another student to such a degree that they walk out of the room?

On call using the emergency script for radio protocol

What if a child is chewing gum?



The equipment pack contains some tissues. The student should wrap the chewing gum in this and leave on the desk and dispose of the item as they leave the classroom.

What if a student requires first aid?

On call – designated first aiders will administer care for students

Uniform Guidance

In our communication with parents/carers we have reiterated our high expectations for our students. It is in everyone's best interest that we return to as close as 'normal' as quickly as possible. The first step in this is expecting our students to come dressed in our school uniform. We must, however exercise common sense and apply compassion where appropriate on a case by case basis. There may be students whose uniform is in a state of disrepair or students may have out-grown items of their uniform. It may be difficult for some parents to purchase new uniform items and retailers may not be open or have the necessary stock.

What requires further investigation	What is not appropriate under any circumstance
<i>Normal full school uniform is our baseline expectation for all students</i>	Hoodies or equivalent
*Missing a tie	Tracksuit/tops & bottoms - red line
*Missing shoe shoes	Caps/hats
*Missing Blazer	

*Represents where the school may **try** to replace the item where possible. This depends on our stock vs the demand from students who have uniform issues. No items can be borrowed at this time; anything given to a student becomes their own. In a case where we cannot, students may likely be sent to an internal exclusion space (IE or reset) as their uniform is not in keeping with school expectations.

In the instance where students are wearing items which are not appropriate they must remove them or the HOY must be notified in order to initiate next steps.

Where students fail to comply with uniform expectations, *on call* staff will remove them *and the student may likely be sent home with parental notice in order to correct the uniform item or may be instructed to remain in internal isolation.*



Appendix A Behaviour Protocols Aide-Memoire

Preparedness Checks	Script using 3-strike warning system											
<input type="checkbox"/> Parents/Carers comms has been explicitly clear on expectations	1. You observe John is too close to Adam											
<input type="checkbox"/> Plan shared with staff – it will evolve as we refine our practices	2. Staff: John, distance! This is your first warning.											
<input type="checkbox"/> Virtual tour for staff & students	3. John ignores first warning.											
Risk Reduction	4. Staff whilst maintaining 2-metre distance – John, DISTANCE. This is your second warning.											
<input type="checkbox"/> Risk Assessments completed for students who we believe present a risk	5. For the second time, pause. FAILURE TO FOLLOW THE INSTRUCTION WILL RESULT IN YOU BEING REMOVED, WHERE YOU WILL BE SENT HOME WITH A FORMAL EXCLUSION.											
<input type="checkbox"/> Remote therapy to support students get ready for return	6. John fails to comply. On-call is made.											
<input type="checkbox"/> Constant Behaviour walk from SLT/HoY	7. PARENT CONTACTED AND INFORMED SLT TO CONFIRM FTE.											
<input type="checkbox"/> Max 10 students in each class instead of the recommended max of 15	Student Expectations	Universal Command Words for staff and students										
<input type="checkbox"/> Targeted students to physically walk the site before opening												
<input type="checkbox"/> Student briefing before any session commences	<ul style="list-style-type: none"> • Remaining seated in lessons, only moving where explicit permission has been granted • Follow the teacher's instructions at all times • Do not move the chair or table • Always sit at their own table and never anywhere else • Do not make contact with any other student's chair or table • Do not cross the student teacher dividing line • NO access to the toilet unless in an emergency and then they will be escorted there and back by on call. • Quickly modifying any inappropriate behaviour (as deemed by the academy) 	Praise, Praise and Praise										
<input type="checkbox"/> Reward system tailored to "Covid schooling"		Uniform during phased return										
<input type="checkbox"/> Staff radios issued		<table border="1"> <thead> <tr> <th style="background-color: #d3d3d3;">Appropriate (*tolerated)</th> <th style="background-color: #d3d3d3;">Not appropriate</th> </tr> </thead> <tbody> <tr> <td>Normal full school uniform is baseline expectation</td> <td>Hoodies</td> </tr> <tr> <td>* missing a tie</td> <td>Tracksuits / tops & bottoms Red Line</td> </tr> <tr> <td>* missing shoe/shoes</td> <td>Caps / hats</td> </tr> <tr> <td>* missing blazer</td> <td></td> </tr> </tbody> </table>	Appropriate (*tolerated)	Not appropriate	Normal full school uniform is baseline expectation	Hoodies	* missing a tie	Tracksuits / tops & bottoms Red Line	* missing shoe/shoes	Caps / hats	* missing blazer	
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<input type="checkbox"/> Sanitiser in every classroom												
<input type="checkbox"/> Reset & IE have been removed – if a student gets it wrong they will be FTE'd												
<input type="checkbox"/> Post-Exclusion student burden of proof process												



Words of advice

- Having positive relationships with students trumps any other intervention.
- Students have been away for 12 weeks – they may need reminding of high expectations often.
- Praise, Praise, Praise – Reward at every opportunity this will reinforce the protective measures being adhered to.
- Be clear in your language – use the command words.
- If you're unsure of something, please do not hesitate to ask!

Appendix B

Scenarios On-Call or Warning System?

On-Call if...	Go through the warning system if...
A student expresses extreme emotion e.g. sadness, crying.	A student refuses to sit in their designated seat.
I have safeguarding concerns for a student.	A student is refusing to work.
Students are having a fight.	A student throws a pen.
A student mockingly coughs in the face of another child.	A student refuses to follow my instructions/ is rude to me (students says no when given instruction).
A student sneezes & another student laughs or makes an inappropriate comment.	A student is attempting to share food or equipment items with a friend.
A student touches my equipment.	A student gets out of their seat without permission.
<p>Red Lines</p> <ul style="list-style-type: none"> • No swearing at staff. • No shouting or aggressive behaviour. • No answering back or challenging staff. • No making contact with staff. 	A student refuses to wash or sanitise their hands / maintain social distancing.
A student walks out of the room.	
A student is using a mobile phone inappropriately.	
A student deliberately walks into my designated area.	
A student is persistently coughing, or sneezing & I cannot determine if it's genuine or inappropriate behaviour.	
The student who is persistently coughing aggravates & concerns another student to such a degree that they walk out of the room.	
A student requires first aid.	

Appendix C

Covid-19 Behaviour Situations and Actions

Behaviour	Action	Follow up/sanction
Lateness	<p>If a student is less than 15 minutes late, they will enter as normal. Between 15 and 40 minutes late, the HoY and Attendance Officer will have a conversation to determine the cause.</p> <p>Reasons due to buses being full or covid-19 related reasons the student should be allowed to enter circulations as normal.</p> <p>Reasons around waking up late or equivalent the student will be placed in a 60 min detention.</p>	<p>Students that are persistently late will have their parent/carer called and may likely be placed in internal exclusion until punctuality improves.</p>
Infringement of a Covid-19 situation - physical contact with another student	<p>The first infringement e.g. hugging, unnecessary contact will involve the member of staff going through the warning system...state the behaviour, pause, state the consequence</p>	<p>Go through the warning system. Using the command word Distance. Failure to comply and modify the behaviour the student should be on called and will likely be placed in isolation which includes an after school 60 min detention or may likely be sent home with an exclusion.</p>
Infringement of a Covid-19 situation – loaning of equipment to another	<p>The first infringement e.g. giving another student a pen, ruler etc. will involve the member of staff going through the warning system state the behaviour, pause, state the consequence. Students involved will need to sanitise their hands.</p>	<p>Go through the warning system. Using the command word Hands. Failure to comply and modify the behaviour the student should be on called and will serve a detention after school.</p>
Infringement of a Covid-19 situation – moving outside of group/bubble	<p>A student moves from their group to another or waits for a student from another group.</p>	<p>An on call made immediately. Following HoY/SLT conversation it is likely that the student will be removed from circulation and will be sent to an internal isolation space and will serve a detention after school.</p>
Incorrect Uniform	<p>Conversation to be had to determine cause with HoY. Hair needs to be a natural colour.</p>	<p>The school may likely consider the following: Placement in internal isolation/after parental contact send the student home to correct the uniform infraction & expect them to return to school appropriately dressed/given an after school detention/stocks allowing, may loan out missing item</p>
Refusal to sit in correct place	<p>Provide the student with take up time. Go through the warning system.</p>	<p>If there is no change on call. The student will be removed and may</p>

		likely be sent to isolation or sent home with an exclusion.
Defiance outside school	Defiance or inability to follow instructions from SLT/HoY outside of school e.g. waiting for students from another group, loitering.	SLT/HoY to remove student from circulation, phone call home, student will likely be sent home
If a child says something you are unsure of how to respond to	If it is a provocative or controversial comment, allow students to pause and reflect. If comfortable explore in the moment, if not return to it later. Ensure any opinions given are balanced and objective and if possible, avoid giving your own opinion. Instead ask questions. If appropriate, consult the HoY/DOP/SLT.	Dependent on what has been asked/said, you will be advised by HoY/DOP on how to respond or they will have the conversation with the student themselves. All concerns should be logged on the MIS and safeguarding reporting systems.

*An on call represents a serious or repeated breach of this addendum. The consequences of the behaviour will be proportionate, which may include but is not exclusive to, placement in Reset, Internal Exclusion, 30 min detention, 60 min detention or Fixed term Exclusion.