



Behaviour Management Policy

Application of the policy

This applies to all staff, students, parents and relevant stakeholders.

Responsible Staff Member	RRC
Committee to Review	Learning and Progress
Ratification date by FGB	Summer 2020
Review Due	Summer 2021

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Section 1 Aims

- Create a positive and productive learning environment through collaborative work with staff, students and parents
- Ensure students feel confident and able to participate fully in all aspects of school life
- Provide a consistent approach to behaviour management and to teach and model positive behaviour
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Provide a clear hierarchy of rewards and consequences that students, parents and staff can understand
- Provide students with the skills and knowledge they require to prepare them for future pathways

Section 2 Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping children safe in education](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Section 3 Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Child Protection and Safeguarding Policy
- Policy for the Prevention of Extremism and Radicalisation

Section 4 Home School Agreement

Our aim is to create a learning environment within which every individual can realise their full potential, develop self-respect, respect for others and to prepare themselves for life in a changing world. Students, parents and staff must ensure they meet the following expectations so that we create and sustain a school with a positive learning environment where students make excellent progress and feel safe and happy.

The Student

I will:

- Attend school regularly, arrive on time and in full, correct school uniform
- Bring the equipment I need every day
- Follow the school rules as set out in this policy
- Concentrate and actively participate in lessons, allowing and supporting others to learn.
- Do my best to achieve my full potential
- Involve myself in opportunities provided by the school
- Be polite, kind and helpful to all members of the school and wider community, both face to face and through social media
- Promote fundamental British values

The Parent/Carer

I/We will:

- Ensure that my/our child attends school regularly, on time and in correct school uniform
- Support my/our child in achieving 100% attendance throughout the school year
- Make the school aware of any concerns or problems that might affect my/our child's learning
- Regularly check and encourage my/our child in homework and other opportunities for learning
- Engage with the school through parents' evenings and discussions about my/our child's progress
- Be actively involved in supporting my/our child's life at school
- Be polite, kind and helpful to all members of the school community, both face to face and through social media
- Promote fundamental British values

School Staff

We will:

- Support students to achieve high levels of progress, behaviour and attendance
- Care for students' safety and well-being
- Provide a broad, balanced and coherent curriculum
- Engage and challenge students in lessons through appropriately planned activities
- Keep parents/carers informed about students' progress and attitude to learning through a student's Bromcom record
- Offer opportunities for parents/carers to be involved in the life of the school
- Respond to concerns promptly
- Provide students with the skills and knowledge they require to prepare them for future pathways
- Be polite, kind and helpful to all members of the school and wider community
- Promote fundamental British values

Section 5 A Positive and Productive Learning Environment

The creation of an environment in which the likelihood of positive behaviour is maximised is first and foremost created by adults. It is the behaviour of adults which sets the scene, the expectations and the means by which all students can meet the behaviour requirements of Taverham High School. A positive and productive learning environment is essential if students are going to reach their full potential.

Tom Bennett (Creating a Culture: How school leaders can optimise behaviour – 2017) says that:

“When behaviour in general improves throughout a school the impact is:

- students achieve more academically and socially
- time is reclaimed for better and more learning
- staff satisfaction improves, retention is higher, recruitment is less problematic”

Sir Alan Steer (Learning Behaviour: LESSONS LEARNED A review of behaviour standards and practices in our schools - 2009) makes it clear the importance of the quality of teaching in improving behaviour and therefore standards.

“The need for consistent good quality teaching, as the basis for raising standards and reducing low level disruption, has been highlighted both by Ofsted and fellow practitioners”

As a school we acknowledge that positive behaviour is a learned skill which needs to be part of the curriculum and must be promoted at all times by all staff. This can be achieved through all timetabled lessons, assemblies, form tutor time, positive relationships and staff CPD. Our staff are role models to our students and the behaviours we expect from our students must be modelled by all staff at all times.

Our aim is to use praise, encouragement and rewards, rather than consequence, to achieve our goal of a positive working environment. This is linked to the work of Paul Dix (The Five Pillars of Pivotal Practice) where one of the pillars talks about:

- First attention for best conduct

Staff must recognise students who display a positive attitude to learning by the appropriate use of rewards whilst understanding equality of opportunity for students with different needs. These rewards should include:

- Praise and encouragement from staff
- Positive event entry on student’s Bromcom record
- Phone call home to inform parents/carers of a student’s achievements
- Letters to parents/carers to celebrate positive attitudes to learning and/or progress
- Special privileges – e.g. Hot Chocolate Friday or ‘Jump the Queue’ at lunchtime
- Awards at celebration of achievements events

Successful positive behaviour will be shown through six types of behaviour which will enable all students to make progress in their learning regardless of their individual needs. All members of the school community should be:

- Prepared - punctual, organised and ready to learn
- Ambitious - aiming high, seeking feedback and making opportunities to develop
- Inquisitive - curious, questioning and experimental
- Resilient - not scared of mistakes, persistent, evaluating and improving
- Collaborative - sharing, supportive, cooperative
- Imaginative – making connections, playing with ideas, thinking differently
- Respectful – considerate for others, protecting the environment, kind

We also value all members of the school community taking an active role in school life and the community, taking opportunities to work together to enhance the school environment, offer support to others regardless of circumstance, support local and national causes and to celebrate success in and out of school.

Section 6 Barriers to a Positive and Productive Learning Environment

As a school we are aware that there will be times when individual student's behaviour does not meet expectations and therefore negatively affects our aim to have a positive and productive learning environment. Where this occurs it is important that there is consistency in approach from all staff in terms of expectations of behaviour, gaining an understanding of why this behaviour is occurring and consequences of this behaviour.

Certain types of behaviour are seen as barriers to learning and progress in school, including:

- Having a negative ATL – insufficient classwork, lack of focus, inadequate homework, low level disruption
- Being unprepared – late to school or lesson, incorrect uniform, lack of equipment, missing homework, chewing or eating
- Being disrespectful – non compliance, not following instructions, answering back, unacceptable language, rude or unkind, abusive, damaging the reputation of the school in the local community
- Being unsafe – fighting, bullying, smoking or drugs, behaviour that could increase the fire or health and safety risk

Where staff see behaviour which is a barrier to learning in the classroom, or around school, they will be expected to address this behaviour in a consistent and calm manner¹. By taking responsibility for behaviour directly we will produce a culture where consequence doesn't necessarily have to be severe, but is certain² and will focus on re-directing students to their learning

Should non-compliance continue, a hierarchical range of consequences could be applied:

- Verbal warning
- Departmental time out
- Phone call / letter home to parents/carers
- Behaviour report
- Detention/loss of social time
- Community service
- Isolation in the inclusion unit or other area of the school
- External Isolation
- Fixed Term exclusion
- Permanent exclusion

This policy sets out specific consequences for certain behaviours (appendix 1). Whilst the implementation of these consequences must be consistent the school has a duty to take into account the circumstances and the needs of each student when managing behaviour issues, therefore leaders can make reasonable adjustments based on individual circumstance. If this is the case the member of staff making the adjustment must communicate this with other relevant staff.

¹ One of the Five Pillars of Pivotal Practice – Paul Dix

² Behaviour Management: A Bill Rogers Top 10

Section 7 Bullying

- The Government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that

intentionally hurts another individual or group either physically or emotionally”

Bullying of any kind is unacceptable at Taverham High School and all staff understand and take seriously their duty concerning this. If bullying does occur, all students should be able to report incidents and know that these will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to inform a member of staff at the earliest opportunity. The school can only deal with issues that it is aware of.

Bullying is a form of abuse. It is a persistent, deliberate attempt to hurt or humiliate someone. There are various types of bullying, but most have three things in common:

- it is deliberately hurtful behaviour
- it is repeated over time
- there is an imbalance of power, which makes it hard for those being bullied to defend themselves

Bullying takes many different forms, but the four main types are:

- physical – including hitting, kicking, stealing of possessions
- verbal – name calling, sexual/racist homophobic/biphobic/transphobic remarks, insulting comments
- insulting comments
- psychological – rumours, inciting cruelty from others, excluding/leaving out
- technological – mobile phones/texts, cyber, social media

The Anti-bullying Policy applies to all students on site and to students when they are travelling to or from the School. It also applies when a student is taking part in any school-related activity.

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Section 8 Sexting

- Sexting is the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts
- Making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18. A young person is breaking the law if they:
 - take an explicit photo or video of themselves or a friend
 - share an explicit image or video of a child, even if it’s shared between children of the same age
 - possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created
- Any incidents of sexting will be reported to the Designated Safeguarding Lead and be treated as a safeguarding issue
- We will contact the police if we are informed that a child has created, sent or received a nude or sexually explicit image. The phone will be immediately confiscated and it will be up to the police to view the image

and take the appropriate police action.

- Any sanctions which need to be applied in relation to sexting incidents will follow the school's behaviour policy.
- We will continue to support parents and students through workshops as part of our 'Well-Being Events' on 'Child Exploitation and Online Protection', assemblies and the form tutor programme. The dangers of sexting will be shared with students regularly as will the consequences.

Section 9 Prejudice related behaviour

Prejudice related behaviour of any kind is unacceptable at Taverham High School and all staff understand and take seriously their duty concerning this. If a prejudice related incident does occur, all students should be able to report incidents and know that these will be dealt with promptly and effectively. This means that anyone who knows of a prejudice related incident happening is expected to inform a member of staff at the earliest opportunity. The school can only deal with issues that it is aware of.

- The Equality Act 2010 legally protects people from discrimination. This includes verbal – name calling, sexual/racist homophobic/biphobic/transphobic remarks, insulting comments
- It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

Discrimination can come in one of the following forms:

- direct discrimination - treating someone with a protected characteristic less favourably than others
- indirect discrimination - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
- harassment - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them
- victimisation - treating someone unfairly because they've complained about discrimination or harassment
- Any incidents of prejudiced or discriminatory behaviour will be reported to the pastoral team and be treated as a prejudice related incident
- Governors are updated annually on prejudice related incidents as will the Local Authority
- Any sanctions which need to be applied in relation to prejudice related incident will follow the school's behaviour policy.

Section 10 Roles and responsibilities

10.1 The Governors

The governors are responsible for monitoring and approving this behaviour policy's and checking its effectiveness and holding the Headteacher to account for its implementation. The governors must be familiar with and understand the content of the behaviour policy.

10.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

10.3 All Staff – Level 1

According to Teacher's Standards³, staff are expected to manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- communicate effectively with parents with regard to pupils' achievements and well-being
- treat pupils with dignity, building relationships rooted in mutual respect

At Taverham High School all staff are responsible for:

- Implementing the behaviour policy consistently, fairly and proportionally
- Modelling positive behaviour and praising students, including those who have made improvements to behaviour over time
- Delivering the form tutor programme based on the seven areas for a positive and productive learning environment
- Providing a personalised approach to the specific behavioural needs of particular student
- Recording behaviour incidents on Bromcom with a record of the actions taken and consequences given using Consequences and Interventions document (Appendix 1)

10.4 Heads of Department – Level 2

- Review behaviour across the department on a weekly basis
 - Seek to praise all students, including those who have made improvements to behaviour over time
 - Ensure break and HOD detentions have been completed
 - Support staff in restorative conversations with students
 - If behaviour is ongoing contact will be made with home and appropriate sanctions put in place after liaison with the pastoral team.
- Record details of conversations with parents/carers using the contacts section of Bromcom

10.5 Heads of Year – Level 2

- Review behaviour of the year group on a daily basis
 - Seek to praise all students, including those who have made improvements to behaviour over time
 - Ensure social time and HOY detentions have been completed

³ Teachers' Standards Guidance for school leaders, school staff and governing bodies July 2011 (introduction updated June 2013)

- Support staff in restorative conversations with students
- Place the student on form tutor report and the form tutor to notify parents through MCAS when a student has ongoing behaviour issues in more than one subject.
- Hold a face to face meeting with parents/carers when the behaviour is ongoing to agree the targets for a SSP, share with staff and add to Bromcom record under the support section
- Set up a Student Intervention Record to review in 4 weeks time with specific targets which can allow for progress to be shown
- Inform the Deputy Headteacher – Behaviour and Safety so the behaviour pyramids can be updated
- Record behaviour incidents on Bromcom with a record of the actions taken and consequences given using the Consequences and Interventions document (Appendix 1)

10.6 Heads of Faculty – Level 3

- Review behaviour across the faculty on a weekly basis
 - Support Heads of Department in following up behaviour
 - Seek to praise all students, including those who have made improvements to behaviour over time
 - Ensure break, HOD and HOF detentions have been completed
 - Support staff in restorative conversations with students
 - When a student has persistent behaviour issues in the faculty make a phone call home and maintain contact unless they are on the behaviour pyramid, shared with staff. In this instance the Head of Faculty will arrange a face to face meeting with the member of staff responsible for the student, shown on the pyramid, to agree further action.
- Record details of conversations with parents/carers using the contacts section of Bromcom

10.7 Behaviour Lead – Level 3

- Review behaviour of the key stage group on a daily basis
 - Support Heads of Year in following up behaviour
 - Seek to praise all students, including those who have made improvements to behaviour over time
 - Ensure social time and HOY detentions have been completed
 - Support staff in restorative conversations with students
 - Support Head of Year in parental meeting at the end of one 4-week cycle of HOY intervention to explain consequences of below expected improvement in the next cycle
 - Hold a face to face meeting with parents/carers and the HOY when the student-has failed to improve or engage with 2 consecutive HOY interventions
 - Continue to contact the parent weekly to update them on behaviour
 - Inform the Deputy Headteacher – Behaviour and Safety so the behaviour pyramids can be updated
- Record behaviour incidents on Bromcom with a record of the actions taken and consequences given using the Consequences and Interventions document (Appendix 1)

10.8 Senior Leadership Team – Level 4

- Review behaviour of the year group on a weekly basis
 - Support Heads of Year/Behaviour Lead in following up behaviour
 - Challenge and support Heads of Faculty around actions taken to address behaviour in the faculty as a standing agenda item at meetings

- Seek to praise all students, including those who have made improvements to behaviour over time
- Ensure consequences and interventions have been completed
- Support staff in restorative conversations with students
- Support Behaviour Lead in parental meetings at the end of Behaviour Lead intervention to explain consequences of below expected improvement in the next cycle
- Hold a face to face meeting with parents/carers and the Behaviour Lead when the student has failed to improve or engage with 2 Behaviour Lead interventions.
- Continue to contact the parent weekly to update them on behaviour
- Record behaviour incidents on Bromcom with a record of the actions taken and consequences given using the Consequences and Interventions document (Appendix 1)

10.9 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor or Head of Year promptly
- Refrain from engagement with social media posts related to staff or students

Section 11 Behaviour management

11.1 Classroom management

All staff are expected to:

- Create and maintain a stimulating environment that encourages students to be engaged in learning
- Use a range of rewards and consequence to help maintain a positive and productive learning environment
- Be familiar with the support section for individual students on BromCom and apply recommendations as stated
- Develop a positive relationship with pupils, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating and modelling expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

11.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Must be reasonable, proportionate and necessary
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

11.3 Searching Students

Staff appointed by the Headteacher including themselves, have the statutory right to search students without consent where they have reasonable grounds for suspecting a student may have a prohibited item such as knives or other weapons, alcohol, illegal drugs or paraphernalia, stolen items, tobacco, matches, lighters 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 student).

Any prohibited items found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to a positive learning environment. These items may be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)⁴

11.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will assess a student who persistently exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Section 12 Training

Behaviour management will be a key focus of CPD for all staff and will be a key part of the induction process for new staff.

Additional training will be targeted for individual members of staff where a need for support with behaviour management is identified.

⁴ Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies - January 2018

Section 13 Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governors every year. At each review, the policy will be approved by the Headteacher.

Appendix 1 Consequences and Interventions

This pyramid is meant as a guide to ensure consistency of practice in the school. It is important that the school acts in a fair and reasonable manner and will need to consider each event individually.

Whilst the implementation of these consequences must be consistent the school has a duty to take into account the circumstances and the needs of each student when managing behaviour issues, therefore leaders can make reasonable adjustments based on individual circumstance. If this is the case the member of staff making the adjustment must communicate this with other relevant staff.

If a behaviour event warrants a consequence higher than their position on the pyramid, then the member of staff responsible for the student must speak to the Behaviour Lead or Deputy to agree consequence. All events requiring isolation or exclusion must also be agreed by Deputy – Behaviour and Safety and/or the Headteacher.

For exclusions of 5 days or more the school will offer parents an opportunity to come into school prior to the exclusion to explain our decision.

Consequence	Behaviour- Entry on Bromcom at all levels	Intervention
Permanent Exclusion Official disciplinary panel with Governors	Drug related incident Physical assault on a member of staff Persistent bullying Persistent abusive behaviour Persistent disruption and non-compliance Behaviour that has seriously increased the fire or health or safety risk Possession or use of weapon Violent behaviour	
Fixed Term Exclusion (reported to chair of Governors if 15) External Isolation SLT detention (90 minutes – Friday after school) Phone and meet with parents Contribution to the cost of damage Exclusion from events & activities	Assault on a student Verbal abuse of staff Persistent bullying Sexting Persistent smoking Persistent truanting of lessons Persistent disruption and non-compliance Behaviour that has increased the fire or health or safety risk Persistent or serious damage to property Threatening behaviour Persistent prejudice related behaviour Persistent or serious theft Alcohol related incident Damaging the reputation of the school in the local community	Managed move Alternative provision Additional external support SLT report Weekly phone call to parents IEU
Internal Isolation (IEU) HOKS/HOF detention (60 minutes after school) Community service Phone and meet with parents Contribution to the cost of damage Exclusion from events & activities	Fighting Prejudice related incident Bullying Smoking– 1st offence On-going Truanting of lessons On-going disruption and non compliance Behaviour that could increase the fire or health or safety risk Ongoing damage to property Threatening behaviour Theft Damaging the reputation of the school in the local community On-going issues with mobile phone	Pastoral support plan Risk reduction plan Targeted student support in school External support Referrals to external agencies Review of curriculum Behaviour Lead report Weekly phone call to parents
Isolation from subject HOY/HOD detention (45 minutes after school) Loss of social time detention (lunch) Community service Phone and meet with parents Contribution to the cost of damage Exclusion from events & activities	Damage to property Truanting lessons/part of lessons– 1st offence Persistent incorrect uniform Inappropriate language Disruption and non-compliance Damage to property 2nd Incident with mobile phone	Student support plan ACE/SEND referral Student support programmes in school Restorative meetings Head of Subject/Year report Form tutor report Weekly phone call to parents Parents to collect
Phone call/email home to parents Break detention Departmental time-out Movement in class	Insufficient classwork Lack of equipment Lack of homework Late to lesson Mobile phone in lesson Incorrect uniform Failure to follow instructions	Give student choices to modify behaviour Change seating plan Confiscate phone

Appendix 2

Taverham High School Behaviour Policy Amendment in response to COVID-19 (1 September 2020)

Phased Re-opening of Educational Settings

Home-School Agreement from September 2020

The Department for Education has issued outline plans and guidance for all students to return to education from September 2020.

We want to reassure you that your child's and our staff's safety are of paramount importance.

It is important to note that our provision will not be a return to school as it was before the government lockdown, as there will be significant changes and challenges to routines and timetables to ensure we operate with COVID-19 safety guidelines. We need to know that you understand these are some of the rules that we would all have to adhere to.

Additionally, if a child was a risk to the health and safety of others, e.g. spitting, biting, scratching or disruptive behaviour, they would not be able to attend.

Provision will not be in your child's usual classroom.

It is important that we stress that social distancing measures and government guidance outside of school may differ from the measures that we have implemented in school. The school is working to and following the guidance from the Department of Education and has a stringent set of health and safety measures that school must meet as part of our Risk Assessment. The DFE guidance states: "Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified." The safety of our children and our staff is a priority and therefore we need you and your child's full cooperation in meeting the school's expectations and requirements.

In recognition of the changes to our normal provision, we are implementing an updated home-school agreement (below) which recognises the important and ongoing partnership between parents/carers, students and the school, and which sets out our actions and expectations to support the safety of students and staff.

We ask you to please read and sign the revised home-school agreement below ahead of the return of our students in September.

Yours sincerely



Ms C Dallas
Headteacher

Phased Re-opening of Educational Provision

Home-School Agreement

Amended: July 2020

Outline

The government guidance on 2 July acknowledges that “returning to school is vital for children’s education and for their wellbeing”. It also states: “In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching.”

Taverham High School has created zones for each year group and every year group will have their own entrance, toilets, classrooms, ICT facilities, science room and outside space for breaks and lunch. Some spaces have had to be reconfigured in non-conventional spaces to provide the separation required.

GCSE and sixth form classes have been prioritized to be able to access specialist areas so that they can focus on their examinations. We hope to be able to offer further flexibility after October half-term.

Children will be in one classroom for most of their lessons and will, for most lessons, have an allocated seat.

We will endeavour to make the experience as positive as possible for children returning to school and recognise that children will be anxious; we will continue to offer support to our students.

School Provision and Organisation

- Students will be asked to wash their hands/use hand sanitiser immediately on arrival at the school and the school will operate hand-washing regimes throughout the day, including when students leave the site.
- Students will have allocated zones. This will include a designated entry/exit point, washing point, toilet, food point, outdoor space, corridor route and for many lessons a specific classroom and desk.
- The area in which teachers deliver lessons to students will be 2-metres from all students.
- Students will not mix with other students from other year group ‘zones’ and will remain in their allocated zone.
- Siblings must remain in their allocated zone throughout the day.
- Students must bring all equipment for learning activities e.g. pens, pencils etc. Paper and books may be provided by the school on each child’s desk.
- Toilet breaks in lessons will be supervised. Social distancing will be maintained.
- Breaks for students will be in allocated zones with allocated routes.
- If a student were to risk the health and safety of others, e.g. spitting, biting, scratching or disruptive behaviour, or not adhering to safety rules, they would not be welcome to attend and would be immediately removed and sent home.
- The safety of our students and our staff is a priority.
- Should your child become unwell at school, we will contact you or one of your nominated contacts immediately to arrange their collection from school. If a child shows any of the signs of a potential COVID-19 infection, then they will be either refused entry or sent home immediately to prevent the spread of a potential infection to others. It is therefore important that you are able to pick your child up at any point throughout the day.

Parent/Carer Responsibilities

- To ensure that your child is healthy and well to attend school with **no signs or symptoms of any illness. (Please do not send your child to school with any symptoms or if they are unwell.)**
- Parents/carers should consider the journey to school and how they can ensure students follow the government guidance; we would recommend only same household members should travel together by car.
- If you intend to drive your child to school, students must be 'dropped off' outside the school gates. Entry on the school site will only be allowed if you have a permit. Permits can be accessed via your child's Head of Year. Permits are provided for students if they have a disability or a mobility issue.
- Parents/carers and students are advised that they should not walk together in large groups. It is preferable that only members of the same household should walk together.
- To ensure the safe arrival of your child at the allocated agreed start to the school day in order to maintain social distancing and safety for other parents/carers, children and staff, and to avoid all parents/carers and children arriving at the same time.
- To follow the clear plans in place at all sites which are based on site-specific entrances/exits.
- To ensure that children arrive with clean hands, hair and clothes each day.
- To use the designated school email address: office@taverhamhigh.org to contact the school with any queries as it will not be possible to communicate with you in person at the start, during, or at the end of the day. Parents/carers should only come into the setting for essential reasons, e.g. collecting an ill child or safeguarding. Only one parent will be allowed to visit the school under these circumstances.
- Clinically vulnerable parents/cares should avoid coming into school.
- We/I will let the school know about any concerns or problems that might affect my child's work or behaviour during this time. The school will endeavour to respond to you as soon as possible.
- To support the school in ensuring that your child understands the expectations of the amended home-school agreement to minimise your child's anxiety and to keep all children and staff safe
- To share the responsibility for the behaviour of your child with staff and to support the school during this unprecedented time.
- To ensure that your child brings equipment to school, e.g. pens and pencils. (Paper and books will be provided by the school.)
- To ensure your child has a full water bottle with them.
- To agree to support the school by ensuring that your child follows the school's rules and expectations during this phased reopening for the safety of all children and staff (in line with COVID-19 safety procedures adopted by the school in its behaviour policy).
- If your child becomes symptomatic or is unsafe to be in school, then you have a responsibility to remove them from the school site as soon as possible.
- If any member of your household has a COVID-19 test, please notify the school of the outcome as soon as it is known.

Student responsibilities

- I will not come into school if I or any member of my household has COVID-19 symptoms.
- I understand what the main symptoms of COVID-19 are and who to report to if they develop, no matter how mild.
- I will always listen carefully to and follow the instructions of staff at the school, especially the new expectations that we all must follow for social distancing, cleanliness and spaces inside, and outside school in line with COVID-19 safeguarding measures.
- I will attend school as agreed with my parents/carers and teachers.
- I will always behave safely in school. I recognise that my actions have consequences for my safety, and the safety of those around me.
- I will travel safely to and from school to make sure that I do not put my parents/carers, other students, or any members of the public at risk.

- I understand I cannot gather or wait in the school car park or in the community.
- I understand I should walk or cycle to school on my own, in my household group or keeping 2-metre distance with one other person. I will not meet in groups outside of school and only use public transport when absolutely necessary.
- I understand that face coverings must be worn on public transport.
- I understand that only one student at a time can use the bike racks.
- I understand that I can only use the allocated year group zone bike shed.
- I understand that face coverings worn on the journey to school will be removed when I arrive at the entrance to school and placed in a plastic bag that I have brought in. A clean face covering can then be put on and worn in school.
- I understand when replacing a face covering I must use hand sanitiser.
- I understand I will have an allocated zone which includes a designated entry point, washing point, corridor route, outside space and route and food collection point.
- I understand that in my classrooms there will be a seating plan and I must use this plan without argument.
- I will go directly to my allocated zone following the route given. I will form a queue at a 2-metre distance at an allocated door and at all times in the school corridors.
- I will register with staff confirming health of self and family.
- I understand that I may be working mainly in one classroom throughout the time I am in school and must remain in my allocated zone throughout the day.
- I understand that I cannot cross zones at any time unless accompanied by a member of staff.
- I understand I will not be able to have contact with a sibling or family member who is in a different zone whilst at school.
- I understand that I will be allocated a space at a desk which is my space to work in. I know that I must not touch or use other students' equipment or approach other students at their designated desks.
- I understand I must bring my own pens, pencils etc. into school for lessons.
- I understand that I need to bring my own full water bottle to school. If I need to refresh my water bottle it will only be possible at break and lunchtimes in the allocated water area for my zone.
- I understand that if I order food I can only collect it from the collection point in my zone.
- I understand that I will not share food or drink with any other students.
- I understand that I will need to wash my hands with soap and running water for 20 seconds/sanitiser on arrival, and when I leave the school premises.
- I understand that toilet breaks will be possible at break and lunchtimes. If necessary during lessons I will be supervised during travel to and from the toilet.
- I must wait in my classroom until a member of staff is available to escort me to the toilet.
- I understand I can only leave my classroom when requested and must only use my allocated corridor and zone.
- During this period of time 'time-out cards' cannot be used by students.
- I understand that there will be extra times when I will be expected to wash my hands; always after visiting the toilet and before and after eating, after sneezing or coughing, and I will wash them properly as per our hand-washing guidance.
- I understand that breaks and lunch time will be in my year group zone and I may not enter any other zones.
- I understand that I will leave via the allocated exit points and not wait outside the school grounds.
- I understand that the school mobile phone/headphone policy remains and should not be seen or heard in school.
- I understand that I will attend school in full school uniform and acknowledge only Taverham High School hoodies (not leaver hoodies) are permitted as part of the uniform.
- I understand that on timetabled PE days I may come to school in my PE kit.