

# Wootton Upper School



## Behaviour Policy

- a) This policy applies to Wootton Upper School, part of Wootton Academy Trust
- b) This policy was adopted by Wootton Academy Trust in September 2012
- c) This policy is written from the WAT Behaviour Principles Statement.
- d) The policy is reviewed annually by the Head of School.
- e) The Behaviour Policy was last reviewed in September 2020
- f) The next review is due to take place in July 2021

## **1.0 Introduction**

Wootton Upper School's Behaviour Policy is based on Wootton Academy Trust's agreed Behaviour Principles Statement. The Trust's philosophy is to provide real opportunities for learning in a caring, supportive and, above all, positive environment across its academies.

Wootton Upper School [WUS] believes that individual pupils should be encouraged to take responsibility for themselves and if we set our pupils very high standards and expectations they will strive to meet them.

Wootton Upper School's Behaviour Policy is therefore, a statement of good practice that covers all aspects of academy-life and contributes to the development of a positive, inclusive ethos and the maintenance of good behaviour.

1.01 The Trust's Behaviour Principles Statement emphasizes high standards and individual responsibility across all WAT academies. At its heart is treating all pupils equally and fairly. Wootton Upper School's Behaviour Policy is appropriate to its pupils 13 – 16 age ranges and their educational setting.

1.02 All adults and young people at WUS are expected to help create an atmosphere conducive to learning, where courtesy and mutual respect are basic requirements. The successful implementation of this statutory policy, across Wootton Upper School will have greatest impact where it is developed and shared with key stakeholders, namely staff, pupils and parents/carers.

To ensure clarity for all, our rules are **Ready, Respectful** and **Safe**. All staff should use these terms when interacting with pupils to clarify where expectations have not been met. This use of 3 rules is to build consistency of expectation in all of our pupils.

1.03 WUS acknowledges that all young people have different needs and therefore, the Behaviour Policy which applies across our academy seeks to recognize these needs and signpost examples of support for the academy to develop given the different needs of its pupils.

1.04 Wootton Upper School's Behaviour Policy is written with the principles of treating all pupils equally and fairly as well as insisting on very high standards of attitude to learning **[A2L]** both to the benefit of individual pupils and for the academy as a whole.

## **2.0 Aims**

Wootton Upper School's Behaviour Policy will have greatest impact if all stakeholders understand the eight overarching aims; they are to:

- 2.01 protect the right of all pupils to feel safe, to learn and to be respected;
- 2.02 ensure a consistent approach to the positive management of behaviour;
- 2.03 place an emphasis on recognising, recording and rewarding positive behaviour;
- 2.04 promote behaviour that will maintain a positive ethos in and around Wootton Upper School;
- 2.05 secure a climate for effective teaching, learning and achievement;
- 2.06 encourage and teach pupils to accept their personal and social responsibilities whilst being accountable for their own behaviour conduct and actions;
- 2.07 provide a framework for managing and improving behaviour of pupils where necessary;
- 2.08 deal fairly, but robustly, with persistently disruptive pupil behaviour inside the classroom and in the wider academy environment.

### **3.0 Underpinning Principles**

- 3.1 The views and feedback of staff, pupils/carers, and local governors will be sought to foster, enable and shape mutually agreed high standards of behaviour; Staff will build positive professional relationships with pupils and use restorative justice principles to support this;

- all staff should play their part in reinforcing the academy's rules by using the key words of **ready, respectful** and **safe** when speaking with pupils, and being visible in the school;
- teachers should plan engaging and challenging lessons appropriate to individual pupils, using all provided information including data and Pupil Profile Sheets;
- good behaviour should be rewarded regularly through academy procedures, including using the lesson grading system, class charts and commendations;
- staff will intervene and remind pupils of what best behaviour and attitude looks like;
- sanctions should always be applied as consistently as possible for unacceptable behaviour;
- there should be effective and timely partnership work between the academy and its parents/carers and between the academy and external agencies to improve pupils' behaviour;
- pupils should be given frequent opportunities to be ambassadors for WAT on, for example, academy trips, work placements, sports events and journeys to and from WAT academies;
- all staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills;
- staff will support each other in a no blame culture, giving and accepting support and coaching to underpin improving practice.

#### 4.0 **Definitions**

- 4.1 WUS defines high standards of behaviour as those which promote courtesy, consideration and co-operation from all pupils in terms of their relationships with:
  - other WUS pupils within/outside the academy;
  - all WAT staff;
  - other persons within and beyond WUS and WAT academy premises;
- 4.2 WUS defines good or outstanding behaviour as that which is seen as essential for pupils to enhance their own life chances and to avoid negatively impacting upon the aspirations of others;
- 4.3 WUS defines **unacceptable behaviour** as behaviour which does not protect the rights of pupils in the academy, namely the right to learn, the right to feel safe and the right to respect. Therefore, unacceptable behaviour may include, but not be limited to, non-compliance, name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying, cyber bullying and harassment, including racist, sexist and homophobic abuse, deliberate damage or theft of WUS property, bringing in offensive weapons or illegal substances.
- 4.4 WUS defines **attitude to learning [A2L]** as the skills and attitudes needed to learn within and outside the academy, and to do so rapidly. WUS recognizes a link between the way young people learn and their social knowledge and behaviour. **A2L** encompasses issues such as poor punctuality, low level disruption, lack of equipment, failing to submit homework and unacceptable levels of effort in class etc.
- 4.5 Amongst the incidents that WUS defines as serious incidents are:
  - bringing into, or being in possession of within, our academy; weapons [e.g. knives, blades, pen knives], or substances [e.g. alcohol, cannabis, tobacco, other drugs or drug paraphernalia], fireworks, matches, lighter or other such products,

- serious actual or threatened violence against staff or pupils, physical assault, or threatened physical assault on staff or pupils,
- peer-on-peer abuse,
- cyber bullying,
- homophobic, sexist and racist bullying,
- downloading illegal material from the internet including hate crime, pornography and extremist material;
- making, possessing and distributing of indecent images,
- arson, setting a firework off, setting off the fire alarm and any action which brings the academy into serious disrepute or put any member of the academy at risk.

This list should not be considered exhaustive.

## **5.0 Roles and Responsibilities**

The successful implementation of the WUS Behaviour Policy is dependent on all stakeholders understanding their key responsibilities and roles:

### **5.01 MAT Board**

- 5.01.1 ensure WAT Behaviour Principles Statement is in place and shared with Local Governing Boards and Heads of School and Heads of College.
- 5.01.2 that the policy is available to parents/carers;
- 5.01.3 ensure that policies and procedures are reviewed regularly.

### **5.02 Local Governing Board**

- 5.02.1 ensure the Head of School updates the Behaviour Policy annually in line with the Trust's Behaviour Principles Statement;
- 5.02.2 ensure that the policy is on the academy's website;
- 5.02.3 receive regular reports on standards of behaviour;
- 5.02.4 give the collective views of the LGB in the annual questionnaire on standards of behaviour;
- 5.02.5 review decisions made by the academy Head of School in respect of permanent exclusions, and other exclusions as necessary.

### **5.03 Head of School**

- 5.03.1 The Head of School will be responsible for updating the Behaviour Policy on an annual basis, involving and delegating responsibility for doing this to other appropriate staff, before confirming it as the current policy.
- 5.03.2 the implementation and day-to-day management of the policy and procedures. In addition, the Head of School will provide support for staff who encounter challenging behaviour.

### **5.04 Staff**

- 5.04.1 WUS staff have statutory authority to discipline pupils for misbehaviour which occurs in the academy and, in some circumstances, outside the academy. Teachers' powers include disciplining pupils even when they are not at the academy or in the charge of a member of staff.
- 5.04.2 All WUS staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head of School on the effectiveness of the policy and procedures. They also have responsibility, with the support of the

Head of School, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

5.04.3 A teacher may discipline a pupil for any misbehaviour where the child is:

- Taking part in any academy-organised or academy-related activity or
- Travelling to or from the academy or within the environs of the academy
- Wearing the academy's uniform or
- In some other way identifiable as a pupil at the academy

5.04.4 Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the academy or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the academy

#### **5.05 The Local Governing Board, Head of School and staff:**

5.05.1 Will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

5.05.2 Will ensure that the concerns of pupils, parents and carers are listened to and appropriately addressed.

#### **5.06 Pupils and parents/carers**

5.06.1 Pupils and parents/carers will be made fully aware of the WUS Behaviour Policy, procedures and expectations and will be expected to conform to them. Pupils will respect the authority of staff. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5.06.2 Parents and carers have responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy to maintain high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

### **6.0 Implementation of the Behaviour Policy**

All staff, pupils, parents/carers and local governors have an obligation to ensure the policy is implemented and must understand their roles and responsibilities outlined in Section 5. All need to recognise that behaviour that disrupts learning will not be tolerated. Active and successful implementation requires:

- 6.01 WUS will establish a Code of Conduct and in class, out of class and general expectations that will form the basis of the academy's Home/Academy Agreement for all pupils. Parents/carers and pupils will be expected to sign the agreement as an indication of support;
- 6.02 the Behaviour Policy will be communicated to all new and existing pupils through the academy's prospectus, the academy's Parliament, assemblies and within the curriculum. It will be communicated to parents/carers through the academy's Home/Academy, the academy's prospectus, newsletters and website;
- 6.03 all stakeholders to be consulted regularly about the policy and its implementation, and new staff will be familiarised with the policy during induction;
- 6.04 continuing professional development for ALL staff in the academy to ensure consistency and maximum impact;
- 6.05 all academy staff are expected to model and uphold the Trust's high standards of conduct.

## **7.0 Reviewing the Behaviour Policy**

The Behaviour Policy will be reviewed by the Head of School annually, involving other stakeholders and also on an on-going basis in response to developing patterns of behaviour and the views expressed in-year by pupils in the academy:

- 7.01 WUS will monitor the views of stakeholders and contribute to the evaluation process instituted by senior leaders in the academy;
- 7.02 WUS will gather and analyse the views of its key stakeholders on behaviour in the academy;
- 7.03 in-year evaluation will enable the vast majority of academy pupils, whose behaviour meets WUS expectations, to know that they are valued, listened to and play a part in shaping future developments;
- 7.04 in-year evaluation will enable the small number of pupils whose behaviour requires support to become increasingly aware of expected 'norms' of behaviour among their peers;
- 7.05 the views of parents/carers expressed in-year with respect to the Policy will help to support and shape the implementation of the policy within the academy and for them to be heard in terms of their understanding and expectations of 'norms';
- 7.06 the Local Governing Board will review academy data on the standards of behaviour in its meetings and, acquire first-hand observation on the standards of behaviour within the academy through their visits and by asking senior leaders challenging questions. The views of academy governors, as expressed in local governing board meetings, will form part of the annual review of behaviour the Head of School.

## **8.0 Rewards**

WUS believes its pupils respond well to positive reinforcement and, therefore, a key element of the WUS Behaviour Policy is recognizing the importance of rewards where pupils' attitudes to learning are excellent, and where they make positive contributions to assist the attitude to learning of others. WUS recognizes that praise and rewards have a considerable emphasis and influence on its academy pupils.

- 8.01 WAT staff are expected to give first attention to the best behaviour and recognise the behaviour and attitudes that are wanted;
- 8.02 Praise and rewards at WUS is not limited to those whose work is outstanding but also includes supportive behaviour towards others, consistently high level of effort, exceptional contribution to the wider community, outstanding attendance.

## **9.0 Consequences where behaviour that does not meet expectations**

We believe that building relationships and supporting a pupil to improve their behaviour is most appropriate for low level disruption.

- 9.01 Where behaviour does not meet the expectations of the academy there are a range of consequences graduated according to the nature, and also frequency of the behaviour displayed. WUS will deem that a more serious consequence is usually warranted for persistent displays of the same behaviour;
- 9.02 The range of consequences used by WUS include:
  - 9.02.1 restorative conversations at break or lunchtime;
  - 9.02.2 subject report – to allow closer scrutiny of the pupil on a lesson-by- lessons basis;
  - 9.02.3 contact with parents/carers;

- 9.02.4 involvement and meeting with the Subject Leader who may set and agree targets for the pupil to meet in the subject;
- 9.02.5 removal from subject lesson for a fixed period of time, either to another teacher's lessons in the same subject, or alternatively to the WUS Support Centre;
- 9.02.6 intervention sessions linked to behaviours/social skills;
- 9.02.7 withdrawal of access to trips and opportunities, but not educational visits linked to the curriculum;
- 9.02.8 meetings for pupils and parents with senior staff including the Year Lead, Assistant Principal, Deputy Head of School;
- 9.02.9 being placed on a Pastoral Support Programme (PSP) to monitor and identify any support needed to prevent exclusion;
- 9.02.10 involvement of outside agencies;
- 9.02.11 internal re-location to the WUS Support Centre;
- 9.02.12 consideration for a managed move to another academy as part of the local Fair Access Protocol
- 9.02.13 fixed term exclusion
- 9.02.14 permanent exclusion

- 9.03 In lessons and around the academy all staff will model and describe clear expectations;
- 9.04 In lessons all staff will have seating plans designed to the needs of the pupils;
- 9.05 In lessons all staff will give pupils reminders of expectations in response to low level infringements before issuing a consequence;
- 9.06 If behaviour is unsafe or disrespectful in a lesson, or around the academy, our policy is not to issue reminders of expectations but to immediately issue a consequence. In these instances, our policy is that the Year Leader or other senior staff will support the Subject Leader and teacher to resolve the issue;
- 9.07 Persistent disruptive, aggressive or dangerous behaviour, and behaviours which could or do put the safety of others at risk may lead to an exclusion from the academy;
- 9.08 Only the Head of School has the authority to exclude a pupil; the Head of School will utilise the WUS Exclusion Policy and current DfE Exclusion Code regulations;
- 9.09 In any instance where the WUS Exclusion Policy conflicts with the DfE Exclusion Code regulations, then the DfE Exclusion Code regulations will take precedence.
- 9.10 The Head of School has the discretion to determine what consequences different seniority of staff have the authority to impose. In general terms, the more serious the consequence the more senior the staff determining its appropriateness.
- 9.11 When issuing consequences, all academy staff should make clear they are dealing with the behaviour, rather than stigmatising the pupil.
- 9.12 Consequences should be applied in a calm, controlled manner and seen as inevitable and consistent.

## **10 Actions to Improve Behaviour**

- 10.01 WUS expects all WAT staff to seek to build effective relationships with pupils in the academy. This is the basis for all effective management of behaviour, and attitude to learning;
- 10.02 WUS expects all WAT staff to apply consequences fairly, consistently, proportionately and reasonably - taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.



- 10.03 WUS expects all WAT staff to recognize the power of "student voice"; it believes that pupils in the academy should be listened to regarding how behaviour is managed and improved in the academy, both in the long and short term:
  - 10.03.1 The views of pupils will be gathered annually by questionnaire and analysed as part of the wholesale review of the policy;
  - 10.03.2 The views of pupils will be gathered during the year through the year- group and Student Leadership Group through their comments to staff about day-to-day and lesson-by-lesson behaviour;
- 10.04 WUS does not allow WAT academy staff to issue whole-group sanctions that punish the innocent as well as the guilty.
- 10.05 Consequences should be applied in a calm and controlled manner and seen as inevitable and consistent.

## **11.0. Intervention, Prevention and Support Strategies**

In common with all academies and schools, WUS has pupils who need additional support, through intervention and prevention strategies. WUS will identify these pupils, partly based on information provided by the previous schools/academies from which these pupils join a WUS, partly by what the pupils, parents/carers and others tell the academy itself. Additionally, the academy will be informed by the analysis of **A2L** data collected at the academy. Using all the above information and data, WUS will identify what intervention and prevention strategies are most appropriate for the pupil.

- 11.01 Support for pupils is offered in a number of ways:
  - 11.01.1 Support Centre located within the academy;
  - 11.01.2 Specialist Teaching Assistant/Pastoral Support Officer [PSO] to support pupils and ensure the impact on learning and progress by poor behaviour is minimised;
  - 11.01.3 Dedicated PSO to monitor, mentor and liaise regularly with key stakeholders
  - 11.01.4 Pupil Targets monitored via **A2L** grades in each lesson and average over time;
  - 11.01.5 Personal Support Programmes (PSPs) linked to a Pupil Profile Sheet;
  - 11.01.6 Development of more widely differentiated curriculum resources;
  - 11.01.7 Pupil Profile Sheets with guidance for SEND pupils and others;
  - 11.01.8 Encouragement and support to participating in the academy, such as leadership;
  - 11.01.9 Involvement of parents/carers;
  - 11.01.10 A key worker to provide additional support;
  - 11.01.11 Additional study support;
  - 11.01.12 Counselling - either through (agreed) teacher referral or through self- referral;
  - 11.01.13 Bespoke courses to meet pupil need (e.g. Anger management);
  - 11.01.14 Personalised/alternative curriculum/timetables;
  - 11.01.15 Restorative justice;
  - 11.01.16 External deliverers of support such as social skills;
  - 11.01.17 Referral to the local Fair Access Panel (Managed Moves)

## **12. Investigating Serious Incidents**

WUS will investigate all reported incidents of poor behaviour in the academy and whilst travelling to and from it.

- 12.01 WUS does not have a full prescriptive list it defines as serious incidents. In section 4 there are examples of serious incidents, but it is not an exhaustive list;

- 12.02 It is WUS policy to inform parents/carers of serious incidents; however, an incident may not be recognized as serious until statements have been gathered, pupils have been interviewed and CCTV and internet footage scrutinized;
- 12.03 WAT academy staff receive training, support and advice for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.
- 12.04 Where it is appropriate to do so, WUS will notify and consult with the police and other relevant bodies of incidents before determining next steps.
- 12.05 The Head of School, or the Head of School's designated deputy will be informed of any serious incidents;
- 12.06 Feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 12.07 A copy of the notes of an investigation will be retained by the academy. If a pupil receives a consequence for their part in the behaviour a copy of the notes will be held on the pupil's records until the pupil has finished their education at the academy.
- 12.08 WUS pupils are expected to comply with investigations including searches, in line with the January 2018 guidelines. The academy is authorised to impose a consequence in any case where the pupil fails to do so;
- 12.09 If a pupil refuses to hand over an item, then they will be subject to the academy consequences and sanctions as deemed appropriate;
- 12.10 Where an investigation finds that there is no case to be heard, the report will be retained by the academy, but will not be kept within the pupil's file.
- 12.11 Witness statements will be formally recorded and kept on file for all incidents investigated. Statements must be gathered from all pupils involved in the incident and any witnesses (staff and/or pupils). Interview notes will supplement where appropriate.
- 12.12 All serious incidents must be reported by staff to a Pastoral Support Officer, Year Leader or the appropriate Assistant Principal or Deputy Head of School, so that the investigation may be monitored and advice provided, where appropriate;
- 12.13 The academy should identify a designated area for pupils being investigated as part of a serious incident to be located. The pupil should remain there until decisions are made on consequences, if appropriate.
- 12.14 Once all the information has been gathered with regards a serious incident the Pastoral Support Officer, Pastoral Leader or appropriate member of the Senior Leadership Team will present it to the relevant Assistant Principal and who will decide on an appropriate sanction. If the Assistant Principal, feels that the consequence required is exclusion, the notes must be handed over to the academy Head of School to consider whether exclusion is warranted.
- 12.15 Only the Head of School can make a decision to issue a fixed term or permanent exclusion [please see Exclusion Policy].

\* \* \* \* \*

The named contact for this policy is: Mr. J Spurling, Assist. Principal (Standards of Behaviour & Attendance).

**CONTACT DETAILS:**

Mr J Spurling, Wootton Upper School, Hall End Road Wootton Bedford MK43 9HT

Telephone 01234 767123

Email: [jspurling@wootton.beds.sch.uk](mailto:jspurling@wootton.beds.sch.uk)

## **APPENDICES:**

1. Provision at Wootton Upper School
2. Covid-19 Behaviour Amendments
3. Wootton Upper School Exclusions Policy
4. Wootton Upper School Restorative Justice Policy
5. Wootton Upper School Physical Intervention and Use of Reasonable Force
6. Wootton Upper School Peer on Peer and Anti-Bullying Policy

The policy should be read in conjunction with the Department for Education document: Searching, screening and confiscation, January 2018.

**Wootton Upper School & Arts College and Kimberley 16-19 STEM College are operated by  
Wootton Academy Trust, registered in England and Wales, Company No 7740758**

## **Appendix 1**

### **Provision at Wootton Upper School**

Wootton Upper School has a Student Centre to provide bespoke programmes for individual and small groups of pupils. The Student Centre houses the SEND provision as well as Pastoral Support. Each area works together to best meet the need of the academy's pupils.

#### **Monitoring and Recording**

WUS uses Class Charts to record a range of information relating to Rewards and Consequences. Teachers record an Attitude to Learning grade each lesson between 5 and 1:

5= Outstanding learning

4= Excellent learning

3= Expected learning

2= Learning needs improvement: support and restorative justice to be undertaken as necessary

1= Unacceptable learning: this will be followed up by the Subject/Year Leader as necessary.

Tutors and Year Leaders play a key part in discussing Attitude to Learning grades with pupils and groups of pupils to ensure engagement in the system, and improved attitude to learning by individuals and groups of pupils.

#### **Rewards**

WUS has the following strands to rewards and recognition:

- Verbal recognition and praise, including that given by a teacher, a tutor or year leader.
- Reward postcards and phone calls (1 each per week per full time member of staff)
- Commendations
  - These can be awarded for going 'above and beyond' in and outside of lessons
  - Bronze, Silver, Gold, Platinum Certificates will also be awarded
  - Bronze, Silver, Gold, Platinum Badges will also be awarded
- Star of the Week/Departmental Recognition
  - Departments identify and display pupils who make particular achievements in their area using class charts
- Assemblies
  - This builds on verbal praise and underpins the values of the school. Regular successes or improvements will lead to pupils being named and involved in assemblies by their year leader.
- Awards Evenings
  - Sports Awards, Year Celebrations, GCSE Awards, Duke of Edinburgh Awards etc.
- Attendance Prizes
  - Awarded throughout the year

### **Covid 19 Behaviour Amendments**

Following the 2020 Covid 19 pandemic and school closures, we are adding the following additional behaviour guidance to support the safe return of pupils to the academy. This document sets out the temporary changes to the WUS Behaviour Policy to make clear what is expected of all stakeholders in order to reduce the risk of infection or spread of the virus.

Due to the serious nature of this disease, all pupils are expected to comply with expectations and rules linked to staying in bubbles and social distancing, as well as good personal hygiene which includes regular handwashing and catching coughs and sneezes.

Behaviours that put the health of others at risk could lead to sanctions that include fixed term and permanent exclusion. Examples could include, but are not limited to:

- failure to distance from pupils and/or staff
- spitting
- coughing or sneezing near others
- refusal to follow expectations linked to zones, entrances and exits, or remaining in classrooms

During the current Covid situation some strategies, sanctions and rewards may need to be changed in order to meet government guidance and keep pupils safe. One example is the use of the pupil Support Centre as a place for pupils to go for support. This will be closed to pupils to prevent mixing of bubbles and arrangements will be made within year groups to support pupils where necessary.

At WUS, preventing the spread of coronavirus involves dealing with direct transmission (for instance, when in close contact with those sneezing and coughing) and indirect transmission (via touching contaminated surfaces). A range of approaches and actions will be employed to do this. These include:

- minimising contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school or college
- cleaning hands more often than usual – preferably by washing hands thoroughly for 20 seconds with running water and soap then dry them thoroughly. When washing with water is not achievable, use sanitiser ensuring that all parts of the hands are covered
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often
- minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)

Pupil expectations:

- pupils must enter and leave the site through designated gates
- pupils must follow the one-way system at all times around the site
- pupils must only attend rooms where they have been instructed to go and must not leave them without permission
- pupils must ensure they have good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- pupils must wear their colour coded lanyards at all times and if lost, must replace them immediately

- pupils must not visit other year groups or students at any time during the school day or whilst on site (this includes meeting siblings)
- pupils must only use the toilets that have been designated for their year group
- pupils must only use the social spaces they have been designated
- pupils who feel unwell must report this to a member of staff immediately
- pupils must follow any additional instructions that are given in order to keep individuals safe from the virus
- pupils will maintain social distancing with all members of staff

#### Staff expectations:

- staff will regularly inform and remind students of the rules and expectations
- staff will monitor pupils to ensure hand washing takes place where necessary
- staff will challenge and report any breaches in the rules and expectations
- staff will maintain social distancing with all pupils

#### Parent/Carer expectations:

- parents will not enter the site unless invited by a member of staff
- parents will support the school in reminding their child/ren of the importance of good hygiene and social distancing

#### **New routines, habits and systems:**

- expectations for arriving at and leaving school (including behaviour on public transport)
  - year 9 will enter using gate 1 only
  - year 10 will enter using gate 2 only
  - year 11 will enter using gate 3 only
- hygiene practices
  - everyone will wash their hands at regular intervals throughout the day including before and after eating
    - the wearing of face coverings is to be encouraged
- lunch and break time routines
  - pupils will remain within their year groups throughout the day
  - pupils will have staggered breaks and lunch with their own year groups
  - pupils will have designated areas for their breaks both inside and outside
  - pupils are requested to provide their own lunch each day to reduce the need for catering facilities which may lead to increased risk in transmission of the virus
- any transitions between lessons
  - all staff and pupils will follow the one-way system around the school
  - all staff will be monitor transitions
- staff supervision of movement during social times
  - staff will be on duty to monitor pupils during social times and ensure they stay within designated areas and bubbles

- safe use of school spaces and equipment
  - classrooms have been set out in specific arrangements to help reduce the risk of transmission
  - rooms will be kept well ventilated with doors and windows open where necessary
  - the borrowing and lending of equipment will be kept to a minimum to reduce the risk of transmission of the virus
- restrictions on movement within school and new hygiene rules
  - pupils will be based in set classrooms for the majority of their lessons to limit the risk in transmission of the virus
  - pupils will only move to a new classroom where the lesson being taught requires it
  - pupils will be reminded to follow hygiene rules at all times when moving locations
  - pupils are not permitted to visit any location where there is another year group
  - pupils must only use the designated toilets for their year group
  - pupils must follow the one-way system round the school

Due to the ongoing development with the coronavirus, WUS may need to change or adapt any of the above policy to ensure the safe running of the school.

*Sept 2020*

