



## KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

# Behaviour for Learning Policy

### Document Control

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| <p>Since ratification by the Governing Body there have been changes as a result of Covid-19 and DfE guidance up to September 2020.</p> <p>The following person is authorised to approve minor changes between reviews: Chair of Governors - <b>Mr David Wheeldon</b>. This policy was approved by Mr Wheeldon on 24.9.2020.</p> |                                     |                          |                                   |
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| <b>Reviewed by:</b>   | Jane Glendenning                    | <b>Sign and Date:</b>    |                                   |
| <b>Authorised by:</b>   |                                     | <b>Sign and Date:</b>    |                                   |

### Related Documents/Policies

| Reference | Title  |
|-----------|--|
|           | Safeguarding Policy 2020                           |
|           | Attendance Policy 2020                             |
|           | Drugs, Alcohol, Smoking and Substances Policy 2019 |
|           | Mobile Phone Procedures 2020                       |
|           | Anti-bullying Policy 2020                          |
|           | Special Educational Needs Policy 2019              |

Jane Glendenning, Director of Pastoral Care is responsible for reviewing and updating this procedure.

## CONTENTS

|   |         |
|---|---------|
| Introduction  | Page 3  |
| Aims  | Page 3  |
| Values  | Page 3  |
| Rights and responsibilities   | Page 3  |
| Standards of behaviour <ul style="list-style-type: none"> <li>● School</li> <li>● Students</li> <li>● Parents/carers</li> </ul> | Page 4  |
| Rewards policy  | Page 5  |
| School rules that apply at all times to all members of the School community   | Page 6  |
| Drugs and alcohol   | Page 7  |
| Disciplinary sanctions  | Page 7  |
| Serious breaches of conduct   | Page 8  |
| Inclusion Room  | Page 9  |
| Fixed Term Exclusions   | Page 9  |
| Malicious accusations against a member of staff   | Page 9  |
| Searching students and confiscation of inappropriate items  | Page 10 |
| Searching with consent  | Page 10 |
| Power to use reasonable force   | Page 11 |
| Working with outside agencies   | Page 11 |
| Regulating student's offsite conduct  | Page 12 |
| Complaints  | Page 12 |
|   |         |
| <b>Appendices</b>   |         |
| Appendix 1: Home-School Agreement   | Page 13 |
| Appendix 2: Personal Health Care Plan   | Page 17 |
| Appendix 3: Sanctions   | Page 21 |
| Appendix 4: Exemplar report card  | Page 21 |
| Appendix 5: behaviour to reduce the risk of transmission of coronavirus (covid-19)  | Page 22 |

King Edward VI Handsworth School for Girls is dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where students feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community and is written in line with our governing body's statement of behaviour principles and school vision statement. Good behaviour and self discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

## **AIMS**

King Edward VI Handsworth School for Girls believes that all staff and pupils should be aware of the standards of behaviour that are expected of them, and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness. Our aim is to nurture and develop learners within a happy and caring environment through good behaviour, high expectations and courtesy towards all members of our school community. We want to ensure that all our students leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

## **VALUES**

We wish our students:

- to know right from wrong;
- to show respect for themselves and others;
- to be supportive and praise others;
- to appreciate the needs of others and of society;
- to develop a strong sense of personal responsibility for their own behaviour, actions and learning;
- to understand the consequences of their actions;
- be responsible members of the school community; and
- and to care for their environment.

## **RIGHTS AND RESPONSIBILITIES**

The Governing Body approves the Behaviour for Learning Policy and ensures it is reviewed annually. It ensures that it is communicated to all relevant parties and that the expectations of the school are made clear. Governors will support the school in maintaining high standards of behaviour.

It is the duty of the Headmistress, supported by the Governing Body, to determine the standards of behaviour acceptable at the school. All staff have responsibility for maintaining discipline and ensuring that the school Behaviour for Learning Policy is observed.

The Governing Body, Headmistress and staff will ensure there is no differential application of the policy and procedures on any grounds including age, disability, gender reassignment, pregnancy and maternity, race, religion, belief, sex and sexual orientation. They will also ensure that the concerns of students are listened to and appropriately addressed through the Student Council and the Senior Leadership Pastoral Directors (Miss Glendenning, Years 7-11 and Mr Heppel, Years 12-13).

It is important that both parents/carers and students work with the school to meet the aims of our policy and work in partnership with us to encourage good behaviour and discipline. The policy is explained as part of the yearly Induction Programme and parents/carers are required to read the Home-

School Agreement (Appendix 1). Parents/carers are contacted by Form Tutors/Pastoral Leaders (PLs) if a pupil's behaviour is unacceptable or causing concern.

The school should be informed at once of any change of: name; address; priority contacts; home, work or mobile telephone numbers; by calling the Main School Office. Any changes to the Personal Health Care Plan (Appendix 2) held by the school, must be communicated to Mrs T Danks in the Main School Office. Any other personal circumstances that may affect a pupil's behaviour must be communicated to the appropriate year group Pastoral Leader via the Pastoral Administrators: Miss E Taylor (Years 7-10) [etaylor@kingedwardvi.bham.sch.uk](mailto:etaylor@kingedwardvi.bham.sch.uk) or Mrs R Flood (Years 11-13) [rflood@kingedwardvi.bham.sch.uk](mailto:rflood@kingedwardvi.bham.sch.uk)

## **STANDARDS OF BEHAVIOUR**

### **School**

The School understands that the first step to modelling good behaviour is to lead by example, which means that all governors, staff, volunteers, and anyone else who comes to the school must act responsibly and professionally, and will never denigrate students or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, considering Special Educational Needs and Disabilities (SEND) as well as the additional challenges that some vulnerable students may face.

The School works with parents/carers to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The School will report behaviour, good or bad, to parents/carers regularly. The School encourages parents/carers to communicate with the school if they have a concern about their own child's behaviour, and we will do as much as is possible to support parents/carers as and when they need it. We promote good behaviour within the school curriculum and the code of conduct is in student planners. We also expect pupils to inform a member of staff if they are concerned about another person's behaviour; child or adult alike.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet mental health needs. If such needs are identified we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEN and/or disabilities. Whilst all students identified with SEN and/or disabilities are covered under this Behaviour for Learning Policy, we recognise that these students often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all students. A personalised plan will be used for students whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Special Educational Needs Policy for more information.

The School will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills, as demonstrated through assemblies, PSHCE lessons and form time activities for example. For more information, see our Anti-Bullying Policy and page 18-19 of the student planner.

### **Students**

The School expects all of its students to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, denigration, or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors of our school even when off school premises, and we

expect them to act accordingly. They are expected to obey school rules, listen, follow instructions from staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as Behaviour Reports. School Learning and Home Learning should be well presented, completed to a high standard, and handed in on time (see page 10 of the student planner). Failure to hand in work on time will lead to disciplinary sanctions (see page 8 of student planner). If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their Form Tutor who will work with them to draw up a support plan. The School asks that students carefully read the Home-School Agreement and ensure that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

### **Parents/carers**

Parents/carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents/carers read the Home-School Agreement and respect and support the School's Behaviour for Learning Policy and the authority of the school staff.

We ask parents/carers to work with the School in support of their child's learning, which includes informing the School of any special education needs or personal factors that may result in their child displaying unexpected behaviour. Building school life into a natural routine (ensuring that your child is at school on time, appropriately dressed, rested, and equipped) will encourage your child to adhere to school rules and procedures.

We ask that parents/carers be prepared to attend meetings with staff or the headmistress via an e-platform or at the school to discuss their child's behaviour and to adhere to any sanctions put in place.

In the case of exclusions, the School asks that parents/carers provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration interview at the school with their child.

Regular attendance at school is required by law, and King Edward VI Handsworth School for Girls takes attendance very seriously. There is a register taken twice daily and at the start of each lesson, and disciplinary action will be taken against any students who are discovered to be truanting or are repeatedly late. Parents/carers will be contacted to discuss possible reasons and school support systems that could help. More information can be found in the School's Attendance Policy and on page 3 of the student planner.

### **REWARDS POLICY**

King Edward VI Handsworth School for Girls believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

It is important to recognise and encourage perseverance, contributions and respect for others. The School therefore encourages all staff to use a range of measures to reinforce these attributes and recognise them in the students. All staff are as responsible for implementing rewards, as they are sanctions. Pupils who are motivated and fully immersed in school life should be **praised and** rewarded for their contributions. We also encourage recognising and praising students for behaviour that supports our revised way of working during the pandemic crisis.

Students can and should be rewarded for:

- effort;
- readiness to learn;
- their learning journey;
- consistency in their effort/approach to learning;

- excellent outcomes against their learning objectives/task requirements;
- quality of work;
- class contribution;
- asking deep or challenging questions;
- setting an example to others (in class and around school);
- helping others;
- persevering;
- using their initiative;
- collaborative work;
- manners and respect for others;
- presentation of their work;
- doing something that takes them out of their comfort zone.

Rewards can include:

- Verbal praise.
- Written feedback by teachers/peers.
- Stickers/merit stickers.
- Praise postcards sent home or awarded during year group/celebration assemblies.
- Certificates for effort, sporting achievement, participation, attendance etc. awarded in Key Stage Celebration Assemblies.
- House points (for House Competitions).
- Inclusion in the school newsletter.
- Key stage presentation afternoons/evenings.
- Displays of work, including work-in-progress.
- Being awarded responsibilities e.g. School Council representative; school magazine editor; Senior Prefect.
- Positive phone calls home.

Pastoral Leaders and Form Tutors monitor rewards and successes through planners and Form Tutor discussions. Subject Leaders (SLs) and the Leadership Team also monitor rewards through learning scrutinies and lesson observations.

When praise and rewards are given, staff and peers are expected to explicitly explain their reason for doing so.

## **SCHOOL RULES THAT APPLY AT ALL TIMES TO ALL MEMBERS OF THE SCHOOL COMMUNITY**

### **You have the right to:**

- Not be subjected to rude, derogatory, racist, homophobic or defamatory language. It will not be tolerated.
- Be treated considerately by your peers and the extended community.
- Be spoken to politely and respectfully at all times. This applies to staff, governors, other pupils, any visitors to the school, and to members of the general public.
- Feel as safe as possible in school by following the protocols in Appendix 5.

### **As a student, you have responsibility for:**

- Attending school regularly; arriving in form rooms at 8.35 for registration and on time to subsequent lessons; and with the correct resources. (See Attendance Policy and page 3 of student planner.)
- Discussing any absence directly with your Subject Teacher, either on your return to school or during your absence if you are able to work from home, ensuring you catch up with work missed due to absence or negotiating appropriate tasks to complete. (See Attendance Policy.)
- Wearing uniform correctly, abiding by the rules concerning jewellery, hairstyle, and make up and taking a pride in your appearance (See Uniform Policy and page 7 of the student planner.)

- Approaching your academic work in class conscientiously and cooperating willingly and appropriately with teachers and peers. Disruption of lessons will not be tolerated. Shouting out during lessons, or shouting to one another in hallways, or when in public places is also not acceptable.
- Doing Home Learning as instructed and handing work in by the date required. You are expected to inform staff immediately if you have a problem with the Home Learning set.
- You are not allowed to leave lessons unless you have an appointment or you are unwell. Planners should be signed by the member of staff in the room when you leave and the planner taken with you, then signed on your return.
- Preventing congestion around school and for safety reasons you are asked to keep to the left-hand side of corridors and follow the one-way system. Running is forbidden in corridors.
- Eating only in your designated zone (see Appendix 5).
- Only water to be drunk in classrooms and during lessons. Hot or cold flavoured drinks must be consumed in the applicable dining zone. This is to minimise the impact of any spillage.
- When assemblies resume, you must enter assemblies without talking and sitting silently as others enter and then leaving in the same manner. Form tutors are responsible for overseeing this; so, ensure you follow their instructions.
- Respecting the school environment by treating furniture, equipment, textbooks and library books with care and by not dropping litter and using bins provided. (Also see Appendix 5.)
- Bringing only necessary money into school and handing it into the KS3/4 or KS5 Pastoral Offices in a clearly named envelope.
- Not bringing valuable items into school or on school trips as the School cannot ensure their safety.
- Not bringing chewing gum, cigarettes (including other smoking paraphernalia), alcohol, sharp implements and drugs onto the school site or during school trips.
- Seeking permission in advance, through the leave of absence form (obtained from the Attendance Officer and passed to Miss Glendenning when completed), to leave the site at any time during the day. You must always sign out with the Attendance Officer before leaving the premises and KS3/4 pupils must be collected from the Main Reception by an adult. Leave of Absence during term time is only approved in exceptional circumstances.
- Ensuring that you do not do anything, on site or in a way indirectly linked to the school, to bring the school into disrepute.
- Not leaving the school site during school hours if you are in Years 7-11 unless accompanied by a parent/member of staff.
- Keeping away from car park areas and the main drive in order to avoid accidents. Being particularly aware of site traffic once the building work commences near the gym and dining block.
- Behaviour in the library i.e. respecting this as a place of study and following the adjusted guidance on times your Year Group can enter the library.
- Not going to any venues that are not designated to a year groups' 'bubble' at any time (see Appendix 5.) This also includes the following locations during non-lesson time:
  - Computer rooms during am registration and break time.
  - Church main room and Keyboard room.
  - Church Community Room.
  - P.E. changing rooms or toilets for socialising.
  - Congregating in corridors, the locker room or toilets for socialising.
  - Science Labs or practical workshops.
  - The gym.

## **DRUGS AND ALCOHOL**

The School will not tolerate drug use of any sort on school property or during off-site school activities. The School takes its Anti-drugs Policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful.

Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

#### **Prescription drugs**

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

#### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. The School advises that students should not carry these in school.

#### **Medication**

The School is aware that it may be necessary for some students to take medication during the school day. Parents/carers should make the School aware of this in writing as soon as their child starts taking the medication. Further details around medication is set out in the "Supporting children with medical needs" policy.

#### **Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

All of these rules also apply when travelling to and from school.

### **DISCIPLINARY SANCTIONS**

When a pupil's behaviour is unacceptable or when a pupil refuses to comply with school expectations, sanctions will be implemented consistently and fairly in line with Section 91 of the Education and Inspections Act 2006 which gives teachers and certain other staff statutory power to discipline students.

The decision to sanction a student must be proportionate and not be in breach of any legislation (for example in respect of disability, special educational needs, age, religious requirements, race and other equalities and human rights), it must be reasonable in all circumstances and not be a whole class sanction.

Sanctions which are issued are done so proportionately and after full consideration of the situation. Our School aims to do all we can do to nurture our students and ensure they can do their best, but at times a proportionate sanction may be necessary. Students will make mistakes during their time in school and part of the important learning process at school for students is to recognise when this has happened, learn from it and make different choices in the future. We expect staff and parents to work together to uphold our expectations which enable our students to be upstanding young people and recognise their roles and responsibilities in our wider community.

If a student is unclear about the reason for a sanction, they must speak to their Subject Teacher (if it is subject related) or a member of the Pastoral Team (if it is for behaviour outside lessons).

The following sanctions are available to all staff but must always be logged on SIMS (see Appendix 3 for specific consequences and sanctions):

- Verbal reprimand/discussion with the pupil.
- Extra work, resetting and resubmitting written tasks.
- Subject teacher/Form Tutor/Pastoral Team/SLT telephone conversation with parents/carers.
- Form Tutor/Pastoral Team/SLT online meeting with parents/carers and pupil (during the pandemic. Commencement of face to face meetings will be reviewed each term and with reference to Government guidance.).
- Withdrawal of privileges e.g withdrawal of responsibilities or alternative curriculum opportunities.
- A reflective writing task or essay.
- Being taken out of circulation at break or lunchtime.



- Regular reporting including before school reporting to Pastoral Leader; scheduled uniform checks and other behaviour checks.
- Pupils may be put "on report" for either behavioural or work problems. (See Appendix 4.)
- Restorative justice-based community service on site.
- Confiscation of any unauthorised items for a week. Confiscated property will be kept in a secure place in the Pastoral Offices in the Dining Block (KS3/4) and the Sixth Form Block (KS5), supervised by Miss Taylor and Mrs Flood, respectively. Confiscated mobile phones are kept in Reception until the end of the school day (see Mobile Phone procedures).

After school detentions are used to reinforce our expectations when previous sanctions have not resulted in students modifying their behaviour or on rare occasions when behaviour merits this more serious sanction. These include:

- A Thursday lunchtime punctuality detention run by the Attendance Officer.
- A Tuesday after school centralised detention for 30 minutes (3:40-4:10). During this time students will be expected to write a reflection on inappropriate choices made. Parents will be informed via School Comms 48 hours beforehand.
- Senior Leadership Team Thursday after-school one-hour detention. A letter is sent out to parents at least 24 hours before the detention requesting a parental signature and confirmation of how the pupil will be returning home.

If students fail to attend the after-school detention on Thursday, we have the right to detain them the following evening without notice. In this circumstance, parents will be contacted to enable them to make the necessary arrangements for their daughter to be collected from school at the end of the detention. Whilst, by law, it is not necessary for schools to receive parental permission for an after-school detention, we would appreciate it if parents acknowledged receipt of the letter and, particularly in the winter months, informed us of how their daughter will be returning home.

Sanctions are adapted relating to the seriousness and frequency of the behaviour and more serious breaches of this Behaviour for Learning Policy could also include:

- Internal isolation with a member of the Senior Leadership or Pastoral Team (see under Serious Breaches of Conduct).
- Fixed term exclusion is the decision of the Headmistress (or Deputy Head in the absence of the Headmistress). It can be temporary or, in very serious cases, permanent (see under Serious Breaches of Conduct).

Parents/carers will be notified of any serious punishments primarily by telephone or in writing where appropriate, however, before issuing a sanction, staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The decision to issue a sanction will be based on professional experience and information provided and will not be open to discussion. The School does not have alternative sanctions to detentions. If a student is unable to attend a detention, the escalation process will come into force and the student will be placed in Inclusion for an afternoon at the next appropriate opportunity. We therefore encourage parents to make alternative arrangements for their daughters to travel home to avoid withdrawal from valuable lessons.

## **SERIOUS BREACHES OF CONDUCT.**

Under no circumstances will illegal or inappropriate items be brought into school, and all students will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions; possibly time spent in the Inclusion Room or in a Fixed Term Exclusion (see below), depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils including slander in relation to COVID-19;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- COVID-19 related health and safety breaches, e.g. coughing or spitting in someone's face; any physical contact with another student;
- bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- misuse of illegal drugs;
- misuse of other substances including "legal highs";
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon;
- arson; and
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

## **INCLUSION**

If a student has behaved in an extremely inappropriate manner (see above) which has been escalated to the Pastoral Leader/Subject Leader or member of the Senior Leadership Team, the Headmistress or Deputy Head can take the decision to refer the student to Inclusion. This sanction will be explained to the pupil and then to the parent(s) by telephone. As the above are serious breaches of conduct, an e-platform meeting will be held with parent(s)/carer(s) and the pupil at the end of this period and before the pupil returns to the classroom setting.

Whilst in the Inclusion Room the following applies:

- The pupil will be supervised by a member of the SLT or Pastoral Team at all times, following any distancing protocol in place at school;
- The pupil will be provided with work from their appropriate subject teacher to ensure the sanction does not impact on their learning;
- Supervised breaks for food, drink or use of the toilet are given; and
- The health and safety of the pupil and any requirements in relation to safeguarding and pupil welfare will be paramount.

## **FIXED TERM EXCLUSIONS**

These are very rare in this school. The DfE guidelines on exclusions are followed.

Only the Headmistress, or a Deputy Head in her absence, can exclude a student from school. A decision to exclude a student is taken only: in response to serious breaches of the School's Behaviour for Learning Policy; once a range of alternative strategies have been tried and have failed; and if allowing the student to remain in school would seriously harm the education or welfare of the student or other students. Before reaching a decision, all the relevant facts and firm evidence to support the allegations made are considered.

In cases of fixed-term exclusions: parents/carers are informed of the exclusion giving reasons and advising the parent/carer that representations about the exclusion can be made to the Governing Body. Parents are requested to come into school to meet with the Headmistress. A letter is also sent home confirming details of the exclusion. Any student who is excluded will be given appropriate school work to do during the period of exclusion. On return to school, the Headmistress and a member of the

Pastoral Team will hold a reintegration meeting with parents/carers and the student to agree appropriate support for the student on her return. The MAT is informed of the exclusion and the exclusion recorded on SIMs and with the Head's PA for school records.

### **MALICIOUS ACCUSATIONS AGAINST A MEMBER OF STAFF**

If a current student makes an accusation against any member of staff that is proved to be malicious, the Headmistress will consider whether any disciplinary action is appropriate against the student who made it. If accusations are made by someone who is not a student or is not associated with the school then the police may be asked to consider whether any action might be appropriate. Please see our Safeguarding and Child Protection Policy for further details.

### **SEARCHING STUDENTS AND CONFISCATION OF INAPPROPRIATE ITEMS.**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. Power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996) including:
  - knives and weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images;
  - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and
  - any item banned by the School which has been identified in the rules as an item which may be searched for.
2. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully (Section 94 of the Education and Inspections Act 2006).

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return confiscated items.

### **SEARCHING WITH CONSENT**

Schools' common law allows staff to search pupils and their lockers (when in use) with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the member of staff to ask the pupil to turn out their pockets or bag and for the pupil to agree. The reason for doing so must be made clear for example if a member of staff suspects a pupil has a banned item in their possession. If the pupil refuses, the member of staff can apply an appropriate punishment as set out in this policy. Again, the reason for doing so must be made clear.

Whilst social distancing measures are in place, there is no requirement for the member of staff carrying out the search to be the same sex as the pupil being searched as the staff member will be asking the pupil to empty pockets etc themselves. It is advisable that there be a witness (also a staff member) unless they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. If a pupil refuses to be searched, parents will be contacted and asked to be present during the search. The pupil will be supervised until a parent arrives on the school site.

School staff can view CCTV footage in order to decide as to whether to conduct a search for an item.

It is recommended that staff wear surgical gloves during any search as this may include touching electronic devices or pencil cases for example. Gloves are to be disposed of immediately following a search.

During a search, if a member of staff finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Members of staff cannot, however, search for/view material that is deemed to be sexually explicit/inappropriate. If there is concern about material on a phone during a search, the local police will be notified and the electronic device will be searched by them.

Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. Any returned items must be sanitized before returning to a student if it has been handled by multiple staff.

The member of staff must have regard to the following guidance issued by the Secretary of State: in determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the member of staff to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

All school staff should be aware that behaviours linked to sexting put a child in danger.  
<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Parents/carers do not need to be informed before a search takes place but would normally be contacted afterwards, regardless of the outcome of the search.

The Governing Body and the Headmistress expect staff conducting searches to act with discretion and within the bounds of the law. The Headmistress/member(s) of the Leadership Team would be kept informed.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **POWER TO USE REASONABLE FORCE**

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. It is also acceptable to touch a student in some cases e.g. a medical emergency.

Although our school does not have a 'no contact' policy as this could lead our staff unable to fully support and protect their students, staff need to consider the risk to themselves during the COVID-19 pandemic if there is a need to come into close proximity with a student. Staff will make a professional judgement based on the level of risk to the student and themselves in responding or not. Any incident needs to be logged with a member of the Senior Leadership Team immediately following the event, and appropriate action taken.

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully. They will also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

## **WORKING WITH OUTSIDE AGENCIES**

There is a need to involve the expertise and support of people outside school when a student's behaviour continues to be a cause for concern. In these cases, parents/carers will always be contacted first to discuss the need for external support. The following are agencies the School can enlist support from, appropriate to the student's needs:

- Legal Intervention Team (attendance);
- Educational Psychologist;
- Educational Social Worker;
- Forward Thinking Birmingham/CAMHS;
- Home Teaching Service;
- Family Support Team;
- Children's Services;
- School Health Advice Service.

This is not an exhaustive list and there are a number of other agencies that the School may approach for support, depending upon the nature of the child's difficulties. The School works in cooperation with West Midlands Police and may engage the support of a School Police Liaison Officer, when appropriate. In the event of a crime or suspected crime the School may share information and student details with the police.

## **REGULATING STUDENT'S OFFSITE CONDUCT**

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises at any time during term time; whilst wearing school uniform; or in a way identifiable as a pupil at the school will be disciplined by the School. This also applies to students who break school rules during work experience, school trips, or extended school activities such as sports/music events, or any event where poor behaviour might jeopardise the chances of future students participating or adversely affect the reputation of the school.

Whilst it is our responsibility to monitor students' behaviour in school, inappropriate online activity that takes place outside school is a matter for parents and the police. If your daughter receives any inappropriate communication, it is your right to seek external advice and support. Cyberbullying therefore must be reported directly to the police.

Any off-site misbehaviour could result in sanctions. The School will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the School has been affected;
- the effect such an action may have on the other students;
- the extent to which the behaviour has repercussions for the orderly running of the School/or might impose a threat to another student or member of staff;

- whether the misbehaviour was on the way to or from the School or the student was taking part in any school-organised or school-related activity; and
- if it was at a time when the student is in some other way identifiable as a student of the school or might be expected to act as an ambassador for the School.

## **COMPLAINTS**

The School has a standard complaints procedure.

Parents/carers should take any complaints or concerns with regards to a member of staff directly to the Headmistress, and the School will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our School Complaints Policy.

## BEHAVIOUR FOR LEARNING POLICY APPENDIX I:

### HOME SCHOOL AGREEMENT 2020-21

Adopted: September 2020

Review date: September 2021

Pupil's Name: \_\_\_\_\_

This agreement has been set out by the governing body of King Edward VI Handsworth School for Girls in line with the Behaviour for Learning Policy and ethos of the school. At King Edward VI Handsworth School for Girls we are dedicated to ensuring that our school environment supports learning and the wellbeing of students and staff through a strong sense of community cohesion. We pride ourselves on having good relationships with parents, carers, and pupils, and believe that working together we can achieve more. This agreement outlines the school's expectations of parents and pupils, and sets out what we endeavour to do, as a school body, to ensure that all students are given the best possible chance of a good education and enjoyable school years.

#### The School

We, as a school, endeavour to:

- do everything in our power to care for your child's safety and happiness;
- work with you to ensure that your child achieves their full potential;
- make sure that every child feels like they are a valued member of our school community, even whilst at home in the event of a lockdown situation, by promoting our ethos of care, respect, inclusion, and equality;
- provide as broad and balanced curriculum as possible, adjusted to meet the individual needs of all young people in the school;
- instil a sense of independence and social responsibility in your child so that they can progress confidently through school and continue to do so after they leave;
- help your child to achieve high standards of work, in whatever format that might take, and provide the support that they need to progress as they should;
- keep an open line of communication between you and the school, ensuring you are well informed of general developments within school and of your child's progress as well as any concerns we may have about attendance, punctuality, equipment, behaviour or uniform;
- provide regular reports on progress; set, assess and monitor home learning and arrange a parents' evening each year to discuss progress;
- communicate regularly with you to ensure you are well informed of both local and national developments which affect the learning and physical and emotional development of young people during any period of local or national lockdowns;
- during any period of lockdown, keep you apprised of any concerns we may have about your child's engagement in online learning and behaviour;
- take all concerns that you might have seriously and be open to discussion, supporting you as a parent if necessary and/or appropriate;
- keep you informed about school activities through a calendar; newsletters; meetings and notices about special events;
- support you and your family as much as we are able during this difficult time.



Signed:

(Headmistress)

Date: 1 September 2020

Due to the need to avoid unnecessary paperwork during the pandemic, we will not be inviting parents and pupils to sign this document as a declaration of their support of this agreement, and the promise to adhere to the guidelines and rules set out by the school. However, even though you are unable to sign

this document, this does not mean any pupil is exempt from normal school rules and Coronavirus related health and safety protocols.

### **Parents/Carers**

I, as a parent or carer, endeavour to:

- follow the Government guidance in that school attendance is mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply and I will therefore ensure that my child attends school every day unless informed otherwise (during a local or national lockdown);
- follow national guidelines related to COVID-19 which sets out that anyone must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). If any other member of your household has symptoms, then your child should self-isolate for 14 days from when the symptomatic person first had symptoms;
- ensure that my child reaches school on time, properly dressed, rested, fed, and equipped for the school day;
- inform the school on the first day that my child is going to be absent for any reason, and follow this up with an email to Mrs Hancox confirming specific reasons for absence and if a COVID-19 test is being undertaken;
- enforce a regular routine at home in terms of home learning, bedtime, etc. so that the student is used to consistency and the school day becomes part of that routine. It is vital that the student receives the same message at home as they do at school about the importance of attendance;
- not take my child out of school for holidays during term time. If parents/carers would like to make a special request for this, they may do so by completing the Request for Leave of Absence form and forwarding to Miss Glendenning;
- be open with the school and communicate any concerns that I have, as well as any knowledge that I have of problems or issues that may affect my child's work; behaviour; emotional/physical health and wellbeing; engagement; or attendance;
- operate in support of all of the school's policies, the school ethos, and code of conduct, and set a good example to my child;
- encourage and support their child's aspirations;
- support her home and any remote learning;
- engage with the school in terms of my child's progress and development, attending parents' evenings and meetings, including online meetings if or when it is required or requested;
- support extra-curricular events and activities;
- get to know about her life at School.

### **The Pupil**

I, as a pupil at King Edward VI Handsworth School for Girls endeavour to:

- ensure that I am at school regularly and on time, dressed smartly and in line with the school uniform guidelines, with the right equipment for the day ahead as I will not be able to borrow any equipment once in school;
- speak to my Form Tutor if I am experiencing difficulties at school or at home which may impact on my attendance;
- follow the correct set school procedure (in my planner) if I arrive late. I know I am responsible for this and know I will get a detention for lateness if I am late for school;
- follow the School's policy on protective health and safety measures to minimise risk of infection during the pandemic, including, but not restricted to: frequent washing of hands; following the one-way systems; disposing of temporary face coverings in a covered bin; not sharing equipment; maintaining social distancing measures both in and out of school;
- complete all class learning, home learning and remote learning if applicable, to the best of my ability;
- respect my peers, staff, and all other members of the school community;
- respect the authority of school staff and follow any instructions that they give me;
- act in line with all school policies and behave in accordance with the school Behaviour for Learning Policy - in School, while travelling to or from School or on School visits.;



- respect the school building and the environment, making sure that I clean up after myself, do not litter and engage with the active hygiene requirements in classrooms as requested by school staff, when applicable;
- remain safe and behave appropriately online in a way that will not bring myself or the school in to disrepute;
- take responsibility for my actions and challenge those of others who do not follow they health and safety guidelines during the pandemic;
- be honest about any medical issues I have; reporting specific symptoms to the school First Aider and encouraging my parents to have me tested for COVID-19 if I have any applicable symptoms;
- be polite and helpful at all times and support and look out for all my fellow pupils.

Our Behaviour for Learning Policy, together with this appendix, is available on our website.

## PERSONAL CARE PLAN

Please complete, in as much detail as possible, even if your daughter does not have a known medical condition.

|                        |                     |
|------------------------|---------------------|
| SURNAME:               | FORNAME:            |
| DATE OF BIRTH:         | REGISTRATION GROUP: |
| MEDICAL CONDITION (S): |                     |
|                        |                     |
| DATE:                  | REVIEW DATE:        |

|                               |
|-------------------------------|
| CLINIC/HOSPITAL CONTACT NAME: |
| TELEPHONE NUMBER:             |
| HOSPITAL REGISTRATION NUMBER: |

|   |
|---|
| G.P. NAME:                                |
| TELEPHONE NUMBER:                         |
| NATIONAL HEALTH SERVICE NUMBER (NHS NO.): |

Please complete as appropriate for your daughter:

|   |
|---|
| <p><b>MEDICAL NEEDS</b></p> <p>Describe any medical conditions further with details of the signs, symptoms, triggers of the condition.</p><br><br><p><b>DAILY CARE REQUIREMENTS:</b></p> <p>What monitoring is required? When does this need to be done? Does it require any equipment? How is this done?</p> |
|---|

## SUPPORT

Please indicate any other specific support for the student's educational, social and emotional needs. (eg. Toilet breaks, dietary requirements, travel time between lessons and social and emotional support).

## IMPACT ON LEARNING

Please describe any impact the condition may have on your daughter's learning:

### **Impact on your daughter's learning and care at meal times**

|                   | Time | Note |
|-------------------|------|------|
| Arrival at school |      |      |
| Morning break     |      |      |
| Lunch             |      |      |
| School finish     |      |      |
| Other             |      |      |

**Care at meal times**

|   |  |
|---|--|
| What care is needed?                            |  |
| When should this be provided?                   |  |
| How is it given?                                |  |
| If it is medication, how much is needed?        |  |
| Any other special care required?                |  |
| Are there any physical restrictions?            |  |
| Is any extra care needed for physical activity? |  |
| Actions before/during and after exercise        |  |

EMERGENCIES - Describe what constitutes an emergency, and the action to take if this occurs.

**Trips and Activities away from school.**

|   |  |
|---|--|
| <b>What care needs to take place?</b>   |  |
| <b>When does it need to take place?</b>   |  |
| <b>Who will look after medicine and equipment?</b>  |  |
| <b>Is there anything else the school should be aware of when organising trips and activities?</b> |  |

**OTHER INFORMATION**

If your daughter has an emergency care plan from a GP or Consultant, please enclose a copy for school

**Administration of Medicines Policy: It is our policy that staff do not administer medicines, except in an emergency, but that girls go to the school office to be supervised taking their medicine.**

Parental signature: In signing this healthcare plan, parents/carers are declaring that:

- The information contained is accurate at the time of completion
- They will inform the school immediately of any changes (eg. Medication)
- That medicines held in school are in date and have a dispensing label clearly indicating the girls name and dosage required in an emergency.

|                           |       |
|---------------------------|-------|
| PARENT/CARER'S SIGNATURE: | DATE: |
|---------------------------|-------|

[APPENDIX 3: CONSEQUENCES HANDOUT](#)

[APPENDIX 4: EXEMPLAR REPORT CARD](#)

## **APPENDIX 5: BEHAVIOUR TO REDUCE THE RISK OF TRANSMISSION OF CORONAVIRUS (COVID-19)**

Schools must comply with health and safety law, which requires us to put in place proportionate and essential control measures which 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 and stay at home for at least 10 days (see our Attendance Policy);
- ensuring everyone cleans their hands thoroughly more often than usual;
- ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach;
- enhanced cleaning arrangements. Everyone in school needs to take personal responsibility for hygiene and challenge anyone who you believe is not complying;
- active engagement with NHS Test and Trace (see our Attendance Policy);
- reducing contacts and maximising distancing between everyone in school wherever possible and minimising potential for contamination.

We will ensure that contacts within school are reduced and will (as much as possible) include:

- year groupings (bubbles);
- avoiding contact between groups;
- arranging classrooms with forward facing desks;
- staff maintaining distance from pupils as much as possible.

### **Behaviour expectations for all pupils to reduce the risk of infection**

You need to all take a level of responsibility for the health, safety and wellbeing of yourself, the school community and your family. There are protocols in place which you must follow in order to support everyone. Due to the nature of the health and safety requirements in our COVID-19 specific policy appendices or documents, failure to follow these protocols and procedures will result in very serious consequences for all pupils involved (including bystanders). This includes failure to alert staff if you are feeling unwell.

### **Clean hands thoroughly more often than usual**

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Pupils must clean their hands regularly, including when you arrive at school, when you return from breaks, when you change rooms and before and after eating. Regular and thorough hand cleaning (for 20 seconds) is going to be needed for the foreseeable future. Use the hand sanitiser 'stations' in each classroom as you enter and exit and around the buildings and outside on buildings facing the field when you leave and enter the main building. If you have your own hand sanitizer, you are welcome to use it as appropriate. Please be aware that the use of alcohol-based sanitisers immediately prior to conducting any science based practical is not recommended. Instead students will be directed to wash their hands with soap and water only.

### **Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach**

The 'catch it, bin it, kill it' approach to sneezing and coughing continues to be very important, so you must ensure that you have enough tissues with you in school so you can follow this routine. As with hand cleaning, it is important that you understand that this is now part of how school operates. Use the closed lidded bins to dispose of any tissues you use and sanitise your hands immediately afterwards.

### **Face coverings**

Public Health England does not (based on current evidence in August 2020) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Pupils can, however, choose to wear appropriate face coverings when moving around the school. These must be removed once in the classroom and prior to the lesson commencing. Care should be taken when putting



on and removing face coverings. Students should not touch the areas which cover the nose and mouth. If disposable face coverings are used, these must be disposed of in the swing top bins provided. Face coverings must be removed carefully and if fabric ones are used, kept safe and in a secure plastic pouch, wallet or other suitable covering and not simply placed on the table or in blazer pockets or bags; this is to avoid the risk of spreading the virus. Students should not forget that face coverings are required at all times on public transport, when attending a hospital as a visitor or outpatient, or when in a shop or a supermarket.

### **Classroom behaviour**

Students should not move desks or chairs around the classroom or occupy desks which are not allocated to you. It is vital that you wipe down the desk, chair back and sides (which you may have touched) any equipment you have used before leaving the room after a lesson. Anything that is used to wipe equipment, tables and desks should be placed in the classroom bins. Wipes or spray and disposable blue towels will be provided in each classroom. These measures will reduce the risk of the spread of infection.

All doors to classrooms must remain open to increase air circulation and to reduce the risk of the spread of infection from door handles. Therefore, you must not close the doors if you are in a room unsupervised.

It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class. Ideally, teachers should maintain 2 metre distance from each other, and from children. In particular, teachers should avoid close face to face contact and minimise time spent within 2 metre of anyone. As a result, in our school, classrooms will have a 2m exclusion zone for the teacher. Students should not enter this zone, however teachers may circulate the classroom if they so choose, again limiting their time near any individual.

### **Personal equipment**

Pupils must limit the amount of equipment that you bring into school each day and must not share with anyone else. The essentials are: lunch boxes; water bottles; tissues; face masks and hand sanitizers if you and your parents choose; outdoor wear; your books, planner and stationery for that day; mobile phone. You will be taking your bag and equipment home each day as lockers will be out of use for the foreseeable future. You must therefore empty and repack your bag each evening to ensure that you have the correct equipment each day and to avoid overloading your bag as the week progresses.

### **School uniform**

Our usual uniform policy will be in place from the autumn term (see school planner). Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone and during this period of uncertainty we want to uphold our high standards and expectations.

Your uniform does not need to be cleaned any more often than usual, nor does it need to be cleaned using methods which are different from normal. It should, however, be washed regularly for general hygiene purposes.

You need to specifically be aware of the days you have PE as you are required to come into school in your PE kit as there are no changing facilities in school during the pandemic. If you forget to come to school in your PE kit, this will not be a reason to avoid taking part in any sporting activities. You will simply have to do the session in your school uniform and will receive sanctions for repeat misdemeanours.

### **Behaviour around school**

Maintaining a distance between people whilst inside and reducing the amount of time you are in face to face to contact lowers the risk of transmission.

The School's timetable has been adjusted in order to ensure groups are kept apart and movement around the school site is kept to a minimum. While passing briefly in the corridor or playground is low risk, we need to avoid creating busy corridors, entrances and exits. As a result, entrance and exit points and food serving venues are restricted to specific year groups with access to food venues being limited to specific times. (See below). PE and drama lessons will also factor in these restrictions and you are expected to follow your teacher's instructions without fail to ensure group work does not put anyone at any greater risk of infection.

Any inappropriate behaviour which could impact on another person's health will result in a pupil being put into inclusion with a member of the Senior Leadership Team and possibly a fixed-term exclusion. This includes, for example, purposefully coughing on someone.

When not in lessons, year groups will be provided with specific spaces to use. Staff on duty will regularly check areas to make sure that these are being used by the correct year group. If students are seen with mobile phones, these will be confiscated and the Mobile Phone Policy implemented.

Dining: At break and lunchtime, you have the following options for places to go to consume food.

- a. Go to the identified space on the field to eat your packed lunch from home or food purchased from school.
- b. Go to your form room to eat.
- c. Go to your designated area for food - see below.

There will be sanctions for anyone not being in the correct venue at the correct time. This is a vital part of our Health and Safety risk assessment and part of our obligation to keep everyone as safe as possible during the pandemic by limiting the network of direct transmission of the virus.

Always remember to wash or sanitize your hands before and after handling or eating food. Hand sanitiser stations are located outside on buildings facing the field.

**The following spaces apply from 7.30am - 8.30am, break time and lunch time.**

#### **Year 7 Zone – Yellow**

|    | Teaching room | Form room |
|----|---------------|-----------|
| 7K | rm 28         | 7:6       |
| 7E | rm 29         | 7:5       |
| 7G | rm 30         | 7:4       |
| 7H | rm 32         | 7:3       |
| 7S | rm 33         | 7:2       |
| 7F | rm 34         | 7:1       |

Dining Block conservatory for lunch 12:50 - 1:50 plus section of the field if dry, own form room if not. Hot food and sandwiches can be purchased from the dining room between 12.50pm and 1.10pm only.

#### **Year 8 Zone - Pink**

|    | Teaching room | Form room |
|----|---------------|-----------|
| 8K | Rm 22         | 8:5       |
| 8E | Rm 24         | 8:4       |
| 8G | rm 25         | 8:3       |
| 8H | rm 26         | 8:2       |
| 8S | rm 27         | 8:1       |

Central section of Dining Room for lunch 1:10-1:50 plus section of the field if dry, own form room if not. Hot food and sandwiches can be purchased from the dining room between 1.10pm and 1.25pm only.

### **Year 9 Zone - Red**

|    | Teaching room | Form room |
|----|---------------|-----------|
| 9K | Rm 8          | 9:5       |
| 9E | rm 9          | 9:4       |
| 9G | rm 10         | 9:3       |
| 9H | rm 11         | 9:2       |
| 9S | rm 12         | 9:1       |

Classroom at the rear of the Dining Room for lunch 1:15- 1:50 plus section of the field if dry, own form room if not. Hot food and sandwiches can be purchased from the dining room between 1.25pm and 1.40pm only.

### **Year 10 Zone - Green**

|      |  | Form room |
|------|--|-----------|
| 10:5 |  | DB4       |
| 10:4 |  | Lab 2     |
| 10:3 |  | DB7       |
| 10:2 |  | Lab 1     |
| 10:1 |  | DB2       |

Teaching rooms as above, plus Lab 3.

Playroom for lunch plus section of the field if dry. Hot food and sandwiches can be purchased from the playroom between 12.50pm and 1.30pm only.

### **Year 11 Zone – Blue**

|      |  | Form room      |
|------|--|----------------|
| 11:5 |  | Lab 6          |
| 11:4 |  | Centenary Room |
| 11:3 |  | Lab 11         |
| 11:2 |  | Lab 12         |
| 11:1 |  | Lab 13         |

Teaching rooms as above, plus Room 13.

Centenary Room for lunch plus section of the field if dry. Hot food and sandwiches can be purchased from the Centenary room between 12.50pm and 1.30pm only.

### **Year 12 Zone - Yellow**

|      |  | Form room |
|------|--|-----------|
| L6:7 |  | Rm 14     |
| L6:6 |  | DB6       |
| L6:5 |  | Rm 31     |
| L6:4 |  | Lab 17    |
| L6:3 |  | Lab 16    |
| L6:2 |  | Lab 15    |
| L6:1 |  | Rm 23     |

Teaching rooms as above, plus Church Meeting Room (MTR). Library as study space alongside Dining Block for supervised study.

Sixth form servery for the purchase of lunch then move to the Church as a base at lunchtime. Hot food and sandwiches can be purchased from the Sixth Form Centre between 1.20pm and 1.45pm only.

### **Year 13 Zone - Pink**

|      |  | Form room             |
|------|--|-----------------------|
| U6:7 |  | S2                    |
| U6:6 |  | S3                    |
| U6:5 |  | Lab 7                 |
| U6:4 |  | Sports Hall Classroom |

U6:3 S1  
U6:2 Lab 5  
U6:1 Lab 4

Sixth form common room for study. The quiet area will be set up for occasional lessons, available for private study at other times.

Hot food and sandwiches can be purchased from the Sixth Form Centre between 12.50pm and 1.20pm.

Sixth form students are still permitted to leave the site at lunchtime but must ensure that they wash and sanitize their hands thoroughly when returning to site. During time off site, students are encouraged to wear face masks and maintain social distancing to minimise the risk of infection.

In addition, year groups will have a section of the field marked for their year group, as well as access to their form room. All these venues need to be treated with respect and kept clean and tidy by the users. Failure to do so, will mean that year groups will be supervised every break and lunchtime by members of the Leadership Team for the foreseeable future.

### **Toilets**

Toilet venues which are available for use by students have been designated to coordinate location with form and teaching venues. Students should endeavour to only use the toilet assigned to their year group though we recognise that this will not always be possible.

6th form block, library, Church, Dining Block - Year 12 and 13

Centenary Room - Year 11

Science Block - Year 10

Pink toilets - Years 8 and 9

Green toilets - Year 7. NB one cubicle in these toilets will be marked as 'out of order' to ensure that this is only used in the case of a person with symptoms being placed in the Blue room whilst awaiting collection from site.

Always ensure you wash your hands after using the toilet.

### **Mobile phone procedures**

Whilst lockers are not in use, School is allowing students to have mobile phones on their person. We would recommend, however, that students only bring a phone into school if they travel to and from school on public transport/Green Bus as School cannot accept responsibility for the loss or damage to any personal belongings whilst in school.

Allowing students to have phones will be under constant review and will be considered in light of Government guidance on locker usage.

In light of the launch of the NHS COVID-19 app ('the app') which is available to download for anyone aged 16 and over if they choose to do so, our mobile phone policies are as set out below.

Some students in year 11, and the majority of students in years 12, 13 and in FE colleges will be eligible to use the app and benefit from its features. Students who are using the App could receive a notification whilst in school to say that they have been identified as a "close contact" - this is likely to be the result of a contact 1-2 days previously. The notification will advise them to self isolate for 14 days. If a student receives a notification during the school day they should immediately notify their teacher. If the student is in year 12 and 13 and therefore not in a lesson, they should report to the medical room immediately. Students must not leave the site without reporting the notification to the school.

Arrangements will be made to quarantine the student and for them to be collected as soon as possible by a parent.

The App only works when the phone is turned on and therefore students in years 11-13 may have their phone turned on during the day but this must be on silent and still kept in the student's bag or blazer.

During sessions such as PE or where students are away from their phones for a period of time, the pausing function should be enabled to prevent false results. Staff will remind students of this at the beginning of a PE lesson and any other lessons where bags are not in the proximity of students. The App has a setting to remind users to turn on the contact tracing after a period of pausing; this can be set to 4, 8 or 12 hours.

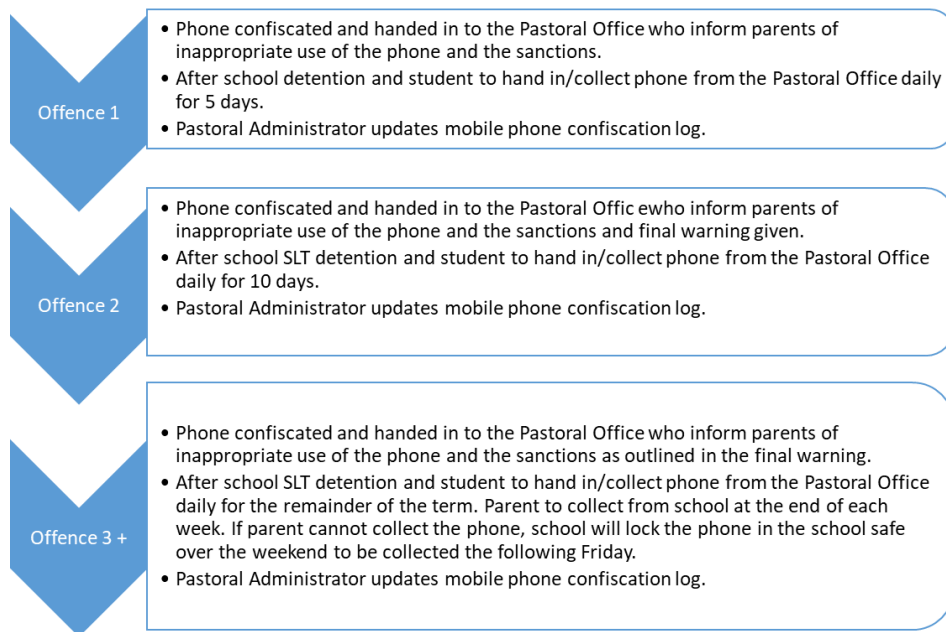
Students under the age of 16 are requested that phones are turned off throughout the day and kept in a plastic wallet/suitable case in their bag as they will not be eligible for the NHS COVID19 App. Phones should not be used once on the school premises. The only exception is if directed to do so by a member of staff for either teaching and learning purposes or a pastoral need.

As stated above, Years 11-13 are only able to use their phones if they are contacted by the NHS App. It remains the policy for staff in school to challenge any student seen in school with their phone, irrespective of their year group and it will be pupils' responsibility to show that they are using the phone to check the app and not for any other inappropriate phone use.

Sanctions remain as per our Behaviour for Learning Policy which states that confiscated phones will be handed into the Pastoral Office each morning and collected in the evening for 5 days, so it is crucial that parents discuss these potential sanctions with their child in order to reduce the risk of them being contacted when the phone is not on their person.

Any student who does not follow the guidance will have their phone confiscated immediately; this is not negotiable. The following sanctions will then apply:

Any student who does not follow the guidance will have their phone confiscated immediately; this is not negotiable. The following sanctions will then apply:



## Organisation and timings of the day

**Arrival Arrangements:** School will start at 8.35am for all students and will continue to end at 3.35pm for all students, though dismissal will be staggered to support social distancing. When arriving on the school site, students should use the following entry points.

Year 7 - Main reception

Year 8 - Main reception

Year 9 - Pupil Entrance

Year 10 - Pupil Entrance

Year 11 - Side gate entrance to the right of reception, making their way directly to either the Centenary Room or their form room

Year 12&13 - Side gate entrance to the right of reception, making their way directly to either the Sixth Form Centre (year 13) or the Church (year 12)

Students who are entering the site using the Hall Road pedestrian gate should adhere to the following:

- Social distancing should be maintained at all times.
- Students should take care with the contact touch point on the gate and wash/sanitise hands immediately on arrival. There are sanitiser stations on the buildings facing the field
- Students should not wait either on Hall Road or inside the gate for friends but should go immediately to either their social space or form room.

Upon arrival from 8am, after washing or sanitizing your hands, you should go directly to your form room and remain there until the beginning of the school day. (See information on behaviour in classrooms.)

Any KS4/5 students who arrive on site between 7.30am and 8.00am should go to your break out space (as listed above) and wait there until 8am when you can move to your form room. KS3 should remain outside in the playground if the weather is fine (maintaining social distance) or go immediately to your form room in bad weather.

## Form time

The usual Attendance and Punctuality Policy and Procedures apply. Form time during the pandemic will be a crucial time in delivering academic, pastoral and health and safety messages to students. It will also be a time to reconnect with peers and Form Tutors following 5 months away from school. Additional

PSHCE content will also be delivered during this time, much of which is statutory. Any missed PSHCE form time will be made up during lunchtime with the Pastoral Team.

Assemblies will reconvene once the Government believes gatherings to be safe in school. We do not expect to hold assemblies in any form until 2021 but this will be open to review.

### **Wearing face masks/visors**

Due to rising cases in Birmingham from 10th September:

- a) Students are expected to wear a face covering whenever they are moving around the site.
- b) Students should wear a face covering in a lesson and when students are not distanced from each other such as practicals in science/Art/DT or where the room layout does not easily allow social distancing, or where conversation/communication is needed.
- c) Students may choose to wear a clear face visor at all times if they wish to do so.
- d) Students must wear face coverings in communal areas. This includes in dinner queues, queuing for the toilets and in any other communal area during unstructured time such as corridors, classrooms, breakout areas and stairs.
- e) Students should see the face covering as part of the uniform and it should be appropriate for school.

**Dismissal arrangements:** The school will introduce a staggered dismissal with times as follows:

3.20 - Year 7, Main reception

3.25 - Year 8, Main reception

3.30 - Year 9, Pupil entrance

3.35 - Year 10, Pupil entrance

3.35 – Year 11, Side gate entrance

3.40 - Year 12

Year 13 - either 2.45 or 3.45

Staff teaching a KS3 or 4 class during p6 will escort students in the class who are leaving the site to the designated exit door - see above. Those students who are waiting for the late Green Buses should go to the rooms indicated below.

Students will not be allowed to remain on site at the end of the day for studying due to the need to have access to venues for cleaning. All students must have left the site by 4.15pm. Any students who are delayed due to unforeseen circumstances must report to a member of the Senior Leadership Team and will be asked to remain in the school hall. This applies to all year groups, including year 12 & 13.

**Bus Waiting Rooms** - students who catch the early Green Buses can leave at their dismissal time to catch the early bus. **You must not go to any other venue within the school.** Students waiting for the 4pm buses will be asked to wait in the following venues:

Year 7 (Form rooms 28, 29, 30, 32, 33, 34)

Year 8 (Form rooms 22, 24, 25, 26, 27)

Year 9 (Form rooms 8, 9, 10, 11, 12)

Year 10 - Playroom

Year 11 - Hall

It is the responsibility of the students in the room to be mindful of the time they need to leave.

### **Behaviour travelling to and from school**

The Government has made a distinction between dedicated school transport and wider public transport:

- The Green Bus is classed as dedicated school transport;
- Public transport services mean routes which are also used by the general public.

### **Dedicated school transport**

The advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, will not apply from the autumn term on dedicated transport.

However, it is important you consider:

- Who you sit with on the Green Bus, where possible you should sit with students in your year group bubbles;
- use of hand sanitiser upon boarding and/or disembarking;
- queue and board within year groups if possible;
- the use of face coverings if you are likely to come into very close contact with people outside of your year group or who you do not normally meet (including students from other schools).

For further information go to the [Green Bus](#) website.

### **Wider public transport**

We encourage you to walk or cycle to school if at all possible, this will limit the congestions of vehicles around school but also minimise reliance on public transport. If you do need to use public transport, you and your parents must keep up to date with the [West Midlands Travel website](#) or [Safer travel guidance for passengers](#)

### **Fire and Lockdown Evacuation procedures**

Your Form Tutor will provide you with instructions on lockdown and fire procedures. **In the event of a fire or lockdown, evacuation of the building or taking cover in a lockdown situation takes priority over any requirements for social distancing, bubbles or zones but social distancing should be maintained on the field once the building has been evacuated in the event of a fire.**

### **Remote learning for pupils who are shielding**

Should you need to self-isolate School are required to offer immediate remote education which aligns with in-school provision. Each of your teachers will invite you to a Google Classroom. The day's lessons, materials and associated learning tasks will be in the Google classroom for you to access.

When your parents let the Attendance Officer, Mrs Hancox, know that you are self-isolating a member of the Pastoral Administration Team will contact you to ensure you can access Google Classroom and have sufficient ICT facilities to participate in learning. You will then access the resources for each subject via the Google Classroom as soon as your self-isolation period begins. We require students to keep to their normal school timetable as much as possible, especially as some provision may be live streamed to match the in classroom delivery.

Where a department is live streaming, the Pastoral Administration Team will set up Google Meets between you and the member of teaching staff. Please be aware that our Digital Safety and Acceptable Use Agreement will apply and parents of isolating students will be made aware of this policy. Individual class teachers will take responsibility for monitoring your engagement with live streams and learning tasks. If you do not engage with your remote learning your Pastoral Leader will contact you and your parents to discuss further. If necessary, this will be escalated to the relevant Director of Pastoral Care.

### **Remote learning in the event of a local/national lockdown**

In the event of a local or national lockdown, you will continue to follow your 'normal' timetable for the period of school closure. For KS3 this will be via Loom, audio/video recordings embedded in PowerPoints and live sessions. For KS4 and 5 this will be via live sessions. There will only be individualised and written feedback if there will be a significant impact on learning and progress for students. Whole class, verbal or live feedback will be used to address misconceptions and support future learning.



As in 2019-20, the Senior Leadership Team will centrally collect, monitor and track student engagement with learning tasks on a fortnightly basis. Where students have limited or no access to ICT facilities we will ensure that these students are able to participate in learning activities either through the distribution of technology or supply of paper-based resources. The school Digital Safety and Acceptable Use Agreement will apply. In the event of an extended period of absence from school, these procedures will be reviewed via staff and student voice mechanisms.

Home learning: In the event of a local or national lockdown, no additional home learning will be set but teachers will adapt the lessons to ensure that content which might have been covered in HL is still covered.

### **Parent Meetings**

It is important that you remind your parents that they will not be allowed to enter the school site, past reception, without a prior appointment. Where possible, meetings will take place virtually utilising Google Meets. In exceptional circumstances if a member of the Senior Leadership or Pastoral Team wishes to meet with your parents to discuss academic, pastoral or safeguarding concerns we will invite your parents in. Meetings will maintain social distancing, using a ventilated room where possible. Staff may wear a mask or visor during this meeting and your parents are encouraged to do the same. If you behave appropriately and engage effectively in your learning, this will reduce the need to hold a meeting with your parent(s)/carer(s) and reduce the risk of spreading the virus.

### **Sanctions**

As referenced throughout this Appendix, adherence to these rules is for the health and safety of everyone, and therefore any deviance will be dealt with in a proportionate but stringent way. The disciplinary powers that schools currently have, including exclusion, remain in place. (See Appendix 3.)