



STOKE PARK
— SCHOOL —

Behaviour and Rewards Policy

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Policy Statement

The school believes a clear school behaviour and rewards policy, consistently and fairly applied, underpins effective education. The school will ensure that all school staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times. The behaviour policy will be supported and backed-up by senior staff and the head teacher.

Student behaviour and success in learning are inextricably linked.

“It’s about Learning”

Stoke Park School’s Behaviour for Learning Policy reflects this by working to focus on the encouragement of positive student attitudes and behaviours which lead to the creation and maintenance of a safe and supportive climate for learning.

The Aims of This Policy are to:

1. To promote positive behaviour throughout the school based on mutual respect.
2. To promote a positive achievement culture.
3. To promote high self-esteem, self-worth and self-discipline in all.
4. To promote a strong partnership with parents and all stakeholders in supporting positive behaviour.
5. To ensure that there are strategies in place to deal with poor behaviour promptly and effectively.
6. To ensure a safe working and learning environment for staff and students.

Inclusion of all students is central to the School Behaviour Policy. At all times the school will support students in personal development, and build their capacity to be participatory members of the school and its wider community. Stoke Park School will use both its own resources and external agencies to achieve this.

The school believes that this can be achieved through students showing PRIDE for themselves, their school and to the community to which they belong.

This is described to members of the school community as:

Pride:

You demonstrate pride in yourself and in your school by wearing the correct uniform and conducting yourself properly at all times

Respect:

You treat others as you wish to be treated, demonstrating self-control and discipline in how you conduct yourself with other people and the environment

Independence:

You work hard in school and take ownership of your learning. You work by yourself and with others to overcome obstacles

Determination:

You show grit and discipline in your drive to reach your goals. You never quite and are prepared to be resilient, independent and positive in finding ways to overcome barriers to success.

Excellence:

You aspire and strive to do your best at all times, using relevant strategies and skills to do so. You consistently have a positive impact on other people. You have a plan for how you will achieve amazing success.

Principles of this Behaviour and Rewards Policy

Good behaviour is the key to ensuring good learning in classrooms and to creating an atmosphere conducive to personal happiness and security within the school.

To achieve this, the Behaviour and Rewards Policy is based on the following principles:

- That students will succeed, and achieve in an environment in which they feel welcome and valued.

- That everyone within the school community show PRIDE for themselves, their peers and their learning.
- That “No Barriers” and “It’s about Learning” become the main focus behind the good behaviour shown by all members of the school community.
- That student’s behaviour will be respectful towards other young people and adults.
- That rewarding effort, and achievements of all kinds, will be the most effective way to secure good and high standards of achievement within the school.
- That rules must have reasons and all staff must apply them consistently and fairly, in order for the rules to be respected.

Rewards

Rewarding students as a way of securing outstanding behaviour.

This Policy emphasises the key place of praise and reward; in encouraging positive student behaviour, both in and out of the classroom. At the start of each year, students will be made aware, by tutors, of the range of rewards available at the school and how these can be achieved.

Classroom Praise

Keeness to learn, achievements in class work and homework, and the meeting of agreed targets should all be acknowledged in class.

Teachers and tutors should focus on rewarding the positive attitudes and behaviour displayed by the majority of students in the school.

Subject Praise

As well as rewarding students through verbal praise and Reward Points, each subject will have guidelines for other ways of rewarding students, where they wish to recognise particularly good work or progress by individual students, following

units of work, module tests and internal exams. Tutors will always be informed about rewards given.

Year Praise

The use of rewards is monitored by Year Leadership teams, Subject Leaders and Tutors and reported to the Senior Leadership Team and the school Governors. Celebration of achieving rewards is an important aspect of Stoke Park School life. Success will be celebrated through Newsletters, Year and celebration assemblies. Tutors will reward attendance and punctuality.

An outline of the R1-R4 and C1 to C4 procedure can be seen over the page.

Positive Points

Students are awarded via points for both in-lesson and extra-curricular activities. These points awarded are linked to areas associated with 'PRIDE' and reflect the PRIDE statements.

Rewards

Students will receive BRONZE, SILVER and GOLD Awards linked to the number of achievement points they achieve.



SHOW PRIDE



NO PRIDE

R1

One-to-one verbal praise
Whole class verbal praise

C1

Verbal warning

R2

1 positive point given
Positive behaviour event logged
Positive text home
Positive comment in exercise book

C2

1 negative point given
Name on the board
Negative behaviour event logged
Negative text home
Negative comment in exercise book

R3

Positive behaviour event logged
Post card home
5 positive points given
Phone call home

C3

Negative behaviour event logged
5 negative points given
Time outside
Parent/carer contacted
Detention up to 30 minutes

R4

10 Positive points given
Positive Letter home

C4

Negative behaviour event logged
Removal from the lesson and a
detention of 60 minutes
Possible face to face meeting with
parents/carers to take place

Department / Year Award

Possible isolation

Special Award

Possible fixed term exclusion
Parent/carer contacted

Always show PRIDE for yourself and your school!

All instances of positive and negative behaviour categorised at R2/C2 and above must be logged onto the SIMs system.

Behaviour and Sanctions

When student behaviour is not acceptable there is a range of sanctions available for the purpose of responding to and modifying poor behaviour. Poor behaviour should never be ignored! The range of sanctions, like rewards, will be made clear to students regularly by Year Teams and classroom teachers.

The school has in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy (see R1 – R4 and C1-C4). These will be used proportionally and fairly.

These include:

- a) A verbal reprimand.
- b) Repeating unsatisfactory work until it meets the required standard.
- c) Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or representing the school at sports or other events/performances.
- d) Missing break time.
- e) Detention including during lunch-time or after school.
- f) School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- g) Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring. This may include Tutor, Subject, Year Leader or Leadership Reports.
- h) In more extreme cases the school may use internal or external exclusion.

Behaviour in the Classroom

Student misbehaviour in the classroom will be related directly to the PRIDE values. These will be discussed with students at the beginning of the year, and students will be regularly reminded about what is expected behaviour.

The School Leadership Team will ensure that sanctions are applied fairly and consistently across the school. The most effective discipline comes through all staff and students agreeing what are acceptable as appropriate behaviour in each classroom and across the school.

When using sanctions, the school policy is that staff should:

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour not the student
- A breach of the rules **must** lead to the appropriate sanction and should be used by **all** staff to ensure consistency.
- The sanction must be proportionate and appropriate

Appendix 1: Sanctions for poor behaviour

The Law allows the school to discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- I. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the head teacher.
- II. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
- III. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Staff should 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 Trust's Safeguarding and Child Protection Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Appendix 2: Roles and Responsibilities

The expectation is that all staff will implement, fully and consistently, all policies and strategies in this Behaviour and Rewards Policy.

The Role of the Parent/Carer

The parent/carers play a key role in supporting the school in its work with students on their behaviour. Their support is vital for the School to function effectively.

All School Staff

The establishment of good habits of behaviour around the school is the responsibility of all staff, teaching and non-teaching. All staff should expect and enforce good behaviour around the school and should lead by example, as well as by encouraging appropriate behaviour.

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff with responsibility for students, such as teaching assistants and pastoral staff.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate students' property, including mobile phones (Mobile Technology) and headphones in line with the school mobile phone policy.

Professional and Associate Staff (Non Teachers)

The role of all staff is central to the life and work of students in the school. All professional and associate staff should expect and insist on agreed standards of behaviour and respect from students, inside and outside of classrooms. Professional and associate staff should also model and encourage good and appropriate behaviour.

Classroom Teachers

By using all the strategies for rewards, support and sanctions, all classroom teachers will establish an atmosphere where learning is the most important part of the school day. Classroom teachers should:

- Prepare stimulating lessons to generate good behaviour
- Extend and motivate all students
- Create and sustain a positive, supportive secure environment
- Insist on agreed standards of behaviour, work and respect
- Consider classroom practice and management in response to student misbehaviour

In the classroom the teacher is responsible for establishing and maintaining discipline. In this role teachers should leave pupils in no doubt that any breach of the classroom rules is unacceptable. The rules will be emphasised throughout the academic year by all members of teaching and non-teaching staff at Stoke Park School.

When dealing with breaches of the rules, all staff should do so within the agreed Consequences C1 to C4 pathway with its clearly defined consequences for all student misbehaviour. In this way, consistency of approach, and fairness in dealing with students, will be achieved. All staff will be introduced or reintroduced to this approach to classroom discipline at the beginning of each year.

Tutors

Tutors play a pivotal role in the life of the students at Stoke Park School. The tutor is the person who should know the student best in the school. Tutors should:

- Establish good relationships
- Recognise and reward success
- Support and encourage efforts made
- Monitor standards of tutees work across the school
- Monitor standards of tutees behaviour across the school Intervene in the first place when students need extra attention.

Tutors should be kept informed of student misbehaviour within their tutor groups via SIMS.net, and should use their relationship with students to modify poor behaviour, and use strategies such as Tutor Reports, to support the student's behaviour.

The Role of the Subject Leader

The Subject Leader is kept informed throughout of student misbehaviour via SIMs records and information supplied by the school office.

The Subject Leader will keep a record of disciplinary action taken and interventions.

The Role of the Year Team Leadership

The Year Team Leadership will be active in dealing with discipline problems of their year group around the school both in and out of the classroom. In the first place by supporting the Tutor and intervening with behaviour that is more serious. Year Teams Leadership will also monitor behaviour and attendance in their year group and intervene when necessary and report to the Senior Leadership team.

The Role of the Inclusion Team in Overcoming Barriers to Learning (OB2L)

The purpose of the Inclusion Team is to support students to manage and modify their behaviour. It is not a sanction. Students will become part of the caseload of the Inclusion Team when their behaviour in class demonstrates a need for action beyond that which is available to the Subject Teacher, Subject Leader and Year Team Leadership of the behaviour referrals.

Leadership – all Senior and Middle Leaders

All Senior and Middle Leaders in the school have a responsibility for maintaining good behaviour, through implementation of strategies for ensuring high achievement and good behaviour, and are expected to monitor behaviour and achievement in their areas. Middle Leaders will also support staff in their teams when required, and provide training where appropriate.

The Head Teacher and the Senior Leadership Team are responsible for establishing a purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Senior Leaders of staff should have a high profile around the school at all times.

Communication to Parents/Carers (See SHOW RESPECT/NO RESPECT table page 7)

Follow up and the involvement of parents/carers should take place for C2 and above

Text Messages are sent to parents for C2 incidents. Phone calls are made to parents/carers for C3/C4.

These messages will include any necessary follow up actions.

Appendix 3: Pupils' conduct outside the school gates

The law allows that teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable".

The staff at Stoke Park School may discipline students for misbehaviour when the student is:

- a) taking part in any school-organised or school-related activity or
- b) the safe and orderly arrival and departure of students to and from school
- c) wearing school uniform or
- d) in some other way identifiable as a student at the school or
- e) misbehaviour at any time, whether or not the conditions above apply, that:
- f) could have repercussions for the orderly running of the school or
- g) poses a threat to another student or member of the public or
- h) could adversely affect the reputation of the school.

In all cases of misbehaviour the school can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

PRIDE for our school uniform and the school reputation

As part of PRIDE students must wear full correct uniform to and from school; this includes the wearing of school shoes (see Uniform Regulations at Appendix 8).

Conduct on Public Transport

Whilst students are travelling from school we expect our students to act as ambassadors for the whole school community, this includes behaving in a respectful and orderly manner.

Appendix 4: Detention

Teachers have a power to issue detention to students (aged under 18).

The school will make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the student does not have permission to be absent;

- b) weekends – except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

All members of staff, including professional and associate staff, can impose detentions.

Considerations when imposing detentions

- **Parental consent is not required for detentions.** However, it is best to work with parents/carers whenever possible.
- As with any disciplinary penalty a member of staff must act reasonably and follow the guidelines set out in this Policy.
- With lunchtime and break time detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk.
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the student can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the student.
- Whenever possible 24 hours' notice will be given.

Appendix 5: Use of Isolation

The school's policy allows for disruptive students to be placed in isolation away from other students for a limited period. Areas around the school may be used following authorisation by a member of the Senior Leadership Team as a place for a student to work in isolation.

The school will also ensure the health and safety of students and any requirements in relation to safeguarding and student welfare whilst in isolation. Any use of isolation that prevents a student from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the student to themselves and others.

A student should be kept in isolation in a fixed period of time and it is for the staff member in charge to determine what students may and may not do during the time they are there. The school will ensure that students are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. The school will allow students

Appendix 6: Exclusions

In most cases exclusion will be the last resort after a range of measures have been tried to improve student's behaviour. At Stoke Park School students identified as at risk of permanent exclusion will have been referred to alternative or additional provision to meet individual needs.

Exclusions must be viewed as the strongest sanction possible. Exclusions are available to the school through the authority of the Head teacher. They can be either fixed term or permanent.

A decision to exclude a student should be taken only:

- in response to serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A decision to permanently exclude a student is a serious one. It will usually be the final step in a process for dealing with offences following a wide range of other strategies which have been tried without success.

There will, however, be exceptional circumstances where, in the Head Teacher's judgement it is appropriate to permanently exclude a student for a "one-off" offence which is deemed to be severe.

An example of such an offence would be bringing illegal substances or an offensive weapon into school.

The details of the procedures to be followed are contained in the [DfE Exclusion from Maintained schools, Academies and Pupil Referral units in England](#).

Students will be excluded, and parents/carers will be informed in due course.

Excluded students will be provided with work to be completed under the supervision of parents/carers.

A meeting between the school, student and parents/carer should always take place on their return at which strategies to avoid re-occurrence should be discussed and work completed returned.

'Looked After' children will be further supported using the LA policy for 'Children Looked After'.

Appendix 7: Anti-Smoking Policy

Stoke Park School is a non-smoking site. Smoking is forbidden for all users of the school.

Students who are caught smoking will be dealt with in the following way:

First offence

- Warning from Pastoral Leader (Recorded)
- Home contacted by letter
- Detention(s) Monitoring Report

Further offence

- Breaks and lunchtimes individually supervised for agreed length of time.

Appendix 8: Uniform Regulations Years 7-11

All students are required to wear the correct school uniform. Parents are expected to support students in taking pride in their appearance.

Essential Items	Optional Items
Black blazer with the embroidered school logo Plain white shirt / blouse with collar School tie Plain black trousers - cotton / polyester / viscose straight cut, (not LYCRA, not skin tight, boot cut or skinny) Black knee length, straight skirt may be worn - cotton / polyester / viscose straight cut, (not ELAATANE or LYCRA) Plain, dark-coloured socks / tights Plain black shoes (not boots) Coats must be plain black, grey or navy School bag suitable for carrying exercise books and equipment	Black V-neck jumper with the school logo Religious headwear (headscarves, topis, turbans) must be plain black, with no decoration

P.E Kit Essential Items
Stoke Park polo shirt Plain black tracksuit bottoms or shorts – no logo Plain, dark-coloured sports socks Training shoes (not pumps)
STRICTLY NO JEWELLERY TO BE WORN FOR PE LESSONS

Essential Equipment
Stoke Park 5 – Pen, Pencil, Dictionary, Calculator and School Planner (provided to students at the start of the school year)

WE DO NOT ALLOW:

You will be asked to remove any of the items below if you are wearing them in school.

- Leather or denim jackets, jeans, leggings or jeggings, skin tight, skinny or cropped trousers, Lycra skirts and trousers
- Trainers or pumps, boots, canvas shoes, high heeled shoes, open toe shoes
- More than one item of jewellery (earrings must be studs only)
- Facial piercings
- Brightly coloured scarves, headbands, socks or belts
- T-shirts visible under shirts
- Extreme hair styles or brightly coloured hair
- Make up, including coloured nail varnish, acrylics or artificial nails

- Skirts that are above the knee
- Hoodies, sporting or tracksuit tops, and baseball caps

Appendix 9: Anti-Discrimination

What is it?

The Stephen Lawrence enquiry report defined a racist incident for the purposes of reporting and recording as:

“any incident which is perceived to be racist by the victim or any other person”

The use of this definition ensures that all possible racist incidents are properly investigated and followed through at Stoke Park School.

Dealing with Racism

All incidents will be treated seriously and dealt with promptly and firmly. All staff, teaching and non-teaching should deal with racist incidents as an important part of their professional duties.

Recording of an incident is the initial responsibility of the member of the teaching or professional and associate staff who sees, hears or is aware of an incident. They should produce a written report and the initial report will be forwarded to the Year Team Leadership and Safeguarding Lead for investigation.

If the investigation shows that there has been a racist incident, then information will be recorded on the ‘Racist’ Incident Monitoring Form which will be forwarded to the Local Authority on a termly basis. Names of students involved in racism will be added to the Child Protection Management System database (both the victim and perpetrator).

Staff or parents/carers should encourage students to pass on information about racist incidents to the Tutor who will inform the relevant Pastoral Lead.

Parental contact

Parents of the victim and perpetrator will always be contacted in incidents of racism, to advise them of the problem and outline the sanctions imposed. In serious cases, exclusion will be considered.

Support

Support for the victims of racism and for the perpetrator is available through the school.

This links directly to the school Anti-Bullying and Safeguarding and Equality Policies.

Appendix 10: Confiscation of inappropriate items

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

The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” in the DfE guidance on [Behaviour and Discipline in Schools](#)) enables a member of staff to confiscate, retain or dispose of a student’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.

Power to search without consent for “prohibited items” 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 rules which has been identified in the rules as an item which may be searched for.

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 school to decide if and when to return a confiscated item. Staff must undertake this in consultation with a member of the leadership team.

If necessary more detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the [DfE Guidance on ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’](#).

Possession of some of the above items could lead to a fixed term or permanent exclusion from the school.

Appendix 11: The use of Mobile Technology

It is school policy that students can bring a mobile phone to school but that it should not be used during school hours. Parents are asked to support the school in enforcing

this policy. The school believes that by working in partnership this will help the students make the right choices when it comes to how they use their mobile technology.

Whilst the school recognises that mobile phones and similar technology are here to stay and are part of modern day life, the school believes that it is more important that school prepares students for adult life and the ways of work. This requires a formal approach in schools.

At Stoke Park School our commitment to our students and to you is clear. We expect to teach our students to the highest of standards, to support them to be successful, to help them to move on to higher education or employment and to keep them safe and happy whilst they are with us.

The following rules on mobile technology apply:

- Any form of mobile technology being used by a student in school will be confiscated; unless they have permission from a member of staff. This will also apply to break and lunchtimes.
- Any ear/head phones seen in school will be confiscated immediately.
- Any material put on Social Media without the knowledge of the victim will result in the school reporting the matter to the police. Serious school sanctions will also apply.
- If a mobile phone, ear/head phones or similar technology are confiscated they will be returned following a meeting involving a parent/carer, the student and a senior member of staff or Year Leader.

Appendix 12: The use of Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head Teacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The school may also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

Current separate advice is available in [‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’](#)

Appendix 13: Covid-19 Addendum

This is an addendum to Stoke Park School's main Behaviour policy and is intended for the use during the COVID-19 emergency period only.

We continue to recognise that behavior management is an essential part of our duty of care to all students and that we have a responsibility to safeguard children and staff. During the Covid lockdown period reduced provision for vulnerable and key worker students, and as the school begins to re-open for more students as the lockdown is eased, the normal behavior policy will apply.

In addition, any students that persistently or maliciously refuse to follow specific guidelines or instructions designed to reduce the risk of spreading Covid-19 and resultantly put any other student or member of staff at risk will not be allowed in school on health and safety grounds. If this arises parents/carers will be contacted and informed along with a representative of the governing body, trust and the local authority.

The policy principles during this period is outlined below:

- Strict guidance for student arrivals and departures
- Strict social distancing guidelines
- Moving about the school as per specific instructions at all times;
- No sharing of equipment, food or utensils
- The use of toilets one at a time
- All instructions on hygiene, such as handwashing and sanitising as well as procedures and expectations about sneezing, coughing, tissues and disposal as well as avoiding touching one's mouth, nose and eyes
- Clear rules about coughing, spitting at or towards any student or member of school staff
- Immediately informing an adult if students are experiencing any COVID 19 symptoms
- Clear expectations of students during their Virtual Learning sessions
- Rewards and sanctions where appropriate