



Behaviour for Learning Policy for Students, Parents and Staff

SLT Responsible Person: Inclusion Manager

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Approved by: Senior Leadership Team

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To be read in conjunction with:

Exclusions Policy
Peer on Peer Abuse Policy
Anti-Bullying Policy
Homework Policy
Uniform Policy
Online Safety and Data Security Policy

Introduction:

This Behaviour for Learning Policy has been written for students, parents and staff. It is designed to promote and reward positive behaviour both in College and when representing the College in the wider community.

Aims:

Every person who enters the College should feel safe and valued. We expect good manners and for everyone to be respectful of others. We have a shared responsibility to ensure everyone has the right to learn and teach in an environment that is free from disruption.

Our behaviour policy is based on the Co-operative Values of Self-Help, Self-Responsibility, Equity, Equality, Democracy and Solidarity; as well as the Ethical Values of Social Responsibility, Honesty, Openness and Caring for others.

We expect our students to behave as good citizens, both in College and in the local community. When students are in College uniform they are representing Helston Community College and as such we have the same expectations and the behaviour policy applies at these times too.

Governors Promoting Positive Behaviour

The Governing Body establishes, in consultation with the Headteacher, staff and parents, the procedures for the promotion of good behaviour and keeps it under review. The Governing Body will receive a Behaviour Report at appropriate times throughout the year.

The Governing Body will uphold the Co-operative Values, which underpin the Behaviour for Learning procedures, and ensure they are communicated to students and parents, in a non-discriminatory manner with clear expectations. Governors support the Headteacher in maintaining high standards of behaviour.

In Partnership:

Education is a partnership between College, student and parents/carers. We expect parents/carers to encourage their children to show respect and support the College's authority in disciplining its students. By deciding to send your child to Helston Community College, you are agreeing to support the behaviour policy and related policies. Parents have a responsibility to ensure their child is well behaved in College. We ask all parents to sign the Home School Agreement that is part of the College enrolment form.

1.1 Behaviour within the Classroom

We believe that all our students have a right to learn without disruption, and our teachers have the right to teach without being interrupted. In order to protect valuable learning time, and ensure students stay focused in the classroom, we take a strong approach to managing behaviour.

Positive behaviour within the classroom is managed through our Ready to Learn ("RTL") system. Ready to Learn is based on our Attitude to Learning (ATL) expectations (see Appendix 3).

Our Ready to Learn system is designed to:

- Reward students who demonstrate a positive attitude to learning.
- Ensure that students understand what behaviour is acceptable.
- Encourage students to take responsibility for their actions.
- Ensure staff are able to deliver purposeful and effective lessons.
- Promote our Co-operative Values.
- Encourage safe behaviour during the Covid-19 pandemic.

The Ready to Learn system is based on FIVE key rules:

Students are expected to follow the rules in every classroom.

- Listen when others are speaking.
- Follow instructions promptly.
- Remain on task.
- Speak appropriately, with polite and respectful language.
- Follow the College's new safety routines for Covid-19 (see Appendix 5).

Management of the Ready to Learn Policy:

All students are given an ATL grade of 3 upon entering the classroom, which represents a satisfactory ATL. If a student performs well in the lesson, the teacher will award a score of 4 or 5, which represents good or excellent performance, and this generates points within our reward system.

If a student breaks one of the "RTL" rules:

- A verbal warning will be given by the teacher.
- If disruptive behaviour continues, another warning will be given, and the teacher will mark the register to show a second warning has been given.
- If a student continues to break the rules, they will be sent from the classroom to the "RTL" room. The student will remain there for the rest of the period and the next break, transition or lunch period. In addition, an after-College detention will be set for the following day from 3.15-4.15pm.
- Students who refuse to go to the "RTL" room, or do not follow the rules in there, will receive a one-day Fixed Term Exclusion ("FTE").
- The student, together with parents/carers, will then need to attend a reintegration meeting before starting back to College.
- The student will need to complete his/her time in the "RTL" room upon returning to College.
- In the case of a very severe incident (for example, violent behaviour, deliberate breaking of the COVID rules), this process is bypassed and dealt with by the Senior Leadership Team.

1.2 Rewards

Helston Community College believe that rewards are more effective than punishment in motivating students. By praising and rewarding positive behaviour, others will be encouraged to act similarly. Praise and rewards are given to encourage students to have pride in themselves and a desire to do their best. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the College, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of rewards is used to recognise and congratulate students when they set a good example or show improvement in their behaviour.

Praise and rewards may be for an individual student, whole class or year group. Striking the right balance between rewarding students with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

Praise and rewards will be used to help reinforce our efforts to tackle particular aspects of behaviour that arise from time to time. For example, in our aim to prevent bullying, we might actively seek to praise and reward students who – rather than acting as passive bystanders – act positively in standing up against such behaviour. Praise and rewards may be targeted particularly on students who make efforts to act as positive ambassadors for the College when on journeys to and from College, on trips and visits, or at external sports events. Celebrating good student behaviour outside College may also help in ensuring that some students who do not usually receive praise in College are singled out for recognition.

The Inclusion Manager will monitor any emerging patterns in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias in rewarding good behaviour.

1.3 Behavioural Sanctions

The College uses several types of sanctions, which include break detentions (15 minutes), lunchtime detentions (20 minutes) and after College detentions (normally 1 hour); community service, internal exclusions and fixed and permanent exclusions.

After College detentions will be given for certain offences (for example smoking or persistent poor behaviour). Under the Government Regulations the College does not need to give parents/carers 24hrs' notice if their child is to be detained after the hours of the normal College day, but we will notify parents of such a decision. Parents are expected to support the College's decision to give their child an after College detention.

At times, a student's behaviour may be serious enough to remove him/her from lessons for an extended period of time. As a result, the student may be given an internal exclusion. A sanction at this level will be determined by a member of SLT with regard for the nature of the incident and the needs of the child. Parents/carers will be informed of this decision either by telephone or letter.

1.4 Exclusions:

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports Headteachers on using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach or persistent breaches of the College's Behaviour Policy; and where allowing the student to remain in College would seriously harm the education or welfare of the student or others in the College. (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance Sept 2017). Please see the Trust's Exclusion Policy for more details. This can be found on the College website here: <https://www.helston.cornwall.sch.uk/web/policies/318090>. The College's Exclusion Checklist is included in Appendix 4.

2.0 Offering Support

As an inclusive College, we use a range of support measures to help to prevent students displaying unacceptable behaviours. These may include:

- Providing a mentor.
- Counselling.
- Referral to the Special Education Needs Co-ordinator ("SENCO").
- Work with Pastoral Support Assistant and/or Directors of Key Stage.
- Creating a personal support plan.
- Referral to outside agencies (e.g. Education Psychologists, Early Help Team).

3.0 Managed Moves and Alternative Provision

We recognise that there are occasions when it would be appropriate to manage a transfer of a student from one maintained school/academy to another and that this can be in the best interests of the student and of the schools. The term 'managed move' means to place a student in a new school in an attempt to achieve one or more of the following:

- Placing the student in a school which better suits the individual needs of that student.
- Providing a second chance to a student who is having difficulty with behaviour issues and a move to a new school is likely to have a positive response.
- Finding a new school for a student who is vulnerable or at risk in the original school.
- To avoid the need to permanently excluded.

The managed move would involve Helston Community College approaching another secondary school enquiring as to whether they would be willing to accept a student. There is a six-week trial and if the managed move is successful after that trial period, the student would then be fully enrolled in to the new school.

The College may decide to educate a student in an Alternative Provision Academy (“APA”). The decision to place a student in an “APA” may occur because a managed move was unsuccessful or to avoid a permanent exclusion when all other support and intervention programmes were unsuccessful in modifying the student’s behaviour. Referrals are made through the Local Authority Pupil Placement Panel.

Southerly Point MAT has chosen to follow section 29A of the Education Act as a matter of good practice. Under section 29A Education Act 2002 (introduced by section 154 Education and Skills Act 2008), governing bodies of maintained schools can direct a student off-site for education to improve his or her behaviour. In this situation, the governing body must:

- ensure that parents are given clear information about the placement – why, when, where and how
- it will be reviewed;
- advise the Local Authority, where the child has a Statement of SEN or EHCP;
- regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the student is benefitting from it.

The student will be placed at an “APA” for a fixed period of time, thereafter there would be a review and the student would return to College if appropriate. If at the review, the student is not ready to return to College, the fixed period may be extended. If the student fails his/her placement at an “APA”, then the College may decide on a permanent exclusion.

When a student is reintegrated back to College from an “APA” a meeting will be held with the parents and student and a Return to College Plan and Behaviour Contract will be written. The plan will include actions for the student to complete and detail the support the College will offer. The plan will be reviewed after a six-week period. If a student fails to meet expectations, the student may be permanently excluded.

4.0 Behaviour Outside of the College

The College is given statutory power to discipline students for misbehaving outside of the College premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteacher a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable.”

The College will respond to any poor behaviour and/or bullying which occurs off the College premises whilst a student is in uniform or is linked to the College in some way and sanctions will be imposed on students as appropriate.

The College may discipline a student for any misbehaviour when the student is:

- taking part in any College-organised or College-related activity;
- travelling to or from College;
- wearing the College uniform;
- in some other way identifiable as a student at the College;
- misbehaviour at any time, whether or not the conditions above apply that:
 - could have repercussions for the orderly running of the College;
 - poses a threat to another student, staff or member of the public; or
 - could adversely affect the reputation of the College.

5.0 Procedures Relating to Drugs, Alcohol, Cigarettes and Substance Abuse in College

Staff must follow safeguarding procedures if they suspect a student is involved in the misuse of drugs or substance abuse. The College may utilise the support of Devon and Cornwall Police in matters relating to drug offences, which includes the use of a specially trained drugs dog.

5.1 Misuse of drugs

This section covers the misuse of all drugs including the use of illegal Drugs and “New Psychoactive Substances” in College. The policy covers travel to and from the site (in line with DFE Guidance):

- Any student found in possession of, or using an illegal drug or new psychoactive substance (NPS) in College, will receive a minimum 5 day fixed term exclusion (with the exception of a Class A Drug which will lead to a permanent exclusion). Parents will be asked to come into College for a meeting and the Police will be informed.
- Any student whose actions relating to drugs use impacts negatively upon others in College, may be permanently excluded.
- After the 5 day fixed term exclusion the student and parent will be asked to sign an agreement in which they agree not to be involved in any activity relating to the misuse of drugs. In extraordinary circumstances the College may decide in the best interest of the student and the College to manage move the student to another school.
- Any student in possession of any drug paraphernalia will have a minimum 5 days in the Internal Exclusion Room. If it is discovered the drug paraphernalia was actually involved in drug use, then the student will receive a minimum of 5 day fixed term exclusion.
- The student will be referred to a relevant support agency to assist with addressing risky behaviour in relation to drugs and overcoming any drug addiction or habits.
- Breaking the contract will result in permanent exclusion.
- Any student in possession of illegal drugs, New Psychoactive Substances (“NPS”, or prescription medicine, with obvious intent to supply to others, or found to be supplying such drugs to others, or in possession of a Class A drug will be permanently excluded from College with immediate effect. The Police will be informed.

5.2 Alcohol:

Under no circumstances should alcohol be brought onto the College site by students, and they must not arrive at College under the influence of alcohol. Should this occur, parents will be informed and appropriate sanctions implemented. This may include after College detentions, a fixed period in the Internal Exclusion Room (IER), or a fixed term exclusion, depending on the circumstances. In exceptional circumstances, this may lead to permanent exclusion.

5.3 Cigarette and E-Cigarettes Smoking:

- Any student discovered smoking will be reported to the Pastoral Support Assistant or Director of Key Stage and will be given an after College detention. Parents will be informed and a note placed on the student’s behaviour log.
- In the event of a second occurrence the student will be isolated at break or lunchtimes for a period of time. Parents will be informed and a note placed on the student’s SIMS behaviour log.
- A third episode will result in the student being placed in the IER for a day. Sanctions will be increased for persistent offenders.
- Students will be signposted to the College nurse or appropriate agencies to be offered support in breaking the habit of smoking.
- The use of E-cigarettes is unacceptable and will be considered in the same way as tobacco.
- Students are not allowed to smoke travelling to, or leaving, College.

5.4 Solvent and Other Substance Misuse:

Whilst solvents are not illegal substances, there are significant dangers associated with the misuse of solvents. As in the case of alcohol misuse, the matter will be treated with the utmost seriousness, appropriate sanctions applied and students will be signposted for support in dealing with this habit.

The student will be referred to a member of the College’s pastoral support team or an appropriate support agency.

Any student entering College premises found to be, or behaving in a way that causes staff to reasonably believe that the student is, under the influence of any of the substances outlined here will be immediately isolated. Parents/carers will be contacted and the student will be placed in the care of an appropriate adult. If illegal substances are involved the police will be contacted.

6.0 Searching and Confiscation

The Headteacher and staff authorised by him have a statutory power to search students or their possessions without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons;
- alcohol;
- illegal or “NPS” drugs;
- prescription drugs if suspected of intent to supply;
- stolen items;
- tobacco and cigarette papers;
- fireworks or any other explosive items;
- pornographic images;
- as well as, any items that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence; or
- any items likely to cause personal injury to, or damage to the property of, any person (including the student).

When searching a student’s possessions two members of staff will be present with one member of staff being the same sex as the student. The search will involve the student turning out their pockets and a search of his/her bags.

If a student refuses to allow their possessions to be searched and it is suspected the student is in possession of a banned item that may cause harm to the student or to others, the College will contact the police to conduct the search.

The College has a right to search a student’s possessions without the parent/carer being present but the College will contact the parents/carers to inform them that their child’s possessions were searched.

College staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to College discipline.

The College has an additional right to confiscate any items that may disrupt the learning of a student or those around him/her. This includes the confiscation of mobile phones and headphones for example (see Appendix 4 for our policy on mobile phones). Confiscated items will be stored in a secure place until the end of the College day. In some circumstances, the parents may be asked to collect them rather than the student.

7.0 Hate Incidents

- A hate incident is legally defined as: “any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person motivated by prejudice or hate.”
- Hate incidents may be based upon homophobic/sexual orientation, race/ethnicity, religion/beliefs, disability/special educational needs, gender identity.
- Hate incidents can consist of verbal abuse, insults, detrimental comments, abusive language, gestures, comments on social networking and “jokes” or “banter” focused upon race, religion, disability, learning difficulties sexual orientation, gender identity and ethnicity.

What is a hate crime?

- A hate crime is legally defined as: "Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate."
- A hate crime should be reported directly to the police.

Additional procedures for dealing with hate incidents

- If a hate incident occurs the Inclusion Manager or Assistant Headteacher will record this and it will be reported to Cornwall Council within 7 days of the incident.
- If a hate crime is reported to staff members this will be reported immediately to Devon and Cornwall Police.

8.0 The Use of Reasonable Force

All staff have a right to use reasonable force to restrain a student as outlined in "The use of reasonable force - Advice for Headteachers, Staff and Governing Bodies July 2013".

The College can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a College event or a College trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or the safety of others, or lead to behaviour that disrupts the learning of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight; or to restrain a student at risk of harming themselves through physical outbursts.

(NB: The Use of Reasonable Force should only be used as a last resort and only undertaken when all other means of gaining order have failed. The use force as a punishment is always unlawful.)

9.0 Abuse and Allegations against Staff

All staff have the right to feel safe, valued and respected and should never have to feel threatened by students or parents. If a student is known to be physically or verbally abusive towards a member of staff, this can result in either a fixed term or permanent exclusion. If it becomes known that a student is cyber-bullying a member of staff this can result in either a fixed term or permanent exclusion, and the staff member has the right to refer the matter to the Police for harassment.

Any serious instance of deliberate false allegation against staff will be considered within the remit of the exclusions or managed move procedures.

The College will offer support to the member of staff to assist in any distress they may have experienced as a result of such an occurrence.

All persons associated with the College have a right to feel safe both in and out of College. If a student shows threatening or intimidating behaviour towards a member of staff, either in College or out in the community, the College will investigate the matter. If the allegation against the student is proven, then the College has the right to permanently exclude the student.

Parents/carers are expected to be supportive and respectful towards members of staff. If a parent is verbally or physically abusive, the member of staff should remove himself/herself immediately from the situation and report the incident to the SLT Team. The matter will be referred to the Headteacher and potentially to the Police.

(Reference: **DfE Behaviour and Discipline in Schools 2016**)

College expectations

Be in the right place at the right time

Show respect to others and the College environment

Do the right thing

This will include:

- Following the Ready to Learn rules
- Wearing the correct College uniform in line with the policy
- Being equipped with the right equipment for each lesson
- Moving around College in an appropriate manner
- Remaining on site during the College day
- Taking responsibility for your learning and completing homework (see homework policy)

Exclusion Checklist

This checklist must be completed when asking the Headteacher to consider a possible Fixed Term Exclusion for an escalation of poor behaviour.

Name of staff member completing the form:

Date Form was completed:

Name(s) of alleged perpetrator(s):

Name(s) of any other students involved:
(Please state their involvement)

Have statements been taken from members of staff?	Yes	No	If no, why?
Have witness statements been taken from all parties involved in the incident?	Yes	No	If no, why?
Have all viewpoints been considered?	Yes	No	If no, why?
Have alleged perpetrators given statements?	Yes	No	If no, why?
Are statements attached to this form?	Yes	No	If no, why?

If alleged perpetrators have been sent home for safety reasons, when will their statements be taken? (If necessary, make arrangements for parents to bring them into a separate meeting the next day and leave the decision on sanction in abeyance until this has been done.)

Date when interview will be held:

Have any anomalies in statements/perspectives been explored with the various parties?

What is the outcome of those explorations?

Please explain

Background information on students must be taken in to account - the student's needs and any other circumstances (ie: SEND, Disadvantaged)	<u>Alleged perpetrator(s)</u>		<u>Victim</u>
If student is SEND, then has SENCO been informed.	<u>Yes</u>		<u>No</u>
Is the student being supported by any outside agencies? If so, have they been consulted?	<u>Yes</u>	<u>No</u>	<u>If no, why?</u>
Has Equality and Diversity been considered?	<u>Yes</u> <u>(state what the considerations are)</u>		<u>No</u>
What is the previous behaviour record like – positives and negatives? (Print off and present with statements)	<u>Is the behaviour log attached?</u>		
Number of days for FTE			
Have the parents/carers been informed?	<u>Yes</u> <u>(state how parents/carers informed)</u>		<u>No</u>
Has work been given to the student to complete over the FTE?	<u>Yes</u>		<u>No</u>
Has admin been informed to send letter to parents and County?	<u>Yes</u>		<u>No</u>
If the incident could potentially lead to a permanent exclusion, the fixed term letter must state: "in the first instance pending further enquiries."	<u>Yes - Statement is included in letter</u>		<u>Not required</u>
Who is best person to lead the reintegration meeting?	<u>Name of person</u>		
Date for reintegration			
Will there be any conditions for re-entry back into College?	<u>Yes</u> <u>Behaviour Contract</u> <u>Attend the Flexible Learning Zone</u>		<u>Any other support needed?</u>

Attitude to Learning Grades

Attitude to Learning grades are used to describe your son/daughter's approach to their learning. These descriptions are a guide to the types of attitude they display. It is a best-fit model and your son/daughter may not display all of the characteristics in the category.

5:

- Arrives at each lesson promptly, and settles down to work quickly, with the appropriate book/folder and equipment.
- Completes classwork within the set time scale, and seeks extension work, if appropriate.
- Produces classwork, which is above expectations or of excellent quality, in terms of content and presentation.
- Asks effective questions, which help to develop and extend his/her understanding of a topic.
- Takes a lead during discussion work and answers questions accurately and confidently.
- Engages positively with DIT tasks, and demonstrates clear improvements as a result.
- Strives to work independently, with a determined and resilient approach to problem solving.
- Completes homework diligently, to a very good standard, and meets deadlines.
- Demonstrates motivation, effort, and a clear enthusiasm for learning throughout the lesson.
- Is well-mannered, responsible, respectful, and supportive of others in the class.

4:

- Arrives at each lesson promptly, and settles down quickly, with the appropriate book/folder and equipment.
- Completes classwork within the set timescale.
- Produces classwork, which is in line with expectations, and is presented effectively.
- Asks sensible questions, which are closely related to the learning.
- Makes positive contributions to discussion work and attempts to answer all questions.
- Engages positively with "DIT" tasks.
- Strives to work independently, when required to do so.
- Completes homework to a good standard, and meets deadlines.
- Demonstrates a good effort and positive attitude throughout the lesson.
- Is well-mannered and respectful to others in the class.

3:

- Participates in all parts of the lesson.
- Shows some interest in improving his/her learning.
- Sometimes seeks assistance from the teacher or other learners.
- Generally stays within his/her comfort zone.
- Homework is completed to an acceptable standard.
- Follows instructions promptly.
- Remains on task.
- Listens when others are speaking.
- Speaks appropriately, with polite and respectful language.

If a student is not following these behaviours – warnings will be given in line with the ready to learn rules. On the second warning the grade is dropped to a 2.

On the third warning the grade drops to a 1 and the student is sent to the Ready to Learn room.

Mobile Phone Policy

The main focus for us as a College is to ensure the very best climate for learning, so that students are fully prepared for lessons, and any distraction is eliminated.

To support this aim, we have made the decision to ban the use of mobile phones within College, because of their negative effect on student learning, behaviour and mental wellbeing.

Our policy is as follows:

- Mobile phones should be **'off and away'** at all times, and any phone seen or heard will be confiscated.
- Phones that are confiscated will be returned to students at the end of the College day.
- Should there be a repeat occurrence within a half term, a call will be made home to request a parent/carer to collect the phone on their child's behalf.
- Students who refuse to hand over their phone will be placed in the RTL room until such a time as they are able to comply with the College policy.
- If a student is sent to the RTL room for poor behaviour, they will need to hand their phone in on arrival in RTL. They may collect their phone at the end of the day.
- The restriction is in place at all times while students are within the grounds and buildings of the College. This includes when students arrive and leave at the end of the day.
- If students need to contact parents or carers during the College day, they should report to the reception office on North Site or South Site. Similarly, parents/carers may contact their child through reception, who will pass on the message as soon as possible.
- Should students need to use their phone to contact parents/carers for collection, following after-College activities for example, they must ask permission from a member of staff.
- Post 16 students will be allowed to use their phones in designated areas such as the Post 16 Centre or in class for specific guided activities planned by the teacher. They should not be used in public areas used by younger students such as the corridors or the canteens.
- Students are not permitted to use mobile phones to record images of students, staff and others without advance permission from a Senior Leader within the College. Such images of students and/ or staff must never be distributed outside the College network without the permission of all parties involved. This includes educational visits and all occasions when the student is in school uniform or when otherwise representing the College. Please refer to our Online Safety and Data Security Policy.

Secondary Covid Rules

- Arrive at College and leave to go home at the designated time using the designated entrance/exit route. If you arrive early and do not mix with other year groups, wait in the appropriate year group zone. Speak to a member of staff if your parent or carer normally collects you and is not on time.
- Wash hands (or use sanitiser) upon entering and leaving the College and after each lesson within the day. Wash hands with soap and water when visiting the toilet facilities.
- There must be no physical contact of any type at any time. This includes hugging, handshakes etc.
- Ensure that you 'catch it, bin it, kill it' when you cough or sneeze and avoid touching your mouth, nose and eyes. Then, immediately, wash your hands or use hand sanitiser
- There must be no coughing or spitting at or towards any other person.
- The seating plan in the classroom is non-negotiable and is in place for the safety of each student. Stick to the seating plan. Do not move tables or chairs and do not leave your seat without speaking to the teacher.
- Maintain a safe distance from others during lessons. At transition times this will be more difficult to achieve, so ensure that you wear your face covering when moving between lessons.
- Wear a face covering when in any communal area, such as corridors, stairwells etc. Follow safety wearing and removal guidance.
- At lunch times use the canteen, packed-lunch room, or go outside (weather permitting) or remain in a designated venue (if the weather is poor). Stick to zoned areas and maintain a safe distance from others.
- Do not share belongings (food, stationery, books etc.) with others and do not handle other people's belongings.
- Use the toilet at designated times. Only enter the toilets if there is a free cubicle. On exiting the toilet, wash hands thoroughly.
- In computer rooms, wipe the keyboard and mouse at the start of your lesson as instructed by the teacher.
- **You must tell an adult if you feel that you are suffering from a high temperature, a new continuous cough or loss or change to your sense of smell or taste.**