



# Behaviour Policy And Statement Of Behaviour Principles

**Lord Grey Academy**

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Demonstrate our commitment to foster an environment that supports a **safe culture in which educational engagement is paramount**
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## 3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive/Associate Principal to account for its implementation.

### 5.2 The Executive/Associate Principal

The Executive/Associate Principal is responsible for reviewing and approving this behaviour policy.

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

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct - The Lord Grey Way
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **5.5 Students**

Students are expected to:

- Follow the Code of Conduct outlined in the Lord Grey Way

## **6. Student code of conduct - The Lord Grey Way**

Students and staff have worked together to produce the Lord Grey Way - our code of conduct that outlines expectations and responsibilities for behaviour in lessons and around the Academy campus.

### **Learning in lessons**

- Arrive at your lessons on time wearing the correct uniform.
- Sit where you are asked to sit and be ready for learning, with the correct equipment out within 90 seconds of entering the classroom.
- Follow the instructions of the member of staff the first time without fuss or argument.
- Be respectful towards staff and other students...respect everyone's right to be heard and everyone's right to learn.
- Complete all work, including homework to the best of your ability.
- Take an active part in the lesson by getting fully involved in all learning activities.

### **Around the Academy**

**We want the Academy to be a safe and stimulating place for learning.**

- Be polite and respectful to all members of the Academy community at all times.
- Behave sensibly so that you do not put yourself or others in danger
- When in corridors, walk sensibly and quietly. Hold doors open for others
- Line up outside your classrooms as requested by your teacher.
- If you see something wrong or that you are worried about please tell a member of staff about it
- Use the bins provided to keep Lord Grey tidy and respect our buildings and equipment by not damaging anything

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

There are a number of ways in which positive behaviour is rewarded, most notably through meaningful, targeted praise proportionate to the act.

## **Waves of Praise**

This has been developed to embed the concept of the triangulation of praise to accelerate recognition of students' efforts and achievements throughout the school. Each wave demonstrates how different members of staff are helping to continually praise our students.

## **Recognition Boards**

In every classroom, staff use Recognition Boards to focus on specific social and/or learning behaviours. When students successfully demonstrate these behaviours, their efforts are acknowledged by having their name placed on the board. It is a collective strategy, which fosters a positive interdependence in the classroom and is very positive in raising expectations.

## **Value points**

Value points are awarded for good work and behaviour within lessons. At the end of the school year, the cumulative Value Points within each faculty area are tallied up and go towards the 9 Faculty Cups. There is also a House cup for the most Value Points accumulated for attendance and punctuality. Individual student achievements for the most cumulative points at the end of each term (top 10%) are placed in a raffle for a "big prize" draw.

## **Phone Call Friday**

Every member of the teaching staff is required to make one positive phone call to a parent on a Friday to celebrate their child's success and achievements. LSAs are also invited to do so, if time permits.

## **Record of Achievement Certificates**

Students can be nominated for the Most Improved, Most Positive and Highest Achiever in each of their classes. Certificates are given out in tutor time and kept securely in the Record of Achievement folders. These demonstrate key skills to future employers, once students leave Lord Grey.

## **"I Heard a Wispa" Certificates**

Heads of Faculty can make nominations for the "I Heard a Wispa " certificates, to continue the praise students have received from their classroom teacher. The certificates, along with a bar of chocolate, are delivered to students in one of their lessons by the Leadership Team.

## **Rewards Menu**

The Rewards Menu is used for students who are loyal to the Lord Grey Way and those who go "over and above." The menu includes a variety of rewards given out by the Heads of Year. Examples include jump the queue canteen tickets, postcards home, chocolate assemblies, stationary and rewards raffles.

## **Praise Assemblies**

Heads of Year will ask teaching staff to email names of students who consistently follow the Lord Grey Way or go "over and above" during lessons. These students will be celebrated in regular praise assemblies, acknowledging the commitment and efforts of students in each Year.

## **Associate Principal Awards: KS3**

KS3 students who have gone over and above in their lessons or who have really demonstrated the Academy values and aims can be awarded an Associate Principal's Award. Students receive a small reward for each Associate Principal's Award they earn and when they reach various thresholds, they are given a star pin badge to wear on their lapel. Students meet the Associate Principal to receive their award.

## **Assistant Principal Tea: KS4**

KS4 students who have gone over and above in their lessons or who have really demonstrated the Academy values and aims can be rewarded with an Assistant Principal's Tea. During period 5 on a Friday, small groups of students join the Assistant Principal - Behaviour for refreshments and the opportunity to talk about their successes.

## **Use of Twitter/Newsletter**

Names of students who gain the above rewards are also celebrated on Twitter and in the school's newsletter.

## Notes of Praise

Members of the Leadership Team use post-it notes to write messages of praise on students' exercise books or class work as they circulate the school and visit classrooms. This may well be in support of the praise already issued by the class teacher. The notes work to recognise effort and can be shown to parents when the work goes home, further triangulating the praise received.

## 7.2 Sanctions and consequences for misbehaviour

The following disciplinary penalties may be used in the Academy:

- The C-Point system C1 - C5 (see appendix 2 for details)
- removal from the group/class or particular lesson, C3/C4.
  - a C3 will be followed up by a phone call home by the removing adult, and a restorative meeting involving the relevant Head of Faculty and the removing teacher in a C3 detention run centrally the day after the C3 was issued. Failure to attend this detention will lead to a 3.00pm-4.30pm detention in Refocus. Failure to attend the missed detention will lead to a whole day in Refocus until 4.30pm. Suspension will result for failure to complete the day in Refocus. A day in Refocus will then be completed on reintegration back to school.
  - a C4 will lead to the equivalent of a whole day in Refocus until 4.30pm
- withdrawal of break or lunchtime privileges
- withholding participation in educational visits or sports events
- completion of work or extra work
- placed in Refocus for any period up to five days
- placed in an Isolation Room at a partner school
- carrying out a useful task in the school; e.g. litter picking with appropriate tools
- fixed term exclusion
- permanent exclusion.

We may use Refocus in response to serious or persistent breaches of this policy. Students may be sent to Refocus during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. This is monitored through the Refocus website. Students email the work they have completed via the website to their classroom teacher.

Lord Grey Academy is represented at the Alternative Education panel each month. Students can be referred to Alternative Education (Bridge) in Year 7-11 for a one off serious incident, or as a result of a number of behaviour concerns over a period of time.

## 7.3 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

## 7.4 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

## 7.5 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## 8. Behaviour management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct: The Lord Grey Way
- Develop a positive relationship with students, which include:
  - Greeting students at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Applying the C point system consistently

### 8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

### **8.3 Confiscation**

**Any prohibited items (listed in section 3) found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline, this includes mobile phones. These items will be returned to students after discussion with Heads of Year and parents, if appropriate.

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

### **8.4 Student support**

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

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

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

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

### **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Student Transition**

To ensure a smooth transition into the school from Year 6 into 7 the school will run extensive transitional activities in conjunction with our feeder primary schools.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

We also provide guidance of behaviour management through the behaviour toolkit available in the staff handbook and through the Lord Grey Behaviour and Ethos website.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive/Associate Principal and AIB every 12 months. At each review, the policy will be approved by the Executive/Associate principal.

Behaviour Data is recorded by staff via Go4Schools. This data is then used to produce half termly reports which are presented to the Leadership Team and LGB to track and monitor trends over time. (See appendix 3)

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Strategy
- Attendance Policy
- Acceptable use of ICT Policy

### Changes log

<b>Date</b>	<b>Amendment</b>	<b>Amendment made by</b>
16 November 2021	Section 7.2 C3 detention process updated	R L Page
18 November 2021	Section 7.2 reference specifically made to the referral to Alternative Education (Bridge)	R L Page

### **13. Appendix 1: written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## 14. Appendix 2: Consequence System

Warning	Types of Behaviour	Consequences/Actions
<b>C1</b> Verbal Warning 1	<ul style="list-style-type: none"> <li>C1s can be issued for 'wasting the opportunity to learn' and for 'damaging others' opportunities to learn'.</li> <li>This may include: not stopping talking, turning around, wandering around the class, not getting on with work when asked, being late, not completing work of an appropriate standard, shouting out or any low level disruption of the class equipment or uniform issues.</li> <li>You will receive 1 warning only before the C1 is issued</li> </ul>	<ul style="list-style-type: none"> <li>Student heeds warning – no further action, if not, may lead to a C2</li> <li>The teacher logs on Go4Schools, the form tutor decides whether to contact parent(s)/carers regarding the concerns, if the student gains 4 or more C1s within a week. Form Tutor to check and monitor the frequency of C1s and liaise with HOH if concerns continue.</li> </ul>
<b>C2</b> Verbal Warning 2	<ul style="list-style-type: none"> <li>The student has been warned once and issued with a C1 warning, but they have not improved their behaviour and the teacher is issuing a final warning that unless there is an immediate improvement, the student will be issued with a C3 and asked to leave the class</li> <li>C2s can be issued for 'wasting the opportunity to learn' and for 'damaging others' opportunities to learn'.</li> <li>There will be no advance warning for a C2 (the C1 was the warning)</li> </ul>	<ul style="list-style-type: none"> <li>Student heeds warning 2 and remains in class</li> <li>Teacher informs Form Tutor of C2 via Go4Schools</li> <li>Persistent C2s, (3 in a week) the Form Tutor will inform parent(s)/carers</li> <li>Assistant Head of Year will be notified and will speak to the student. A <b>Tier 2 Detention</b> will be issued, if appropriate and repeated C2s are issued.</li> <li>If appropriate, the student may be placed on the Assistant Principal's report card.</li> </ul>
<b>C3</b> Lesson Removal	<ul style="list-style-type: none"> <li>Student fails to heed C1 and C2 warnings and is issued with a C3 slip and sent to the Faculty Remove Room (shadow classroom on rota)</li> <li>Student's behaviour warrants a C3 with no prior warnings (verbally abusive, fighting, damaging property etc.)</li> <li>Student found wandering out of class without permission.</li> <li>There will be no warning of the C3 (the C2 was the warning).</li> <li>There will be zero tolerance in test/assessment conditions if students talk or communicate.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher notifies Form Tutor via Go4Schools</li> <li>Head of Year informed and will issue a <b>Tier 2 Detention</b>, parent(s) informed</li> <li>Student's parent(s) will be informed and may be invited into school to discuss the issue with the Form Tutor and the Head of Year</li> <li>Immediate C3 no warnings – student placed in Refocus – may or may not be allowed to continue with lessons that day or they might be moved up to C4 actions or C5 actions.</li> <li>Student may be placed on the Assistant Principal's or Vice Principal's Report Card.</li> </ul>
<b>C4</b> Lesson Removal via On-Call	<ul style="list-style-type: none"> <li>Student has been issued with a C3 but refuses to leave the classroom. On-Call is notified and student collected from class and taken to Refocus, where they spend the rest of the school day</li> <li>If a student disrupts the learning in the Faculty Remove Room, then On-Call will be called to collect the student from the class and place them in Refocus for the rest of the day.</li> <li>Student truanting.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher informs Form Tutor via Go4Schools</li> <li>Head of Year contact parent(s) immediately. Student will not go back into lessons until a reintegration meeting with parent(s) has taken place</li> <li>Head of Year issues <b>Tier 2 Detention</b> and places the student in Refocus for 1-4 days depending on the seriousness of the incident.</li> <li>As an alternative to a Fixed Term Exclusion, and as an escalation to Refocus, the student may be directed to work in Isolation at another school for a fixed period of time, between 1 and 5 days.</li> </ul>
<b>C4+</b>	<ul style="list-style-type: none"> <li>For persistent disruptive behaviour including multiple c3s and C4s and as a direct alternative to a Fixed Term Exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>The student will be placed in an Isolated Learning Facility at another school in Milton Keynes for up to 5 school days if they have been placed in Refocus for more than 4 occasions in a school year.</li> </ul>
<b>C5</b> Fixed Term Exclusion	<ul style="list-style-type: none"> <li>Any incident inside or outside the classroom or outside of school whilst in uniform or on the way to or from Academy, that through its seriousness warrants an immediate Fixed Term Exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>Student collected and placed in Refocus.</li> <li>Parents contacted and arrangements made for removal from school site.</li> <li>Fixed Term Exclusion, which may be for ½ or more days, depending on the seriousness of the incident</li> <li>re-integration with either the Vice Principal, Head of Year, and parent(s) before resuming school.</li> </ul>

## **15. Appendix 3: Logging and monitoring behaviour using GO 4 Schools.**

- All teachers log behaviour incidents using GO 4 Schools
- Heads of Department and Heads of Faculty monitor behaviour in their curriculum areas and liaise with the pastoral team where appropriate
- Heads of Year monitor behaviour each week and respond to this analysis with appropriate intervention.
- Heads of Year produce half termly analysis of behaviour by Year
- VP Inclusion, produces overall school summary of behaviour trends
- Summary behaviour data shared with AIB at designated meetings.
- Behaviour data shared and discussed in LT meetings after each half term, looking at trends over time and making appropriate interventions where it feels this is necessary.

## Appendix 4: Addendum to behaviour policy in relation to Covid - 19

### 4.1 Introduction

By attending Lord Grey Academy during the COVID – 19 pandemic you are agreeing to uphold and abide by this addendum to the Behaviour Policy. This policy sets out clear expectations for our students, staff and local community. It clarifies the sanctions that will be in place for any deviation from our high standards and expectations set during the COVID 19 pandemic. Please note that Lord Grey Academy reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our students, staff and community.

We expect outstanding behaviour from every student in line with the COVID 19 guidance and social distancing measures implemented by the Lord Grey Academy.

The role of Lord Grey Academy goes beyond simply preventing poor behaviour and maintaining good order to systematically promote positive relationships and good manners. During this pandemic there are additional and very strict guidelines that students and staff will have to adhere to. This Policy is consistently and fairly applied by all staff and underpins effective measures we have taken to continue to provide outstanding provision for our students during the COVID 19 pandemic. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this addendum to the behaviour policy.

### Objectives

Our main aim during the COVID 19 pandemic phased return is to provide a safe and secure learning environment following social distancing and government guidance while in the Lord Grey Academy

In addition, our other key objectives below are still at the forefront of everything we do:

- To provide a knowledge rich curriculum which fulfils the needs of the individual
- To recognise achievement and engage the students in all aspects of school life
- To provide an orderly environment, where students and staff are mutually respectful
- To implement rewards and sanctions fairly and without prejudice
- To develop positive relationships with all our partners involved in the education of our students
- To work effectively with parents/carers and the community to ensure the best possible outcomes for our students

During this difficult time there is an even bigger need for a clearly understood and agreed set of expectations with regards to behaviour specifically around the COVID 19 guidance. The management of behaviour and social distancing at Lord Grey Academy requires that every student and staff member takes personal responsibility and listens to and adheres to the measures implemented to keep themselves and others safe. We want to work in partnership with Parents/Carers to ensure their child attends school, stays safe in accordance with the COVID 19 measures and achieves their full potential.

### 4.2 Expectations - healthy classroom rules

[https://docs.google.com/document/d/1va\\_OFUwYbzRx1aE10NLjczRHruEwnf-1-WCoME6bOfQ/edit](https://docs.google.com/document/d/1va_OFUwYbzRx1aE10NLjczRHruEwnf-1-WCoME6bOfQ/edit)

### 4.3 Expectations - working bubbles

[https://docs.google.com/document/d/1zwReuZ-IFBus10JA0\\_sfXT91IAclmhWQI7KjAugGzY/edit](https://docs.google.com/document/d/1zwReuZ-IFBus10JA0_sfXT91IAclmhWQI7KjAugGzY/edit)

### 4.4 Student movement around the school

Any use of one way or direction of flow systems, including the use of a stairway as an up stairway during lesson changeover and a stairway as a down stairway during lesson change over and entry only and exit only doors must be strictly observed to facilitate smooth movement around the school.

### 4.5 Sanctions

#### Consequence system

The use of the de-escalation process in the form of the use of C1-C5 remains largely unchanged, however, in light of the risk of transmission of Covid 19 some instances of poor behaviour will be dealt

with differently than they would normally, possibly leading to an immediate C4. These include, but are not limited to;

- Unhygienic behaviour such as spitting or coughing, especially if this is intentional towards another student and/or adult
- Refusing to follow the instruction of washing or sanitising hands
- Refusing to abide by any designated one way or direction of flow system
- Persistently not maintaining a reasonable social distance from other students and/or adults
- Gathering in large (6+) groups
- Refusing to sit in the seat assigned by the teacher
- Walking around in the lesson