

Behaviour Policy

Maple House School seeks to create an environment in which effective teaching and learning can take place.

Maple House School follows the latest DfE guidance regarding behaviour outlined in 'Behaviour in schools: Advice for headteachers and school staff' (Updated January 2022). Maple House School also follows the latest DfE guidance regarding 'Searching, Screening and Confiscation: Advice for schools' (Updated July 2022) and 'Use of reasonable force: Advice for headteachers, staff and governing bodies' (Updated July 2013).

A useful list of web links and legislative links is available in Appendix 3 at the foot of this policy.

The Directors are responsible for:

- Ensuring the safety of the pupils in school at all times
- Ensuring that the Behaviour Policy is kept up to date and in line with all current guidelines
- Ensuring that the Behaviour Policy is effective leading to high standards of behaviour and discipline
- Ensuring that all staff are provided with annual Positive Behaviour Support training
- Ensuring that all staff including volunteers and temps are made aware of this policy and all pupil behaviour management plans
- Ensuring that any known issues or problems with behaviour management processes are improved in a timely fashion
- Ensuring that Maple House School has strong guidelines and procedures for dealing with serious incidents of misbehaviour
- Ensuring that all policies and procedures are reviewed annually
- Liaising with the Headteacher throughout the year to discuss processes and possible improvements that lead to high standards of behaviour.

The Executive Headteacher and Head Of Education are responsible for:

- Ensuring Maple House School provision is a safe learning environment
- Undertaking regular, frequent and robust checks at each school (including unannounced monitoring visits) to check that the Behaviour Policy and Procedures are fully and effectively implemented
- Ensuring that Lead Teachers are well trained and accredited in Positive Behaviour Management
- Ensuring Maple House School implements the company's Behaviour Policy and Procedures by holding the Lead Teachers to account
- Checking that Lead Teachers and staff attend Positive Behaviour Management induction and ongoing training promptly and in line with the company's training schedule
- Ensuring that Lead Teachers make all staff including volunteers and temps aware of this policy
- Ensuring that all required documentation recording significant events are completed and sent to relevant social workers and other external agencies where required (LADO, Ofsted) within 24 hours of the significant event occurring
- Ensuring that Behaviour Management processes are improved in a timely fashion
- Reviewing all policies and procedures annually, or earlier when significant changes are required
- Ensuring that all policies and procedures are amended promptly when significant changes are required by the DfE
- Liaising with the DfE, Directors and staff throughout the year to discuss processes, make changes and improvements wherever appropriate and ultimately lead to high standards of behaviour.

Teaching Staff are responsible for:

- Ensuring that they are aware of Maple House School Behaviour Policy and procedures
- Ensuring that they have read, understood and are committed to the company's policy
- Ensuring that the school site and learning environment are safe by exercising due diligence and a high level of vigilance regarding behaviour
- Adhering to all aspects of the company's Behaviour Policy and procedures including recording and reporting any issues
- Ensuring that all required documentation recording significant events are completed and sent to the Headteacher within 24 hours of the incident occurring
- Attending Positive Behaviour Support training promptly and in line with the company's training schedule
- Ensuring that any weaknesses they feel exist regarding the company's policy and procedures are promptly reported to their line manager

The principles underlying this Behaviour Policy are based on respect.

- Respect for self
- Respect for others
- Respect for the environment
- The policy seeks to put into practice the shared values of the community.
- The School community consists of pupils, school staff and the wider community.

NB: This policy pays due regard to the following updates to ‘Keeping Children Safe in Education’ (September 2023) guidance:

- More emphasis on online safety. Be aware that:
 - Technology is a significant component in many safeguarding issues
 - Abuse can happen online, offline, or both
 - Children can also abuse their peers online. This can include:
 - Abusive, harassing or misogynistic messages
 - Non-consensual sharing of indecent images (particularly in chat groups)
 - Sharing of abusive images and pornography to those who don’t want to receive such content

- In addition to the groups you should already be aware of as more likely to need early help, the following groups have been added:
 - Pupils with health conditions
 - Pupils with mental health needs
 - Pupils with a family member in prison or who are affected by parental offending
 - Pupils at risk of honour-based abuse (such as female genital mutilation or forced marriage)
 - Pupils who are persistently absent from school, including persistent absences for part of the school day

- Additional forms of child-on-child abuse have been added:
 - Abuse in intimate personal relationships between peers
 - Causing someone to engage in sexual activity without their consent (for example, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

Also, prejudice-based and discriminatory bullying have been added as examples of types of bullying (bullying was already a form of peer-on-peer abuse staff should be aware of)

- Risk factors that increase the likelihood of involvement in serious violence have been added:
 - Being male
 - Being frequently absent or permanently excluded from school
 - Having experienced child maltreatment
 - Having been involved in offending such as theft or robbery

- There’s additional emphasis that victims should be taken seriously, supported and kept safe, and never made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment

New specific safeguarding issues added to annex B

> Child abduction and community safety incidents:

- Child abduction is when children are taken from their parents or carers without permission. It can be committed by parents or other family members, by people known but not related to the child (like neighbours, friends and acquaintances), and by strangers
- Community safety incidents are things like unknown adults loitering near school or trying to talk to children
- Always follow our pick-up procedures to make sure children only go home with their designated adult(s)
- **If you see anything suspicious or that doesn't feel right, report it immediately**

> Modern slavery:

- This includes human trafficking and slavery, servitude and forced or compulsory labour
- The exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs
- There's a national referral mechanism for modern slavery – speak to your DSL if you need to know more about this

> Cybercrime:

- This is defined as criminal activity committed using computers and/or the internet
- This includes activities such as hacking, 'denial of service' attacks (where a website is made unavailable), and creating and using malware such as viruses
- Children who are particularly skilled in computing and technology may be drawn into cybercrime – either deliberately or inadvertently

Respect for Self

Everybody should:

- Behave in a sensible and appropriate manner.

Respect for Others

Everybody should:

- Allow others to learn and teachers to teach.
- Treat everybody with consideration and good manners.
- Respect the right of others to hold their beliefs and opinions.
- Keep to and enforce the school dress code.
- Help to prevent all forms of bullying.
- Behave with the health and safety of others in mind.
- Behave helpfully and responsibly.

Respect for the Environment

Everybody should:

- Treat their own property and the property of others with care.
- Treat the School buildings, contents and grounds with care.
- The School promotes good behaviour by displaying the School's Expectations, agreed by pupils, parents/ social workers, school staff and care workers, in all teaching rooms and around the School (see Appendix I).

Rewards

Praising pupils will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement and should be given when:

- It is above the standard for that group.
- It is above the standard for that pupil.

- It is of a consistently good standard – this one often gets missed.

We should avoid giving rewards:

- As bribes eg; for classroom control.
- On demand.
- In a way which causes embarrassment.
- In a way in which devalues their worth to others (eg; over use).

Types of reward include:

- Positive comments and Class Dojo points in class and/or reinforcement at end of lesson.
- Using the contact book effectively – this is a way of letting both form tutor/mentor and therapeutic parents know.
- The use of the contact book needs to be discussed regularly with staff and parents.
- Positive referral– by using the referral forms – this can be to pupil Care worker, then on to the Social Worker, Head Of Education or Executive Headteacher.
- A letter home to parents/social worker.
- Review Days – use these as a means of praising where appropriate.

Behaviour and consequences

A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils parents and social workers should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear consequences for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

When poor behaviour is identified, consequences should be implemented consistently and fairly in line with the behaviour policy. Pupils are asked to take responsibility for their actions and to understand that actions may have

consequences both positively and negatively. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents.

Consequences

The School has agreed standards of behaviour with pupils and parents/ social worker because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare pupils to take their place in society. Pupils do not always conform to these agreed standards and a system of consequences is therefore required. The school may seek reparation in whatever form to reimburse loss.

Consequences can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- below the standard expected by the school.
- below the standard of that pupil.
- of a consistently poor standard.

We should try to avoid:

- Negative comments – especially about the person.
- Punishing a whole group.
- Inconsistency.
- Threatening and not carrying through those threats.
- Imposing excessive consequences.
- Referring a pupil with a request for a specific sanction to be imposed eg; I want David put on detention.
- Aggressive shouting.
- Put downs and sarcasm.
- Ridicule or humiliation.
- Causing intentional embarrassment.
- Labelling the child instead of confronting their action and behaviour.

What consequences can we use (Only these consequences can be used)

- Make our disapproval clear – by a look, by talking to the pupil, by showing our disapproval in front of others.
- Loss of privileges – for instance the loss of a prized responsibility or loss of merit points.
- Insisting that work is repeated/completed or that extra work is done. Always give a deadline and check.
- Pupils should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Meet with pupil and Headteacher to discuss future conduct.
- Detention including during lunch-time, after school and at weekends. • School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; or removing graffiti.

There are higher levels of sanction, which may be imposed after consultation with appropriate staff:

- Withdrawal of privileges.
- Place on report/contract.
- Internal exclusion.
- Doing community activities.
- Reparation may be sought for wasting school/staff time.

Support for staff

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour.

Support is available at every stage and in every situation. Rather than work in isolation it is much better to seek help and use the procedures that exist. A number of staff will have dealings with a given pupil or group of pupils and there will be information available that could prove useful in assisting your classroom management.

Enlisting Headteacher to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit.

Staff can be assisted in their work by related INSET. Directors or SLT should be contacted about what possibilities exist.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good

behaviour will help to ensure a consistent approach across the school and move us towards being an institution where all pupils know what is expected of them.

Strategies for promoting good behaviour

We firmly believe in an active partnership between therapeutic parents and school.

- Praising pupils for good behaviour (e.g.; letters home, notes in contact books).
- Broadcasting information about successful events via newsletter or handover
- Regular assemblies which help to promote good behaviour.
- Staff being visible around the school, being seen to be interested in the pupils and in good self discipline.
- Learning the names of pupils to let them know they belong.
- Displaying examples of good pupil work.
- Offering a wider range of extra curricular activities.
- Rewarding good behaviour as appropriate.
- Employing a flexible approach to the curriculum to attempt to meet the needs of all pupils.
- Pleasant school environment.
- Adults' role as role models.
- Creating calm and orderly movement around the school.
- Providing pupils with opportunities to promote the values which they regard as important.
- Use of professional and positive language when dealing with pupils.
- Aim for self-discipline. Help pupils by providing a checklist relating to positive expectations.

Strategies for discouraging poor behaviour

There is a range of strategies used for discouraging poor behaviour.

- Using consequences as appropriate.
- Regular assemblies.
- Staff being visible around the school, being seen to be interested in the pupils and in good self discipline.
- Learning the names of pupils to let them know they belong.
- Directing/encouraging pupils to be involved in extra curricular activities.
- Counselling/punishing poor behaviour, not the child but their action .
- Pleasant school environment and suitable organisational strategies.
- Seeking information and support from pupils.
- Bullying monitoring sheets.
- Use of mutual support amongst peers.
- Organisational strategies.
- Adults as role models (eg; punctuality, standard of dress etc).
- Creating calm and orderly movement.
- Providing pupils opportunities to identify undesirable behaviours.
- ALL staff will be provided with an opportunity to identify undesirable behaviours through the evaluation and monitoring of this policy.
- Regular review of pupil grouping.

Monitoring

Monitoring is carried out in formal and informal ways by staff:

- Class Dojo positive and negative points analysis
- Incident reports
- Individual Needs Register – Learning Development.
- Half Termly Assessments.
- Interim Reviews.
- Annual Reports.
- Interviews/phone calls/letters to therapeutic parents.
- Registration/lates.
- Medical information.
- Direct observation of pupil behaviour in/out of lessons.
- Regular meetings of the Whole Staff Team in all buildings will consider behaviour-related issues.

Evaluation

The policy will be annually reviewed by all staff and pupils via Staff Consultative meetings and the Children's Meetings. Alterations will be implemented as necessary.

Criteria for evaluation will include:

- Pupils' involvement in, and commitment to, the behaviour policy.
- Effects of behaviour on the quality of learning.
- The extent to which pupils demonstrate good habits of work and behaviour.
- Pupils' self-discipline and self-esteem.
- Attitudes to one another, to school staff (teaching and non-teaching) and to visitors.
- Aggressive behaviour or bullying.

Recording and Reporting of Serious Incidents of Misbehaviour

Maple House School staff must record any instances of serious misbehaviour. The Independent school standards (paragraph 9(c)) require that a record is kept of the consequences imposed upon pupils for misbehaviour. A Consequences Book is to be kept at the school providing details of consequences imposed for each incident of serious misbehaviour.

Staff must also complete an Incident Report (please see Appendix 2). Moreover, if a physical intervention is involved, this must be made very clear in the Incident Report. All Incident Reports must be sent to the Head Of Education and Executive Headteacher promptly. The Head of Education will copy the relevant social worker, the Lead Teacher of the school where the incident occurred, the Residential Manager of the home on the same site as the school and other appropriate person(s). For example, it may be necessary to send the Incident Report to the LADO and/or Ofsted.

NB:

If an incident begins in the school but also takes place partly in the home the Incident Report should also be sent to the Residential Manager of the home as per as stated above.

If an incident begins in the home at the side of the school but also takes place partly in the school the Incident Report should also be sent to the Lead Teacher of the home.

Additional Positive Behaviour Support

Introduction

Halliwell Homes employs a system of Positive Behaviour Support (PBS).

Positive Behaviour Support is a process for understanding and resolving the problem behaviour of children. It is a well researched and widely respected approach that was initially developed to address challenging behaviour in learning disabled people. More recently PBS has been extensively applied in schools and is promoted by various professional bodies as a model of best practice.

Best practice in the management of challenging behaviour must begin at an early stage prior to a child joining the programme. Assessment of the behavioural needs of children referred should always inform initial placement decisions.

Providing the most compatible social, cultural and physical environment is an essential consideration, as this provides the context within which children function and within which their behaviour arises.

Behaviour Management should always be based on a thorough assessment of the child, their strengths and needs, and the factors which act to cause and maintain their behaviour.

The key aspect of best practice in managing behaviour lies in the prevention of problems.

Positive Behaviour Support emphasises:

- primary prevention.
- understanding of behaviour in context.
- graded responses to behavioural challenges.

Training

The main emphasis of our Behaviour Management Training is on Preventive Strategies – primary and secondary, with a strong focus on the use of Individual Support Plans. There is a parallel focus on environmental management and monitoring as a feature of the overall therapeutic programme. Within the overall Positive Behaviour Management strategy, physical interventions are taught as Reactive Strategies with the only goal being to establish safe and rapid control over significantly dangerous behaviour. Physical interventions are not included in individual Behaviour Support Plans without a parallel and greater emphasis on the use of positive behaviour management strategies.

Because of the emphasis on minimising physical interventions, our practical training also includes:

- Environmental awareness.
- Proxemics (distance regulation and zoning).
- Help protocol – teamwork, active redirection and change of face.
- Self-awareness of arousal state.
- Active disengagement.
- Strategic capitulation.

If reactive physical intervention is required then, in line with our Positive Behaviour Support strategy, we would look to use the least restrictive option available for the minimum time necessary. On the rare occasions that it is used, most reactive physical intervention would be self-protective, potentially moving to physical redirection. Restraint techniques are taught, but with an emphasis on safe release and disengagement.

Individual Support Plans

Each child should have an Individual Support Plan. They should be based upon available history as well as direct assessment and observation. Guidelines should be drafted either before or very soon after a child joins the programme.

The suitability and effectiveness of the plan need to be monitored in practice and modified to reflect observed needs and demands.

The distribution of and adherence to the plan should be a cornerstone of the overall practice of positive behaviour management across the whole organisation. The consistent implementation of the behavioural principles and strategies contained within the plan is key to the successful management of challenging behaviour. All adults who work with a child should be familiar with the relevant ISPs and actively supported to implement them consistently.

Plans should clearly:

- Identify strategies that are aimed at reducing the likelihood, frequency and severity of challenging behaviour.
- Direct therapeutic parents and teachers in how to respond to challenging behaviour when it does happen in the least aversive, non-threatening way, that doesn't involve the use of physical interventions.
- Explain circumstances under which physical interventions might be required and direction relating to the criteria for use of such strategies with the particular child

Searching and confiscation

School staff can search a pupil for any item if the pupil agrees. Schools are not required to have formal written agreement from the pupil. For example, a teacher may ask a pupil to turn out their pockets or ask if they can look in their bag. If a pupil refuses to cooperate with such a search, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.

If they have reasonable grounds for suspecting the pupil is in possession of a "prohibited item", headteachers and members of school staff authorised by the headteacher can search the pupil without their agreement. The member of staff may not require the pupil being searched to remove clothing other than outer clothing. The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a staff member can search a pupil of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not conducted immediately, and in the time available, it is not reasonably practicable to summon another member of staff.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco;
- fireworks; 30
- pornographic images;
- any article that the searcher reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item that the school rules identify as an item which may be searched for.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

When a person conducting a search finds an electronic device the school rules allow pupils to be searched for, or that they reasonably suspect has been or is likely to be used to commit an offence or cause personal injury or damage to property, they may examine any data if they think there is a good reason to. ***The member of staff conducting the search must have regard to the guidance in section 15 of Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies.*** When an incident involves nudes or seminudes, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

In the event of discovering a weapon, schools should treat this with the utmost seriousness and it may be appropriate to consider exclusion as one possible response.

Detailed guidance for schools can be found in Searching, screening and confiscation at school. Headteachers and school staff should read and follow this guidance.

Power to use reasonable force

Maple House School follows the latest DfE guidance regarding behaviour outlined in 'Behaviour in schools: Advice for headteachers and school staff' (Updated Jan 2022).

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers 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, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEN and disabilities, mental health or medical conditions.

Detailed separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. All staff should read and follow this guidance.

Physical Interventions

Where restrictive physical interventions are necessary, more specific direction and on-going support should be available from the clinical team and/or trainers. In most cases physical interventions will be part of a planned graded intervention strategy. Primary and secondary prevention strategies must always be used in preference to physical interventions.

Where physical interventions are essential to protect the child themselves or others, they must be carefully risk assessed and restricted to the least aversive techniques necessary to control the immediate risk and for the minimum period of time necessary.

In almost all circumstances, members of the practice team should only employ restrictive physical interventions which they have been specifically trained to use. No other planned 'hands on' method of responding to any behavioural incident that necessitates restrictive physical intervention is permitted. The only exception might be an immediate action carried out in self-defence.

Despite the emphasis placed on primary and secondary prevention and regardless of all the best planning and anticipation, there may still be rare occasions when people find themselves in a crisis situation confronted by an immediate threat. In these circumstances people are expected to use their training and experience in a manner that maximises the safety of all parties involved using minimum force for the least time possible. This reflects the legally defined concept of 'reasonable force'.

N.B There are no circumstances in which it is permissible for any member of the practice team to intentionally inflict pain or discomfort on any child. Such action has no place in the management of challenging behaviour, is likely to be illegal and would result in disciplinary action.

Any incident which requires restrictive physical intervention is subject to a mandatory incident recording procedure.

All reports of significant restrictive physical intervention will trigger a debriefing exercise with the adults involved and a member of the clinical team. The purpose of this exercise is to reduce the likelihood of any further such intervention being needed in the future.

The Use of Touch

Touch can be used to calm, comfort, divert and distract children who are distressed. Physical contact is an integral part of delivering an effective therapeutic programme – a distressed child cannot be refused a hug or a comforting hold and a positive recognition of this requires that Halliwell's policy and training includes more than the use of physical interventions in challenging situations.

Nurturing and protective physical contact can be immensely reassuring and making this available to our children can prevent behavioural challenges developing as well as contribute significantly to emotional recovery.

In line with The Children Act (1989) guidance, any physical contact should be about meeting the needs of the child. Some children welcome physical contact, whilst others avoid it. This may be linked to a child's history, their stage of recovery and the quality of relationship they have with a particular adult. It would be inappropriate to offer specific policy guidance in relation to touch in particular situations, however the following general points apply in all cases:

- Adults working in our schools should be mindful in their use of touch.
 - Due regard should be given to gender issues
 - Contact with sensitive areas should be avoided
 - Physical contact can be misinterpreted and people need to be conscious of this.
 - If any concern is expressed by anyone about the appropriateness of a particular interaction, this should be reported to a line manager and recorded. Open and honest recording is protective of both children and adults.
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Policy review

This policy document will be reviewed by the Head Of Education and Executive Headteacher on an annual basis to ensure it is up to date with current legislation and best practice.

Date approved: December 2019

Date last reviewed: September 2023

Next review (or before): September 2024

Signed: 

Position: Education Director

Staff Acknowledgement

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Head of Education and Executive Headteacher.

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

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Appendix 1 - Expectations at Halliwell Education

“RULE”

RESPECT. UNIFORM. LOCATION. EQUIPMENT

RESPECT EACH OTHER

- Talk politely and calmly to ALL STAFF.
- Listen to ALL STAFF. Do not interrupt.
- Put your hand up if you want to say something in class.
- Use the words “PLEASE” and “THANK YOU”.
- Talk politely to other pupils.
- Stand behind your desk until the teacher says “SIT DOWN”.

UNIFORM

- Pupils should be dressed in school uniform.
- School shoes only to be worn, including to and from school.

LOCATION

- Enter and leave School by the correct doors.
- Walk around the building. Do not run.
- Hold doors open for others.

EQUIPMENT

- Have the correct equipment for every lesson.
- Respect the school buildings and the school equipment. No balls inside.

All members of the School’s community will:

- Walk on the left in corridors and on stairs.
- Show courtesy by holding doors open.
- Eat food and drink only in the provided areas.
- Avoid inappropriate physical contact.
- Keep the Office area and main doorway area free for visitors.
- Show consideration for our neighbours by not blocking the area outside the School.
- Follow the Health and Safety regulations on the school site.
- Treat the decoration of the building sensibly at all times.