



WINCHCOMBE SCHOOL

Winchcombe School Behaviour Management Policy

Effective Date: September 2020
Review Date: September 2021

Review Committee: FGB

This Policy was reviewed and adopted by the Trustee Board

Adopted		
Signature		Headteacher
Signature		Chair of Trustees
Date		

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1. Aims

The aim is to create a learning environment that is- smoothly run, friendly and safe for all students and adults. The policy ensures:

- All students are valued equally, respecting the needs of others, and promoting basic values of honesty, fairness and courtesy in an environment free from teasing, name-calling or bullying.
- That vulnerable students receive behavioural support according to their need and that the policy does not discriminate against any student on the grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- That students and parents cooperate in maintaining an orderly climate for learning
- We apply sanctions fairly, consistently, proportionately and reasonably
- We take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- That staff model good behaviour and, alongside students, never denigrate, harm or bully students or colleagues
- Parents are kept informed of their child's behaviour – good as well as bad and that parents respect and support the policy and the disciplinary authority of the school and its staff.

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](#)
- [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](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. [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.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at breaks 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 assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- 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
Racial	Racial taunts, graffiti, gestures
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 headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

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

Key staff roles:

- Deputy Headteacher (Standards): Parin Gohil
- Head of Transitions (Years 7 & 8): Heather Hastings
- Head of Pathways (Years 9 & 10): Emma Beard
- Head of Futures (Year 11): Matt Haynes
- Pastoral Support Assistant: Kate Beacham
- SSC Manager: Anne Hardie
- Behaviour Manager: Matt Coles
- Designated Safeguarding Lead: Tim Young

All teachers and other staff in charge of students have the power to discipline. The sanction(s) imposed could be for failing to follow behaviour guidelines, as laid out in this document, an instruction given by a member of staff, or for any reason that causes the student's behaviour to fall below the standard which could reasonably be expected of them.

The Headteacher can also extend the power to discipline to any other adult who has lawful control or charge of students – such as a parent or governor volunteering to supervise a football match or help on a school trip. As stated above, all sanctions should be fair, consistent, proportionate and reasonable, in line with the guidelines of this policy. Sanction Steps (Appendix 1) sets out examples of appropriate sanctions for most examples of poor behaviour, the senior leadership team, and ultimately the Headteacher, may decide on a lesser or more serious punishment where a member of staff or other empowered adult has applied a sanction.

Only the Headteacher has the power to exclude.

5.4 Parents

Parents are expected to:

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

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Students are reminded of the expectations in lessons through the Lesson Expectations poster (Appendix 2) Students, parents and teachers at Winchcombe School work in partnership to support students in their learning. The Home / School agreement (Appendix 3) is the formal agreement of this partnership. It is signed by the student, the parent and the Headteacher and sets out the rights and responsibilities of each partner.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Housepoints
- Good deeds rewards
- Department Awards
- Praise cards

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Parking the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use the Seclusion Room in response to serious or persistent breaches of this policy. Students may be sent to the Seclusion Room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are also sent to the Seclusion Room.

The Seclusion Room is managed by Mr Matt Coles, Behaviour Manager.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Winchcombe School has the statutory power to regulate the behaviour of students when off school premises and not supervised by school staff – for example activities arranged by the school such as work experience placements, educational visits, sporting events, on the way to and from school and when wearing school uniform in a public place.

All students cycling to Winchcombe School are required to wear a bike helmet.

Unacceptable behaviour includes:

- Any action which might damage the reputation of the school.
- Any action which might threaten the health and safety of students, staff or members of the public
- Any behaviour which would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff. For instance bullying another student or insulting a member of staff, including via the internet.
- Any behaviour that contravenes the conditions of carriage whilst on a school bus

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Children come to Winchcombe School to learn. We recognise that positive behaviour and effective teaching and learning, supported by regular and appropriate assessment, are inseparably linked.

Our revised Teaching and Learning and Assessment Policy is designed to ensure that every child receives provision which is engaging, stimulating, employs a variety of activities that address students' learning needs and styles, whilst challenging and inspiring them.

The effective implementation of these revised policies is therefore a central strategy in maintaining and improving very good behaviour.

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 Lesson Expectations
- Develop a positive relationship with students, which may include:
 - 'Meet and Greet' students at the start of each lesson and have a 10 minute silent starter ready.
 - 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

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**
- Be 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

In normal circumstances, members of staff should not intervene physically with students. However, in exceptional circumstances, for instance where a student is a danger to themselves, another student or a member of staff, it is a natural and instinctive reaction to intervene. If a member of staff acts instinctively to protect a visitor or another member of the school community, the school will support that member of staff's actions as long as the amount of force applied is both reasonable and proportionate, and all other methods of controlling a situation have been exhausted.

There is no expectation that any member of staff should intervene in such circumstances, or that staff should undertake training in physical intervention if they do not wish to do so. Training should be made available to staff who request it. In the event that a member of staff intervenes physically in the best interests of another member of the school community, the minimum force required should be used, as detailed above.

All such incidents should be carefully documented with witness statements including a witness statement from the student whose actions caused the intervention, and the teacher who intervened, and lodged with the Headteacher. All such incidents will be reported promptly to Governors.

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8.3 Confiscation & Searching

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. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

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

Schools are legally entitled to search students for knives, weapons and other banned/illegal items without consent. Two adults must always be present during any search, where possible of the same gender as the student. The school will always ask the individual involved to cooperate. Where this cooperation is not forthcoming the school may notify the police and allow them to make the search.

Banned items will be confiscated. Illegal items will be handed to the police or destroyed, while banned items (such as mobile phones) will be retained for parents to collect.

The school will not search through a phone or access text messages. However, it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyberbullying took place. If the student refuses the school can, legitimately, impose a sanction for defiance.

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.

9. Behaviour protocols for students not on roll

When students from other schools visit Winchcombe (managed moves, work experience etc.), it is essential that they are made aware of our high expectations in terms of behaviour and conduct.

The 14-19 partnership is currently working on shared protocols concerning student conduct, but until these are completed this document should form the basis for sharing expectations and responding to any behaviour which does not meet them.

10. Investigating, recording and reporting incidents of poor behaviour

It is essential that all serious incidents of poor behaviour are properly investigated, recorded and reported.

All staff should use Go4Schools to record referrals and department lunchtime/after school detentions. Students being parked from lessons will either receive an after school behaviour detention or will spend time in the isolation area. It is essential that the action taken by the teacher is recorded on the referral. Remember – the referral is a record of the incident and its sanction, not the punishment itself.

When a serious incident takes place, either in or outside the classroom, it is essential to collect written evidence **which must be signed and dated**. Witness statements, as well as statements from the perpetrator, the victim and the teacher involved, are essential. Any documents which are not signed or dated are inadmissible in exclusion hearings. Where a student is being investigated for persistent disruptive behaviour, or for a series of related incidents, this may place the school or the student in a vulnerable position. Where an accusation of bullying is involved, the victim should use Toot Toot to record the incident, this will then be sent to the DSL and the HOH.

Parents should be informed of all but the most minor incidents, by telephone on the day of the incident, and in writing as appropriate (compulsory in the case of an after school detention, an inclusion or an exclusion).

11. Lunchtime and After School Detentions/Homework Support

All teachers and members of staff have the right to give children detentions/homework support. Most of these are catch up time where students are given an opportunity to complete unfinished class or homework, or to improve a substandard piece of work.

Some will be in response to persistent poor behaviour, such detentions will be held at lunchtimes and supervised by Heads of Phase or SLT.

Whole class detentions are not considered a wise sanction, and should be cleared with a Head of Department, a Head of House, or the Senior Leadership Team.

Refusal or failure to attend any detention will result in a further sanction for defiance. In the case of refusal or failure to attend the after school detention, further sanctions will apply.

12. Being Parked

Students must not be allowed to interfere with the learning of their peers. If persistent disruptions occur, the student will be removed from the lesson and placed in another classroom.

The teacher should, at this point, provide work for completion during the remainder of the lesson. The teacher should also complete a record on Go4Schools, stating the reasons for the student's removal from their class.

13. Reports, PSPs and My Plans

A. Report Cards

As part of the behaviour management process at Winchcombe School, any student causing concern will be placed on a report card for a set period of time by the HOD [Head of Department], HOH [Head of House] or SLT. The report will contain up to three targets and each subject teacher will report on those targets by means of a tick or cross at the end of each lesson. The report card will be monitored by the HOH on a daily basis and likewise by the parents, who will sign the report to acknowledge their part in the process. Should the student fail to meet the targets on the report card, then further sanctions such as lunchtime or after-school detention may be imposed.

B. Pastoral Support Programme (PSP)

Any student felt to be at risk of permanent exclusion should be placed on a PSP, which is a written agreement between student, parents, the school, and in some instances, outside agencies. All bodies signing up to the agreement will agree to various commitments and these will be in place up to the mid-point review (8 weeks). At the mid-point review the commitment from all parties may be reviewed for the final 8 weeks of the PSP. If it felt necessary by any of the parties involved, the PSP can be extended for an appropriate amount of time. All PSP meetings should ideally be held with an Area Education Officer from the LA present.

C. My Plan

A My Plan would be completed at the request of a number of agencies, i.e. school, parents, social services, CYPS etc. The My Plan would be undertaken to establish the needs of a student who it was felt was in need of extra support from whatever agency. The My Plan would identify the needs and the agency best suited to meet those needs. Once completed the My Plan would form the basis of a multi-agency meeting and the needs of each student on a My Plan would be analysed at a termly meeting attended by a representative of the school (preferably the lead professional).

14. Inclusion provision – Student Support Centre

The Student Support Centre (SSC) enables children who have difficulty with the school behavioural system to learn to cope with it. A placement in the SSC will follow the stepped procedure for behavioural management that the school has put in place and will follow on from the implementation of a Pastoral Support Plan (PSP) when this has failed to have a positive result. In exceptional cases (e.g. school phobics) the stepped procedure could be replaced by a report from the Inclusion Manager or Attendance Officer.

The aims of a placement in the SSC are two-fold:

- To enable students to cope with and adhere to the behavioural expectations of the school
- To successfully reintegrate students back into their mainstream classes

Day to Day Running of the SSC

- Teachers and tutor will be informed when a student is in the SSC.

- On entry students will have an initial interview/discussion and complete some baseline data with questions to provide a score for behaviour and attitude.
- Students then follow their normal timetable with the SSC Manager.
- A daily log of work activities undertaken will be kept. When a student is in the SSC, teachers need to provide work for each lesson. Work will be returned for marking and should be marked along with work completed by the rest of the teaching group, using the same assessment criteria.
- Students in Seclusion: Some students will be parked into the Seclusion room. This will generally be for poor behaviour, rudeness or failure to attend after school detentions. The Head of House will decide the length of time that a student will spend in isolation. A record will be kept of the work completed and of the progress made by the student who has been isolated.
- Refusal to attend Seclusion or poor behaviour in isolation may lead to a fixed term exclusion.

15. Fresh Start Programme

This is a 1 week (minimum) programme to support vulnerable students from receiving Fixed Term and Permanent exclusions.

The programme will include:

- Continued work on subject classwork and homework (marked and feedback given)
- Behavioural support from the Behaviour manager and/or Inclusion Coordinator
- Mentoring from BM/IC and Teachers/TPs
- Meeting with SLT to discuss and reflect
- Reflective Feedback

The programme aims to get students back into normal lessons and improve their regulation techniques to avoid further confrontations and punishments.

16. Managed Moves

A managed move is an agreement between two schools that a student will move from one school to another, on a trial basis, normally of 16 weeks. The LA must be made aware of the move and usually would send a representative to a meeting involving the student, parents and a representative of both schools. The move must be sanctioned by both

Headteachers and will be reviewed after an eight week period. The student will be dual registered during this period. If the managed move breaks down for any reason then the student will return to his/her initial school and will cease to be dual registered.

17. Exclusions – fixed term and permanent

The Exclusions Policy contains details on the process of exclusion.

Exclusions, both fixed term and permanent, are an effective sanction:

- They are a deterrent, to demonstrate to all students, including the student excluded, the consequences of poor behaviour
- They protect all members of the school community - students and staff – from issues including disruption to lessons, verbal and physical bullying or assault, and from threats to health and safety

Winchcombe School is a comprehensive school. Just as we welcome students of all abilities, we recognise that some of the students who attend the school may, from time to time, exhibit challenging behaviour. The school will always seek to minimise such behaviour through the high quality of our educational provision, our pastoral care and the strategies we use to promote good behaviour, including our rewards system.

However, when the challenging behaviour of a student becomes persistent or severe, despite our best efforts, the Headteacher has the right, by law, to exclude students from school for fixed periods of time, or permanently.

Exclusions at Winchcombe School, fixed term or permanent, are usually a last resort. A student exhibiting challenging behaviour will normally have been supported through each stage of our behaviour management policy. A student in danger of permanent exclusion will normally have benefited from a PSP and the Fresh Start Programme. The School retains the right to exclude, for a fixed term or permanently, for one-off serious incidents.

18. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Body every year. At each review, the policy will be approved by the headteacher.

19. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy
- Uniform policy

20. Appendix 1: Sanction Steps

 <h1 style="margin: 0;">Winchcombe School</h1> <h2 style="margin: 0;">Sanction Steps</h2>		Set By:			Authorised by				Actions
		All Staff	HoP / Pastoral Leads	SLT	HoD	HoP / Pastoral Leads	DHT (Standards)	Head Teacher	Governors
Reminder "I am reminding you about ..."	1 st instance of ... <ul style="list-style-type: none"> Low Level Disruption during sessions not following the <i>Rules & Expectations</i> refusing to follow social distancing guidance 	✓							Referral
Reflection "I would like you to reflect on your actions ..."	<ul style="list-style-type: none"> 2nd instance of LLD/Defiance/Not following guidance 	✓							
Parked Removed from the session and sent to seclusion room.	<ul style="list-style-type: none"> 3rd instance of LLD/Defiance/Not following guidance 	✓			✓				
Department Detention	<ul style="list-style-type: none"> Repeated LLD/Defiance across 1 or more lessons 	✓			✓				Detention recorded
Department Report Card	<ul style="list-style-type: none"> Persistent LLD/Defiance 	✓			✓				Phone call Home
Pastoral Detention	<ul style="list-style-type: none"> Failure to attend Department Detentions Poor behaviour across departments Persistent lateness to School Persistent breach of uniform expectations 	✓	✓			✓			HoP to allocate detention
Pastoral Report Card	<ul style="list-style-type: none"> Persistent breach of pastoral/department expectations Levels: Tutor, HoP, SLT 		✓			✓			Phone Call Home
Seclusion	<ul style="list-style-type: none"> Continued and persistent disruptions in and around lessons, stopping the learning of others Purposefully breaking social distancing guidance Fighting Bullying (Inc. Verbal, Physical and Cyber) Refusal to follow ML/SL instructions Rudeness towards staff Truancy / Leaving Site Refusal to attend school detention Persistent breach of uniform expectations Failure to follow School Values and expectations Poor behaviour when travelling to/from school 		✓	✓		✓	✓		Any statements taken Phone Call(s) Home + Meeting (if 2+ days)
PSP and/or My Plan	<ul style="list-style-type: none"> Continued and persistent disruptions in and around lessons, stopping the learning of others Further support and interventions are needed 		✓	✓		✓	✓		Meeting with Parents
Short Fixed Term Exclusion (1-5 Days)	<ul style="list-style-type: none"> Repeated Bullying and/or Fighting Refusal to follow SLT instructions Threatening physical/verbal behaviour towards staff or students Extreme inappropriate language (homophobic, racist, sexist) Bringing illegal/dangerous substances or items in school 			✓		✓	✓		Exclusion paperwork + Reintegration Meeting with Parents
Fresh Start Programme	<ul style="list-style-type: none"> Repeated FTE Failure to integrate into mainstream lessons 			✓		✓			Meeting to discuss expectations and outcomes
Fixed Term Exclusion (5+ Days)	<ul style="list-style-type: none"> 5 days FTE already served Severe repeated Bullying/Defiance (failing to follow previous warnings) Bringing illegal/dangerous substances or items in school (2nd offence) 			✓		✓	✓		Exclusion paperwork + Reintegration Meeting with Parents
Managed Move	<ul style="list-style-type: none"> Student is unable to integrate into WS mainstream lessons Student has received 10+ days FTE 			✓		✓	✓		Meeting with Parents and partner schools
Permanent Exclusion	<ul style="list-style-type: none"> Isolated severe event, could include: <ul style="list-style-type: none"> Violence Illegal/dangerous substances or items 20+ days FTE 			✓			✓	✓	Exclusion paperwork

21. Appendix 2: Lesson Expectations

Our Lessons



Learning is the most important thing that happens in our school. Students and teachers learn together so we can help each other to be successful.

STUDENTS

-  • On time
-  • Smart and equipped
-  • Stick to routines
-  • Follow instructions
-  • Calm, polite and respectful
-  • Engage, listen and work hard
-  • Take on challenges
-  • Respect our environment
-  • No electronic personal equipment

TEACHERS

-  • Meet and Greet
-  • Lessons well planned
-  • Insist on routines
-  • Make expectations clear
-  • Calm, courteous and fair
-  • Mark work and give feedback
-  • Inspire and challenge
-  • Positive learning environment
-  • Focus on learning

22. Appendix 3: Home School Agreement

Winchcombe School



HOME/SCHOOL AGREEMENT 2020-21

1. The School will:
<ul style="list-style-type: none"> • Have high expectations, challenge and inspire all students to work hard and reach their full potential. • Care for students' safety and happiness and let parents know about any concerns or problems that affect their child's work or behaviour. • Ensure the school site is adapted to meet the Government guidance on Covid-19 and that clear instructions are given to all students to maintain their safety at all times. • Contact parents if there is a problem with attendance, behaviour, punctuality, equipment or uniform. • Send home regular data reports. • Set, mark and monitor homework. • Arrange subject parents' evenings during which progress will be discussed. • Keep parents informed about school activities through regular letters home, newsletters and notices about special events. • Help students prepare for the future by providing appropriate careers guidance and work experience. • Support students to develop resilience, confidence and independence and lead a healthy and active lifestyle.
2. The Parent/Carer will:
<ul style="list-style-type: none"> • See that their child strives for 100% attendance, is on time, properly equipped and in correct uniform. • Inform the school immediately if their child shows any symptoms of Covid-19 and will agree to get their child tested and shield for the guided length of time. • Let the school know about any concerns or problems that might affect their child's progress or behaviour. • Support the School's enhanced policies and guidelines for behaviour and safety around the school due to Covid-19. • Monitor Go4Schools to keep up to date with progress, homework, house points and sanctions. • Support their child in homework and check their books/folders to ensure a high standard is maintained. • Attend all parents' evening and discussions about their child's progress or inform school of reasons for the absence. • Get to know about their child's life at the school.
3. The Student will:
<ul style="list-style-type: none"> • Strive for 100% attendance, be on time, fully equipped, ready to learn, take on new challenges and take part in school activities. Equipment must include a pencil case with black, green and purple pens, pencils, a ruler, a maths set and a calculator. • Be in correct full school uniform, at all times, to promote the best image of themselves and the school. • Aim for the highest standards in all aspects of school life. • Be sensible when they move between classrooms or around the school site at break to maintain the safety of the whole school community. • Be sensible and respectful of the safety of other students and follow the enhanced behavioural expectations due to Covid-19. • Take pride in your work both in class and at home, and understand the importance of homework to support your progress. • Co-operate with all members of staff and accept the authority and rules of the school. • Consider and respect the feelings and property of other people, both in school and in the wider community. • Take pride in the school and care for the grounds, buildings, furniture, equipment and books provided. • Attend all parents evening to discuss your progress. • Catch up on any missed classwork and homework if absent from school for any reason. • Build resilience, confidence and independence and lead a healthy and active lifestyle

Headteacher	Mr J Templeton	Name
		Signed
	September 2020	Date

23. Covid-19 Behaviour Addendum

COVID -19 Addendum to Behaviour and Exclusion Policy

Behaviour management

Considering the current circumstances and the phased reopening of the school, Winchcombe School has revised its behaviour policy to make appropriate adjustments.

The school recognises the challenges that our students may have faced during the lockdown period. The school environment may feel very different to students when they return, and this may be unsettling for some. This is likely to be even more challenging for any student who might struggle to adjust to new routines, structures and expectations, particularly, but not limited to SEND students. The following adjustments may be made for students where it is deemed appropriate:

- Phased return for students with an EHC plan or SEND students who do not have an EHC plan.
- Transition meeting – prior to starting school, students might benefit from having a meeting with a key member of staff, providing the opportunity to discuss and familiarise themselves with the new physical environment, routines and expectations. Parents/carers can be part of this process to support and reinforce the new routines and expectations at home.

Any student returning to school will be fully briefed on the new covidsafe routines and processes and the importance of adhering to these rules. Additional mental health provision has also been made available. There will be extra assemblies and tutor sessions to address the revised rules and routines. Students with additional needs will be given extra support to understand the new routines. Parents and carers are also asked to speak to their children about social distancing and hygiene measures before they return to school.

If a student wilfully refuses to adhere to the school's covidsafe rules the school will take prompt action to ensure the safety of all members of our community. Any behaviour which puts other members of our community at risk will not be tolerated. A student may be excluded from school or receive another sanction as appropriate.

Enhanced behaviour expectations

To keep everyone safe.....

- Maintain social distancing
 - When moving around the school
 - When asked to do so in any setting
- Do nothing to cause others to break social distancing e.g. unnecessary contact
- Do nothing to intentionally cause others worry or concern by your actions e.g. unguarded coughing or sneezing

We will seek to strike a balance when expectations are breached to consider the intent behind them, where it is judged intentional sanctions will be applied.

Revised Exclusions Guidance

On Friday 29 May 2020, the government published statutory guidance on changes to the exclusion process during the coronavirus outbreak. Whilst Exclusion from maintained schools, academies and student referral units in England 2017 remains the key statutory document for schools, the DfE have issued interim guidance during the coronavirus outbreak.

The new guidance applies to all exclusions from 1st June – 24th September 2020 (inclusive) and has two key areas;

1. Statutory timeframes for panel review meetings and parent applications for an IRP have been extended in response to the exceptional circumstances that schools are now operating under due to the coronavirus pandemic. Whilst the guidance does specify new timeframes, it notes that meetings should happen as soon as 'reasonably practicable' to do so.
2. Remote panels may be convened via telephone or video conference if conditions A-D below are met. All other arrangements and procedures under the existing statutory guidance and Exclusions policy continue to apply.
 - A. all participants agree to holding the panel meeting remotely
 - B. all participants have access to the relevant technology necessary and will be able to fully engage and participate through this medium
 - C. all participants can express their views and fulfil their functions
 - D. the meeting will be fair and transparent via the remote access.

If these conditions cannot be met through a remote panel then the meeting will be deferred until a later date when the panel can physically meet, or the remote panel conditions can be met.

Remote meetings will be held via Zoom. If parents/carers do not agree to holding the meeting remotely the timeframe for the meeting will most likely be delayed. If a remote meeting starts but for some reason cannot proceed (e.g. loss of connection) then the meeting will be deferred.

Written representation may be considered as part of the meeting but an entirely written 'meeting' is not lawful.

Considering the additional risks involved in bringing parents on-site for exclusion meetings, Winchcombe School will not host meetings onsite or in person. Winchcombe School has conducted a comprehensive risk assessment and developed strict operational plans for part-opening the school to a small number of students. This does not include allowing parents onsite and to do so would increase the risk of infection for staff, students and parents.