



## P25: Behaviour for Learning Policy

### **RATIONALE**

We at The Commonweal School believe that every young person has the right to learn and progress in a safe and caring environment. A setting in which young people have the opportunity to flourish in all aspects of school life; are supported to achieve both in and out of lessons. Students have the opportunity to develop into well balanced young people and aspire to achieve. Staff are able to teach without disruption & can promote the highest expectations of positive behavior, whilst upholding the Commonweal Way.

### **AIMS**

It seeks to create a caring and learning environment in the school by:

- ***Upholding the Commonweal Way***
- Promoting and recognising positive behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all & to promote early intervention
- Encouraging consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- Safeguarding all members of the community – see Safeguarding and Child Protection Policy

## GUIDELINES

**The Governing Body** will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Commonweal School acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs.

**The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility for the Headteacher.

**All Staff:** including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently/fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

**The Governing Body, Headteacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the students are listened to and appropriately addressed.

**Parents and carers** will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

**Students** will be expected to take responsibility for their own behavior in school and on the way to and from school. They will be made fully aware of the school policy and procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **PROCEDURES**

The procedures arising from this policy have been developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents.

### ***DfE Guidance- Behaviour & Discipline in Schools January 2016 states:***

- Teachers have the statutory authority to discipline students whose behavior is unacceptable, who break school codes/rules or who fail to follow a reasonable instruction. This power applies to all paid staff with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under their charge of the teacher, including school visits.
- Teachers can confiscate banned/restricted items that a student brings into school, can impose detentions out of school hours and can apply discipline to students in circumstances when a student's behaviour occurs outside of school.

## **Training**

The Governing Body will ensure that appropriate high quality training on aspects of behaviour management is provided to support the implementation of the policy.

## **Interrelationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies particularly equality of opportunity, safeguarding, special educational needs and anti-bullying, has been established.

## **Involvement with outside agencies**

The school works positively with all professional external agencies and seeks the appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **MONITORING AND REVIEW**

The Personnel and Welfare of Students Committee will review this policy on an annual basis, or more often if appropriate and will review in May 2021. The outcome of the review will be communicated to all those involved, as appropriate.

## Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both formal and informal to individuals and groups.

The school rewards young people and recognises and promotes positive attitudes to learning, outstanding achievement and behaviour and commitment to school life/extra-curricular activities. The school will reward students for positive behaviors towards all aspects of school life at every opportunity, this maybe:

1. Verbal Praise
2. Written Feedback in books/folders
3. House Points
4. Letters/Postcards Home
5. House Points Certificates
6. End of Year Commonweal Way Celebration in C6
7. House Prize Giving Evenings
8. Good Attendance Awards
9. Prize Giving

## Sanctions

Sanctions are needed to respond or prevent inappropriate behaviour.

A range of sanctions is clearly defined below and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

The sanctions below form a graduated response framework in which we work within and will be followed in the manner which best suits the young person or circumstances. At each stage of S1 to S5, students are encouraged to de-escalate their behaviour to avoid reaching the next stage of the disciplinary process. The Next Steps of S6 to S12 are put in place for students who display persistent disruptive behaviour.



# Behaviour at Commonweal

**Behaviour Sanctions-**  
At each stage of this process students are given the opportunity to improve their behaviour.

- S1 Verbal Warning
- S2 Caution
- S3 After school detention for 30 minutes
- S4 Sent to Head of Faculty/Department
- S5 Sent to 'Referral', student remains in school until 4pm that day

**Next Steps-**  
At each stage of this process students are given the opportunity to improve their behaviour.

Persistent disruptive behaviour will lead to :

- S6 'Internal Exclusion'
- S7 Fixed term Exclusion applied by the Headteacher
- S8 Governors disciplinary meeting
- S9 Eight-week Pastoral Support Programme
- S10 Referral to 'The Bridge'
- S11 Managed Move to another school
- S12 Permanent Exclusion applied by the Headteacher

commonweal.co.uk

Below is a more detailed copy of procedures of the Commonweal Response:

Below is a more detailed copy of procedures of the Commonweal Response:

Stage	What	Who	Action	Typical Lesson Examples
1	Verbal Warning	Class Teacher	Must be made explicit to student that this is Stage 1 of the disciplinary process.	<ul style="list-style-type: none"> <li>• Off task or causing low level disruption in a lesson e.g by calling out.</li> <li>• School uniform not worn correctly.</li> </ul>
2	Caution	Class Teacher	Logged on SIMS Must be made explicit to student that this is Stage 2 of the disciplinary process and will be logged.	<ul style="list-style-type: none"> <li>• Continuing to be off task or causing low level disruption despite verbal warning.</li> <li>• Wearing a non-school uniform item.</li> <li>• Unauthorised use of electronic device in lesson.</li> <li>• Not completing a homework.</li> <li>• Late to lesson without a valid reason.</li> <li>• Lack of equipment.</li> </ul>
Stage	What	Who	Action	Examples
6	Internal Exclusion Unit	SMT	Referred through JWW or designated SMT Logged on SIMS Parent contacted by phone SEMH assessment and intervention	Defiance or disruption over an extended period. Verbal abuse to staff or other students.
7	Fixed Term Exclusion	Head Teacher	Parent contacted by phone Logged on SIMS and CPOMS Head informs parent via letter Local authority informed	Serious physical aggression towards other students. Physical aggression towards staff. Deliberate damage to school property
8	Governors Disciplinary Panel Meeting	SMT and Heads of House	Report compiled by Pastoral Team Meeting involves SMT, HOH, parent, student, 3 Governors Minutes taken, attached to SIMS	Repeated serious incidents over an extended period.
9	Pastoral Support Plan	SMT and Heads of House	Meeting with SMT and HOH, setting 3 targets for the 8 week period- minutes taken 4 week review meeting 8 week review meeting Continued SEMH intervention	Repeated serious incidents over an extended period.
10	Referral to the "Bridge"	Referred through SMT	Meeting with SMT and Hub Manager- time period in the Bridge agreed Successful intervention in the Bridge followed by re-integration into Commonweal mainstream EHR completed if not already in place	Failure to respond positively to or engage with previous attempts to manage behaviour.
11	Managed Move Appropriate Other Provision	Referred through SMT and Heads of House	Referral compiled and sent to Fair Access Panel SMT and HOH stay in contact with dual registered school over 8 week placement Successful Managed Move leads to permanent change of school	Student is unwilling or unable to take opportunity of time and support in the Bridge to improve behaviour.
12	Permanent Exclusion	Head Teacher	Unsuccessful Managed Move leads to re-integration at Commonweal Unsuccessful re-integration leads to a PEX	

The school will always try to work with the students and parents to improve behaviour and there may be times when a member of staff requests that a student:

- Completes extra/additional work to meet the required standard.
- Loses their break time or lunch time.
- Takes part in School based Community service – such as litter picking, tidying a classroom or removing graffiti.
- Lose certain privileges.
- Reports in to a member of staff for scheduled uniform, behaviour, attendance or progress checks.
- Takes part in restorative work with the pastoral & SEN team to help resolve issues.
- Is placed on an inter active SIMS Report Card for the Tutor to support and monitor their progress
- Is placed on an Academic or Pastoral Report Card for the Head or Deputy Head of House to support and monitor their progress.
- Attends a Virtual Tutor Group for registration, reporting to their Head or Deputy Head of House rather than their Tutor

### **Attendance and Punctuality**

The school is required by law to keep a record of student attendance. It is essential that we have an accurate record of who is in school, for the purposes of safeguarding students. Good attendance and punctuality are essential for good learning and are also necessary skills for later life. Punctuality and attendance are monitored by form tutors, Heads of House & the Education Welfare Service. Any concerns about a student's attendance will be followed up and parents informed.

***See Attendance Policy for further guidance***

### **Uniform and Appearance**

All students are expected to wear correct school uniform as it plays an important part in establishing a community spirit and encourages students to take a personal pride in their own appearance.

They are expected to wear it on the way to and on the way from school each day. The school expects that the appearance of all students will reflect credit on the individual and the school itself.

A copy of the uniform list is available separately and includes limits on the amount of jewellery that may be worn as well as comments on hoodies, hair styles and other issues that arise from time to time. Students who fail to meet uniform expectations may receive a sanction based on the fact they have not followed a reasonable instruction.

Facial piercings and excessively designed earrings are not permitted and students will be asked to remove them.

**See Uniform Policy for further guidance**

### **Confiscation & Searching**

The school follows the DfE guidance Feb 2014 on Searching, Screening and Confiscation. Which allows them to confiscate any items that may have an impact on the learning environment or may cause harm to a fellow student, member of staff or themselves. The Head teacher designates senior staff to search an individual/s when necessary and has the right to search without consent for the following prohibited items:

- Knives and weapons
- Alcohol
- Illegal Drugs – related paraphernalia
- Stolen Items
- Tobacco, E-Cigarettes, Shisha Pens, cigarette papers and any other smoking related paraphernalia
- Fireworks
- Pornographic/Indecent images
- Mobile phones/electronic devices
- Any article that the member of staff 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).

The Headteacher and authorised staff can also search for any banned items or which the school believes may cause harm to other members of the school community.

### **Power to use reasonable force**

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

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

The school has trained staff in 'Team Teach Positive Handling' and will maintain the appropriate level training to ensure that the relevant handling methods are prioritised when supporting our vulnerable students.

## **Commonweal Detentions**

We endeavour to give parents at least 24 Hours' notice of detentions. Detentions last 30 minutes from 3.00pm to 3.30pm. Failure to attend leads to a student being placed in a Senior Management Detention for 1 Hour on Friday Week B from 2.00pm to 3.00pm.

## **Behaviour for Learning Hub**

Students who require support with their social and emotional needs can be referred by SMT or the Pastoral Team to the Behaviour for Learning Hub. Intervention is carried out for those students who find it difficult in understanding and controlling their emotions. This provides a support structure for those young people who are emotionally vulnerable and need to develop a greater understanding of their behaviour in order to change and enhance it. We want our young people to succeed both in and out of the classroom, to have the academic ability to progress and good morals so that they can transition well into society. Trained staff within the Hub work on a one to one basis or with small groups throughout the year, ensuring that we provide support for all who have been identified.

## **Fixed Term & Permanent Exclusions**

When applying fixed term or permanent exclusions for students, Commonweal school follow the guidance and legal procedures set out in the booklet produced by the Department of Education in September 2017 entitled 'Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion.

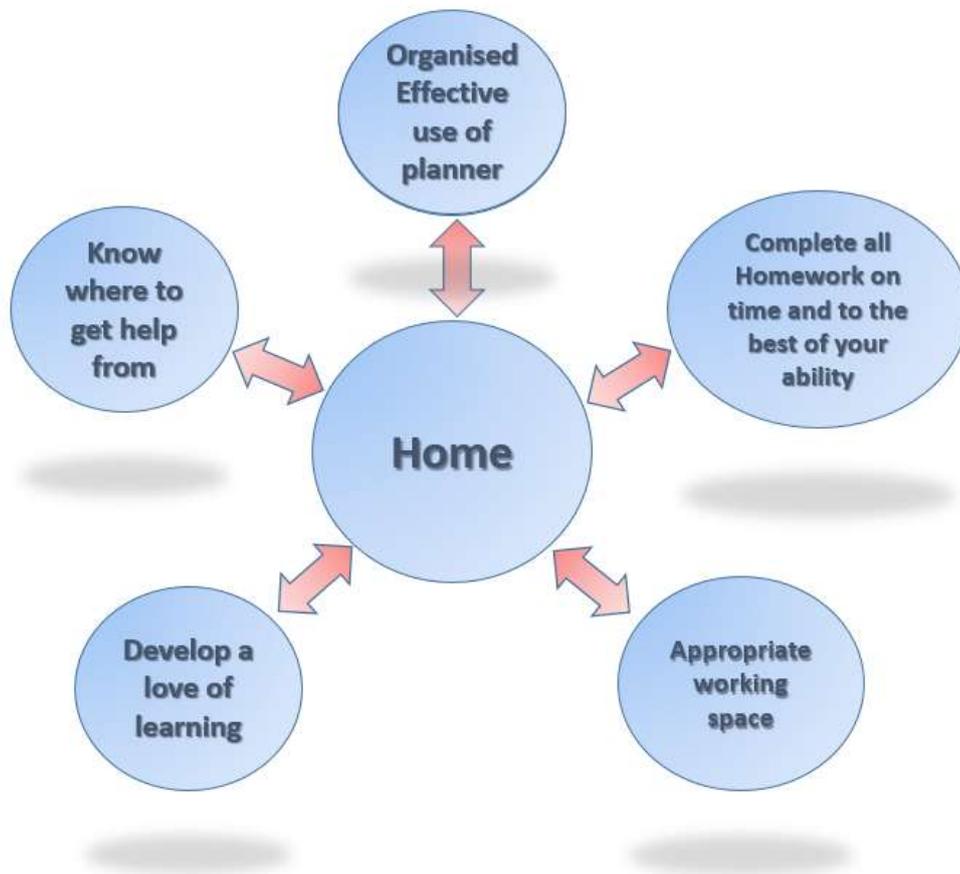
The school will take every opportunity to support students and prevent an exclusion. However, there will be occasions when a students behaviour will contravene the schools code of conduct and a fixed term exclusion will be issued. This maybe for 1 or more days and up to a maximum of 45 days in a school year. The school will set appropriate work for excluded students to undertake.

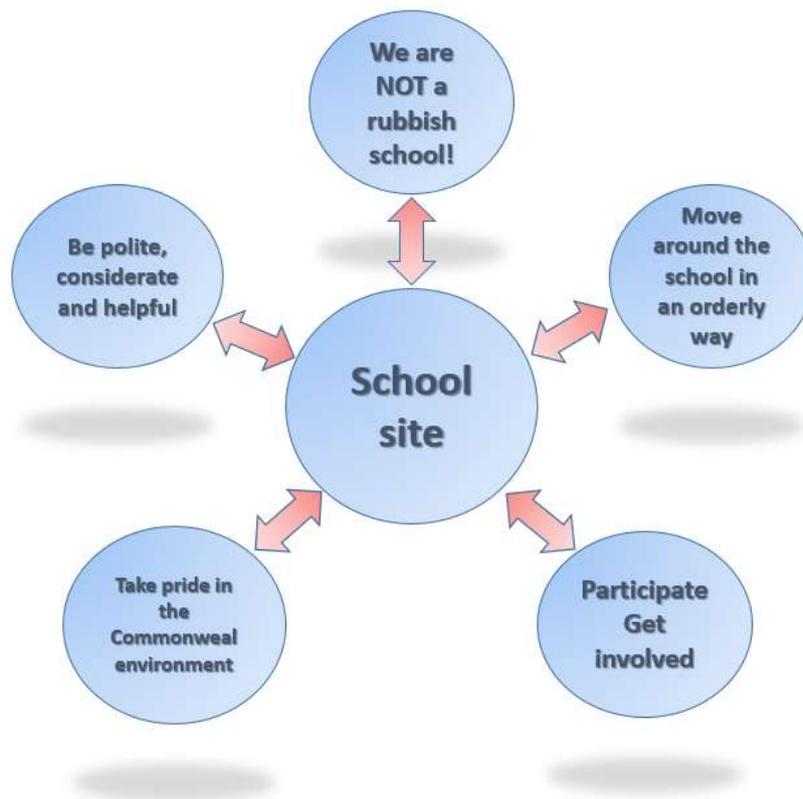
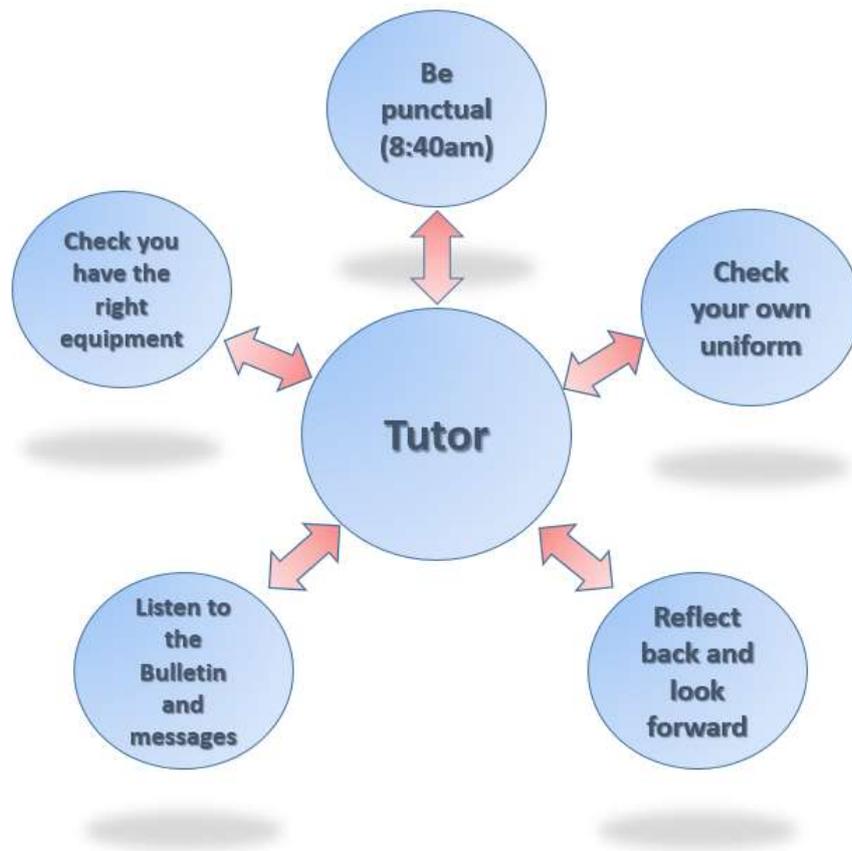
A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

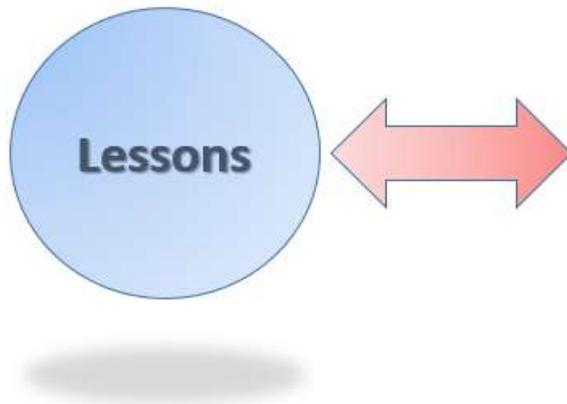
Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply.

A decision to exclude a student permanently should only be taken: in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### The Commonweal Way







**C**reative  
**O**riginal  
**m**otivated  
**m**istakes!  
**O**thers  
**n**ot passive  
**w**orks  
**e**xperiment  
**a**ctive  
**l**istens

## WHAT THE LAW ALLOWS

### DISCIPLINE IN SCHOOLS – TEACHERS

#### Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

#### Punishing poor behaviour

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
  - 1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Head teacher;
  - 2) The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and it must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy.

## **STUDENTS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS**

What the law allows:

A teacher may discipline a student for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- 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.

## **DETENTION**

What the law allows:

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

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

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

- any school day where the pupil does not have permission to be absent
- weekends - except the weekend preceding or following the half term break
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non- contact days'.

The Head teacher can decide which members of staff can put pupils in detention.

For example, they can limit the power to heads of year or heads of department only, or they can decide that all members of staff, including support staff, can impose detentions.

## Schools should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

## Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety.

When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances.

## CONFISCATION OF INAPPROPRIATE ITEMS

What the law allows-

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

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Behaviour and Standard Leaders will keep confiscated items in their offices unless obliged to hand them to the police.

2) **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

## **POWER TO USE REASONABLE FORCE**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

### **KEY POINTS**

1. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
2. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
3. Senior school leaders should support their staff when they use this power.

### **What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the Head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground

### **Schools cannot:**

- Use force as a punishment – it is always unlawful to use force as a punishment.

### **What about other physical contact with students?**

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

- When comforting a distressed student
- When a student is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

## **SEARCHING AND CONFISCATION**

- School staff can search a student for any item banned under the school rules, if the student agrees.
- Head teachers and staff authorised by them have a statutory power to search students or their possessions without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

### **Searching with Consent**

Schools' common law powers to search:

School staff can search students with their consent for any item which is banned by the school rules.

- Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and students what items are banned.
- If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

### **Searching without Consent**

What the law says:

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

### **Who can Search?**

The Head teacher, or a member/s of school staff who is authorised by the Head teacher.

You must be the same sex as the student being searched; and authorised by the Head teacher.

There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched.

School staff here means a teacher or someone who has lawful control or charge of the child.

The ability to give consent may be influenced by the child's age or other factors.

Member of school staff means any teacher who works at the school, and any other person who with the authority of the Head teacher has lawful control or charge of students for whom education is being provided at the school.

## Behaviour for Learning Appendix June 2020

As a result of the COVID-19 outbreak, it will be necessary to constantly review our Behaviour for Learning procedures to ensure that the Commonweal environment is as safe as possible for the whole school community. In the Summer Term, 2020, we plan to make the following adjustments:

As a result of the guidance published by the Department for Education on 12 May 2020 entitled, 'COVID-19: Implementing protective measures in education', it has been necessary to make the following adjustments and additions to the Commonweal Behaviour for Learning Policy. These alterations are required to ensure that students understand and can follow clear guidelines on our expectations of outstanding Behaviour for Safe Learning:

### Rewards

As ever, staff are encouraged to reward outstanding work with House Points. However, it is not possible to use Commonweal Way postcards at this time. Instead, staff are encouraged to reward consistently outstanding work via email to parents using certificates such as the one below:



We are also having to adapt the way we celebrate student success and achievement over the academic year. Whilst we will not be able to have our 4 House Prize Giving Evenings in the C6 Auditorium, it is still our intention for students to receive these rewards via email and to use the school social media platforms to advertise these achievements to the whole school community. Likewise, the students would have been invited to the Commonweal Way Celebration events because of being outstanding Commonwealians all year will also still have their achievements recognised.

The elections for the roles of Year 10/11 House Officials and the Year 7 Ambassadors is going ahead as normal

Lastly, as part of our response to the current situation, a working party has been formed to examine ways in which we can reward those students who have displayed outstanding character and fortitude in these unique and challenging times

## Sanctions

It has been necessary to make some adjustments to the school Behaviour for Learning guidelines to ensure the health and safety of all those attending school from 1/6/20.

**Students who show an inability to adhere to these guidelines will potentially jeopardize their health and safety and that of others. In such cases, The Head Teacher or other delegated member of SMT will risk assess students and, if it is judged that they will not adhere to these guidelines, parents will be informed that their child must work at home using the work set by staff on Edulink.**

Our Behaviour for Learning Display has been adapted as follows:



The image shows a poster titled "Behaviour at Commonweal" with the school's crest and logo on the left. The main text on the right lists "Behaviour Sanctions" and describes the process: "At each stage of this process students are given the opportunity to improve their behaviour". It then lists five stages: S1 Verbal Warning, S2 Caution, S3 Teacher contacts Head of Faculty/Head of Department, S4 Sent to room 05, and S5 Parents contacted by SMT—student Sent home.

**Behaviour at Commonweal**

**Behaviour Sanctions-**  
At each stage of this process students are given the opportunity to improve their behaviour

- S1** Verbal Warning
- S2** Caution
- S3** **Teacher contacts Head of Faculty/Head of Department**
- S4** **Sent to room 05**
- S5** **Parents contacted by SMT—student Sent home**

**S3-** Changed from 'After School Detention' to '**Teacher contacts Head of Faculty/ Head of Department**'- Due to the staggered finishing times, it is not possible to run after school Detentions. HOF's and HOD's will be informed about student behaviour that has reached the level of S3 and will carry out appropriate intervention with the student.

**S4-** Changed from '**Sent to Head of Faculty/Department**' to '**Sent to 05**'- Students must go straight to 05. It is not possible to use 113 as Referral as it is in the main block which is closed. The following staff will supervise 05 on a rota: Wendy Butcher, Michelle Webb, Korina Gosling, Kiki Kingsland Humphries. SMT and the Pastoral Team will also monitor 05. Any student receiving a S4 will be risk assessed by the Head Teacher or other delegated member of SMT.

**S5-** Changed from 'Sent to Referral' to '**Parents contacted by SMT- student sent home**'- at Stage 5, if a student continues to be disruptive, parents will be contacted by SMT and the student will be sent home. In exceptional circumstances, if it is judged by the Head Teacher that the health and safety of the student themselves and that of others is a greater risk, the student will be sent home even if the parent can not be contacted. Any student receiving a S5 will be risk assessed by the Head Teacher or other delegated member of SMT.

It should also be noted that class teachers and Tutors are in regular contact with students being educated at home, following up work that is not being completed where appropriate. Middle Leaders and SMT are carrying out further intervention with students and their parents if work is consistently not being completed.

### **Equipment for safe learning**

All classrooms and work areas will have a sanitising station. This will include:

1. Hand sanitiser
2. Antiseptic wipes
3. Gloves for staff
4. Tissues

Sanitising stations for First aid and personal care areas will also include:

1. Face masks
2. Aprons
3. Eye protection

To wear when appropriate

## **Behaviour for Safe Learning in the classroom students and staff**

The following guidelines are based on the advice given by the Department for Education and are being implemented for the health, safety and wellbeing of all those in the Commonwealth community:

1. If you or a member of your household show symptoms which include a raised temperature, coughing, flu-like symptoms or a loss of smell or taste, the child must not attend school. The individual showing symptoms should isolate for 7 days. The household should isolate for 14 days.
2. Use hand sanitiser when entering the school or a classroom.
3. If you are going to cough or sneeze use a tissue and then put it into the bin when it is safe to do so. If you do not have a tissue, then cough or sneeze into the crook of your elbow.
4. When entering a classroom for the first time wipe down your work surfaces and equipment.
5. Minimize contact by staying at your desk or work area.
6. In communal areas, outside or on the field stay 2 metres apart.
7. Bring your own equipment, pens pencils rubber ruler calculator etc. You will not be able to borrow anything from school or your peers
8. Normal personal hygiene is to be maintained and clothes should be washed following the day you have attended school. Staff and students are not expected to wear school uniform. Clothes should be appropriate for a day at work, can be washed easily and should be changed daily.

Students and staff will not be asked to wear masks.

Students who cannot engage in this approach will be risk assessed to see if it is appropriate for them to remain in school.

## **Behaviour for Safe Learning outside of the classroom**

1. Everyone attending Commonwealth from June 8th must employ a 'common sense' approach and do all they can to abide by the principle of social distancing 2 meters apart from others. This includes when walking or cycling to and from school, arriving at school, when moving around the school, during breaks and lunchtimes and when exiting the school.
2. Students start times, lessons, breaks and lunch and end of school day will be staggered.

3. Toilet breaks will occur during the lessons to minimise the number of students using the facilities at any one time. At break time these areas will be supervised to ensure social distancing.
4. Break and lunchtimes will be staggered and supervised by staff. Students, including students who are receiving free school meal vouchers, will need to bring their own food and drink to school each day. Students eligible for Free School Meals, who are not receiving vouchers, will have food brought to them during their lunch break.