

St. Joseph's RC High School
Ysgol Uwchradd Gatholig Joseff Sant

Positive Behaviour & Discipline Policy

10b. Positive Behaviour &
Discipline Policy



Positive Behaviour & Discipline Policy

1. AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. EXPECTATIONS AND VALUES

Christ did not tolerate serious wrong doing. He removed the money lenders from the temple.

(cf. Matthew ch. 21 vv. 12-17)

All members of St. Joseph's RC High School's community are to be recognised as made in the image and likeness of God and respected accordingly. All members of the school community are encouraged to follow the example of Christ.

In practice this means that everyone should strive:

- to give praise and thanks to God
- to put other people first
- to tell the truth
- to be courteous
- to welcome visitors
- to offer and to accept help
- to take responsibility
- to be hopeful, energetic, attentive, encouraging
- to be honest by saying 'Yes' when it is meant and 'no' when it is meant – politely
- to have a sense of humour

These aims are for everyone, at all times: in assemblies and in lessons; around the buildings and the school grounds; at break-times and at lunch-times; travelling to and from school; on trips and journeys outside school.

GOOD CONDUCT IN LESSONS

Teaching and learning are the core activities of St. Joseph's RC High School. Good conduct, therefore, is vital to ensure that teachers may teach effectively and that all pupils may have an equal chance to learn and to reach their potential.

In lessons pupils are encouraged:

- to do their best with God's help
- to appreciate that each subject brings knowledge of God's world
- to be polite, listen and follow instructions without delay
- to follow safety rules and instructions exactly

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- to ask questions and learn as much as possible
- to learn through mistakes
- to collaborate with the teacher and other pupils
- to be punctual to lessons
- to bring the correct books/equipment
- to let others work without interruption

These principles are outlined in the pupil planners and on posters displayed in all teaching areas.

BEHAVIOUR FIVE RULES

1. Follow all instructions first time.
2. Arrive on time and stay on task throughout the lesson.
3. Always bring the correct equipment to the lesson.
4. Keep hands, feet, objects and harmful words to yourself.
5. Listen to either the teacher or the person(s) asked to speak.
6. Technological equipment cannot be visible once in the building unless requested by a teacher as a learning tool

2. DEFINITIONS

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual 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

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- 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 pupil)

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 policy.

As a Catholic School we at St Joseph's believe that it is the basic entitlement of all children at school that they receive an education free from humiliation, oppression and abuse. Education is a compulsory experience and it is therefore the responsibility of all the staff in the school to ensure that it takes place in an atmosphere which is caring and protective. Parents/Carers should be entitled to feel confident that when they send their children to school, they will be protected from bullies.

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St Joseph's Anti-Bullying Policy outlines what we will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community including

- Pupils through the mechanism of Year and School Council
- School governors
- School staff
- Parents
- Youth Service
- LEA officers

We recognize it is a basic entitlement of all pupils to engage in their everyday activities and education, free from humiliation, oppression and abuse. It is expected that all members of the school community will actively work to identify, report and tackle incidents of bullying.

5. ROLES AND RESPONSIBILITIES

5.1 The governing board

The Governing body is responsible for reviewing and approving the written statement of behaviour principles which are summarised by the school's 5 rules.

They will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this 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 will be expected to:

- endeavour to arrive on time to their lessons
- create a swift and purposeful start to the lesson
- reinforce clear expectations of behaviour
- deliver a suitably planned and structured lesson which meets all individual needs
- deal with incidents of inappropriate behaviour by following the school's procedures
- promote and reinforce positive behaviour in the classroom

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5.4 Parents

Parents and guardians are expected to:

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure pupils come to school correctly equipped and prepared to work
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

6. PUPIL CODE OF CONDUCT

Pupils are expected to:

1. Follow all instructions first time.
2. Arrive on time and stay on task throughout the lesson.
3. Always bring the correct equipment to the lesson.
4. Keep hands, feet, objects and harmful words to yourself.
5. Listen to either the teacher or the person(s) asked to speak.
6. Technological equipment cannot be visible once in the building unless requested by a teacher as a learning tool

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7. REWARDS AND SANCTIONS

7.1 List of rewards and sanctions

	Rewards and Sanctions	
Responsible	SJHS Rewards	SJHS Sanctions
Class teacher (CT) Form Tutor (FT)	<p>It is important that achievement and good behaviour are rewarded. The two main ways of doing this are by giving 'praises' for good work and recording such things as exceptional effort, improvement in behaviour, volunteering to help at functions etc, on the school system.</p> <p>Rewards include:</p> <ul style="list-style-type: none"> • Verbal praise • Verbal praise or stamp • Praise logged on SIMS • CT-Department Praise letter/postcard (schoolcomms) • CT Weekly 'Aim for 5' calls home 	<p>It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom.</p> <p>Outlined below are examples of unacceptable behaviour and sanctions which are available. This is not a tariff, and each case must be dealt with according to its merits.</p> <p>Sanctions could include:</p> <ul style="list-style-type: none"> • Rule reminder/s • Verbal warning/s • Moved in the class • Removed from class to HOD • Teacher Concern call home • Teacher Concern formal letter home (see appendix) • Teacher detention set -logged on SIMS-detention target setting
Head of Department	<p>For single or multiple reason(s)</p> <p>Rewards include:</p> <ul style="list-style-type: none"> • HOD verbal praise • HOD monthly praise letter • HOD Weekly 'Aim for 10' calls home • HOD praise referral to HOY 	<p>Persistent incidents, or incidents of medium severity must be recorded and passed to HoD. Unacceptable behaviour in this category includes: Persistency of minor incidents as above rudeness to staff, verbally aggressive behaviour to another pupil, being continually off-task.</p> <p>HoD's sanctions include:</p> <ul style="list-style-type: none"> • meeting with pupil • contact with parents by phone or letter • placement on Departmental Report • departmental detention • discussion with Form Tutor • referral to HoY

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<p>Head of Year</p>	<p>Rewards include:</p> <ul style="list-style-type: none"> • HOY verbal praise • HOY Logged on SIMS • HOY Weekly 'Aim for 8/16' calls home • Praise letter/postcard/schoolcomms • Monthly Meet with HOY • Half termly Assembly recognition • End of term/year VIP treatment/reards 	<p>Serious Incidents Serious incidents are dealt with by the HOY. Unacceptable behaviour in this category includes: truancy from school & lessons, extreme rudeness to staff, aggressive behaviour, smoking, refusal to comply with other sanctions, theft, bullying</p> <p>HOY's sanctions include:</p> <ul style="list-style-type: none"> • meeting parents/guardians • placement on Daily Report • HoY's Detention
<p>SLT</p>	<p>Head Teacher's Commendation This is awarded at the end of term assembly on the basis of any combination of 3 Head of Year/ Head of Department Commendations.</p> <p>Prize Giving Awards Prizes are awarded annually to pupils for outstanding effort and achievement, for excellent attendance and punctuality, for success in examinations, for sporting endeavour and for services to the school.</p>	<p>Very Serious Incidents These incidents are dealt with by HoYs and SLT. They include: persistency of the above; serious incidents of bullying; sexual contact; racial/sexual harassment; fighting; bringing an offensive weapon to school (laser pens, knives, pellet guns, fireworks, scissors, this list is not exhaustive); involvement with drugs or alcohol; Physical aggression to a member of staff will be treated with the utmost severity</p> <p>Sanctions available include:</p> <ul style="list-style-type: none"> • internal exclusion • fixed term exclusion • permanent exclusion • Police involvement

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7.2 Off-site behaviour

Sanctions may be applied where a pupil 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.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil 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

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 pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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 (see appendix 3 for a behaviour log)

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8.3 Confiscation

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

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with Welsh Government guidance.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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 pupil, 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. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher every 2 years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Inclusion policy
- Strategic Equalities policy
- Anti-bullying policy

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

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- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

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Appendix.

letters to parents about pupil behaviour – templates

First behaviour letter

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

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Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

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Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract,

_____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

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Detention letter

Dear Parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

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COVID-19 ADDENDUM September 2020

Positive behaviour is one of the cornerstones for a creative and effective learning environment in which all members of the school community can thrive and feel respected, safe and secure. This addendum has been created to look after the community at St Joseph's RC High School during COVID 19 and ensure *'infection protection'* is everyone's business. The details have been designed to consistently secure high standards of behaviour and promote self-discipline, regard for authority and respect for others. Expectations will continue to be enforced consistently and fairly in order to set and maintain a culture where excellent behaviour is valued and expected by everyone in the school community. These high expectations of behaviour apply throughout the school day in corridors, at breaktimes, in lessons, when accessing transport and anywhere on the school premises. These expectations are based on the following principles:

- All pupils have the right to feel safe and to expect staff to be able to provide high quality education and safeguarding
- No pupil has the right to disrupt lessons so that teaching and learning are interrupted
- No pupil has the right to behave in ways that endanger the safety and welfare of others.

Returning to school is vital for our pupils' education and welfare. Therefore, we need to ensure that pupils return to school and that they are ready to learn. The measures set out in this addendum are reasonable and proportionate to facilitate this return to school, and aim to ensure that all pupils receive a high-quality education that enables them to thrive.

If everyone in our school community follows the clear expectations and adheres to the Welsh Government guidelines, we can be confident that our environment will continue to be vibrant, enjoyable and safe. In order to create, maintain and sustain a healthy environment and provide a community that is safe for all, **pupils** are reminded of the following:

- Always work to the best of your ability
- Be *'Ready to Learn'*
- Be respectful of others at all times and demonstrate gospel values in action
- Pupils must wear a face covering as soon as they enter the school site and until they enter their year group zone
- At the end of the day all pupils will need to wear a face covering until they leave the school site
- Pupils must wear a face covering if they are accessing toilets
- Pupils must wear a face covering if they are travelling to a specialist teaching room
- Pupils exempt from this are those who have been advised not to wear a face covering because of a medical reason
- Pupils will wear face coverings in communal areas where social distancing cannot be maintained over prolonged periods of time. A communal area is where individuals are mixing with pupils outside their year group; when entering or exiting school site, when accessing toilets, when travelling to a specialised teaching room, when being taught in a school we are collaborating with or if there are collaboration pupils in St Joseph RC HS lessons
- Face coverings must be worn by all year 12 and 13 pupils who are taught in a school we are collaborating with or if they have collaboration pupils in their St Joseph's RC HS lesson
- Follow social distancing rules when moving around the school or classroom
- Follow teacher instructions immediately and without question
- Pupils must not share other pupils' or staff resources
- Pupils must ensure they have their own water bottles and not to share with others
- Pupils must not physically touch one another or a member of staff
- Pupils should refrain from touching their mouth, eyes, or nose other than with a tissue

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- Should pupils need to cough or sneeze then they must use a tissue and follow Welsh Government guidelines of *'catch it, bin it, kill it'*
- Tissues must be placed in the bins provided immediately after use
- Pupils must be vigilant and communicate with staff immediately if they develop a new and continuous cough, a high temperature, a loss of smell or taste. Pupils will be escorted to the medical room and families contacted.
- Pupils are not to litter; they should respect the school environment and the work others are doing to keep us all safe
- Pupils must wash their hands regularly: after having used toilet facilities; before entering school; before and after eating food; before and after break. Handwashing must be 20 seconds in duration, with soap and warm water
- Pupils must use the hand sanitiser provided before entering or leaving school or classrooms
- Pupils must not spit, cough or sneeze purposefully at other pupils or staff
- Pupils must not spit on the floor
- Pupils must follow the new COVID 19 timetable arrangements
- At all times pupils must follow the new COVID 19 movement expectations before school; at breaktimes; at lunch times and at the end of the day
- Pupils must not go to the toilets in groups and must ask to use toilet facilities
- Pupils must maintain classroom seating arrangements; they must not approach a member of staff and if they require support, they should raise their hand and be helped, following social distancing rules
- Pupils must not play contact games in communal areas
- Pupils must not play games that involve sharing items eg balls/cards
- Pupils must not access any area within school beyond their designated spaces
- At all times, pupils must ensure they demonstrate excellent behaviour when queuing, boarding, travelling on and disembarking from designated transport
- Pupils must wear appropriate face coverings when travelling on buses, as directed by Newport Transport
- Pupils must be seated and facing forwards at all times
- Windows in busses must be left open at all times
- Where possible pupils must sit with members of their own year group with year 7, 8 and 9 downstairs and years 10, 11, 12 and 13 upstairs
- Failure to travel safely will result in transport privileges being withdrawn
- Pupils must, at all times, be mindful of other vehicles and pedestrians when accessing the school parking areas
- Pupils should use designated crossing areas in key areas of the school

It is imperative that pupils come to school ready to learn and are able to follow the school's behavioural expectations, policy and risk assessment.

Should there be an occasion where a pupil does not follow the school rules or expectations, this individual will then be putting other children and members of staff within the school at risk. Should this be case, parents/carers will be contacted immediately to collect their son/daughter. It is the responsibility of parents/carers leaving their son/daughter at school to ensure they will be available to make arrangements to collect them should this occur.

Where pupils purposefully contravene the guidance, they are unable to follow the expectations or pose a continued threat to others, then they will be asked to continue their learning remotely using the school's distance learning opportunities. A return to school will then be reviewed by senior leaders, incur appropriate sanctions, involve the construction of a personal risk management assessment and withdrawal of some privileges.

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St Joseph's RC High School will demonstrate its commitment to creating, maintaining and sustaining a healthy environment and providing a community that is safe for all by:

- Minimising contact with individuals who are unwell by following the correct procedures to ensure that those who have coronavirus symptoms, or who have someone in their household who does, do not attend school
- Providing opportunities to clean hands more often than usual - wash hands thoroughly for 20 seconds with running warm water, soap and dry thoroughly. In addition, promoting the use of sanitisers ensuring that all parts of the hands are covered
- Providing clear guidance and support regarding the safe use of face coverings; secure fitting, wearing, removing, single use regulations, reusable regulations, replacing, hand hygiene before and after fitting, storage and disposal
- Ensuring there is good respiratory hygiene practice by promoting the '*catch it, bin it, kill it*' approach
- Minimising contact and mixing by altering, as much as possible, the environment (such as classroom layout) and timetables (such as staggered break times)
- Regularly reviewing the school risk assessment and other health and safety advice for pupils and staff in light of the most up to date government guidance
- Organise classrooms and other learning environments such as workshops, changing rooms, practical areas and science labs so as maintaining appropriate space between seats and desks where possible
- Reviewing and adapting the timetable:
 - ~ deciding which lessons or activities will be delivered
 - ~ considering which lessons or classroom activities can take place outdoors
 - ~ using the timetable and selection of classrooms or other learning environment to reduce movement around the school building
 - ~ staggering break times (including lunch), so that pupils are not moving around the school at the same time
 - ~ consideration given to how best to supplement distance learning with face to face support for pupils
 - ~ planning parents' drop-off and pick-up protocols that minimise adult to adult and adult to pupil contact
- Removing unnecessary items from classrooms and other learning environments
- Considering how pupils arrive at school safely
- Ensuring that pupils are in their contact group at all times each day, and different groups are not mixed during the day, or on subsequent days
- Ensuring that, wherever possible, pupils use the same classroom or area throughout the day, with a thorough cleaning of the rooms at the end of each day.
- Ensuring that sufficient handwashing facilities are available and providing hand sanitiser in classrooms and other learning environments

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- Frequently cleaning surfaces that young people touch, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal
- Insist that all adults and pupils:
 - ~ frequently wash their hands with soap and warm running water for 20 seconds and dry thoroughly
 - ~ clean their hands on arrival at designated areas, before and after eating, and after sneezing or coughing
 - ~ are encouraged not to touch their mouth, eyes and nose
 - ~ use a tissue or elbow to cough or sneeze and use bins for tissue waste (*'catch it, bin it, kill it'*)
- Providing help for pupils who have trouble cleaning their hands independently
- Considering how to encourage pupils to learn and practise healthy habits so as they understand the benefits they bring to the school community
- Ensuring that bins are emptied throughout the day
- Where possible, ensuring all spaces are well ventilated using natural ventilation (opening windows)
- Ensuring that doors will be propped open only if they are not fire doors, and where it is safe to do so
- Instructing pupils, parents/carers or any visitors not to enter school if they are displaying any symptoms of coronavirus (COVID-19)
- Informing parents and pupils of their allocated drop off and collection times
- Providing robust parking and drop off systems that are supervised by senior leaders
- Communicating to parents/carers that they cannot gather at entrances, exits, gates or doors
- Ensuring parents/carers/visitors only visit school site if they have a pre-arranged appointment
- Providing pupils and parents with supportive *'infection protection'* information and education resources via the school website, PSHE links, tutorials, schoolcomms and school wellbeing twitter account
- Ensuring pupils are aware of transport safety expectations to and from school
- Aligning behavioural principles of queuing, boarding, travelling and disembarking with Newport Transport and Newport local authority expectations
- Clearly communicating to pupils and families that a failure to comply with these expectations will result in withdrawing of travelling privileges
- Communicating the necessity for face coverings to be worn on school transport
- Ensure pupils and families are aware that a failing to wear face coverings, the removal of face coverings or misuse of face coverings (disposable or renewable) while travelling on school transport will result in a withdrawal of travelling privileges
- Clearly communicating to pupils that the misuse of face coverings (disposable or renewable) while on school premises will not be tolerated and will result in parents/carers being contacted immediately to collect their son/daughter
- Ensuring toilet facilities are limited to the number of pupils who use them at one time
- Appreciating that some pupils will need additional support to follow these measures
- Limiting the amount of shared resources that are taken home and limit exchange of take-home resources between pupils and staff
- Preventing the sharing of stationery and other equipment where possible.
- Ensuring equipment will be cleaned thoroughly and frequently

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- Ensuring, where possible, that adults maintain a 2 metre distance from each other, and from pupils. In particular, they will avoid close face to face contact and minimise time spent within 1 metre of anyone.
- Reminding and supporting pupils to maintain distancing and not touch staff and their peers
- Ensuring resources that are shared between classes or bubbles, such as sports, art, technology and science equipment will be cleaned frequently and meticulously
- Recommending that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, water, PE kit, coats, books, stationery and mobile phones.

- Identifying pupils who are reluctant or anxious about returning or who are at risk of disengagement and developing plans for re-engaging them.
- Working closely with other professionals and agencies as appropriate to support the return to school
- Ensuring pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- Providing a curriculum that remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

- Ensuring that where blended learning is needed, it is of high quality and aligns as closely as possible with in-school provision

- Supporting the rebuilding of friendships and social engagement
- Supporting pupils to respond to issues linked to coronavirus (COVID 19)
- Supporting pupils with approaches to improving their physical and mental wellbeing

- Working with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs
- Working with those pupils who may struggle to reengage in school and are at risk of being absent and/or disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- Working with pupils who may return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks.
- Planning and providing for children who have ALN

The details of this St Joseph's RC High School COVID 19 addendum have been designed to work alongside the existing Positive Behaviour policy. The purpose of this document is to help secure the highest possible standards and values in supporting all our school citizens. In cooperating, reflecting and thinking of others we strive to create an environment where all are safe and respected. Please remember *'infection protection'* is everyone's business. **Breaches in behaviour, hygiene or sanitation rules will be taken extremely seriously and dealt with robustly.**