

The Four Stones Multi Academy Trust

Behaviour for Learning Protocols at The De Montfort School

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Introduction

At The De Montfort School we place great importance on five core values:

- The highest expectations and a genuine sense of pride
- Developing healthy and safe lifestyles
- Developing lifelong skills
- Respecting others
- Realising potential

Our aim is to establish the highest possible standards of behaviour at The De Montfort School. If our students value the culture of hard work and good behaviour, they will learn more and go on to have improved life opportunities. Unsurprisingly, research has shown that students who practise, put effort into tasks, are motivated and have good attitudes make better progress than those who do not. The converse is true. Where there is a culture of failure or of opting out, this needs to be turned around, so that becoming more intelligent is seen as desirable.

It is important that the school is always a warm, caring, friendly and happy place where learning can flourish. Students' behaviour around the school should be impeccable; every lesson should be characterised by a relentless focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy, confident that their working environment is one where people are kind, courteous and respectful at all times.

We have very high expectations of our students and a belief that every student is capable of meeting them, however, we also understand that some students will require additional support and guidance. The rules are only there because we need them to help us make sure learning can happen in the best possible conditions. Everyone has to follow the rules so that the systems work and everyone benefits.

Our behaviour for learning system has been developed by learning from the best practice in different schools across the country. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere full of humour and love.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

Our 5 classroom rules

We have 5 rules at The De Montfort School that we want to see all of our students following:

- Follow the instructions of members of staff, without arguing or answering back
- Do not call out or interrupt the lesson
- Do not talk when the member of staff is talking
- Arrive to lessons on time with the correct equipment
- Remain silent at the start and end of the lesson

Student Code of Conduct

At The De Montfort School and in the local community, students do whatever it takes to help create a safe school and local community, which respects the rights of others by:

- listening to members of staff and following instructions politely and calmly;
- walking in single file, not running or shouting, and being calm in corridors;
- going straight to lessons and holding doors open for others when the corridors are busy;
- never damaging school property, defacing the building, dropping litter or spitting;
- never insulting, undermining or swearing at anyone;

- remembering they are always ambassadors for The De Montfort School. Leaving school and making their way home in an orderly, responsible way; and
- When travelling on public transport, students will respect those around them, speaking to other students, transport staff and members of the public quietly and politely respecting the local environment, by being considerate to their local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property.

Students must understand that there will be consequences if they do not observe the code of conduct. The De Montfort School is based upon mutual respect. In order to support students to reach our expectations, we expect students to follow the guidance below.

Classroom Expectations

Every second is precious. Students turn up to lessons on time. If they are two minutes late to each lesson every day that equates to 50 minutes per week and over 32 hours per academic year. Following our classroom expectations is vital so that more time can be spent learning. In order to support students to reach the expectations, teachers guide them to follow the strategies below.

Students are polite and always welcoming.

- Students always refer to teachers as “Sir” or “Miss”. It is a sign of respect. It is polite. Teachers will treat students with respect and are extremely polite. Students will treat all teachers with respect and be extremely polite at all times.
- Students will say “thank you” ,“Excuse me” and “please”.
- Students and teachers will smile when they greet people, both inside and outside school.
- Teachers give rewards for the right behaviour choices and they take action to remind students of the consequences of the wrong choices.
- Teachers care enough to be strict. Every time a teacher gives a consequence, they are reminding students of the behaviour they really want and the behaviour they cannot allow students to hold onto.
- If somebody drops something, students help him or her pick it up. If someone trips up, they check to see they are all right. Students should not laugh at other people; they should help them. If students hear about anybody being unkind to another student, they tell a teacher immediately; otherwise, the unkindness will continue and increase.
- Students work hard and are respectful of one another.
- In school, students and staff hold doors open for one another. Students do not barge past and they politely let people pass. Students pass books along carefully, efficiently, politely, in silence. They queue for lunch politely and efficiently, in single file and eyes front, they line up to enter classes, they never talk when lining up, they have their eyes front, and they know that every single second counts. These are all signs of mutual respect. Staff and students are a team working together.
- Students are especially polite and respectful in corridors, on the stairs and when queuing. They remain in single file, eyes front. Students do what they have to do very smoothly and efficiently. They are polite to classmates, students we do not know, and to all members of staff. That includes office, canteen and cleaning staff. There are no exceptions

Students will:

- Always sit up straight and never slouch.
- Follow instructions the first time of asking.
- Follow the behaviour for learning protocols, allowing teachers to teach and students to learn.
- Work in silence when instructed to do so.
- Stay on task and work hard even when they find work challenging.
- Complete their homework as specified, to a good standard and on time.
- Produce their best work; otherwise, they will do it again.
- Ensure books/folders to be neat and tidy e.g. no pieces of paper will stick out/fall out of books.
- Include the title and date and underline them.
- Not graffiti/doodle on their books/folders/planner.
- Make corrections to their work where highlighted and improve their work after feedback.

Teachers have a seating plan and students sit at the seat they have been allocated. When they read they always follow the text with a ruler, with both hands on the ruler. This helps them concentrate, so they remember more and understand more. When they are not writing or reading, they sit up straight. They listen to every single word the teacher says very, very carefully. Students especially listen to instructions very carefully.

When students ask and answer questions, they always put their hand straight up in the air and wait for the teacher to choose them. They must wait for the teacher. Calling out is never permitted. Even if they have their hand raised, they have to wait for the teacher to choose them by name. If they didn't do this people would be interrupting the teacher all of the time. If they are confused, or unsure what to do, they should let the teacher finish what he/she is saying and then put up their hand up to ask a question. When students ask and answer questions, they should speak confidently and in a loud voice so the whole room can hear.

Teachers are the experts. Students never interrupt their teacher when he or she is talking.

Sometimes students will receive detentions. Sometimes they may even be put into the Isolation Room. This will be because their teachers have decided that their actions were rude or damaging to their education. Students may think the teacher was unfair. The teacher's decision is final. Students never answer back.

Students should keep their eyes on the teacher whenever he or she is talking. They should never turn around even if they hear a noise behind. They should not look out of the window or lose focus. Students look at the board, listen and read. Deliberate practice should be in silence. Students deliberately try to understand and to memorise the information and the processes they have been taught.

The beginning and end of lessons

Every second is precious. It is essential that students make their way very quickly and efficiently between classes.

At the end of each lesson, students stand behind their chairs in silence. Teachers will use the last minute of each lesson to pack away and get students ready to go off to our next lesson. Lessons start and end very efficiently and calmly at The De Montfort School. Teachers do not teach right to the very last second and then pack away in a rushed and inefficient manner. Students pack away as instructed. They remain focused on the task of packing away and then track the teacher. Around two minutes before the end of the lesson, teachers will ask students to pack away, students will then be dismissed from the lesson in an orderly manner.

When they get to the next lesson, students wait outside for the teacher. They never enter a room without the teacher's express instruction. Being on time is a sign of politeness. Being late is rude and disrespectful. Students move along corridors in single file, keeping eyes front, students move very quickly, efficiently and politely between lessons. They remain in single file and wait if another class is passing in front.

When students line up, they take off their coats and bags. They line up in silence.

Toilet visits

Students without medical needs should not use the toilet during single lessons. Every second is precious. If students visit the toilet once a day for five minutes that equates to 25 minutes per week and over 16 hours per academic year. Students are expected to go to the toilet at the following times:

- Before school (8.30am-9.00am)
- At break-time (11.00am-11.20am)
- At lunchtime (1.00pm-1.50pm)

During double lessons, students may use the toilet, with permission from the teacher, between 9.40am and 9.55am, 11.50am and 12.05pm and 2.20pm and 2.45pm. All students should wash their hands for 20 seconds using the soap and/or hand sanitizer available.

The pyramid below shows the reasons why students behave well. Teachers want all students to aim for the top of the pyramid. Students behave well because:



What is meant by good behaviour?

Good behaviour is not simply the absence of 'poor behaviour'. Good behaviour includes aiming towards students' flourishing as scholars and human beings. The following are examples of what we mean by good behaviour:

- Being ambitious and wanting to do as well as possible. Students should seek to extend themselves through additional effort, reading, research and target setting.
- Being motivated to improve and achieve. For example, asking questions to further knowledge, acting as a role model and accepting responsibility:
- Being caring towards others for example demonstrating politeness, care, concern and respect for all other members of The De Montfort School and for members of the general public;
- Being attentive and looking others in the eye when they are talking;
- Being courageous in the face of adversity for example having several more attempts if students think they have failed, attending school even if they feel a little under the weather;
- Being determined to succeed even when things get difficult, for example following instructions, speaking when spoken to and not challenging instructions;
- Being friendly towards others, always saying 'please' and 'thank-you'; holding the door open for others to pass without being prompted to do so;
- Being sympathetic towards others for example asking how they are;
- Being positive, even when things are tough;
- Being open minded to the views, religions and cultures of others; and
- Playing their part in keeping the school buildings, furnishings and site in good order, in particular, free from graffiti and litter for example emptying pockets of rubbish before running around at break or lunchtime.

Developing Student Character

Student character is developed through our academic curriculum. We are what we repeatedly do. Schools do influence students' characters with a combination of high expectations, accountability and modelling. Staff feel the best way to reach resilience is to give students challenging work to do; the best way to teach respect and politeness is to model it; the best way to teach students how to be functional, happy citizens is to set up systems which hold them to account for their behaviour. Here are some practical ways to develop student character:

- Teachers encourage positive responses to our questioning and not accepting "I don't know," to encourage resilience.
- Time for deliberate practice activities.
- Time to struggle during lessons so students develop independence.
- Reading books/tasks that are challenging.
- Reading aloud in class to develop student confidence and improve comprehension.
- Responding positively to academic failure and disappointment encourages the attitude 'I've not failed; I've just found 10,000 ways that don't work'.
- Teachers do not accept poor responses to consequences and they deal with secondary behaviours to develop discipline.
- Teachers reinforce the importance of demonstrating politeness, care and concern for all other members of The De Montfort School and for members of the public.
- Teachers ensure students uphold and adhere to all rules and routines without question, even when they may feel hard done by.
- Assemblies based on positive character traits and positive role models.
- Teachers define good behaviour.
- Extra-curricular and house activities to develop support and competition between students and houses.
- Charity work to develop empathy for others.

It is important that all of our students know what is expected of them at all times. We want our students to try their best, which means:

Try means... being prepared for learning	Try means... 100% effort at all times	Try means... always being respectful
<ul style="list-style-type: none"> ▪ Being punctual ▪ Having the correct uniform ▪ Having the correct equipment and ready to go at the start of every lesson ▪ Completing homework to a good standard and by the agreed deadline ▪ Getting to lessons quickly 	<ul style="list-style-type: none"> ▪ Having a go regardless of how confident you feel ▪ Staying on task, especially when it gets difficult ▪ Starting tasks promptly when asked ▪ Facing the front ▪ Working in silence when asked to do so ▪ Asking relevant questions ▪ Staying seated unless permitted to do otherwise 	<ul style="list-style-type: none"> ▪ Respecting others' right to learn by not disturbing others ▪ Always listening to the teacher and to others ▪ Always following instructions first time ▪ Always being respectful of other people's opinions ▪ Putting your hand up to speak ▪ Thinking about what you say, how and when you say it ▪ Thinking about your body language

		<ul style="list-style-type: none"> ▪ Only asking relevant questions ▪ Being respectful of equipment and school property
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We teach manners and confidence explicitly in school, we believe they are important. Our values can be summarised by the following behaviours:

STEPS

- S – Say Sir/Miss when talking to adults
- T – Thank you.
- E – Excuse me.
- P – Please
- S – Smile

SLANT

- S – Sit up straight
- L – Listen carefully to your teacher and other pupils.
- A – Ask and answer questions.
- N – Never interrupt a teacher or another pupil.
- T – Track the teacher around the room if they are talking.

SHAPE

- S – Talk in full sentences.
- H – Hands away from your mouth when you talk.
- A – Articulate your words.
- P – Project your voice.
- E – Make eye-contact

Outside of school

Even when students are outside of school, they still represent The De Montfort School. They should think about how their actions reflect on themselves and the school. Students may receive consequences for behaviour outside school that affects their education or brings the school into disrepute.

- **After school:** Students are in our uniform. They are representing The De Montfort School. If teachers hear of disrespectful behaviour outside of school, those concerned will receive a consequence. They should use thank you, excuse me, please and they should smile outside of school and in. They are especially polite to shopkeepers and bus drivers.
- **At home:** Homework takes priority over any hobbies students may have. Students have a homework timetable. When they do their homework, they should keep away from mobile phones or any computers that might distract them. They should find a quiet place to work where they can concentrate. Once homework is complete, they pack all of their equipment, and homework, in their school bag. They check their pencil case. They check their timetable to ensure that they have everything they need for the next day-for example, a PE kit. Teachers will not accept excuses such as “I forgot” or “I slept in”. It is important students get a good night’s sleep and have enough rest to properly study at school. As a guide, students need around nine hours of uninterrupted sleep every night. If they do not sleep enough, they will not learn effectively and will not remember what has been taught. Mobile phones or computers should be kept away from their bed, so they are not tempted to look at them in the night.
- **The internet and social media:** Students must not be nasty about other people on social media. They should be polite and kind online, just the same as when in school. If they are bullying, rude, or disrespectful online, they may receive a consequence in the same way as if it had taken place in school. They should think about how much time they spend online and whether they could make better use of time.

Rewards

We acknowledge and celebrate achievement in all its forms, including academic success, sporting success and attitude to learning and operate a comprehensive rewards system through awarding achievement points and positive acknowledgements: postcards and letters home, headteacher’s awards, rewards trips and rewards lunches. We do not

believe it is appropriate to give rewards for good behaviour day-to-day; we should learn to behave well as a matter of principle, not in response to short-term incentives.

Students can earn reward points for academic achievement, effort, attendance and punctuality.

Rewarding academic achievement and effort

- Students will be awarded an achievement point each time a staff member recognises their academic achievement and effort these will be logged on Class Charts
- Students will be eligible to be nominated for achievement certificates awarded during rewards events at the end of each half term
- At the end of each academic year, a letter is sent home to the parents/carers of those students whose effort has been outstanding.
- A letter will be sent home each half term to the parents/carers of those students who have received no behaviour points in that half term.
- Once every half term, teachers nominate a minimum of two students from each class in every subject to receive a Headteacher award for outstanding achievement and/or effort.
- Each term the top ten students in each year group for achievement and progress are awarded a certificate to recognise their achievements.
- Every week all heads of year award 'stars of the week'. All students awarded this will receive five achievement points.
- Net behaviour versus achievement points will be calculated and count towards points for each house.
- Year 11 students who reach the end of the year whose effort has met our expectations will be invited to attend the school prom.
- Students who perform consistently well will receive house and school colours, some students who are awarded school colours more than once will receive a school awarded denoted by the presentation of an award tie.

Attendance and Punctuality

- An achievement point is automatically awarded every week for all students who have achieved 100% attendance during the week or made an improvement in their attendance from the previous week.
- An achievement point is automatically awarded every week for all students who have been punctual to all sessions for that week.
- All students who achieve 100% attendance during a half term, or whose attendance improves dramatically, will receive a certificate to celebrate this achievement and 10 achievement points. Adjustments will be made to ensure students with medical conditions are not disadvantaged.

Stationery and equipment for lessons

We place high importance on personal organisation and getting the 'basics' right. It is vital that students come to school every day with the right equipment 'ready to learn' each lesson. When students arrive to lessons without the correct equipment, there is a disruption to learning for every student. Therefore, not having the expected equipment results in a consequence. All students in Years 6-11 are expected to bring the equipment below:

- exercise books/folders
- planner
- pencil case
- black pen
- pencil
- ruler
- protractor
- rubber
- glue stick
- scientific calculator (from Year 7)

In order to help and support our Year 6 students to be prepared with the correct equipment straight away, the school will provide them (free of charge) with the items listed above (excluding a scientific calculator) on the first day of the new academic year.

In addition to the equipment above, we expect every student in Years 6-11 to bring the following:

- Subject specific equipment including PE kit (details found on the website), compass, and cooking ingredients.
- Other useful equipment but not specified in the 'basics' would be coloured pencils and a highlighter.

In order to offer support in getting the basics right, stationary items are available from the library.

The Consequences System

The consequence system is underpinned by our core values. In the first instance, some identified low-level classroom disturbances will be dealt with by the teacher issuing a verbal warning (C1). If the verbal warning does not lead to an

improvement in the student's behaviour or if the student's behaviour is deemed disruptive, then the next stage of the consequences system will be used.

A consequence may be issued when a student does not act safely, respectfully or responsibly or does not accept responsibility for their actions. When determining the consequence to be issued, the member of staff will consider the student's circumstances (including their age and any special educational needs and/or disabilities) alongside the circumstances of the case. The sanction issued will be appropriate to the seriousness of the incident, taking those factors into account. Consequences will generally be part of a graduated response to incidents of inappropriate behaviour, although there may be occasions where the serious nature of an incident requires a greater sanction to be issued. The consequences are described below.

Conduct Reminder	Verbal reminders will be given to students at the start of day by their tutor and at the start of each lesson. These reminders will concentrate on the core behaviour standards.
C1	A first warning, firmly given. This is a signal warning a student that their behaviour is unacceptable, is affecting learning, and therefore needs to be changed. For a C1, a student's name will be listed on the whiteboard but if no further problems arise, no further action is taken.
C2	<p>This indicates that the student has repeated some disruptive behaviour and is continuing to affect the learning taking place in the classroom. Again, the student's name is listed and they are expected to serve a 20-minute after school detention the following day in the designated classrooms from 3.30pm-3.50pm. The incident is recorded in Class Charts. Parents/carers will be informed of the C3 detention by telephone or text. Parents/carers should inform the school immediately if their contact details have changed</p> <p>All students will be collected for their C2 detention at the end of the school day.</p> <p>All C2 detentions should be completed without negotiation. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.</p> <p>If the student does not attend a C2 detention, a C3 detention will be issued for the following day.</p> <p>If a student receives two or three C2 detentions in a day they will serve all the detentions the following day, up to a maximum of 1 hour. If a student receives more than three C2 detentions in one day, then a day in the Isolation Room will be issued.</p>
C3	<p>Students will be issued a C3 for persistently or significantly disrupting learning.</p> <p>Students will be removed from the classroom and expected to serve a one-hour detention the following day from 3.30pm-4.30pm. The incident is recorded in Class Charts. Parents/carers will be informed of the C3 detention by telephone or text. Parents/carers should inform the school immediately if their contact details have changed.</p> <p>A member of staff will be called, and the student will be taken to the parking room. During this time, the student is expected to do work provided by the member of staff or Faculty area or homework tasks. Generally, they will return to lessons the following lesson having been spoken to by the member of staff in the room. Any student who is sent to parking twice in one day will remain in parking or go straight to the Isolation Room and not return to lessons that day. This will also result in a phone call to the parents/carers.</p> <p>Any C3 detentions that are issued always take precedence over other activities (e.g., after-school clubs or fixtures) and appointments.</p> <p>All C3 detentions should be completed without negotiation. It is the responsibility of the individual student to attend and to use the time productively. Students can continue the work from the lesson they missed, complete assignments, engage in productive study or, if they have no other work to do, they can read.</p> <p>If the student does not attend a C3 detention, a day in the Isolation Room will be issued.</p> <p>If a student receives a C3 detention with any other detention, a C2 or C3 in a day, a day in the Isolation Room will be issued.</p> <p>If a student receives three or more C3s in a week for persistently or significantly disrupting learning this will result in a day in the Isolation Room.</p>

C4	<p>This is a very serious sanction and signifies that the student has made choices that are unacceptable within our community. It will result in time in our Isolation Room under strict supervision. Students will be required to sit in the Isolation Room from 9.00am-3.30pm, work in silence and complete the work set. The time in the Isolation Room gives them a chance to reflect on the choices they have made. The incident is recorded in Class Charts. If the incident happens during a lesson, the student will be taken straight to the Isolation Room. This sanction will involve a phone call to the parents/carers or possibly a meeting with a member of the senior leadership team and/or the head of learning.</p> <p>Every effort will be made to contact parents/carers to explain why this sanction has been issued, but if contact cannot be made student will still be expected to complete the sanction. Whilst inconvenient there is an expectation that parents/carers make themselves available to attend a meeting if this is deemed necessary. If a student is referred to the Isolation Room 5 times in one term, then, despite any other strategies already in place, they will be referred to the behaviour panel, led by the a senior leader. In this meeting, a review of the student's behaviour and interventions used to date, their success will be discussed, and a plan put in place to identify further strategies to support the student.</p> <p>The member of staff who witnesses the incident will report any C4 incident verbally to the Head of Learning straight away. The Head of Learning will discuss the incident with their line manager (member of Senior Leadership Team) and the student will be placed into isolation immediately. The incident will then be reported in SIMs by the member of staff who witnessed the incident.</p> <p>Students who misbehave during their time in the Isolation Room or refuse to complete a C4 sanction can receive a fixed term exclusion.</p>
C5	<p>Could result in a longer period in the Isolation Room, a fixed term exclusion (combined with days in the Isolation Room), a governor behaviour panel, and a managed move to another school or permanent exclusion.</p> <p>The member of staff who witnesses the incident will report any C5 incident verbally to the Head of Learning straight away. The Head of Learning will discuss the incident with their line manager (member of the Senior Leadership Team) and the student will be placed into isolation immediately. The member of staff who witnessed the incident will then report the incident in Class Charts.</p>

C1	C2	C3	C4	C5
<p>Examples of low level disruptive behaviour are:</p> <ul style="list-style-type: none"> ▪ Not listening ▪ Off task behaviour ▪ Calling out or talking out of turn ▪ Poor effort 	<p>Given for repeat of C1 offences or:</p> <ul style="list-style-type: none"> ▪ A poor response To being given a C1 e.g. shrugging shoulders, answering back, tutting, smirking etc. ▪ Eating in a lesson ▪ Uniform not worn correctly. ▪ In possession of a fizzy drink. ▪ Late mark to school or lessons without a valid reason. ▪ Excessive make-up ▪ Homework not completed on time ▪ Mobile phone seen/heard at any time during the school day. 	<p>Given for further repeat of C1 or C2 offences or:</p> <ul style="list-style-type: none"> ▪ Disturbing an exam ▪ Foul/sexual language ▪ Being out of bounds ▪ Third late mark to school or lessons without valid reason. 	<p>Examples of serious incidents are:</p> <ul style="list-style-type: none"> ▪ Defiance. For example-walking away when being spoken to by any member of staff, refusal to follow instructions etc. ▪ Truancy from lessons or school ▪ Harassment or bullying (including cyber-bullying). ▪ Threatening behaviour. ▪ Verbal abuse towards a student or member of staff ▪ Videoing on mobile phones ▪ Vandalism, damage to property or theft ▪ Dangerous behaviour ▪ Smoking, including e-cigarettes. 	<p>Examples of very serious incidents are:</p> <ul style="list-style-type: none"> ▪ Drug related issues. ▪ Alcohol related issues. ▪ Carrying an offensive weapon. ▪ Swearing at a member of staff ▪ Serious actual or threatened violence against another student or a member of staff. ▪ Racist, sexist or homophobic language. ▪ Sexual harassment. ▪ Sexual violence. ▪ Bringing the school into disrepute.

Report system

Autumn Term Reports	Thresholds	Spring Term Reports	Thresholds	Summer Term Reports	Thresholds
Yellow (tutor)	40	Yellow	50	Yellow	60
Amber (Head of Learning)	50	Amber	60	Amber	70
Red (Senior Leader)	60	Red	70	Red	80

Report Cards

- Actions that do not relate specifically to poor behaviour in or out of class will not accrue behaviour points.
- The thresholds at which a report will be issued will be increased each term to reflect where we are in the academic year-see above. The points will not default to zero but the threshold will be raised at the start of the spring and summer terms.
- All students on report at the end of a term must successfully complete the report before being taken off.
- Heads of learning may use discretion when evaluating the appropriateness of a student being placed on report.
- The behaviour of students on report should be exemplary. The consequences are stated on the report cards.

Punctuality and arrival to school each day

All students must arrive to school and all lessons on time.

- All students should arrive at school by 9.00am, at the start of the day they should go to their tutor area
- If a student arrives late to school or to a lesson without an appropriate reason (for example a medical appointment, supported by a letter or appointment card), they will be expected to serve a C2 detention.
- If a student is marked as late three times in a week to school or lessons then they will be placed in a C3 detention.

Uniform

For information about the school uniform, please see the school website. Hoodies or any other clothing that is non-school uniform should never be worn under blazers on the school premises. These items can be confiscated by teachers and will be returned to parents/carers if they come to school to pick it up.

The school keeps a stock of uniform and shoes. If students attend school dressed inappropriately, the school will use a number of processes to rectify the issue. If the issue cannot be rectified the student may be placed in isolation (please see the uniform and appearance policy for more details)

Prohibited Items

There are a number of items, which are not permitted in school. Possession of these items carries a consequence that students can expect if they are in breach of the rules (see consequence table above). In order to encourage honesty, the consequence for bringing any contraband items into school may be lessened if students own up before a search takes place.

- Chewing gum
- Energy/fizzy drinks as they are linked to obesity, tooth decay and high blood pressure resulting in poor concentration
- Matches
- Lighters
- Cigarettes
- Electronic cigarettes (also known as 'e-cigarettes' or 'e-lites')
- Mobile Phones, MP3 players and hand-held games consoles (if suspected of being used in contravention of the 'Mobile phone, MP3 player and Games Console Policy')
- Illegal substances
- Weapons

Please refer to our 'Behaviour Policy' for any other prohibited items.

Mobile phones

It is our policy to allow students to have a mobile phone with them in school should they choose to do so. However, they should always be turned off and not used for any purpose. Please see the 'Mobile phone, MP3 and games console Policy' for details.

Discretion

No behaviour policy or set of protocols can cover all eventualities. The Associate Headteacher reserves the right to use discretion to help The De Montfort School students make better choices and learn the right lessons.

Reasonable adjustments

Where appropriate we will make reasonable adjustments for students, including those with special educational needs and/or disabilities, who have specific needs that mean they find our high expectations difficult to meet. A reasonable adjustment never means that we lower our expectations. It means some students need additional support to ensure that they meet the high expectations that we have for all our students.

Supporting our students to get to the top of the pyramid

We will support our students to meet the high expectations by offering the following:

- Report cards;
- Pastoral support plans to improve their chances of successfully climbing the pyramid;
- Part-time timetables (for a designated period of time) to reintegrate back to a full-time timetable;
- Students who persistently fail to complete their homework are supported with compulsory homework club after-school;
- Additional pastoral support;
- Regular meetings with parents/carers;
- Additional careers advice and guidance from a specialised careers advisor;
- Restorative conversations with the teacher who gave students the consequence;
- Reflection letters to members of staff as part of restorative justice;
- Counselling from a trained counsellor;
- Behaviour panel meetings if a student has been in isolation 5 times or more during a term; and
- An alternative provision placement. See the 'Offsite/Alternative Provision Policy'.

Detention Protocols

Detentions always take precedence over other activities such as after-school clubs or fixtures.

C2 detention: 3.20pm-3.40pm (up to 4.20pm for more than one C2 detention)

C3 detention: 3.20pm-4.20pm

- Students are collected for their detention at the end of the school day.
- Students are seated when told, by the member of staff on duty.
- Students must work silently on either: homework, a task given to them by the member of staff on duty (there is work available in each room), reading or lines.
- If a student talks during a C2 detention, they will receive a C3 detention for the following evening.
- If a student talks during a C3 detention, they will re-sit the detention the following day.
- Students will not be allowed to use a computer.
- If students wish to ask a question, they must raise their hand and wait for a member of staff to come to them.
- Students are dismissed in silence.

Appendix B

Updates to the Behaviour Protocols and daily procedures during Covid-19 February 2021

We are aware of the anxieties that Covid-19 has created for students and their families and school staff. It is hoped that this document will help to alleviate any concerns parents/carers may have about their sons/daughters returning to school.

How will year group bubbles work?

Students will be taught in year group bubbles allowing us to maintain some level of social distancing procedures in school and reduce the chances of being infected with the virus. By limiting how much the students mix with one another, we can reduce the chances of the virus spreading by minimising contact in corridors between lessons and at break time. If staff or students become infected with the virus, only students within their bubble who have had close contact will have to be quarantined at home for 10 days. Close contact has been set out by the government as:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

Timing of the school day

To reduce to amount of times that students need to move around the site the times of the school day have been adjusted. All lessons are in double sessions:

- Tutor time: 9.00am
- Lesson 1&2: 9.15am
- Break: 10.55am
- Lesson 3&4: 11.10am
- Lunch: 12.50pm
- Lesson 5&6: 1.20pm
- End of school: 3.00pm (3.05pm for Years 9, 10 & 11)
- Lesson 7&8 (sixth form students only): 3.10pm

Safeguarding your son/daughter

In order to safeguard your son/daughter, we have implemented a number of measures:

- Ensuring teachers remain at a safe distance from one another and students
- Increased the frequency of cleaning
- Increased the hand washing facilities
- Reduced the use of frequently shared items by ensuring all students have access to their own resources and equipment
- Implementing one-way systems where required
- Adapted school rules where necessary to include hygiene expectations
- Identified suitable teaching spaces to ensure students are taught for all of their lessons in specific areas of the school known as 'year group bubbles':
 - Year 6 will be based downstairs in the Humanities block
 - Year 7 will be based upstairs in the Humanities block
 - Year 8 will be based downstairs in the Languages block
 - Year 9 will be based upstairs in the Languages block
 - Year 10 will be based in the Maths block
 - Year 11 will be based in the Science block.

Equipment

Students should bring their equipment/stationery each day as set out in the behaviour for learning protocols. They will not be allowed to share equipment or resources. If a student requires equipment it will be supplied by school and kept by them. They should also bring the following equipment to school

- Tissues
- A plastic bag (to dispose of the tissues)
- Hand sanitiser

Commute to and from school

Walking

For the protection of the whole school community, we ask that your son/daughter does not walk to school in a group. Social distancing measures should be adhered to both to and from school. Students may of course walk to school by with members of their family. If a friend is met on the way/way home to and from school, it is essential that students continue to adhere to the social distancing measures.

Cycling

If your son/daughter cycles to school, please ensure they follow the guidance below:

- Ensure that you arrive at school 5 minutes before your allotted time to give enough time to lock your bike and wash your hands, before queuing up
- Respect the social distancing advice and do not ride close to others
- Be patient and consider whether overtaking others is necessary
- When arriving at school, get off the bicycle and join the socially distanced queue at the entrance to the school
- When locking up bicycles, students should ensure that there is one bicycle stand in between each bike. Some stands will be taped off to ensure students use the stands intended.

By bus

If your son/daughter has to use public transport to get to school, they must follow the guidance below:

- Wear a face covering (ideally a surgical mask) whenever using public transport
- Remain a safe distance from the next person whilst waiting at the bus stop and on the way to the bus stop
- Be patient and wait for the person in front to get on and move away before getting on
- Sit on separate seats to other passengers and where possible, sit in alternate rows on the bus
- Remain seated throughout the journey to and from school
- Wait for the person in front to get off and walk away before getting off the bus.

By car

Students should be dropped off at the bus bay where there will be a member of staff on duty. They then follow the route to the building where their year group bubble is based.

Arrival at school and reducing movement of students in school

When arriving at school, students should queue sensibly and ensure that they are observing social distancing measures by following the markings on the floor.

- Students should enter through the following entrances:
 - Year 6 – Bus bay gate
 - Year 7 – Small Hall entrance
 - Year 8 – Bottom gate
 - Year 9 - Bus bay gate
 - Year 10- Emergency access drive
 - Year 11 – Bottom gate

Students should then follow the one-way system to their classroom and line up outside the room. Students will be allocated a classroom area where they will be based for the majority of their time during the school day. Once in the classroom, students will be directed to a place to sit, according to the seating plan. Every time students are in school, they will enter using the same entrance, use the same classroom and sit in a place according to the seating plan. This information will be communicated to you in advance via letter and via the weekly tutor calls. Your son/daughter will also be provided with a map that shows them the route through the school they should take when arriving or leaving their designated classroom.

Handwashing

In order to reduce the risk of transmission of the virus, we have increased the number of areas that students can wash their hands and provided hand sanitiser in every classroom. We have installed a number of hand washing stations outside of the school buildings so that students can wash their hands prior to entering the building. Students will be supervised when washing their hands to ensure that they are washing their hands with soap and for a minimum of 20 seconds. Students will also be asked to wash their hands at regular intervals throughout the day to again reduce any further possible risks.

How will school be different?

Students will not be returning to the school with exactly same procedures that they left in March 2020. In order to safeguard the health and wellbeing of all students and teachers it is imperative that we follow all the guidance set out by the government. It is inevitable then that there will be a number of things that students will not be able to do in order to protect the health and safety of all members of our school community. Please ensure that your son/daughter is fully aware of the following list. All actions are designed to reduce the spread of Covid-19:

Students will **not** be able to:

- 1) Be any closer than 2 metres from a member of staff
- 2) Congregate on the playground at the end of the school day
- 3) Go to assembly with the rest of their year group, assemblies will be done via video link
- 4) Be able to mix with other students from other year bubbles during break time
- 5) Enter the school building without washing their hands or using hand sanitiser first

- 6) Be able to access reception to hand in letters and exeats
- 7) Queue up outside each classroom
- 8) Be able to share or borrow resources or equipment from school or each other
- 9) Hand in worksheets or exercise books for marking
- 10) Undertake practical activities in subjects such as: Science and Design Technology (apart from Year 11, 12 and 13)
- 11) Be allowed to leave the classroom for any reason other than an emergency
- 12) To get out of their seat
- 13) Use the water fountains on site
- 14) Be able to purchase food at break or lunchtime from the canteen
- 15) Go to the toilet in groups during break time
- 16) Attend after school clubs with students from different year groups.

Lessons

In order to ensure that students and teachers are protected in the classroom, we will be putting into place a number of measures.

- Every student will sit in a place according to the teacher's seating plan.
- Hand sanitiser will be made available to students and they will be directed to use this at the start and end of the lesson.
- As before, students are expected to work hard and follow staff instructions at all times, as set out in the behaviour for learning protocols.
- There will be no group work.
- Teachers will be observing social distancing measures and so will not be able to stand next to students to offer one-to-one support or mark work.
- No work will be collected as the virus can live on surfaces.

Break time and lunchtime

In order to minimise the risks as well as enable students to have a period of rest, students will be allocated with a specific area for the year group bubble only.

Outside areas and larger inside areas where students have space to spread will be used to reduce the risk of overcrowding. The following designated areas will be used:

- Year 6: Tennis court area (Small Hall for adverse weather)
- Year 7: Main playground (Gym for adverse weather)
- Year 8: Large Astroturf (Large Hall for adverse weather)
- Year 9: Large Astroturf (Large Hall for adverse weather)
- Year 10: Area behind Sports Hall (Sports Hall for adverse weather)
- Year 11: Small Astroturf (Science block for adverse weather)
- Sixth form: Sixth form common room (Sixth form students)

Food sold by the kitchens

In order for us to keep students in their year group bubbles, we have arranged for students to eat their lunch in a designated area of the school. These are cleaned between each sitting, to enable this to take place, a split lunch has been introduced.

Toilets

Students will be allowed to use the toilet at break and lunch times and during the double lessons. Any student with a medical condition will be seated at the front of the classroom so that they can leave if necessary.

When using the toilet at break and lunch, students will be directed to use the closest toilet to their bubble area. When using the toilets the following rules apply:

- Students will queue following social distancing measures along the designated path
- No more than one student will be allowed to use the toilet at any one time
- Students should ensure they wash their hands using the soap provided for at least 20 seconds after using the toilet
- Students should leave the toilet and return to their designated area staying in their designated zone
- Students will not be allowed to wait around for their friends.

End of Tutor time, break and lunch

To support students in maintaining social distancing when they enter the classroom areas, students will line up in the zone areas. Members of staff teaching the group will collect the students from the areas. Students should:

- Use hand sanitiser provided when they enter the classroom
- Enter their classroom whilst observing social distancing.

The end of the day

As with the start of the day, students will be required to exit the school site sensibly, calmly and continue to follow the social distancing measures. Students needing to catch a bus will leave the classroom at 2.50pm, Years 6, 7 and 8 students will leave at 3.00pm and Years 9, 10 and 11 at 3.05pm

Detentions

So that students can remain in their bubbles, C2 and C3 detentions will take place with other students in their own year group. The following rooms will be used for detentions:

- Year 6: Year 6 main area
- Year 7: Staff room
- Year 8: LG2
- Year 9: Large Hall
- Year 10: MG1
- Year 11: SG4

Hygiene

To prevent the spread of the Covid-19 virus, students should always follow the following hygiene rules:

- Wash hands thoroughly with soap for 20 seconds after going to the toilet (all toilets will be open at break time)
- Use hand sanitizer/anti-bacterial wipes, where possible, at the beginning and end of lessons.
- Students will be given an opportunity to wash their hands every hour
- Wear clean uniform each day
- Do not wear scarves or other facial coverings other than disposable surgical masks (these are optional)
- Do not wear any other gloves or PPE other than optional disposable plastic gloves (provided when using keyboards)
- Always coughing/sneeze into a tissue, place into a bag brought from home and then placed into a bin. If this is not possible, students should cough/sneeze into the crook of the arm
- Avoid touching unnecessary surfaces
- Avoiding touching the face.

Covid-19 Rules Regarding Social Distancing and Poor Hygiene

- Students are not permitted to cough over or in the direction of any other student or member of staff, they must cough into the crook of their arm or a tissue and place the tissue into their own bag, which they can put into a school bin
- Students are not permitted to touch other students or their belongings or borrow equipment from other students. Equipment (pens, pencils, rulers, rubbers) may be borrowed from school but will not be expected to be returned. Equipment such as calculators should be brought from home, but if one has to be borrowed, it will be placed into a box after it has been used and sanitised afterwards.
- Students must wash their hands when directed to by a member of staff.
- Students are not permitted to say anything derogatory to another student relating to the Coronavirus.
- Students will follow social distancing guidelines set out by the government.
- If there is concern over reported student unsafe behaviour in the community, they will not be allowed onto the school site.

Consequences

Students involved with any inappropriate actions with reference to the Coronavirus guidelines above will be sanctioned appropriately. For example:

- Intentionally coughing or sneezing over another student or member of staff
- Spitting on the floor or at others
- Taking students' equipment with the intention of causing anxiety, stress or to ridicule another person's reaction or concerns about Covid-19
- Touching other students with the intention of causing anxiety, stress or to ridicule another person's reaction or concerns about Covid-19
- Not disposing of used tissues correctly (e.g. dropping them on the floor and not putting them in the bin)
- Refusing to wash hands when directed to by a member of staff
- Leaving the year group bubble.

Should the student wilfully disregard the Covid-19 rules, they will be removed from the room or from the area of school they are in straight away and taken to isolation for the remainder of the day and the parents will be contacted.

Dependent upon the severity of the incident it will then be decided whether the student should remain in school and whether a fixed term exclusion is necessary.

Student support

To keep the number of our school community on site to a minimum, therefore ensuring we reduce the risk of spreading the virus, some staff who provide student support will do so remotely, via either email, telephone or both. Whenever a

member of staff requests to speak to a student it will be done so with the parent/carer's consent, via the parent/carer's telephone.

- Our Heads of Learning are available via email and we will write to you to confirm times during the week that they are available to speak on the telephone
- We have increased our Senior Intervention Tutors team to support more students in the school, the SITs for each year group are listed below:
 - Year 6 – Mrs Gouldburn
 - Year 7 – Mrs Malin
 - Year 8 – Mrs Waters
 - Year 9 – Mrs Jones
 - Year 10 – Mrs Charlton
 - Year 11 – Mrs Green
- Our Family Support Worker, Mrs Jennings, will continue to work with students and families to support their needs whilst also signposting them to relevant agencies. With families' consent, she can refer families for further family support. Her email address is: cjennings@tdms.worcs.sch.uk
- Our school counsellor is Caroline Bourne. Heads of Learning and Senior Intervention Tutors will make referrals to Mrs Bourne for students who the pastoral team feel would benefit from additional support. We always get parental consent before any counselling sessions commence.