

Interim Classroom Behaviour Policy Years 7 to 11 September 2020

Context

As school returns following some six months of closure, all members of our community will have to adapt to our 'new short term normal.' Our whole school approach is very much one of fostering a strong team spirit within and between all students and adults. We must all work together to beat the virus, keep each other safe and re-establish as quickly and efficiently as possible the outstanding teaching and learning within the classroom for which TGGs is renowned. This document is seen as essential to this process, and is a modified version of our comprehensive whole school 'Behaviour Policy' (March 2019) which can be found on the school website. It should be noted that our formal rewards systems remain unchanged.

The Aims of this Interim Policy

1. To remind all students, teaching and non-teaching staff, parents and governors of the usual expectations of student classroom behaviour and indicate any significant changes or additional requirements due to Covid 19.
2. To help all students, teaching and non-teaching staff, parents and governors to understand the different levels of support which may be offered to help prevent repeat incidents and the sanctions that can be employed if expectations are not met.

Student Rules for Lessons

a) General principles.

The following should be understood by all staff and students to apply in all lessons.

- In these challenging times, more than ever students should approach each lesson determined to do their best to work co-operatively and positively with their teachers and adapt flexibly to the shorter lesson times and any modified or new approaches which may be necessary such as 'Flipped Learning' (whereby as part of their preparation students are asked to think about key concepts *before* a lesson) or new ways of managing groupwork.
- If at any time a student feels significantly unwell, overwhelmed, anxious or unhappy then they should raise their hand and politely explain their issue to their teacher so that they can offer the most appropriate guidance and/or support.

b) Effective organisation (at home) and planning for the day ahead is vital.

As far more lessons will now be taught in students' regular bases with their teachers coming to them, the following expectations are now more important than ever to reduce the sharing of equipment and minimize wasted time. The night before at home, it is the students' responsibility think about the day ahead to ensure that they come to school with all the stationery and equipment they need for all their five lessons.

- Most important – personal **supply of sanitiser** - there will be scheduled use of this as directed at the beginning and end of each lesson during the day to supplement the new school sanitiser stations and washrooms
- If applicable the P.E kit they will wear to school or ingredients for Food Technology
- Key stationary and writing equipment: lined A4 paper, highlighters (ideally 4 different colours), 4 pens (including a black biro or fineliner pen), the 'green pen' (the school will reissue these if necessary), pencils – (2B and/or 4B pencil, coloured pencils) and pencil sharpener
- Student Planner
- Individual whiteboards pens and erasers (these will be provided by TGGs)
- A private reading book is going to be essential for all English lessons (e-readers on tablets/phones are fine).
- Small French and German dictionary and jotter/notebook for doing rough work or the Leo.org (German) or Word Reference (French) App
- Protractor, compass and scissors
- Miscellaneous: glue (+ spare glue) and ruler (the ruler needs to be a 30cm solid one and decent eraser), plastic wallets
- Calculator for students minimum Casio fx-83GTX or Casio fx-85GTX (For GCSE we are strongly recommending the Casio fx991EX classwiz; this is more expensive, but parents may choose to buy this from Year 7 to avoid a second purchase in Year 10)
- Headphones for IT suites that plug into a 3.5mm jack - not Bluetooth
- Mobile phones which are correctly connected to the school's wi-fi (instructions will be sent out again at the beginning of term)

- c) Teachers will now have to travel many times across the school's 'bubbles' every day, invariably carrying a variety of equipment and working in a variety of rooms with which they are unfamiliar. This has some important implications for all students to ensure that time is not wasted and teaching and learning can occur as effectively and enjoyably for all.**
- Students should do all they can to make their teachers feel safe, welcome and unstressed specifically;
 - i. Where possible students should always try to stay 1m away from students and 2m away from staff or enter the marked teacher area.
 - ii. Students should absolutely not touch teachers' desks, computers or personal equipment.
 - iii. In readiness for each lesson students not wait for their teacher to arrive but instead immediately (i.e. at the end of morning or lunch registration or as soon as the previous teacher has left the room) get out their exercise books, folders, textbooks and any homework or Flipped Learning tasks which may have been set previously, plus all relevant equipment so that their teacher can begin the lesson as quickly as possible.
 - iv. Students must stand up when the subject teacher enters the room to signal the start of the lesson unless the teacher specifically says not to.
 - v. Teachers may ask students to carry out short introductory tasks (e.g. introductory research or private reading) whilst they log on, set up the recording of their lessons and organise their resources. They may also arrange in advance for students/s to issue 'bubbled' textbook or to hand out other resources such as paper or worksheets. Again students should comply immediately with any such one off or regular requirement.
 - vi. Teachers will take a register formally at the beginning of periods 1 and 4. Regarding periods 2, 3 and 5, in order to speed up the start to lessons, teachers may ask a student/s to inform them of any absent classmates for them to check and enter into SIMS (rather than take the register formally); if applicable it is important this responsible role completed promptly and accurately.
 - It is entirely up to the teachers to decide how the learning environment is set-out and who sits next to who; they will arrange both to maximize the progress of all students.
 - Seating plans which conform to social distancing requirements should wherever possible be adhered to at all times and all teacher requests regarding safety procedures (e.g. use of sanitizer, non-sharing of equipment or stationary) complied with immediately and without fuss.
 - To avoid wasting time with unnecessary questions or interruptions it is essential that homework details are accurately recorded in their Student Planners. In most cases homework will now be submitted via 'Teams', but if homework or classwork is handed in on paper, the strict Covid safety protocols directed by the teacher must be strictly followed.
 - When a lesson has to be missed, then it is the student's responsibility to find out the content and to catch-up on work missed. In the first instance, the student should ask a friend what the work was and/or access the relevant recorded lesson in 'Teams'. If the student is still unclear, then the student should either e-mail or see the teacher. This includes finding out if any homework was set, and, if so, completing it or seeking, where appropriate, peer or teacher support to do so before the next lesson.
 - Students' phones should be on silent and in their bags unless/if the teacher explicitly instructs them to be used as part of the lesson. With access to ICT rooms across bubbles now not possible, students should expect to be asked to use their mobile phones as a constructive learning tool more frequently.
- d) Where students have to travel to a lesson outside their 'bubble' the following expectations now apply.**
- Where a class is moving to another room/venue for their next lesson (e.g. all practical subjects – Art, Drama, Food Technology, Music, PE, Science, Textiles), teachers will end the lesson 5 minutes early; it is important that all students pack up promptly and follow instructions quickly so that they leave the classroom before the bell.
 - It is essential that students move quickly, keeping to the left in corridors, following the designated routes and obeying Covid related protocols at all times.
 - Students follow the teachers' rules re whether they enter the classroom at the start of the lesson or wait until asked in.
 - If students have to wait in corridors for a short period, they should wait against the wall so people can easily walk past.
- e) The following rules still apply.**
- Students should pack away only when told to do so and not when the bell rings.
 - Students should stand at the end of the lesson to be dismissed as instructed.
 - Students should not shout-out answers or if they are unclear about any expectation of them; instead they should raise their hand to answer a question (or follow any other teacher request e.g. 'no hands') or to seek clarification.
 - Students should tuck in chairs when leaving a lesson.
 - Students should email or message teacher via Teams if they are unable to complete a piece of homework the day before the relevant lesson when it is due to be submitted
 - Students should fill water bottles in-between lessons or at break/lunch.

The Consequences of Inappropriate Behaviour

We do have produced the above adapted Code of Conduct so as to have a transparent and fair system but, particularly during the current pandemic, we will also take into consideration any extenuating circumstances. Therefore, we ask that – via her students Head of Year in the first instance - both students and/or parents keep us informed of any significant pastoral, Covid or any other issue which might have a bearing on the effectiveness of a student’s learning. In the event of any student not complying with any aspect of our Code of Conduct, then the school’s response will follow the structure and guidelines below.

Levels of Inappropriate Behaviour

The examples of behaviour given here are some of the most common examples experienced *or anticipated* at T.G.G.S., but, they are just that – examples.

	Level of Behaviour	Examples of Behaviour	Likely Response
Level 1	<p>Low level, short-term behavioural issues possibly caused unintentionally, accidentally and/or by forgetfulness.</p>	<p>Not having the necessary equipment; shouting-out in classroom; off task talking whilst completing an assignment, forgetting a Covid related policy e.g. sharing writing equipment</p>	<p>Staff reminds student of transgression and expectations face to face in class</p> <p>Improvement in lesson -> no further action.</p> <p>No improvement in lesson → staff logs incident using SIMS Behaviour Level 1</p> <p>If student receives three Level 1 logs HOY alerted via SIMS and co-ordinates actions.</p> <p>Range of support/sanctions, but likely to include parents being informed by email, student possibly being issued with lunchtime time detention/s, written apology to staff concerned.</p> <p>Issue & outcome noted in Year Confidential Tracking Sheets in Sharepoint (KS3) or SIMS Behaviour (KS4).</p>
Level 2	<p>Persistent and regular Level 1 behaviour issue and/or more serious intentionally disruptive behaviour.</p> <p>The definition of ‘persistent/regular’ is that the teacher feels it has stopped being short-term.</p>	<p>As above but persistent.</p> <p>Being off-hand, negative or dismissive to staff/students e.g. not informing teacher in advance if homework not completed.</p> <p>Being in some way deliberately disruptive e.g. talking across teacher, accessing mobile phone without permission.</p> <p>Deliberately disregarding in some way a Covid related policy e.g. not sanitising hands when asked.</p>	<p>Staff reprimands student face to face in class</p> <p>Improvement in lesson -> no further action.</p> <p>No improvement in lesson → staff logs incident using SIMS Behaviour Level 2</p> <p>Following any (single) Behaviour Level 2 incident, HOY alerted via SIMS and co-ordinates actions which will usually involve a conversation with relevant teacher and/or HoD (e.g. to review methodology).</p> <p>Range of support/sanctions, but may include student being asked to take time out (stand outside classroom), parents being informed by phone, student being issued with after- school detention/s, written apology to staff concerned, missing work completed in student’s own time, possible Action Plan including signed Contract and Peer Mentoring, meeting with staff concerned, discussion with HoD</p> <p>Issue & outcome noted in Year Confidential Tracking Sheets in Sharepoint (KS3) or SIMS Behaviour (KS4).</p>

<p>Level 3</p>	<p>Serious offence in one of two ways: -</p> <p>1. Repeated Level 1 &/or Level 2 behaviour despite previous intervention. Level 1 and 2 sanctions have had no impact and the student's behaviour is now having a significant impact on other students & teachers, their learning and sense of security/safety</p> <p>2. For very serious breaches of the school's rules.</p>	<p>1. As above but persistent.</p> <p>2. Secondly, for more serious breaches of the school's rules (the school decides on what it regards as 'more serious', but it is likely to be behaviour that goes against all norms of the school, and are not common occurrences).</p> <p>This could be incidents such as: -</p> <ul style="list-style-type: none"> • Flagrant disregard of a Covid protocol e.g. deliberately coughing on someone; • Being deliberately unkind or discriminatory or non-inclusive to a fellow student; • Verbal abuse of staff; • Verbal abuse of students; • Lying to or disobeying a member of staff; • Truancy; • Deliberately damaging school property; • Smoking related incidents; • Serious breach of the School IT Policy. 	<p>Staff sends student to HoY. HOY coordinates all aspects of these cases liaising with Head of Key Stage (SMT).</p> <p>The expectation is that the following takes place: -</p> <ol style="list-style-type: none"> 1. Parents are always involved usually face to face in school or via Teams or Zoom 2. Action Plan for reintegration developed and reviewed. <p>Support/Sanctions likely to include: -</p> <ol style="list-style-type: none"> 1. Internal or external exclusion; 2. A series of detentions. 3. Appropriate strategies outlined for Level 2 above. <p>Issue & outcome noted in Year Confidential Tracking Sheets in Sharepoint (KS3) or SIMS Behaviour (KS4).</p>
<p>Level 4</p>	<p>For extremely serious behaviour.</p>	<p>This could be incidents such as: -</p> <ul style="list-style-type: none"> • Theft • Drug-related offences • Bringing alcohol on site/drinking related issues • Sexual abuse or assault • Racist abuse or assault • Carrying an offensive weapon • Arson • Physical abuse of/attack on staff (teaching or support) and/or students; • Verbal and threatening behaviour against pupil/adult; 	<p>Staff sends student to Headteacher. Headteacher co-ordinates response with Head of Key Stage (SMT) and HOY.</p> <p>This would involve behaviour where the expectation is that the student is referred to external agencies, such as the police, social services and counselling services.</p> <p>The range of sanctions varies, but in proven cases, permanent exclusion is expected.</p> <p>Issue & outcome noted in Year Confidential Tracking Sheets in Sharepoint (KS3) or SIMS Behaviour (KS4).</p>

Review

In consultation with colleagues, this policy will be regularly reviewed by the Senior Management Team and adapted if necessary according to our own experiences and any new Government directives.