

BEHAVIOUR POLICY 2020

AIMS

- To promote good behaviour, self-discipline and respect so that the school is a place where effective teaching and learning can take place and all members of the school community can benefit from all the opportunities offered at the school and can feel safe and appreciated.
- To ensure that students understand and embrace the principles that underpin the Equality Act 2010
- To encourage the personal and moral development of students in line with the school ethos and mission statement and the code of conduct written and agreed by the school community in 2019 (see appendix 1)
- To prevent bullying (see also Anti-Bullying policy)
- To ensure that students complete assigned work.
- To provide an outline of the rewards for appropriate behaviour and actions and sanctions for inappropriate behaviour.
- To set out the systems that support students in adopting appropriate behaviour.

Scope of this policy

The Behaviour policy applies in school, on school related or school organised activities, school buses, and anywhere that a student can be identified as belonging to the school and at any time where a student could pose a danger to others, have repercussions for the orderly running of the school or adversely affect the reputation of the school. All staff in the school whether teaching or support/administrative staff have a responsibility to require students to uphold the behaviour expected of them. This responsibility also extends to any volunteer or person who the Headmistress has temporarily put in charge of students. They have the authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.¹ Underpinning the School's Behaviour policy is the requirement that all members of the school must obey the laws of the land. Failure to do so may endanger a student's place at the school. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs (SEN)

This policy follows advice given in Behaviour and discipline in schools: Advice for headteachers and school staff (January 2016), Searching, screening and confiscation (January 2018), The Equality Act and Schools (2014) and Use of reasonable force in schools (2013)

Other relevant policies: anti-bullying policy, equal opportunities policy, safeguarding-online safety, safeguarding-child protection, drug and substance misuse policy for students, exclusion policy, pastoral care policy.

Other relevant documents: Section handbooks, student planners, temporary procedures introduced in light of prevailing circumstances e.g. pandemic, emergency school closure. Annexe to Behaviour Policy COVID-19 (temporary procedure-appendix 5)

¹ Section 90 and 91 of the Education and Inspections Act 2006)

Key expectations of Behaviour

Students are expected to:

- be kind and respectful to all members of the school community
- be helpful and responsible
- act in a safe manner and promote safety
- respect difference
- be punctual to lessons and bring all necessary equipment
- put their best effort into their learning, handing work in on time
- not interfere with others' learning
- wear uniform or apply the dress code correctly
- treat their own and others' property with respect
- treat the school site/facilities with respect
- adhere to all of the relevant policies and protocols e.g. anti-bullying policy, acceptable IT use policy, drugs and substance abuse policy.

Bullying

All forms of bullying as defined in the School's Anti-Bullying Policy are unacceptable and will be dealt with as set out in the Anti-Bullying Policy. Violence towards other members of the school community, staff and students, is not tolerated.

Key principles in managing behaviour

We seek to recognise and praise good behaviour. Where behaviour needs addressing, staff are encouraged to listen and support a student in understanding the implications of their behaviour in order to create lasting positive change. We aim to treat students as individuals and take into account individual needs without compromising the welfare of other members of the school community. Sanctions should be applied as outlined in appendix 4 and the level of sanction explained to the student.

Staff are expected to act at all times in accordance with the staff code of conduct, this includes:

- recognising and rewarding positive behaviour
- setting clear expectations of behaviour in their classrooms and around school.
- expecting high standards of behaviour from students and where students fall short, acting to address issues.
- being consistent and fair, using the policy for guidance and consulting as needed.
- working with students, other colleagues and parents as needed to support the students to behave to the standards expected.

SYSTEMS TO PROMOTE GOOD BEHAVIOUR

1. Rewards (see appendices 2 and 3 for further detail)

In addition to personal praise the school has the following mechanisms for rewarding good behaviour (see appendix for further detail)

- House Points, awarded for positive behaviour in a wide range of contexts
- Departmental praise: awarded by subjects for helpful behaviour, progress, effort or achievement e.g. a postcard sent home
- Excellence book: read out in assembly by the Headmistress and then signed in her office
- Commendations: (Middle School only) meeting with the Headmistress and a letter sent home.
- School colours-academic, school and extra-curricular.

In addition, achievements both within and the beyond the school are recognised weekly in assembly.

2. **Sanctions** (see appendix 4 for further detail)

Where behaviour is of concern a teacher should inform the Form Tutor and Head of Section of the nature of concern and the action taken. This should be done through the 'note for tutor' system. This in itself is not a sanction.

Most misbehaviour will be explored through a detailed conversation with a student. Thereafter the following actions and sanctions may be employed, as appropriate.

- restorative justice -letters of apology, personal apologies,
- 'making good' e.g. clearing up after themselves, restoring natural hair colour, removing nail varnish
- confiscation
- withdrawing permission e.g. use of a room, use of Joint Bus Service, early afternoons (sixth form)
- going 'On Report', targeted to address the specific behaviour issue
- behaviour contract
- detention (in accordance with level of seriousness of offence)
- withdrawal from a lesson to a place of supervision
- formal letter on student file
- exclusion (See Exclusion policy)

Students attending residential trips sign an additional code of conduct that they have to abide by which has further sanctions e.g. being sent home at parents' expense.

The school has a Serious sanctions book, kept in the Headmistress' office which records the sanctions imposed for serious misbehaviour.

Where a student has engaged in a malicious accusation against a member of staff the school will treat this as serious misbehaviour and sanction accordingly. The procedure for disciplinary action against students who are found to have made malicious accusations against school staff is contained in the Safeguarding Policy (Child Protection)

Searching screening and confiscation. The Headmistress and staff authorised by them have the statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Reasonable force and restraint²

All members of school staff have a legal power to use reasonable force. Reasonable force could be used to prevent a student from hurting themselves or others, from damaging property, or from causing disorder.

The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

² Section 93, Education and Inspections Act 2006

In the unlikely circumstances of reasonable force or restraint having been used, the member of staff should immediately inform the Headmistress and record the event. The school would then contact the parents of the student concerned.

The School rejects the use of corporal punishment and under no circumstances will any form of corporal punishment be used.

3. Effective communication

Staff can report concerns through the 'note for tutor' function. Regular meetings both in departments and pastoral section meetings ensure that students are discussed, good practice is shared and common clear expectations set.

4. Effective pastoral support

Students who are struggling have a range of people to talk to-this is outlined in their planners and explained in assemblies and form time. The structure of the school into sections supports this. (see pastoral care policy)

5. Use of student voice

All students have the opportunity to contribute to the Code of Conduct through School Council. The sixth form agree their dress code.

6. Partnership with parents and outside agencies

The school sees a close working relationship with parents as being key. This is particularly important if a student is struggling to behave in an acceptable manner. Phonecalls, emails and meetings with parents form a key part of the support network for a student who has misbehaved.

Where appropriate the school either engages in support or responds to outside agencies e.g. CAMHS, LCSS or individual medical support/therapy.

7. Transition

The school seeks to ensure that they have clear information from feeder schools so that they can support a student as they make the transition to St Helens'. For most students there are either induction or intake session where the behaviour requirements are part of the induction process.

Dissemination

A copy of this policy is available on the Student and Parent area of the school website and students, parents, staff and governors are made aware of this. It is also available in the staff handbook. All new teaching and non-teaching staff and supply teachers will be made aware of the policy during induction.

Governor scrutiny of implementation

This takes place through Governor visits to school, including lesson visits and events, and the annual review of this policy. The Safeguarding Governor regularly checks the serious sanctions file.

Policy last reviewed.....Trinity 2020
Next review date.....Trinity 2021
Person responsible for review.....Head of Middle School
Audience.....Governors/staff/parents/ students



ST HELEN &
ST KATHARINE

Appendix 1: Code of Conduct

Written by School Council in consultation with the whole school 2019.

Be kind to everyone and yourself.

Treat everyone with equal respect and respect difference.

Be honest with yourself and others.

Take responsibility for yourself and learn from your mistakes.

If you make a commitment to something, stick to it.

Persevere and try hard with work.

Be courageous in your learning and challenge yourself.

Aim to maintain a balanced perspective.

Never give up on yourself, others or the school.

Look after your possessions, respect other people's possessions and the school environment.

If a friend has a serious problem, do not feel you have to carry the burden alone – share it with an adult.

Be open to change and be open-minded.

Appendix 2: Rewards

Praise

Although we take great pleasure in celebrating the success achieved by so many students, we believe it is important to encourage students to develop growth mindsets and see themselves as lifelong learners. We recognise achievements in effort and progress, focusing praise on the process rather than the end product.

Individual discussions between subject teachers and students and positive comments in marking are aimed at highlighting strengths as well as areas for improvement. Grades, short, long and full reports and report reading with tutors provide another means of giving students positive feedback. Students are encouraged to attend Parents' Meetings (except in the Junior Department) and are able to hear the positive comments made about their work and progress.

Departments have different means by which they recognise students' effort and achievement e.g. Sports personality of the month; music 'Scales of the week' award, MFL star of the month (Middle School), excellent work sent to Head of Department for individual praise, postcards sent home to parents or students to congratulate a student on exceptional or consistently excellent achievement, attitude to work, effort and progress. The Headmistress writes to many students involved in a variety of activities throughout the school.

House Points

House Points provide the opportunity for all students to achieve recognition for their effort and achievement. They are a way of rewarding growth mindset, the business of being a good learner and the processes of learning across all year groups.

Each term, the students in each year who have been awarded the most House Points will sign the House Honour Book.

Over the course of the year, House Points will contribute to the total for the House Cup.

Formal/Public Recognition

Excellence Book

Nominations for the Excellence Book are made for excellent work, initiative, creativity, effort and/or contribution to school. Students' names and achievements are regularly announced in whole School assembly, a letter sent home to parents and the book signed in Headmistress's office.

Certificate presentation in assembly and special ceremonies

Students who have achieved success in academic studies and external competitions have their certificates and trophies presented in school assembly. There is an I/GCSE certificate presentation ceremony for students and parents in December of L6, AS certificate presentation in assembly for U6 and an A level certificate presentation ceremony for students and parents in November after they have left.

Prize Giving and Celebration Assemblies

The School Prize Giving and Section Celebration Assemblies give an opportunity to recognise students' achievement, attitude to work, effort and progress. Subject prizes are awarded to U6 in all subjects at Prize Giving in July.

Colours

Colours are awarded for outstanding contribution, exceptional performance and commitment to the school, in academic work, and in drama, music and sport, as outlined in Appendix 5.

Commendations (Middle School)

Two students per tutor group commended by their tutor each term for particular achievements associated with extracurricular activities in or out of school. A letter is sent home to parents and a certificate outlining the reason presented by the Headmistress.



Academic colours

Academic colours are awarded in the Trinity term using the following criteria:

1. To be awarded to students who show real flair and with reference to subject more able criteria NOT just for effort/exam results.
2. Students could receive colours from multiple subjects
3. Up to 10% from each department for each year in Years 9 – L6. In subjects with small numbers please use judgement in reference to point above (To be awarded to students who show real flair and with reference to subject more able criteria NOT just for effort/exam results).
4. There is an expectation that all departments award to students in all years unless subject numbers are so small it is inappropriate.
5. Presented at end of year just before prize giving and Year 11 when they return from study leave. Please take account of prize giving awards in your decisions.

Extracurricular and School Colours

Extracurricular colours are awarded for:

- Drama (Lent and Trinity terms)
- Sport (Lent and Trinity terms)
- Music (Trinity term)

School colours are awarded in Lent and Trinity terms for contributions such as:

- Debating
- Public Speaking
- Assistance with clubs and activities
- Community Service
- Charity fundraising and/or co-ordination
- Contribution to Young Enterprise
- Contribution to Duke of Edinburgh's Award
- Tour guiding
- Contribution to the smooth running of school

Extracurricular and School colours are awarded using the following criteria. As a guideline they should be awarded for exceptional performance and commitment.

1. Encouraging others and leading by example.
2. Showing initiative and focus in rehearsals/practices and responding eagerly to direction.
3. Demonstrating that progress has been made.
4. Being reliable in timing and attendance.
5. Attending every rehearsal/practice possible, giving apologies for being unable to attend or having to leave early.
6. Demonstrating willingness and initiative to support the smooth running of the activity (e.g. being proactive in setting up and clearing away)
7. Meeting commitments in school in addition to those for extracurricular activities.



Appendix 4: Consequences/Actions taken by Staff

Below are generic examples of behaviours and the consequences applied/actions taken. Any teacher unsure of how to respond to unacceptable behaviour should talk to their Head of Department or Head of Section. Individual circumstance may affect the action taken and each case will be treated individually. Teachers will always try to understand the reasons behind behaviour and support the student in managing more appropriate behaviour. Flexibility and understanding of the individual, including any special educational needs, is key, as is communication between subject and pastoral staff. The 'note for tutor' function on isams is a communication tool for informing the Form Tutor and Head of Section it is not in itself a sanction and must not be used as such. It is expected that all staff concerned about any misbehaviour should record it using 'note for tutor' in addition to other communication or actions taken.

Examples of sanctions/actions

- restorative action -letters of apology, personal apologies,
- 'making good'-clearing up, restoring natural hair colour, removing nail varnish- Form Tutors and HoS have wipes, HoS have standard letters to address uniform issues
- confiscation- jewellery should go in a named/dated envelope to HoS for return at end of half term. Mobile phones go to reception. Jewellery and non-uniform items not collected by the end of the school year will be disposed of. More than three instances of confiscated property will result in an after school detention by HoS.
- email/contact home- to ensure all parties are working together to support the student in changing behaviour.
- withdrawing permission e.g. use of a room, use of Joint Bus Service, early afternoons(sixth form)
- 'going on report'-targeted report cards to address the specific behaviour issue
- behaviour contracts-failure to comply with a contract will count as a serious misbehaviour and may lead to exclusion.
- breaktime detention-may be given by subject teacher, form tutor, HoDs, HoS or Dir of Students. Other members of staff should consult HoS before awarding a breaktime detention.
- withdrawal from a lesson to a place of supervision
- formal letter on student file
- headmistress detention
- exclusion (See Exclusion policy)

Low level	Action may include	Notes/ example
Appearance:/uniform/dress code	Make good confiscation Verbal instruction Letter/email home	Re-dye hair to natural colour. Remove make-up. Jewellery in envelope to HoS To amend for following day/agreed deadline To require better fitting skirt
Inappropriate behaviour around school e.g. talking in Chapel, missing Chapel	Verbal instruction Restorative action	Apology required
Inappropriate behaviour in class e.g. talking out of turn	Subject teacher verbal instruction, Classroom management	Move student in seating plan
lateness	Verbal instruction	
Not honouring commitment	Verbal instruction Restorative action	Apology required
Late/missing homework/poor homework	Subject teacher to discuss	New deadline set Re-do poor
Littering/eating in classroom, leaving possessions lying around	Make good Confiscation Withdrawal of permission	Clean up Food to go in the bin Locked out of classroom
Lack of equipment	Verbal instruction	
Misuse mobile phone	confiscation	3 times may lead to a longer period of confiscation

Moderate	Action may include	Notes/examples
Persistence in any of the issue outlined in low level	Form tutor to talk to student and inform HoS/HoS/HoD interview. For organisation-Form Tutor to do check of scale of issue. Contacting parents Use of reports/contracts confiscation Detention Permission withdrawal	If one subject-department strategy. Targeted to address issue daily hand in of phone e.g. removal of 'early' afternoons
Missing a lesson	Detention Parents informed Permission withdrawal Extra supervision	e.g. in library or outside Dir of Students' office
Rudeness to a member of staff	Interview with HoS Contact with parents Apology	

	Withdrawal Behaviour report or contract	
Tampering with health and safety equipment (minor)	Interview with HoS Detention Letter on student file	
Cheating/plagiarism in school tests/exams	Interview with HoS Parents contacted 'Making good' Restorative action	Work re-done Apology to teacher
Misbehaviour on school buses	Interview with HoS or Dir of St. Contact home Withdrawal of permission All sanctions that apply to bullying and endangering health and safety.	No right to travel for a period of time
Disobedience to a reasonable request (may also be treated as serious)	Interview with HoS Parents contacted Withdrawal from lesson detention	

Serious	Action may include	Notes/examples
<p>Bullying/violence/aggression against another member of the school community.</p> <p>Tampering with Health and Safety equipment.</p> <p>Endangering the safety and /or wellbeing of others.</p> <p>Repeated/serious misbehaviour in any context linked to the school.</p> <p>Damaging of school property.</p> <p>Negatively affecting the reputation of the school.</p> <p>Any behaviour that contravenes the Anti-Bullying policy and Drugs and Substances policy.</p>	<p>Interview with HoS and Dir of Students</p> <p>Interview with Headmistress</p> <p>Headmistress meeting with parent</p> <p>Letter on file</p> <p>Behaviour contract</p> <p>Restorative action</p> <p>'make good'</p> <p>Withdrawal of permission</p> <p>Headmistress detention</p> <p>Exclusion</p> <p>In line with legal and/or safeguarding requirements the school may need to inform relevant authorities about the student's actions e.g the Police</p>	<p>Likely to be in addition to other measures</p> <p>e.g. to attend another residential</p>



Rules: Junior, Lower and Middle School (In Planners)

We have very few rules, and those we do have are there for a reason and support the school values: kindness, respect, honesty, confidence and perseverance. In addition, we expect you to consider both your safety and the safety of others a priority. We expect that all members of the school obey the laws of the land, and any form of law-breaking may put your place at the school at risk. We also expect you to respect the authority of all staff members equally: teachers, support staff and all other adults who are part of the school community. We have a Code of Conduct which sets out the behaviour expected of all members of the school, written by you. These rules are intended to provide practical guidance and clarity. There are consequences to unacceptable behaviour and these are outlined in the School Behaviour Policy.

The School Day

You should aim to arrive at school in time to be in your form rooms by 8.30am, although we understand that many of you come into school on school buses which may not arrive that early; please do not arrive before 8am. You are not to enter school buildings before 8am unless it is for a pre-arranged meeting e.g. music lesson. Listen out for the 'warning bell' at 8.35 so you can be ready for registration. It is important that you are silent when the register is taken at the beginning and the end of the day; in the morning you are expected to sit on your seat in correct uniform and dress code (no coat or hoody on), with your bag on the floor. If you arrive after the end of registration (8.50am and 4.10pm), you must register at Reception. Junior, Lower and Middle School students are expected to remain on school premises during the school day. If you need to leave school during the school day for medical appointments, you must sign out at Reception and sign back in if you return later on that day.

You are expected to be punctual and prepared for registration, lessons and all school activities. If a teacher has not arrived after five minutes of a lesson, a student from the class should report this to Reception or another teacher. You should wait quietly, engaged in something useful, and be ready to start your lesson. If you are late without a satisfactory explanation, your teacher will record this and if you are late repeatedly, your teacher will keep you in at break or lunchtime to make up the lost time. If you deliberately miss a lesson, you will be put in detention and expected to apologise, verbally or in writing to the teacher concerned. Sixth form students may lose their permission to an early afternoon.

After school, you may stay in school in the library/café until 5.30pm, or in organised activities. Sixth Formers may stay in the Sixth Form Centre until 5.30pm. If you are in the Junior, Lower or Middle School and are going home on the late bus, you are expected to be in school, signed into the library or in an organised activity until you catch the shuttle bus to Abingdon School. You should not be in other areas of the school, like form rooms, unsupervised.

Homework

We expect you to spend the set time on homework tasks and hand work in on time. Y5-9 have a homework timetable to help them plan and should use their planner to organise homework. Y10-11 should spend 1 hour on homework for each subject per week. Lower Sixth students should spend 5 hours per week studying for each subject in Lower Sixth and Upper Sixth 6 hours per week per subject. If you are having difficulty with homework and deadlines, please speak to your teacher and/or your form tutor. Your teacher can choose to keep you in at break or lunchtime to complete work.

Uniform dress code Y5-11

We have a uniform, and all students in Junior, Lower and Middle School are expected to wear the correct uniform as stipulated on the published list; we want you to wear your uniform with pride, looking smart, because when you wear St Helen's uniform you are representing the school. Please see the uniform list.

On school trips and other occasions when home clothes may be worn, including non-uniform days, you should follow the guidance given by your teachers and adhere to the Sixth Form dress code for appropriate clothing choice. Sixth Form students must adhere to the Sixth Form dress code and don't wear uniform.

Sixth form dress code and 'own clothes' dress code for 'mufti' days

Two principles underline our dress guidelines:

1. Students should be neat and presentable at School such that should a student be asked to meet an external visitor they would be dressed appropriately.
 2. Others should not be able to see up, down or through a student's clothing at any time.
- Jeans (and denim skirts) may be worn provided they are not torn, patched, ragged, frayed or written on.
 - Skirts should be mid-thigh or longer, even when sat down.
 - Tops or dresses should not be low cut, reveal cleavage or expanses of bare flesh. Midriiffs should be covered at all times. Bandeau, halterneck and off-the-shoulder tops are not acceptable.
 - Shorts and playsuits to mid-thigh are acceptable but short shorts, cut-offs and hotpants are not.
 - Outdoor coats and jackets should be removed before assemblies, chapel and during lessons.
 - Sheer clothing is not permitted.
 - Hats, hoods and other head coverings may not be worn in lesson or for assemblies unless special permission has been obtained from the Headmistress. Hijabs are permitted on cultural grounds provided that Health and Safety is not compromised. They should be shoulder length and scarves must not drape freely when you students are in laboratories, playing sport or during other practical activities. In these instances the hijab is to be tucked into either a laboratory coat or tracksuit, or a clip used to ensure safety. Should the hijab be deemed as unsafe by the teacher on grounds of Health and Safety, the student will be discreetly asked to step back from the activity. All steps will then be taken to support participation going forward. Note that for swimming lessons, those students who observe cultural dress are expected to participate and wear suitable attire such as a burkini or wetsuit with hat.
 - Clothing worn for sport should not be worn around school afterwards and students should change into suitable clean clothing when the activity has finished. Tracksuit bottoms should only be worn whilst participating in sport or a trip where appropriate to the activity and are not suitable for the school day.
 - Body-piercing, other than for ears, is unacceptable. Any student presenting herself at school with unauthorised body-piercings will be required to remove the stud/ring irrespective of when the piercing was carried out, or cover with a medicated dressing.
 - Any tattoos (henna or other) should not be visible. NB it is an offence to tattoo anyone under the age of 18.
 - For safety reasons, open-toed shoes and flipflops cannot be worn for lessons in science laboratories, Food and Nutrition area or 3D Design building.

Smart dress-Sixth form and for Lower and Middle School as requested.

All students must have one smart set of formal clothes. This should be a mid-thigh length skirt or dress, or **tailored** trousers with a shirt, sweater, jacket or equivalent and shoes appropriate to the occasion. No denim or black jeans please.

Smart dress will be required on the following occasions:

- Open Day
- Sixth Form Open Afternoon and Evening
- Practice Interviews
- Radley Conference
- Prize Giving
- St Helen's Church Eucharist service
- Any out of school visits or trips if requested by staff
- Other formal occasions as informed

Staff will ask students to change or cover up if it is considered that their dress or appearance is in any way inappropriate for the working school day.

Where to eat

No food should be eaten in any classrooms in breaks or lunchtime. Food, including cookies or other food and drinks bought in the refectory in morning break, may be eaten in the refectory area or outside if the weather is suitable. Chewing gum is not allowed in school or on school trips/visits.

At lunchtime, you should go to lunch at the time specified for you on the rota. If you have a club/activity and need lunch at a different time, you must get a lunch pass from the teacher organising that activity.

Use of the café: before and after school the café is open to all students; you must not visit the café between the end of period 8 and afternoon registration. During the school day the café is only for the use of the Sixth Form and Years 10 & 11. Food should be consumed in the café or on the patio in suitable weather. No food or drink should be taken out of the café area.

Classrooms

You are expected to respect the fabric of the school. Classrooms should be left tidy as set out in the 'Rules of Classroom Tidiness' agreed at School Council in 2020:

1. Respect the learning space-do not leave your PE bags in there and put your books in your locker space so that others can use the classroom easily.
2. Do not eat in the classroom. Make sure your water bottle has a non-spill sports cap.
3. If you create litter clear up after yourself. Put paper in the re-cycling bin.
4. Do not write on desks.
5. Do not use the whiteboard without permission from a teacher.
6. If you move the desks, move them back to how they were originally.
7. Put the chairs behind desks at end of lessons and on the desks at the end of the day.
8. Generally, leave the classroom as you would like to find it.

Using the library

Upstairs in the library is for silent work, including the Sixth Form Study Room. There is a bookable room for small group work. Downstairs the working environment is more informal; talking is permitted, behaviour should be sensible. No food or drink is allowed in the library, apart from water bottles. Sixth Form may listen to quiet music using headphones in the Sixth Form Study Room.

Personal property

You are responsible for your own belongings. Bags should be kept in the permitted areas, and may be confiscated if left elsewhere. Sports bags are to be kept only in sports lockers and not left in form rooms or any other places in the school; this will keep them safe and stop them getting in everyone's way. Generally, school bags should not be left in form rooms during lesson time; if permission is granted for this, they must not be left on desks or window sills, or in any place which might be an obstacle to any users of the room. Musical instruments should be kept in the Music Department. Everything must be named; un-named uniform will go to second hand uniform and un-named items to charity.

We recommend that you do not carry large sums of money to school, only the amount needed for the normal expenses of the day. If you need to come to school with more money than usual, the cash should be taken to the school office where it can be kept securely.

Mobile telephones and electronic equipment?

It is accepted that mobile phones are important for safety, particularly on the journey to and from school. All students below Sixth Form should turn mobile phones off during the day, unless a teacher gives permission to use the phone; if you are in Sixth Form you may use them at break and lunchtime in your free time in the /Sixth Form Centre, although extensive usage beyond checking for messages is not encouraged, and you may not use them around school e.g. in the Refectory or corridors. You may be given permission by your teacher to use them in lessons (for example using an internet-enabled device for research), but otherwise phones **MUST** always be turned off during lessons. Your phone will be confiscated if you do not follow these guidelines. Phones should be used appropriately, in compliance with the anti-bullying policy, ICT Acceptable Use Policy and good etiquette. You may also bring in electronic readers, such as Kindles. Please remember that all these devices are your responsibility, so look after them and use them sensibly. In Years 5-11 you should not use home laptops or tablets in school unless given specific permission.

It is a Sixth Form privilege that phones and personal electronic equipment can be used in the Sixth Form Centre and in the Sixth Form area of the library. We cannot take responsibility for the safety of this equipment if you do bring it to School. It goes without saying that you must not use it in the rest of the School buildings or grounds during School hours, and failure to comply will result in confiscation. If you would like to use your own laptop in School then please complete the permission form on the Student and Parent area of the website and return to Miss Kopec.

Staying Safe on the Internet:

1. Keep personal stuff private and think about what you say and do online.
 - Don't share usernames or passwords and don't try to use other people's.
 - Don't post personal information about yourself or others – you may trust your friends, but do you know theirs? It takes a second to post, but once it's out there it can be shared with everyone you know.
2. Block people who send unpleasant messages and don't open unknown links and attachments which might contain viruses.
 - If you receive an unpleasant message, stay calm, don't reply, but keep it until you have reported it to an adult.
3. Immediately report any messages or internet content that is inappropriate or upsetting.
 - Being bullied is not your fault. Tell an adult: a teacher or parent, or call an advice line and use the report abuse button for CEOP

Some guidance for moving around school

1. Be aware of those around you e.g. hold doors open, avoid walking in large groups.
2. Keep to the left on corridors and stairs and do not run.

3. When lining up to go into a classroom, stay in single file close to the wall as much as possible.
4. Please look out for and obey signs requesting silence for exams.
5. Between 8.40 and 9.10am you are expected to walk in silence around school for any purpose, including going to assembly and Chapel.
6. Areas out of bounds
 - a. The third floor of the original school building, including the stairs going up to it.
 - b. Under the stage in YPH.
 - c. The staff common room, corridor and offices.
 - d. Science classrooms and LLC, unless you are accompanied by a member of staff.
 - e. Junior Outdoor Play Area: this extends only to the beginning of the slope towards the Sixth Form Centre; beyond this is out of bounds to all students except Sixth Formers.
 - f. Please observe the signs around the school alerting you to other areas which may be out of bounds.

Sixth form-Cars and parking

Many of you will become car drivers during your time at School. Please note that while **driving tests** can be taken during School time, **driving lessons** should be arranged out of School hours or during the lunch hour and not during study periods.

Unfortunately we will not be able to provide parking for students on site. Sixth Form students are allowed to park in Wantage House. Please make sure you park so that you utilise the space. Please avoid parking in Harding Road as much as possible, which causes great inconvenience to our neighbours. We strongly recommend that you to use the Joint Bus Service.

Students who have lessons at Abingdon School should note that they are not permitted to drive cars onto the Abingdon School site and that parking round the Albert Park is restricted to residents. Similarly, Abingdon boys are not permitted to bring their cars onto the St Helen's site.

If you carry passengers in your car, you must take responsibility to ensure that your insurance cover is appropriate. You should check that any Sixth Form student intending to travel with you has her parents' permission to do so. Any student in Year 11 or below intending to travel with you **must carry a note giving written permission** from her parents to do so.

Appendix to the Behaviour Policy – COVID-19 September 2020

While returning to school may feel like the restoration of normal life, it is important that we all remember that arrangements are now required to keep everyone as safe as possible and that these will make school feel very different. To protect us all, the School has introduced new systems to which we will all have to adjust.

You must have read the latest [student information summary](#) . This will be sent to you by email. The first edition will be sent on Wednesday 2nd September 2020 and you will be informed of any subsequent updates by email and in school if it is term time. The student information summary constitutes the current rules for systems and behaviour around school and failure to adopt these procedures will be subject to the behaviour policy sanctions. You must not engage in any behaviour that undermines the School's ability to create as safe as possible a space for students and staff. Any actions that do so will be considered as a serious offence and sanctions will be imposed accordingly. Actions may range from a conversation with a student, use of breaktime detentions or, at the most serious level, a formal record on the student's file or exclusion.

If you travel by bus- you must have read the bus travel document or watched the video sent out on Wednesday 2nd September. You will be notified by email if these systems change.

We expect you to follow the latest government guidance for managing COVID-19 [advice](#). Should you test positive for coronavirus you need to inform the school and self-isolate for 10 days (or in line with current guidance) or the latest government advice.

You must not enter the school site or buildings if you have any [COVID-19 symptoms](#).

You must not come to school if you have been contacted through track and trace and asked to self-isolate for 14 days (or in line with current guidance) or have returned from a country that is not on the exempt list [exempt list of countries](#)

Preparation for school

- You should abide by any clothing guidance given.
- You should bring your own hand sanitiser and wash your hands/sanitise hands for 20 seconds minimum before entering the school buildings.

Key principles and systems that you must adopt during the school day

- You must be responsible for your actions and use your common sense to keep yourself, your peers and the staff safe. Covid 19 is not a subject that should be treated with any degree of flippancy.
- You need to respect that some members of the school community might have underlying health conditions or live with others that do and may understandably be very anxious about being in school. You are expected to be compassionate and supportive.

- Should you be concerned about a peer, speak to the Health Centre. Avoid a situation where you are discussing another student with a peer, or altering your own behaviour on unfounded suppositions.
- You must practise social distancing- this means being at least 2metres (or latest government guidance) from any member of staff and anyone in another year group, irrespective of whether you are related. You must not compromise social distancing by moving furniture.
- You should also seek to maintain social distance with your peers (your own year group).
- You must conform to all systems designed to maintain hygiene e.g. desk washing, hand-washing.
- You must respect any systems in place designed to keep people apart e.g. entry points, one-way systems in corridors, changes in rooming timetable, designated toilets, designated lunch collection/timing/eating spaces.
- If you bring a snack into school it must not have nuts of any form in it.

The end of the day

- You should not make arrangements to meet up with other students in different social bubbles after (or before) school
- You must observe social distancing requirements while crossing/waiting in the car park
- There will be a member of staff on duty in the car park at the end of the day. Any problems should be reported to them.

The above rules are designed to support the health and safety of all members of the community, including staff. We also remind you that some students and staff have health circumstances that make this period particularly worrying. Their anxiety should not be increased by any thoughtless behaviour around school.