



Fulford School

Coronavirus (Covid-19)

Behaviour Policy: Managing Pupils Positively

Date of adoption: January 2020

Date to be reviewed: Monthly, or following a change in guidance

Person responsible: Deputy Head Teacher (Pastoral)

Introduction

During the Coronavirus (Covid-19) pandemic the behaviour policy has been amended. This has been completed because:

- We must protect our pupils and staff during the current pandemic
- We are not following the normal school procedures and practices
- We have limited staff in school each day
- The school day is different and the activities being completed are different each day

Fulford School seeks to promote high standards of behaviour and safety and of educational achievement among all of its pupils. Fulford School has clear values in ensuring all its pupils have the best possible education through the positive ethos created. The Behaviour Policy promotes these values and promotes an environment that is conducive of learning and where all pupils can realise their potential and create the future.

Fulford School has structures in place for rewarding and sanctioning pupils. All of the processes revolve around the idea of Managing Pupils Positively.

The policy is based on following DfE documents:

- Exclusions for maintained schools, Academies and pupil referral units in England 2017;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;
- Behaviour and Discipline in Schools;
- Screening Searching and Confiscating;
- Ensuring Good Behaviour in Schools.

All of the above documents should be read in conjunction with this policy, as well as with other Fulford School policies:

- Child Protection and Safeguarding
- Anti-Bullying Policy
- SEN Policy
- Inclusion
- Drugs and Smoking Policy
- Exclusion Policy

Aims

The aim of this policy is to ensure pupils have the opportunity to learn and develop despite the current pandemic. We are committed to providing the best possible education for the pupils of Fulford and ensuring they have the opportunities needed for them to grow into impressive young adults.

Our core purpose is **'REALISING POTENTIAL – CREATING THE FUTURE'**.

This is underpinned by our **'HEART CORE VALUES'** of:

HONESTY, EMPATHY, AMBITION, RESPECT and TOLERANCE

Expectations

We view the setting of clear expectations and acceptable boundaries as crucial to the safety of pupils and staff, and personal and social development of pupils in our care and in the promotion of their welfare. These expectations will apply in addition to the normal school rules and expectations. In light of this, we expect:

- All members of our community to show respect and courtesy towards each other
- Parents to encourage their child to show respect and to support the school's positive learning ethos
- Staff to consistently use the Managing Pupils Positively Policy and the appropriate behaviour strategies outlined in this to support pupil learning
- Pupils to follow the instructions of members of staff first time, and without question
- Everyone to help prevent the spread of Coronavirus
- All pupils and staff to act in accordance with the agreed Code of Conduct and school rules

The above expectations enable us:

- To celebrate the skills, talents, and contributions of our pupils to the life of the school and wider community
- To create a positive learning environment, and allow effective learning for all
- To create an ethos of success and happiness
- To ensure a consistency of approach from all staff
- To ensure the safety of pupils, staff and parents during the pandemic

As staff we are all accountable for the implementation and success of our agreed Behaviour Policy. Our actions affect each other. We all have the responsibility of maintaining good order in our school community. We implement this policy with due regard to individual pupil needs. This means no one should be treated unfairly because of

- appearance
- gender
- ability
- race
- beliefs
- accent
- or for any other reason

Fulford School aims to promote positive behaviours through use of careful monitoring, early intervention and the creative use of strategies to help pupils manage their own behaviour effectively.

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the Head Teacher should retain a wide measure of discretion when dealing with incidents. The Head Teacher will take due regard of both the law and educational guidelines when reaching his decisions and will ensure these are reasonable and proportionate.

The Managing Pupils Positively Policy is implemented daily by all staff. The policy celebrates the skills, talents, and contributions of our pupils to the life of the school through the system of positive comments and consistently applied sanctions. The document can be accessed by pupils, parents, teachers, support staff and governors. It is monitored throughout the year and reviewed monthly.

Preventing the spread of the Coronavirus



WASH

Wash your hands frequently – for at least 20 seconds



COVER

Use tissues when you cough or sneeze and dispose of them immediately, use your elbow if a tissue not available



AVOID

Do not touch surfaces and then your mouth, eyes or nose



DISTANCE

Practice social distancing by not shaking hands, hugging, etc.



ISOLATE

Stay home if you become ill and prevent the spread of the illness

Pupils and staff displaying symptoms of COVID 19 or who live in a Yearhold where someone is displaying symptoms **MUST NOT** attend school. In these circumstances, national guidance must be followed in terms of self-isolating. Individuals displaying symptoms must self-isolate for 7 days and everyone else in the Yearhold for 14 days. The initial symptoms can include;

- a cough
- headache
- difficulty in breathing
- fever
- loss of taste or smell

BEFORE ARRIVAL AT SCHOOL:

Hands should be washed in accordance with health guidance before leaving home. School uniform should be worn. Clothes worn to school and any water bottles carried must be washed regularly.

Pupils will need to bring the following only;

- a bottle of water
- a pen
- a pencil
- a ruler
- a calculator on the days that pupils have maths and/or science
- a plastic bag for storing a face-covering (if necessary)

ON ARRIVAL AT SCHOOL:

We ask you all to respect the social distancing measures advised by the Government, as well as the ones we have put in place. Pupils are required to be in a year group “bubble”, and must remain in the correct areas of school at all times, unless asked by a member of staff.

To support social distancing, the expectations for arrival and departure are:

- Pupils should not arrive to school more than 10 minutes before the start of the school day
 - School days starts at 8:55am.
- On arrival pupils should enter via the following:
 - Year 7 – Tennis court entrance
 - Year 8 – Tennis court entrance
 - Year 9 – Basketball court entrance
 - Year 10 – Basketball court entrance
 - Year 11 – Basketball court entrance
- The pupils should head to the Year group area:
 - Year 7 – A block
 - Year 8 – A block and half B block
 - Year 9 – B and T blocks
 - Year 10 – H block
 - Year 11 – G block
- If pupils arrive early the areas that pupils should use are:
 - Year 7 – Tennis court
 - Year 8 – Tennis court
 - Year 9 – Outside A/B block
 - Year 10 – Outside H block
 - Year 11 – Basketball court
- Please follow government advice and walk or cycle to school where possible to minimise use of public transport. Social distancing should be observed when entering or leaving vehicles.
- No groups of pupils and/or parents should congregate either on the route to school or on Fulfordgate at the start or end of the school day.
- Some pupils will travel to school with parents or carers. Pupils should be dropped off prior to entering Fulfordgate.
- Cars should not come into Fulfordgate or onto the school site.
- Staff will be on duty to receive pupils and ensure social distancing.

IN - SCHOOL PROCEDURES:

- Hand washing should be conducted as often as possible.
- Pupils will use the provided hand sanitiser when they enter every classroom, or when requested by a member of staff.
- Staff will regularly remind pupils about respiratory hygiene; that they must cover any cough or sneeze with a tissue, then throw the tissue in a bin in line with **Catch it, Bin it, Kill it.**
- Pupils, parents, and staff must avoid close contact with people who are unwell.
- We will remain vigilant about the health of our pupils and staff and react quickly if we notice any fever or changes in behaviours.
- Pupils must inform staff if they feel unwell and we will respond accordingly.

- At break time pupils must remain in the designated year group areas:
 - Year 7 – A block
 - Year 8 – A block and half B block
 - Year 9 – B and T blocks
 - Year 10 – H block
 - Year 11 – G block
- Lunch arrangements:

Year 7	12:20-12:50	Canteen (B12 side)	12:50-1:15	Basket ball courts(Hall)*
		In and out of canteen through fire doors		
Year 9	12:35-12:45	Field (Gym)*	12:45- 1:15	Canteen (B11 side)
				In via main corridor out via doors into quad
Year 8	12:35 -12:55	Field (Classrooms)*	12:55- 1:15	Canteen (B12 side)
				In and out of canteen through fire doors
Year 10	1:35- 1:55	Canteen (B12 side)	1:55-2:15	Field (Canteen)*
		In and out of canteen through fire doors		
Year 11	1:35- 1:55	Field (Gym)*	1:55- 2:15	Canteen (B11 side) In and out through doors by the quad)

* - venue for pupils to use when not in canteen to be confirmed. Venue in brackets indicates arrangements for wet lunchtimes.

Pupils must comply with all staff expectations at all time so that staff can keep them safe. Refusal to follow instructions will result in the normal behaviour management processes being followed, including the option to exclude the pupil from school.

The health of our community, and the safety of the pupils and staff relies on every single one of us doing the right things at the right times.

Learning Environment

Pupils come to school to be able to be successful and learn effectively in their lessons. Pupils have the right to be taught in a well ordered, healthy and clean environment. Positive behaviour is expected to enable effective teaching and learning to take place. Pupils should arrive to lesson ready to learn, with the proper equipment and with any homework completed.

ClassCharts – Rewards and Sanctions

Fulford School prides itself on celebrating effort and achievement and recognising good behaviour. Outstanding progress which has been achieved through effort, hard work and resilience is rewarded regularly through our behaviour information software programme, ClassCharts. All pupils, parents and staff can access live information throughout the day. It is incredibly powerful, and ensures joint accountability and most importantly, that rewards can be recognised in an open and transparent way, allowing all to congratulate pupils for their hard work and efforts through awarding positives.

The flip side of the positive reinforcement is when pupils do not make the right choices and a negative may be recorded. We are very clear with staff that positives are much more powerful than negatives and seek to ensure that the balance

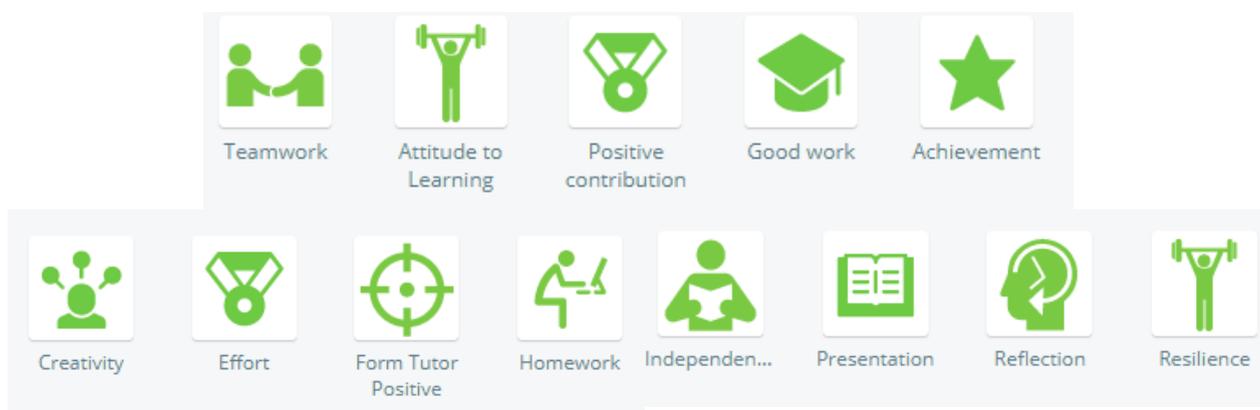
of these remains over ten times more positives than negatives where at all possible. There are variations in this balance from pupil to pupil and there are many who only receive positives and never a negative, but as a school we strive to recognise where excellent effort or achievement have been shown.

Rewards

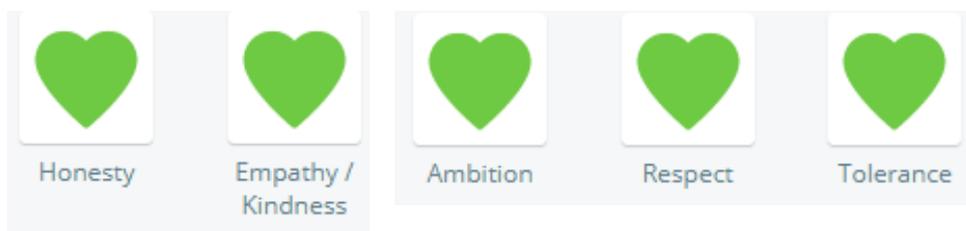
We recognise that pupils benefit from a reward system that reinforces their positive behaviour. We seek to enhance motivation and the commitment to learning. This means that rewards matter. Verbal praise and encouragement is at the heart of the rewards system. The use of positive language is encouraged in everything we do, pupils deserve to be congratulated and spoken to in an encouraging way.

Positive comments are an important means of rewarding achievement, effort, participation and sustained improvement on an ongoing basis outside the formal end of year awards system. It is essential that the use of positives are a feature of every lesson and that they are used equitably across different Year Groups, ability sets, genders and that they are awarded evenly over the course of the academic year. Positives should be awarded regularly enough to encourage achievement, progress and participation yet sparingly enough to preserve their status and respect.

The positive comments available on Class Charts are:



Pupils can also receive a positive comment for following the HEART core values.



A monthly pupil of the month competition is run with all year groups, and a positive can be added to Class charts to be included.

The use of positive comments should be based on the following guidelines:

- Award for particular effort/achievement in tests/work in class/homework.
- Award for excellent participation or contribution in the class, form group or in wider school activities.
- Award for sustained improvement over a period of time in a particular area.
- Good practice would be to award no more than 10 positives per homework per lesson and to award a slightly more for performance in the lesson itself. This will vary according to circumstance.
- Only in very marked circumstances should positives be given to large groups or the entire class or should one pupil be able to gain more than one positive in a single lesson.
- Positives should **not** normally be given for behaviour which merely reflects the school and classroom code of conduct e.g. not shouting out or bringing the right equipment or ingredients. Pupils experiencing these difficulties will be supported through our pastoral structure.



Positive comments are followed up with certificates of recognition at key milestones. (50 Bronze Award, 100 Silver Award, 200 Gold Award, 300 Platinum Award, 400 Diamond Award)

At Fulford School we recognise and celebrate pupils' successes through a weekly assembly run by the Head of Year, and a rewards assembly for each year group on a half termly basis. The assemblies celebrate pupil's achievements in various categories including: sporting achievements, extracurricular involvement, high attendance record, achieving a high number of positives, as well as teacher nominated awards.

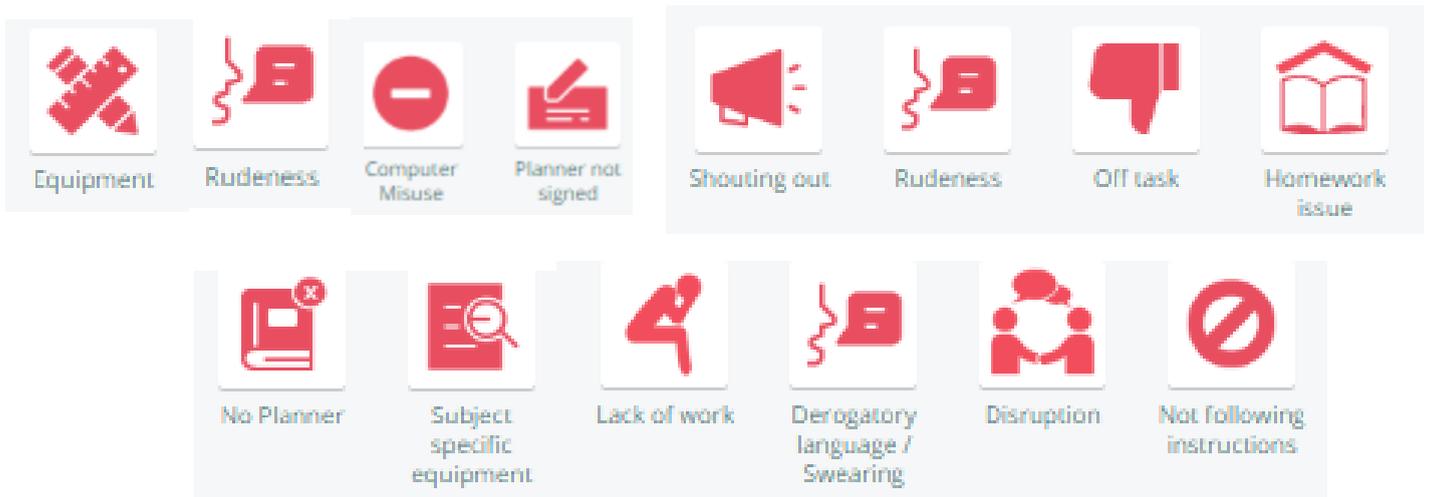
Sanctions

The school responds constructively to all negative behaviour. A number of systems are imposed as a means of ensuring the highest standards of behaviour are maintained at all times.

The school's behaviour systems are:

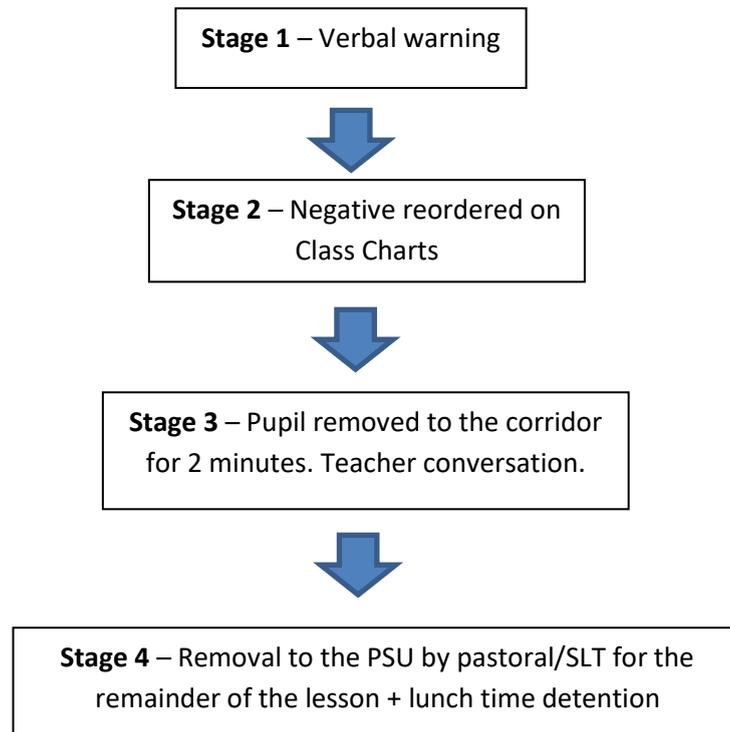
The 'Systems for a Positive Ethos' supports the school's core values and provides a clear and fair framework for all staff to follow when challenging behaviour that is not in line with the school ethos. This includes our system for sanctioning poor behaviour during unstructured time (Appendix 1).

The Class Charts system allows staff to issue negative comments when behaviour is not in line with the core values of the school. It allows pupils, parents and other staff to see the full picture for each pupil, allowing sanctions and intervention to be provided effectively and efficiently. Negative comments can be given for:



The in-class sanction ladder:

Most minor disruptions will cease due to teacher's skills. However there will be occasions when a more formal response to disruptive behaviour is required and the sanction ladder will be used.



***For stage 3 pupils and staff to use the key questions on the poster on the door (See appendix 2) .**

*** If a pupil is removed due to Stage 4 on more than one occasion in a day further sanctions could be given, including the optio to exclude the pupil from school.**

*** For serious incidents Stage 4 will be used by staff without the need to go through any other stages.**

The use of detentions operate as a sanction for misbehaviour around the school site. Parental consent is not required for detentions but in most cases a courtesy of twenty-four hour notice applies for after school detentions. Each week here will be detentions held for each year group.

- 2 lunch time detentions
- 1 after school detention

Should the systems have no effect, and for serious incidents the following stages will be used:

1. Serious incident form completed and referred to the Head of Year for intervention.
2. Intervention by the pastoral team
3. First Fixed term exclusion – readmission meeting with the Head of Year that focuses on specific intervention to support reintegration.
4. Second fixed term exclusion – readmission meeting with the Head of Year and the Deputy Head Teacher that focuses on specific intervention to support reintegration.
5. Third fixed term exclusion – readmission meeting with the Head Teacher and the Deputy Head Teacher that focuses on specific intervention to support reintegration.
6. Forth fixed term exclusion – readmission meeting with Head Teacher, Deputy Head Teacher and Governor that focuses on specific targets to support reintegration.
7. The Senior Leadership Team explores alternative provision with parental involvement.
8. Permanent exclusion.

For one-off serious incidents exclusions and representatives at readmission meetings will differ from the above stages in accordance with the seriousness of the incident.

Exclusion

Regrettably, the power to exclude pupils is essential in certain circumstances. Full details of exclusion procedures are contained within the Exclusion Policy. Use of exclusion will be subject to:

- Clear indications in any code of conduct laid down by the Head as to the class of offences exclusion will normally be used for
- That the use of exclusion will be reasonable and proportionate
- That the Head will devise strategies to minimise the use of exclusion (including, where appropriate, the use of alternate provision)
- That the support of the LA and the Behaviour and Attendance Partnership will be sought for pupils who are not making progress with their behaviour and whose school place is in jeopardy
- That the Head will proceed in accordance with the principles of natural justice in exercising the power to exclude

Exclusion will be used as a last resort at Fulford School. The school will endeavour to use a range of alternative behaviour strategies to manage a pupil's behaviour prior to a Fixed Term or Permanent exclusion.

Pupil Conduct outside school

The Head Teacher has a statutory power to discipline pupils for misbehaving outside of school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such an extent as is reasonable." Fulford School's Behaviour Policy applies when the pupil is:

- Taking part in any school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way is identifiable as a pupil of Fulford School

Or any misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

Positive Handling- The Use of Reasonable Force

Staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Fulford School has identified staff who have received training in Team Teach methods that encourage de-escalation of challenging behaviours. Members of the Senior Leadership team can be called on, where possible, to provide positive handling for any pupil or to advise on alternative next steps.

Searching and Confiscation Protocols

Fulford School fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of pupil. These protocols have been written using advice taken from Education and Inspections Act 2006, and Searching, Screening and Confiscation: Advice for Head Teachers, school staff and governing bodies DfE 2018. The school acknowledges its legal duty to make reasonable adjustments

for disabled pupil and pupil with special educational needs (SEN). Equality Act 2010

Search with Consent

- Identified School staff can search a pupil for any item if the pupil agrees. The school will take into account the age of the child when considering consent.
- It is enough for the identified staff to ask the pupil to turn out his or her pockets or ask, if the identified member of staff can look in the pupil's bag or locker and for the pupil to agree.
- The school makes clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they should refer this to SLT who will instruct identified staff. Identified staff can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the identified member of staff will refer this to SLT.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction.

Search Without Consent

Staff authorised by the Head or Deputy Head teachers have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives/blades or weapons
- alcohol
- illegal drugs and 'legal highs'
- stolen items
- tobacco, smoking paraphernalia and E cigarettes
- fireworks
- pornographic images
- extremist material
- 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 pupil)

The staff member conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule in emergency circumstances. Staff can carry out a search of a pupil of the opposite sex without a witness present, but only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. Where this occurs the Head Teacher or Deputy Head Teacher must be informed of this immediately.

Establishing grounds for a search

- Staff can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The identified member of staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. The Head Teacher or Deputy Head Teacher must be consulted before any search performed without consent.
- In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's

expectation of privacy increases as they get older.

- The powers allow school staff to search regardless of whether the pupil is found after the search, to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- Authorised school staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.
- Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips or in training settings.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Head Teachers, school staff and governing bodies DfE 2018

Dealing with Electronic Devices

- Where an identified member of staff conducting the search find an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. Any deletion is completed by the Head Teacher or Deputy Head Teacher
- The Head Teacher or Deputy Head Teacher must have regard to the following guidance issued by the Secretary of State when determining what is a “good reason” for examining or erasing the contents of an electronic device.
- In determining a ‘good reason’ to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the school’s Behaviour Policy.
- If inappropriate material is found on the device it is up to the Head Teacher or Deputy Head Teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Monitoring and reviewing

The policy will be under constant monitoring with an evaluation of its effectiveness undertaken by the Senior Leadership team of the school.

Conclusion: remember what we are trying to achieve

If these practices are employed consistently across the school then everyone should truly be able to fully enjoy the learning experiences available at Fulford School and have the chance to ‘realise their potential and create the future’.

Appendices

1. Systems for a Positive Ethos
2. Stage 3 Door poster

Fulford School

“Realising Potential - Creating the Future”



Systems for a Positive Ethos

September 2020

(Updated Termly)

Unstructured Time:

Expected Behaviour at Break and Lunch Times

CANTEEN / YOUTH CENTRE

Pupils should:

- Remain seated when eating. They should not walk around whilst eating.
- Keep bags off the tables and be challenged by staff to remove bags that are on the table.
- Not use mobile phones or listen to music. Staff should confiscate any such items as outlined in our No Mobile Phone System. This excludes Year 11 in the Youth Centre.
- Put litter in a bin before leaving.
- Take their trays to the designated area once they have finished eating, and clear their plates.
- Leave the canteen once they have finished eating **IF** there is nowhere for pupils to sit who are waiting to eat.

NO-GO AREAS AT BREAK AND LUNCH:

Pupils are allowed to go to their tutor rooms for 5 minutes at the beginning and end of lunch.

Outside of these times, pupils should only be in H-block and B-Block seating areas. Packed lunch can be eaten in the B- block seating area.

Pupils should not go into the nature reserve or carparks. The rear of the Youth Centre, rear of the sports Hall and rear of H- block/ portakabin areas are all out of bounds

The Hall will be used for wet break and lunch.

Unstructured Time:

Expected Behaviour moving around the school site (including between lessons)

Pupils are expected to move around our school site calmly, as outlined in The Fulford Way.

Pupils will be sanctioned through our anti-social behaviour tiers, if they go against this expectation. This includes but is not limited to:

- pushing/shoving other pupils
- play fighting
- shouting/screaming
- damaging our displays
- using toilets as a social space
- inappropriate behaviour in the toilets
- ignoring or refusing to follow staff instructions

Pupils are expected to walk with their bicycles when on our site for safety reasons. If a pupil ignores or refuses to follow an instruction linked to this expectation, they will be issued with an anti-social behaviour tier.

Anti-Social Behaviour during unstructured time

Anti-Social Behaviour includes:

Refusal to follow teachers' instructions linking to details on page 2 and 3 of this booklet, swearing, running around corridors, not using lifts correctly, throwing/dropping food or litter, eating in corridors, refusal to leave 'no go' areas when requested by a member of staff, or any other behaviour considered to be 'anti-social'.

The System for dealing with Anti-Social Behaviour

Staff logs the incident on class charts. Also inform pupil of action.



The Pastoral team monitors the 'tier' the pupil is now on.



TIER ONE: Verbal warning by AHOY and text

TIER TWO: Verbal warning by HOY and text

TIER THREE: Lunch time detention, and telephone call home by AHOY.

TIER FOUR: 2 Lunch time detentions, and telephone call home by HOY.

TIER FIVE: After school detention and telephone call home. Intervention meeting with parent.

Jewellery/non-uniform clothing System

Jewellery/clothing not accepted: Hoodies, multiple bracelets and rings, necklaces, earrings (other than one pair of small studs) in the ear lobe, or facial piercings.

Staff to ask the pupil to remove the item that is not accepted. If the pupil refuses, staff use 'On Call' or refer to SLT.



Staff to issue a negative on Class Charts



The pastoral team monitor the negatives being given for Jewellery

Chewing gum is not accepted at school:

Pupils should be told to put chewing gum in the bin, if they are caught with it. Refusal to do so should result in a Serious Incident (SI) referral for non-co-operation.

No Mobile Phone System

Mobile phones should not be seen during the school day, including in lessons and at break and lunch time. This system also covers music devices. Phones can only be used in lessons if they are a necessary part of the learning that is taking place.

Staff to take the mobile phone off the pupil, if they see it during school time, including breaks and lunch. If the pupil refuses to hand phone over, staff will use 'On Call' or refer to SLT.



Mobile phone taken to the PSU.



The pastoral team logs the incident and monitors the 'tier' the pupil is now on.



TIER ONE: Returned at end of day by Pastoral and text home.

TIER TWO: Returned by SLT at the end of the next school day

TIER THREE: Collected by parent/carer.

Please note: If a pupil refuses to hand over their phone further sanctions will be applied, this could include the pupil being excluded from school.

Out of Bounds System

Out of bounds areas:

Nature Reserve/Rear of Sports Hall/Rear of H-Block Portakabins
Other year groups "bubble" areas

A pupil is seen out of bounds at
break or lunch time.



Staff issue an out of bounds tier.



ReAct logs the incident and monitors
the 'tier' the pupil is now on.



TIER ONE: Verbal warning by AHOY and text

TIER TWO: Verbal warning by HOY and text

TIER THREE: Lunch time detention, and telephone
call home by AHOY.

TIER FOUR: 2 Lunch time detentions, and
telephone call home by HOY.

TIER FIVE: After school detention and telephone
call home. Intervention meeting with parent.

Non Smoking System

A pupil is seen smoking or with a smoker.
(Including e-cigarettes)



Staff inform the Pastoral Team.



Pastoral logs the incident and monitors
the 'tier' the pupil is now on.



TIER ONE: After school detention and contact home.

TIER TWO: After school detention and parental meeting.

TIER THREE: Fixed term exclusion. Reintegration
meeting with parent.

Punctuality System

Late Gate: A member of staff will be at the front of school every day to speak to all latecomers.

The pastoral team will provide HOY with a list of accumulative late marks for the half term. HOY will share list with form tutor.

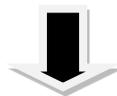
Punctuality will not be addressed as a graduated response therefore the amount of lates will dictate the sanction

Internal Lateness

3 x lates in a week = Form tutor intervention.



9 x lates in a half term = Telephone call home and after school detention. HoY intervention.



15 x lates in a half term = Parental meeting with HOY. Bespoke interventions put in place

Internal Truancy

1st Time

Lunch time detention and text home.



2nd Time

2 lunch time detentions and text home.



3rd Time

After school detention plus telephone call home.



4th Time

Parental meeting with HOY and bespoke interventions put in place.

Bus Behaviour Tiers

1st Time

Lunch detention and text home.



2nd Time

2 lunch detentions and text home.



3rd Time

After school detention plus telephone call home.



4th Time

Parental meeting with HOY and bespoke interventions put in place.

Further misbehaviour on the bus or for serious incidents pupils may be banned from using the school bus for a fixed period, or permanently.

What do we class as a Serious Incident (SI)?

Serious Incidents include but not limited to:

- Refusing to wash hand or use the provided hand sanitiser.
- Purposefully coughing on another pupil, or member of staff.
- Failure to follow the Government social distancing guidelines.
- Escalating non-cooperation, including refusal to follow instructions.
- Persistent disruptive behaviour.
- Anti-social behaviour.
- Assault on another pupil.
- Assault on an adult.
- Damage – property or the school premise.
- Fighting or instigating a fight.
- Theft.
- Verbal abuse towards another pupil.
- Verbal abuse – adult.
- Threatening behaviour.
- Truancy.
- Racist incident/comments.
- Prejudice incident/comments.



Following the Fulford Way

You need to be in lessons **learning** and **achieving**. If you are not:

1. **What** happened?
2. **Why** did it happen?
3. How has this affected **you**?
4. How has this affected **others**?
5. How can **we** put it right?
6. Does it follow the **HEART** core values

Honesty Empathy Ambition Respect Tolerance