

# SIR GRAHAM BALFOUR MAT



## BEHAVIOUR FOR LEARNING POLICY

## CHANGE CONTROL

<i>Date</i>	<i>Issue</i>	<i>Details of change</i>
07/04/2017	0.a	Initial Draft
30/06/2017	0.b	Updated following review by Trustees
19/07/2017	1.0	Updated following approval at Board Meeting 18/07/2017
Nov 2019	1.a	Updated following review by Trustees
27/11/2019	2.0	Updated following approval at Board Meeting 27/11/2019

<b>Next Review</b>	<b>June 2021</b>
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## AUTHORISATION

Approved at Board Meeting on 27<sup>th</sup> November 2019

Signed:

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**Chair of Board**

**Date**

## Behaviour for Learning Policy & Procedure

### Introduction

The Sir Graham Balfour Multi Academy Trust (SGBMAT) believes that children and young people's behaviour and success to learning are intrinsically linked. Our focus is on improving attitudes and behaviours that lead to a positive climate for learning which is underpinned by high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline.

### Aim

- To create a secure, stable, caring environment in which effective learning can take place.
- To have mutual respect for all and understand the importance of democracy; the rule of law; individual liberty; mutual respect and tolerance for those with different faiths and beliefs and for those without faith.
- To set acceptable standards of behaviour, using positive and respectful ways of maintaining high levels of behaviour, consistently role modelling these expectations. This will mean that shouting whether by staff, students, parents or carers will never be tolerated.
- To ensure the recognition that all pupils may experience personal difficulties from time to time. The SGBMAT will provide support to ensure that behaviour issues do not impinge on the learning and progress of others.
- To ensure all standards are meaningful, attainable, discussed and adhered to by all.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.
- To embed a belief that the education and success of all pupils is of equal value.
- To embed a learning environment where respect for the dignity of ourselves and others are paramount to success.
- To embed a commitment to developing individual potential both inside and outside the classroom whilst recognising and celebrating personal milestones.
- To recognise the reasonable adjustments necessary to support those students with SEND, but which should not be to the detriment of the learning of the rest of the students in the class.

### Key Elements

#### **Roles and responsibilities**

The SGBMAT believes that promoting positive behaviour is the responsibility of the community as a whole.

#### **The SGBMAT expects pupils to:**

- Conduct themselves around the buildings in a safe, sensible manner and show regard to others
- Arrive on time to lessons
- Bring appropriate equipment for lessons
- Follow reasonable instructions given by the teacher
- Behave in a reasonable and polite manner to all staff, pupils and visitors to school
- Show respect

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- Complete all class work in the manner required
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules, including all relevant policies eg. Anti-Bullying, Attendance, E-Safety
- Accept responsibility for their own behaviour

### **The SGBMAT expects staff to:**

- Ensure that the policy is consistently and fairly applied. This may mean adjustments are made for students with SEND
- Exercise classroom management that encourages positive behaviour.
- Prepare lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded.
- Model in their own actions the expectations the SGBMAT has for all pupils. This means that staff will not raise their voice or belittle students while disciplining them
- Be prompt in dealing with low-level disruptive behaviour and in identifying early causes for concern.
- Through the pastoral care and academic curriculum content encourage the development of social, moral, spiritual and cultural knowledge.
- Create a swift and purposeful start to lessons.
- Reinforce clear expectations of behaviour and to follow the SGBMAT's On-Line Safety and other related policies.
- Deliver stimulating and structured lessons which meet all individual needs.
- Deal with incidents of inappropriate behaviour by following the school's specific procedures.
- Promote and reinforce positive behaviour in the classroom and restorative justice practice.

### **The SGBMAT expects the Leadership Team in each establishment to:**

- Provide structures and training to support staff in ensuring the policy is consistently and fairly applied.
- Ensure that the policy promotes equality for all pupils and addresses individual SEND need.
- Monitor sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively.
- Support the practical strategies of the policy by: dealing with serious referral issues, setting up and leading teams i.e. Inclusion team, Attendance team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support these systems.
- Quickly identify 'repeat offenders' and exhaust all means of interventions and support in order to prevent fixed term exclusions and therefore reduce the possibility of any potential permanent exclusions due to persistent disruptive behaviour.
- Report to Local Governing Bodies regularly on the effectiveness of this policy.
- Ensure the health, safety, personal development and welfare of all pupils in the SGBMAT in so far as the school is responsible
- Report to and meet with parents and carers as and when required

### **The SGBMAT expects Local Governing Bodies to:**

- Support the SGBMAT Behaviour for Learning Policy
- Ensure that all aspects of the policy promote equality for all pupils and addresses their individual SEND needs

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- Monitor and evaluate the implementation of the policy by receiving regular reports and data
- Support the practical strategies of the policy by holding disciplinary and attendance panels for pupils and their parents when there are serious concerns.

### **The SGBMAT expects parents and carers to:**

- Work in partnership with the relevant school to ensure their child's behaviour and attendance is good.
- Support the SGBMAT's core beliefs on positive behaviour management.
- Support the SGBMAT in carrying out sanctions and celebrating success.
- Inform the relevant school of any concerns regarding behaviour, attendance, or potential detrimental social issues.
- Respond to concerns raised by members of staff of the relevant school.
- Ensure pupils come to school on time, correctly equipped and prepared to work.
- To communicate promptly with the school if their child is currently receiving or accessing any type of external support (for example: CAMHS, Younger minds) or taking prescription medication to support their physical or emotional health

### Outside Agencies

The school will act as part of a wider community of support and plan accordingly to ensure all pupils achieve. External support may be necessary for external provision and external education providers as well as SEND intervention. This additional support will be discussed with parents/carers and early intervention is essential to individual achievement. All referrals will take into consideration any SEND and the academy will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs, particularly when programmes are not deemed to be successful.

### The Curriculum

- The planning, delivery and evaluation of the school curriculum has a vital role to play in the significant impact on pupils' attitudes to learning.
- Good behaviour should be modelled at all times by all members of the learning community. Social, emotional and behaviour skills must be embedded within the curriculum.
- Pupils respond better to praise and encouragement than punishment. Teaching styles and classroom management should reflect this.
- Opportunities should be provided for pupils and staff to engage in 'pupil voice' and 'staff voice' activities as a means to give constructive feedback and develop a sense of value and ownership for learning and the importance of restorative justice.
- The SGBMAT should provide the means by which vulnerable or SEND pupils are identified, monitored and supported.
- Regular training is provided to all staff with regard to effective behaviour management and is updated regularly
- The SGBMAT will engage with the wider community, including multi-agency teams, EWOs, police, social services, PREVENT, SEND and any other local authority support
- The SGBMAT will ensure that parents are actively involved in their child's education.

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## Acceptable Discipline

All SGBMAT staff with responsibility for pupils, have the statutory authority to discipline pupils, including on visits, when behaviour is deemed unacceptable, rules are not adhered to, reasonable instructions are not followed and in certain circumstances when a pupil's misbehaviour occurs outside of the relevant school (section 90 and 91 of the Education and Inspections Act 2006).

Anti-social behaviour within the community will not be tolerated and the SGBMAT has the right to exercise discipline procedures when:

- They are taking part in any school- organised or school related activity
- They are travelling to or from the school
- They are wearing school uniform
- They are in some way identifiable as a pupil at the school
- Their behaviour could have repercussions on the orderly running of the school
- Their behaviour poses a threat to another pupil or member of the public
- Their behaviour could adversely affect the reputation of the school and ultimately the SGBMAT

## Intervention strategies

### **Confiscation of inappropriate items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them for liability for damage to, or loss of, any confiscated items provided they have acted lawfully, (section 94 of the Education and Inspections Act 2006). Items confiscated by SGBMAT staff will be passed to the Headteacher or their representative for "safe keeping". The Headteacher or member of the Leadership Group will then communicate with the child's parents/carers to arrange their return. Weapons and knives and illegal pornography must always be handed over to the police. Staff have the power to search for the below "prohibited items" without consent. Where searches are conducted, at least one member of staff should be present in addition to the member of staff conducting the search.

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers, vaping equipment
- Fireworks
- Pornographic and Indecent images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the SGBMAT
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)
- Please note that this is not an exhaustive list and may include other things deemed inappropriate or offensive by the school

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## The use of reasonable force

Members of 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.

Members of the Leadership Group in each school within the SGBMAT may also use such force as is reasonable given the circumstances when conducting a search without consent for:

- Knives and weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco products and cigarette papers, vaping equipment
- Fireworks
- Pornographic and Indecent images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the SGBMAT
- Articles that have been or could be used to commit an offence or cause harm (section 93 of the Education and Inspections Act 2006)
- Please note that this is not an exhaustive list and may include other things deemed inappropriate or offensive by the school
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## Support of SGBMAT staff

Regular training is provided to all staff with regard to effective behaviour management and is updated regularly. This may include:

- Advice from senior staff on how to apply the sanctions within this policy in a given situation.
- Support from senior staff in dealing with difficult situations by isolation, referral, withdrawal when these are deemed temporary
- Advice in deciding whether an incident is a case of straightforward misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, SEND, relationships, mental health. Support provided through the process for further referral when required.
- Lesson observation by senior staff or middle leaders in order to provide feedback/coaching/strategies.
- Opportunities for staff to observe good practice in other lessons/schools within the MAT.
- Guidance from external bodies on dealing with specific situations e.g. Police.

## Restorative Justice

There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect.

## **Links to other school policies and procedures:**

This policy is intended to be used in conjunction with the following policies:

- Health and Emotional Well Being
- Substance Misuse
- Safeguarding
- Anti-bullying

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- Attendance
- SEND
- Disability and Equality
- Staff Code of Conduct

### **Monitoring and Evaluation**

The Staffing and Standards Sub-committee of the MAT Board will formally review this policy every two years or more frequently if circumstances or legislation suggest it is appropriate.

Appendices

B4L Structure for Sir Graham Balfour School

Sir Graham Balfour Ethos and Values

Sir Graham Balfour Home School Agreement

Sir Graham Balfour School Student Code of Conduct



# SIR GRAHAM BALFOUR MAT



## BEHAVIOUR POLICY: CORONAVIRUS ADDENDUM

## 1. Scope

This addendum applies until further notice.

Unless covered in this addendum, our normal behaviour policy continues to apply.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

## 2. Expectations for pupils in school

### 2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out in the School Action Plan (Appendix 1) to keep themselves and the rest of the school community safe.

Staff will be familiar with this Action Plan and make sure they are followed consistently.

Parents should also read the Action Plan and ensure that their children follow the new procedures that have been put in place. Parents should contact Assistant Headteacher responsible for Personal Development and Welfare if they think their child might not be able to comply with some or all of the rules.

### 2.2 Rewards and sanctions for following rules

To ensure pupils fully comply with the expectations of Sir Graham Balfour School the Behaviour Policy incorporating the B4L Structure will be consistently applied.

However, failure to follow any aspect of the Action Plan, or where it is perceived that an individual's or a group of people's safeguarding has been put at risk, or where there is actual or implied threat to people's safeguarding, will result in the rapid application of sanctions as laid out in the current B4L Structure.

## 3. Expectations for pupils at home

### 3.1 Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Assistant Headteacher for Personal Development and Welfare if they think their child might not be able to comply with some or all of the rules.

Rules:

- Be contactable during required times both to the House Tutor and subject teachers
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

- Use proper online conduct, such as using appropriate language in messages

Students may be allocated a Teaching Assistant to offer additional support for students with SEND.

### **3.2 Dealing with problems**

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will:

Continue to make contact with parents/carers and conduct Safe and Well home visit checks as and when appropriate and in accordance with the Safeguarding Policy.

### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated which will be reflected in the schools Action Plan. At every review, it will be approved by the full governing board or Chairs action.

### **5. Links with other policies**

This policy links to the following policies and procedures:

- Safeguarding policy
- Health and safety policy

# **Appendix 1 – School Action Plan**

## SIR GRAHAM BALFOUR MAT POLICIES AND PROCEDURES

### Sir Graham Balfour School Action Plan for partial return to school for Year 10 and Year 12

This action plan covers the period 15<sup>th</sup> June - 20<sup>th</sup> July 2020 and will be reviewed on a weekly basis throughout that time. Should measures still be necessary in September 2020, this Action Plan will be suitably updated.

To be read and adopted by parents, students and staff.

Hazard/ Activity	Persons at Risk	Risk	Control measures in use
General principles regarding return to work and school	Students Staff Parents Others	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• The school follows DfE guidance in close communication with Governors, Trustees, Staff, Parents and Students</li> <li>• The school will open in a phased and highly controlled return to year 12, then Year 10. (Students of key workers will continue to attend as they have been doing).</li> <li>• Under current social distancing rules, our capacity to receive students is massively reduced. Everything taken into consideration we will not plan to have more than 60 students in school on any day within the above time frame.</li> <li>• Students will be in closely controlled groups: w/c 15<sup>th</sup> June, Year 12 students will meet together with staff in the Hall before moving to appropriate classroom spaces with subject teachers. Week commencing 22<sup>nd</sup> June, Year 10 students will come in on a strictly House-based rota, and will stay primarily in the Sports Hall for the day they are in.</li> <li>• Key Worker students will continue to be supervised as at present.</li> <li>• Other named students invited in will work with specific staff, following communication with parents.</li> <li>• In the time frame above, the decision to send a student into school remains with the parent/carer, not the school. No fines will be incurred by parents choosing to keep their students at home.</li> </ul>
Arriving at school	Students Staff Parents Others	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• Students and staff should follow social distancing rules after leaving their homes and at all times thereafter.</li> <li>• As far as possible, students and staff should walk or cycle to school (or drive, in the case of staff). If at all possible they should avoid public transport.</li> <li>• The bus companies used for student transport have carried out their own Risk Assessments and will attempt to offer services for students who need them. Please note, they cannot currently guarantee a seat for each student who may need one. Parents who can drive their students to school should do so, but please try to avoid coming up the school drive – use local drop off points surrounding the school instead.</li> <li>• Staff will be on duty inside and outside the building reminding students of their responsibility for maintaining social distancing. Please note: there will be significant onus placed on students to maintain social distancing.</li> <li>• Parents should only come on to school grounds for pre-arranged meetings. Please do not to turn up without an</li> </ul>

Effective Date: 27<sup>th</sup> November 2019

Behaviour for Learning Policy

Issue: 2.0

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			<p>appointment.</p> <ul style="list-style-type: none"> <li>Students will be directed to the spaces they will be using for that day, and should make their way there promptly, all the time observing social distancing.</li> </ul>
Staff receiving students from playground	Staff	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>Staff will direct students to use the hand sanitiser and proceed to their work space for the day.</li> <li>Bagboxes will not be used; students must keep their belongings to a minimum, and stay with them throughout the day.</li> </ul>
Classroom set up	Staff Students	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>The classroom and work spaces are set up to ensure a 2 metre rule is in place between each student.</li> <li>The teacher's desk must be kept 2 metres away from the students' tables/desks. Only the teacher will use the desk.</li> <li>Tissues available in each work space for students to use when coughing or sneezing and they must go into a bin after one use. Students must wash hands or sanitise afterwards. Each member of staff working with students will have a constant supply of hand sanitiser with them.</li> <li>Each student will work at the same desk and use only their own equipment.</li> </ul>
Lessons	Staff Students	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>Teachers and other staff are assigned to each group and, as far as possible, these stay the same during the day and on subsequent days. As per government guidance there will be some need for a teacher change in subject specific classes.</li> <li>There will be a maximum of 9 students in a normal classroom, but the Hall and Sports Hall will be used where larger spaces are required.</li> <li>Teaching staff must keep a 2 metre distance at all times when teaching.</li> <li>Where students may require extra assistance, a 2 metre rule must be enforced.</li> <li>Students do not share their own personal equipment-pens etc</li> <li>Students must bring in their own pencil case and required equipment.</li> <li>Any outdoor activity (including break or lunch) to be non-contact and socially distanced. Please note that whilst staff will be on duty, the onus is on students to observe and maintain social distancing.</li> <li>Classrooms windows and internal doors to be open to ensure ventilation where possible. No external doors will be open in order to ensure safeguarding.</li> </ul>
Use of the toilet in lesson times	Students Staff	Infection Control	<ul style="list-style-type: none"> <li>Inform the students of the importance of washing their hands after using the toilet.</li> <li>Students should be instructed that a 'one in one out' system for the toilet is in place. Toilet visits will be staggered as far as possible. Free/engaged signs will be put on the outside of doors. Staff and students must indicate 'engaged' when they go into the toilet and move it to 'free' when they exit.</li> </ul>

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			<ul style="list-style-type: none"> <li>• Latest guidance says that hand dryers are safe to use when toilets are being used singly.</li> <li>• Students to use the hand sanitiser on entering or re-entering the classroom; this should be undertaken on each entry back into the classroom at any point during the day.</li> </ul>
Break times	Students	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• Students informed again of the importance of social distancing whilst outside.</li> <li>• Supervising staff must keep a 2 metre distance from each other at all times</li> <li>• Staggered break times may take place in numbers necessitate this. This will be closely monitored by LG on a daily basis.</li> </ul>
Break Times – Staff	Staff	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• To maintain social distancing, staff are advised, wherever possible to take their breaks in their own class/space or outside with others.</li> <li>• Staff are advised to bring in flasks of hot drinks and to avoid using the usual communal facilities.</li> <li>• If staff use the microwave or toaster they must wipe down the equipment after use.</li> <li>• Staff should wash their hands before entering and after leaving the staff room and/or use the hand sanitiser provided.</li> </ul>
Food and drink	Students	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• There will be no canteen facility available before September.</li> <li>• Students should bring sufficient drinks to school to last the day as water fountains will generally be out of use.</li> <li>• Students should bring a packed lunch and/or snacks to school to last the day; all waste packaging should be taken home for disposal.</li> </ul>
Lunch breaks	Staff	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• Students in receipt of free school meals will still be receiving vouchers and thus they should bring in a packed lunch.</li> <li>• Lunch will be encouraged to be eaten outside or in classrooms. If we need to use the Dining Room, tables are positioned 2 metres apart.</li> <li>• Staggered lunch times may take place if numbers necessitate this. This will be closely monitored by LG each day.</li> </ul>
First Aid – minor treatment	Staff Students	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• If a student presents to the medical room with a new continuous cough then the parent/carer will be contacted and the student must be taken home and the family should follow Government guidelines</li> <li>• Where minor first aid treatment is required First Aiders must ensure that they wear the provided PPE equipment.</li> <li>• First aiders will operate a rota and will receive approved infection control training</li> <li>• Where possible ask the student to wipe away any blood or hold cold compresses etc.</li> <li>• Ensure records of injury and treatment are recorded and who administered first aid treatment</li> <li>• Always wash hands after contact</li> </ul>

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			<ul style="list-style-type: none"> <li>• First Aid area to be cleaned / disinfected after use</li> </ul>
First Aid – Life threatening	Staff Students	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• In the event of a serious injury or incident call 999 immediately.</li> <li>• Wear appropriate PPE when in close contact or dealing with bodily fluids</li> <li>• In the event of CPR being required only do this until the ambulance arrives</li> <li>• If a decision is made to perform mouth-to-mouth ventilation, use a resuscitation face shield where available.</li> <li>• Always wash hands after contact</li> <li>• First Aid area to be cleaned / disinfected after use</li> </ul>
First Aid & Medication	Staff Students Others	First Aid Procedures	<ul style="list-style-type: none"> <li>• First Aiders must always wear PPE when administering first aid procedures</li> <li>• Maintain 2m distance if supervising medication only</li> <li>• Any dressings used to be double bagged</li> <li>• Where any medications are administered, try and encourage the students to self-administer. Social distancing to be adhered to. If in any doubt the parent to be contacted and the pupil sent home.</li> <li>• First Aid area to be disinfected after use</li> </ul>
Students with behavioural issues	Staff	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• Calm atmosphere will assist in maintaining good order.</li> <li>• Use the normal B4L strategies to issue low level warnings.</li> <li>• Escalate to LG any student not rapidly complying.</li> <li>• Any reckless or deliberate coughing, or close contact to be immediately referred to LG and the amended behaviour policy to be invoked.</li> </ul>
Students leaving at the end of the school day	Staff Parents Others	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• Parents waiting outside the school should maintain strict distance from the building and other students and staff.</li> <li>• Students to be reminded at the end of each day to maintain social distancing on their way home.</li> <li>• Consider staggered leaving times if necessary, depending on numbers in school.</li> <li>• Staff to supervise their class leaving the room and to stagger students leaving.</li> </ul>
Parent wishing to talk to staff	Staff	Spread of Infection due to close contact	<ul style="list-style-type: none"> <li>• The School Office will remain closed to parents and carers in this time frame.</li> <li>• Parents will be informed that they should not enter the building unless in an emergency. Communication with all school staff must continue to be via email using the well established email address of 'office@sirgrahambalfour.staffs.sch.uk'</li> </ul>
Awareness of policies / procedures / Guidance	Staff Students Others	Inadequate information	<ul style="list-style-type: none"> <li>• All staff returning back to work must ensure that they are aware of the current guidelines in regard to safe distancing and washing hands on a regular basis.</li> <li>• Staff should be cognisant of the responsibility they hold for maintaining standards which help everyone.</li> </ul>



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			<ul style="list-style-type: none"><li>• All staff are able to access the following information on-line for up to date information on COVID-19<ul style="list-style-type: none"><li>➤ Public Health England</li><li>➤ Gov.co.uk</li><li>➤ NHS</li><li>➤ DfE</li><li>➤ Department for Health and Social Care</li></ul></li><li>• The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training. (washing of hands, cleaning up bodily fluids)</li><li>• Staff contact the school as soon as possible if they believe they may have been exposed to coronavirus and they then follow current advice. (This will be updated as per latest Government advice)</li><li>• Parents contact the school as soon as possible if they believe that they or their child may have been exposed to coronavirus and they then follow current advice. (This will be updated as per latest Government advice)</li><li>• Students are made aware of the school's procedures in relation to coronavirus via school staff and are informed that they must inform a member of staff if they feel unwell</li></ul>
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Poor hygiene practice	Staff Students Others	Ill Health	<ul style="list-style-type: none"> <li>• Posters are displayed throughout the school, including in all toilets and classrooms, reminding students, staff and visitors to wash their hands, e.g. before entering and leaving the school.</li> <li>• Students, staff and visitors are encouraged to regularly wash their hands with soap or alcohol-based sanitiser and follow infection control procedures in accordance with Government guidance.</li> <li>• Liquid soap (or hand sanitiser where applicable), clean water are supplied in all toilets.</li> <li>• Students are advised against sharing cutlery, cups or food.</li> <li>• Cleaners as directed by Pell Frischmann (Facility Management team) to carry out daily comprehensive cleaning that follows national guidance and is compliant with the COSHH Policy and the Health and Safety Policy.</li> <li>• A cleaner will be on site all day to attend to frequent and continuous cleaning of toilets and other used areas.</li> </ul>
Ill health	Staff Students Others	Coronavirus Symptoms	<ul style="list-style-type: none"> <li>• Staff are informed of the symptoms of possible coronavirus infection, e.g. a cough, difficulty in breathing and high temperature, loss of taste/smell etc and are kept up to date with national guidance about the signs, symptoms and transmission of coronavirus</li> <li>• Testing is available for all staff, families and community if symptoms appear</li> <li>• Any student or member of staff who displays signs of being unwell, such as having a cough, fever or difficulty in breathing, and believes they have been exposed to coronavirus, is immediately taken out of the class and placed in an area where they will not come into contact with others and are supervised at all times</li> <li>• The relevant member of staff calls for emergency assistance immediately if a student's symptoms worsen</li> <li>• The parents of unwell students are informed as soon as possible of the situation by a relevant member of staff</li> <li>• Unwell students who are waiting to go home are kept in an area where they can be at least two metres away from others – this is likely to be the current Medical Room, but may change according to need.</li> <li>• Areas used by unwell staff and students who need to go home are appropriately cleaned once vacated, using a disinfectant and care to be taken when cleaning all hard surfaces.</li> <li>• If unwell students and staff are waiting to go home, they are instructed to use different toilets to the rest of the school to minimise the spread of infection. (The single toilets on each floor currently accessible to staff will be set aside for this purpose).</li> <li>• Any students who display signs of infection are taken home immediately, or as soon as practicable, by their parents – the parents are advised to follow the latest guidance.</li> <li>• Any members of staff who display signs of infection are sent home immediately and are advised to follow the latest guidance.</li> </ul>
Spread of infection	Staff Students Others	Lack of infection control	<ul style="list-style-type: none"> <li>• Spillages of bodily fluids, e.g. respiratory and nasal discharges, are cleaned up immediately in line with guidance, using PPE at all times.</li> <li>• Parents are informed not to send their students to school if they show signs of being unwell and believe that</li> </ul>

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			<p>they may have been exposed to coronavirus.</p> <ul style="list-style-type: none"> <li>• Staff and students do not return to school before the minimum recommended exclusion period (or the ‘self-isolation’ period) has passed, in line with national guidance.</li> <li>• Parents notify the school of any changes to the medical information we currently hold for each child.</li> <li>• As far as is possible, any additional provisions for students who are vulnerable to infections are put in place by the school in liaison with the student’s parents where necessary.</li> </ul>
Poor management of infectious diseases	Staff Students Others	Lack of infection control	<ul style="list-style-type: none"> <li>• The NHS Test and Trace programme was launched on 28 May. The service will help identify, contain and control coronavirus, reduce the spread of the virus and save lives.</li> <li>• Anyone who tests positive for coronavirus will be contacted by NHS Test and Trace and will need to share information about their recent interactions. This could include household members, people with whom they have been in direct contact, or within 2 metres for more than 15 minutes.</li> <li>• People identified as having been in close contact with someone who has a positive test must stay at home for 14 days, even if they do not have symptoms, to stop unknowingly spreading the virus. Further information about Test and Trace is available.</li> <li>• If those in isolation develop symptoms, they can book a test on the NHS website or by calling 119. If they test positive, they must continue to stay at home for 7 days or until their symptoms have passed. If they test negative, they must complete the 14-day isolation period. Members of their household will not have to stay at home unless the person identified becomes symptomatic, at which point they must also self-isolate for 14 days to avoid unknowingly spreading the virus</li> <li>• Everyone is instructed to monitor themselves and others and look out for similar symptoms if a student or staff member has been sent home with suspected coronavirus.</li> <li>• Staff are vigilant and report concerns about their own, a colleague’s or a student’s symptoms to the Headteacher or LG as soon as possible</li> <li>• The school is consistent in its approach to the management of suspected and confirmed cases of coronavirus</li> <li>• The school is informed by students’ parents when students return to school after having coronavirus – the school informs the relevant staff</li> <li>• Staff inform the headteacher when they plan to return to work after having coronavirus.</li> <li>• Nominated person(s) (Business Manager and/or headteacher) monitors the cleaning standards of school, in close liaison with Pell Frishmann and discusses any additional measures required with regards to managing the spread of coronavirus.</li> </ul>
Lack of communication	Staff	Unsafe	<ul style="list-style-type: none"> <li>• The school staff reports immediately to the headteacher about any cases of suspected coronavirus, even if they</li> </ul>

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	Students Others	Practices	<p>are unsure</p> <ul style="list-style-type: none"> <li>• The headteacher contacts the LA/PHE and discusses if any further action needs to be taken.</li> <li>• School puts into place any actions or precautions advised by the LA/PHE</li> <li>• School keeps staff, students and parents updated about any changes to infection control procedures as necessary</li> </ul>
Cleaning while school open	Staff Students Others	Infection Control	<ul style="list-style-type: none"> <li>• Cleaning staff will be on site all day cleaning all used areas of the school throughout the day</li> <li>• Tables, benches and desks to be left clear at the end of each day to assist with cleaning.</li> <li>• All hard surfaces to be cleaned on a regular basis, this will include <ul style="list-style-type: none"> <li>➢ All door handles</li> <li>➢ All tables and chairs used by staff and students</li> <li>➢ Toilet flushes and regular cleaning of toilets.</li> <li>➢ Bins will be emptied regularly</li> </ul> </li> <li>• Regular cleaning of surfaces will reduce the risk of spreading the virus</li> <li>• COSHH assessments reviewed where new products are introduced</li> <li>• All used disposable cloths thrown away to be double bagged and then placed in a secure area</li> </ul>
Contractors in school	Staff Students Others	Inadequate control measures	<ul style="list-style-type: none"> <li>• Pell Frischmann will manage the majority of contractors on site and will invoke their own Risk Assessments. Pell Frischmann must inform headteacher and/or LG of contractors on site during the school day likely to be in areas used by staff and students.</li> <li>• Where school invited contractors are coming into school they must have up to date Risk Assessments and Method Statements.</li> <li>• Control measures regarding the Coronavirus must be included within their RAs.</li> <li>• School to ensure no students or staff are in the area where contractors are working.</li> <li>• Contractors must ensure no workers are displaying any signs or symptoms of Coronavirus prior to entering the school site</li> <li>• If they become aware of a contractor coming down with symptoms within 14 days of being at the school they must inform Pell Frischmann and the school immediately</li> </ul>
Emergencies	Staff Students Others	Inadequate Control Measures	<ul style="list-style-type: none"> <li>• All staff and students' emergency contact details are up-to-date, including alternative emergency contact details, where required. Parents are reminded of the need to make sure details are up to date, and that they are always contactable during the school day.</li> <li>• Students' parents are contacted as soon as practicable in the event of an emergency</li> <li>• Staff and students' alternative contacts are contacted where their primary emergency contact cannot be</li> </ul>

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- The School's emergency evacuation procedures still apply.
- Staff and pupils should try to maintain social distancing during a fire drill however in a real life situation social distancing measures do not apply.

## Appendix 2

### BC1

- Entirely different from how you have known it up to now. Serious breach in behaviour – you have disrupted learning of others and you need to refocus and engage in learning NOW. You did not respect the values of the class and the school and therefore you have been sanctioned as a result. This goes on your school record and will count towards your accumulated BC record. Your parents and House Tutor will be made aware.

### BC2

- Even more serious. You will receive a one hour after school detention for your disruption and continued lack of respect for those around you. This is not acceptable. This goes on your school record and will count towards your accumulated BC record. Your parents and House Tutor will be made aware. You will be escorted by your teacher to your detention at the end of the day it has been set.

### BC3

- Yet more serious. The behaviour you are choosing runs contrary to everything we believe in. You are continuing to disrespect all of the students around you and your teacher. You will not be allowed to do so any more. The rights of the other children and your teacher now take priority. You will be removed to work with another class and teacher in the faculty. You will also do a one hour after school detention with your class teacher. Should you refuse to go into another class, the punishment will be even greater.

### BC4

- Even more serious. Your choice of behaviour or attitude is such that you cannot be allowed the privileges that all other students get to enjoy. You will now spend the day in the Internal Isolation Room. You will not be allowed out for break or lunch. Should your behaviour not

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improve dramatically and quickly, your stay in the Internal Isolation Room will be extended. Your parents will be informed. If you go into the IIR more than *twice*, your parents will have to attend a meeting at which we will be discussing your behaviour, and possibly your future.

### BC5

- Almost the end of the road. Your behaviour and/or attitude is such that you have been referred to a member of the Leadership Group. You will spend the day plus a two hour detention in isolation with a member of the LG. Your parents will be informed and you will be made to sign a behaviour contract in their presence and you will enter the more serious pastoral sanctions we have in this school. Should you get more than one BC5 the sanctions you will face will be extremely serious and may well result in a Managed Move to another school.