

Behaviour for Learning (BfL) Policy

Owner:	Principal VP IC. of Behaviour	Date of next review:	September 2022
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The policy was revised following consultation with the Principal and The Aspirations Academies Trust, the Academy Student Council and Budmouth staff.

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1 Introduction

Our aim is to establish the highest possible standards of behaviour at Budmouth Academy. This is important so that the academy is always a caring, friendly and happy place where learning can flourish and so that students can go on to meet their future ambitions.

Students' behaviour around the academy should be of a very high standard; every lesson should be characterised by a clear, focus on learning, free from distractions. Every student and every member of staff should be able to feel relaxed and happy; confident that their working environment is one where people are kind, courteous and respectful at all times.

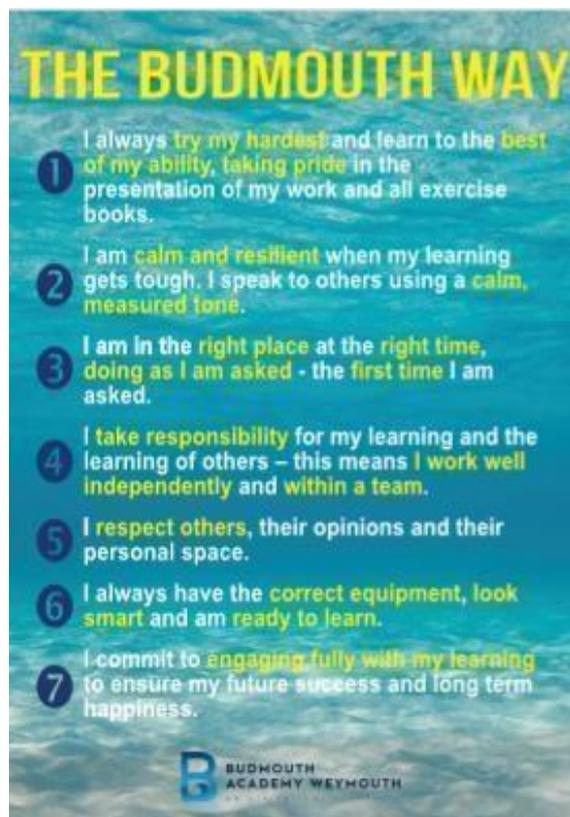
A successful behaviour system must have a positive core. We operate a comprehensive system recognising when students get it right and giving positive acknowledgements in various ways.

We celebrate achievement in all its forms – including academic success, extra-curricular engagement and service to the community.

We will acknowledge and celebrate all students who receive high numbers of achievement points throughout the year, this recognition happens in a number of ways including phone calls, postcards, letters and invitations to celebration evenings at the end of the academic year.

At its heart, our behaviour policy is an extremely simple system for behaviour management: students are either prepared and ready to learn and will be recognised for this, or they are not, and sanctions will be applied.

To ensure desirable behaviour from all students we ask all students to follow 'The Budmouth Way'.



2 Aims:

Our Behaviour for Learning Policy will be underpinned by three simple concepts:

Ready	Be ready to learn
Respect	Be respectful to others
Safe	Be safe and responsible

These are displayed prominently in all classrooms and around the Academy. Staff will refer to them regularly.

- Budmouth Academy will be a well-ordered environment supported by a rich curriculum that allows all students regardless of individual differences and circumstance to flourish and achieve the best results possible.
- To provide staff, students and parents with a consistent approach to behaviour management so that there is clarity about what is acceptable behaviour and the consequences for a student who chooses not to behave responsibly.
- To encourage and develop within students the ability to take responsibility for their actions, to self regulate before consequences need to be applied.
- To outline our system of recognition and sanctions.

3 Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in academies.
- Searching, screening and confiscation at the academy.
- The Equality Act 2010.
- Use of reasonable force in academies.
- Supporting pupils with medical conditions at the academy.

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a academy's duty to safeguard and promote the welfare of its pupils.
- Sections 88_94 of the Education and Inspections Act 2006, which require academies to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give academies the authority to confiscate pupils' property.
- DfE guidance explaining that maintained academies should publish their behaviour policy online.

4 Roles and Responsibilities

The Principal is expected to:

Review this behaviour policy in conjunction with the Senior Leadership Team, giving due consideration to the academy's statement of behaviour principles.

The Principal will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Teachers will be expected to:

- Meet and greet students at the door and welcome them into the classroom.
- Ensure that all students stand quietly behind their chairs and get their books/equipment out of their bags and placed on the desk. The teacher will direct them to begin the starter activity or "Do Now Task". During which the teacher takes the register.
- To explain the academy expectations as a reminder to the class.
- At the end of the lesson, students stand quietly behind their chairs and once the teacher is satisfied that the room is tidy and the students are calm, they will be dismissed.

Students are expected to (code of conduct):

- Arrive promptly for the start of the lesson.

- Wear the correct uniform in a tidy fashion.
- Have the equipment for learning – Compulsory equipment includes: Pencil case (30 cm long, clear plastic pencil case is recommended), Helix Maths Set, Rule (30cm rule recommended), Compass, Protractor, Casio FX-83GT Plus calculator, 3 black or blue pens, 3 HB pencils, highlighters (one must be yellow), 1 mini white board pen, 1 green pen.
- Sit where they are instructed to sit – teachers will devise the seating plan.
- Enter the classroom silently and stand behind their chairs.
- Listen when others are talking.
- Keep off task conversations for social times.
- Work in silence when a teacher asks them to do so.
- Allow others to learn.
- Stay in their seat.
- Not eat or drink (only water is allowed in lessons).
- Speak to others with respect.
- Accept sanctions when given.
- Refrain from behaving in a manner that brings the academy into disrepute, including when outside academy.

Parents are expected to:

- Support their child in adhering to the academy behaviour policy.
- Inform the academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the Head of School or Pastoral Support Leader promptly.

5 Definitions:

Misbehaviour is defined as any behaviour that fails to honour our three core values – The following are examples of behaviour types, this is not an exhaustive list.

Be Ready for Learning:

- Disruptive behaviour in lessons that distracts others from their learning.
- Inadequate effort in learning.
- Non completion of classwork or homework.
- Persistent lateness to lesson.
- Truancy from lesson.

Be Respectful:

- Disruption in corridors between lessons, and at break and lunchtimes.
- Verbal abuse directed towards another student.
- Talking over other students in class.
- Incorrect uniform.

- Failure to bin rubbish.
- Failure to use the appropriate voice level for learning tasks as directed by the teacher (silent, paired work, group etc).

Be Safe and Responsible:

- Damage to property through irresponsible behaviour.
- Possession, use or distribution of any form of smoking material on academy site or outside whilst wearing academy uniform.
- Mobile phone seen and turned on.
- Failure to hand over mobile phone to member of academy staff when asked.
- Failure to carry out instructions issued by any member of the academy staff.

Serious Misbehaviour is defined as any behaviour that is seriously detrimental to our three core values, which could result in:

immediate removal from a lesson to the BfL room, academy based exclusion, fixed term exclusion or in the most extreme cases permanent exclusion includes behaviours such as:

Be Ready for Learning:

- Any behaviour that seeks to belittle or embarrass a student whilst they are engaged in learning.
- Repeated poor behaviour choices in lessons.

Be Respectful:

- Refusing to follow instructions from any member of staff.
- Repeated breaches of the academy rules.
- Bullying of any sort.

Be Safe and Responsible:

- Leaving the academy site without permission.
- Intentional damage to property.
- Fighting with another student.
- Internal truancy.
- Using mobile phone during the academy day on academy grounds.

Extreme misbehaviour, which will be dealt with by a senior member of staff and could result in: immediate removal from a lesson to the BfL room, academy based exclusion, fixed term exclusion or in the most extreme cases permanent exclusion includes behaviours such as:

- External truancy.
- Swearing at or about a member of staff.
- Intentional damage to displays or equipment.
- Intentional damage to academy building, furniture, displays or equipment.
- Racist, sexist, homophobic or discriminatory behaviour.

- Bullying of any sort (a repeated incident of intentional harm physical or mental).
- Physical harm to a member of staff, either through irresponsible behaviour or intent.
- Physical harm to a student, either through irresponsible behaviour or intent.
- Violence, aggressive or intimidating behaviour towards any member of the academy community.
- Unsafe or dangerous behaviour.
- Possession, use or distribution of drugs and other illegal substances including tobacco, alcohol and vaping paraphernalia and materials.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Possession of any prohibited items that could cause harm to others, including, but not restricted to, knives or weapons, lighted materials, fireworks, pornographic materials.
- Improper use of emergency alarms.

The Principal reserves the right to permanently exclude as a result of extreme misbehaviour. A student who supplies drugs, illegal substances or carries prohibited items that could cause harm to others is at immediate risk of permanent exclusion.

6 Bullying:

Is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber. bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Through our PSHC curriculum and assemblies, the academy will educate our students on the harm of bullying and the action students can take to reduce its incidence and overcome its consequences.

We will publicise across the academy and at regular opportunities guidance to students on who they can approach for support should they be bullied (See Appendix 2: Anti Bullying Guidance).

The following steps may be taken when dealing with incidents of bullying:

- If during a lesson apply the normal sanctions and follow up after the lesson as set out below
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. This member of staff will report the incident to the appropriate Pastoral Leader (Head of School, Pastoral Support Leader).
- The Pastoral Leader will interview the alleged victim and record all on a witness statement. The extent of the bullying will be ascertained and the name of the alleged perpetrator(s) identified. This should be recorded in SIMS as a linked document to the student's file. The Pastoral Leader will arrange for any required support for the student (e.g. Academy Counsellor, outside agency support). An entry will be made into the school's electronic bullying log.
- The Pastoral Leader will interview the perpetrator(s). This student will be required to reflect on their behaviour and its consequences, give a reason for them and identify steps they will take to prevent a repetition. They will be issued an Academy sanction for the harm they have caused.
- The Pastoral Leader will communicate with the parents of both the victim and perpetrator to inform them of action the academy has taken.
- When there is "reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm" (Children Act 1989) the Pastoral Leader will refer to the Designated Safeguarding Officer who may refer to Children's Services.

7 Recognition of Positive Behaviour (rewards):

Positive behaviour in lessons and around the academy, representing the academy such as in sporting, performing arts and taking leadership responsibility will result in positive recognition. Teachers will record positive effort and attainment on SIMS and this will result in the following (examples, not an exhaustive list):

1. Positive telephone calls home on.
2. Positive Postcards or letters sent home.
3. Above and beyond.
4. Exceptional piece of work.
5. Student of the week.
6. Tutee of the week.
7. Representing the Academy in events e.g. Open Evening or representation and performance in 'Intraschool competitions'.
8. Achievement awards – Bronze, Silver or Gold Award issued termly.
9. Attendance awards – Bronze, Silver or Gold Award. Issued termly.
10. Aspiration Awards – Self-worth, Engagement, Purpose. Issued termly.
11. Principal's Award – issued termly via recommendation from the Head of School.

The academy will regularly ask the student council for their ideas and input into how best to recognise students' positive behaviour.

8 Classroom Management:

Expected behaviour and consequences

If a student fails to follow the three simple concepts of Ready, Respect, Safe, and chooses to disrupt their learning and the learning of others, the academy sanctions will be used as set out below.

Sanctions will be imposed if a student is not following the three key rules – Ready, Respect, Safe and disrupting the learning of others by not adhering to the Behaviour for Learning policy:

The teacher will remind the class of the academy expectations at the start of the lesson.

Classroom Consequences – issued by class teachers:

Step 1 - Formal Warning: issued for a first poor behaviour choice, if a student is not ready to learn a verbal warning is given by the teacher.

Step 2 - Class Exit: If the student continues to make poor behaviour choices and disrupts their or other students learning the teacher will instruct the student to step outside the classroom. The teacher will at the first available opportunity (not exceeding 5 minutes) speak with the student explaining the expected standards of behaviour and checking that the student understands this and understands the consequence of any further poor behaviour choices. The teacher will log this sanction onto the Academy Information Management System (SIMS).

Step 3 - Subject Removal: If the student chooses to continue disrupting the lesson, they will be instructed to wait outside the classroom. The member of staff will complete the subject removal electronic form on their computers to ask for assistance. The member of staff on-call, will collect the student and escort them to the Subject Removal Room (SRR).

- The student will spend a minimum of the remainder of that lesson, plus the next lesson, in SRR.
- Parents will be notified by text, email or a telephone call about the removal and the sanction.
- Students removed to SRR will spend one social time there, either a morning break or lunch break. If lunch break, then they will be escorted to the canteen to purchase food or collect Free Academy meals as required.
- Mobile phones will be handed over on entry to the SRR room and returned either to the student at the end of the session or end of the day. If necessary mobile phones will be returned to parents.

The teacher will log this sanction onto the Academy Information Management System (SIMS). A telephone call will be made by the teacher for the first three incidences of removal. After this the student will be escalated to the pastoral team.

Further Consequences – issued by Pastoral Support Leaders, Head of School and Senior Staff

Step 4 - Repeat Offences: If the student's behaviour reaches a significant level or the student is removed from another lesson that same day, or disrupts whilst in SRR, the student will spend 5 lessons in SRR, the following day. Any further disruption will result in a senior member of staff deciding upon the next consequence which could be an Academy Based Exclusion, Parent contacted to sit next to their child in the SRR room or Fixed Term Exclusion (FTE). On rare occasions, parents will be requested to collect students from school. This will count as a half-day fixed term exclusion.

Students will receive a curriculum withdrawal if they are sanctioned with 3 subject removals in a half term in the same subject. Students will be removed from lessons for a 2 weeks period and work in a supportive environment before a reintegration meeting with the Deputy Head of School, student and parent where appropriate. Parents will always be informed of a curriculum withdrawal.

Step 5 - Serious Misbehaviour: If a student behaves in a more serious manner (examples explained in this policy) then a senior member of academy staff will make a decision on the most appropriate consequences. Students will face an immediate fixed term exclusion followed by a reintegration meeting with SLT and parents. The first day back could be spent in SRR.

Step 6 - Extreme Misbehaviour: If a student behaves in an extreme manner (examples explained in this policy) then the student faces a fixed term exclusion and the Principal reserves the right to permanently exclude that student.

9 Misbehaviour Outside of Lessons

Staff can issue a one-off lunchtime detention for poor behaviour.

10 SEND:

All students are expected to follow academy rules so that all can achieve success and be happy at the academy. Our behaviour system applies to all students attending Budmouth Academy.

The academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The academy's Special Educational Needs Coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

11 Senior Leadership Team Support

SLT will be on-call to support staff when a situation arises that they are unable to deal with and for immediate removal. Examples (this is not an exhaustive list) could include:

- A student refuses to leave a room, for either class exit or subject removal.
- A student swears directly at a teacher.
- Several students are choosing to make poor behaviour choices.
- Aggressive or threatening behaviour towards a member of staff.
- Physical assault.
- Refusal to hand over a mobile phone to a member of academy staff who is requesting it.
- If an on call request has been made for one of the above then it is likely that a serious academy sanction will be imposed.

12 Detentions

Lunch Detentions: will be run daily and centrally and parents will be notified using the SIMS App. Any student who fails to will be placed into an after school detention on a Thursday.

Senior Leadership Team (SLT) detentions, which will be centrally organised and take place weekly on the Thursday. Detentions are also issued to students for the accumulation of behaviour points and for having more than 3 lunch detentions in one week.

13 Off Site Behaviour

Sanctions may be applied where a pupil has misbehaved off.site when representing the academy, such as on an academy trip or when travelling to or from academy. The academy reserves the right to apply sanctions to a student for any misbehaviour conducted before the student has returned to the care of their parent or guardian.

14 Physical Restraint

According to the DfE "Use of Reasonable Force Advice" In some circumstances, staff may be required to use reasonable force to restrain a pupil to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Budmouth Academy recognise that staff sometimes need to make immediate decisions regarding the use of reasonable force and they will do so using their professional judgement at the time. It is noted that in some circumstances these situations can be difficult to manage. Our advice to staff regarding the use of reasonable force is that it is most appropriately used in instances when either themselves, a colleague, the student or their peers would be deemed at risk, if that intervention using reasonable force were not used.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to the Head of School and parents.
- A written record kept in the academy and logged by the Director of Inclusion.
- If possible (this will not always be possible) under the supervision of a Team Teach trained member of staff.

15 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our Procedures for Dealing with Allegations of Abuse Against Staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct. **16**

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to academy discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Mobile phones that are seen in academy will be confiscated and returned at the end of the academy day. If the student has the phone confiscated twice in any term then parents/carers will need to collect the phone. Mobile phones may be confiscated and returned to parents only, to encourage good behaviour in school. This strategy will be used during a daily behaviour report reserved for those students who persistently disrupt the learning of others.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Searching students is often required to be done quickly, without parental prior consent. However, we will contact parents once a search has been conducted. Refusing a search is an example of serious misbehaviour.

17 Exclusions

Any decision to exclude must not be taken lightly and should be seen as a response of last resort and be in line with this policy.

All external exclusions can only be sanctioned by the Principal or, in his/her absence, his/her designated representative. Students can be excluded for a maximum of 45 days in any one year or be excluded permanently. The parent/carer must be informed by letter of any exclusion that will set a date for the re-admittance of the student in the case of temporary exclusion. Normally, an interview with the student, parent/carers, Pastoral Leader (Head of School, Pastoral Support Leader) will take place before the student is re-admitted. Students placed upon a Pastoral Support Plan or Behaviour Improvement Plan may be given a placement in the Student Support Centre for a short period of time after the exclusion. There are Local Authority procedures for exclusion that are kept by the Principal's Personal Assistant.

When a student is excluded for a fixed period of more than a day the student should receive work that he/she can do at home. The teachers of the student should mark this work on their return. All exclusions of more than 5 days have to be brought to the attention of the Regional Trust Board.

For a student with a statement of Special Educational Needs, suitable full-time provision must be appropriate to their Special Educational Needs as set out on the statement.

The parent/carer is responsible for keeping children indoors during the first five days of exclusions – the parent/carer of children found in a public place during Academy hours without "reasonable justification" can be subject up to a £100 fixed penalty notice, this can be reduced to £50 if paid in the first 21 days.

If a student is excluded for more than 5 days it is the Academy's responsibility to organise suitable full time education from the sixth day onwards regardless of whether this is a result of more than one fixed period exclusion.

The Principal may apply directly to the court for Parenting Orders in cases where the parent/carer does not take responsibility for their child's action. These enforce the terms of the Parenting Contract and mean the parent/carer will be fined if they then fail to take agreed action.

Parents will be directly informed by telephone of any decision on a Fixed Term or Permanent Exclusion. The Principal shall report to the Aspirations Academies Trust any decision to Permanently Exclude a student and inform the Governor responsible for Safeguarding. The Principal will also ensure that the Local Authority Inclusion Officer is informed of a decision to Permanently Exclude.

For Fixed Term Exclusions, parents will be sent a letter giving an explanation of the decision and guidance on the procedure. (Appendix)

18 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

19 Monitoring Arrangements

This behaviour policy will be reviewed by the Principal annually. At each review, the policy will be approved by the Principal. The Principal shall monitor data on behaviour incidents and determine any intervention strategies required to address emerging issues.

20 Mobile phones

Students will be allowed to bring mobile phones to academy at their own risk, the academy will take no responsibility for any damage or theft of mobile phones.

The phone **must be turned off** and in bags once the student is on Academy grounds (indoors and outdoors) any mobile phone that is seen in academy will be confiscated and returned to the student by the Pastoral Support Leader at the end of the academy day. If a student has their phone confiscated more than twice then a parent or carer will have to collect the phone. Phones will be handed over on entry to the SRR room and in normal circumstances returned at the end of the stay, barring any poor behaviour. In this instance, phones may be returned directly to parents.

One of the main reasons for not allowing modern phones to be used is the academy's responsibility to safeguard the students. As an academy we are required to place strict filtering on the academy internet and prevent access to social media. However, students' phones have unfiltered access to the internet through 3G and 4G and this leaves them at risk of accessing inappropriate material whilst in our care. In addition we would like to see our students engaging in conversation, playing games and learning to socialise at break times rather than being consumed by what is on a screen.

Appendix 1: Covid Addendum

In order to protect students, staff and parents/carers during the current pandemic, we have created some additional expectations for students and parents/carers of our academy. These will apply in addition to our normal expectations, until we have official advice that the virus is no longer a risk to the country's health and will be applied at different times, always adhering to national guidance.

A rival and leaving the Academy:

- Students must arrive on Academy site at their allotted time only.
- On arrival at the Academy site, students must head straight to the DT playground, use the hand sanitiser available before students standing on their allocated 'lineup space'.
- The student's teacher will ask lead their class into the Hub, via a specific entrance where they will be required to use the hand sanitiser in their allocated classroom. Students must follow their teacher, in silence, maintaining the 2m distance, to their classroom and sit in their allocated seat.

During the Day:

- On arrival and leaving the classroom, students must use hand sanitiser, and it can be used on a regular basis, at the member of staff's direction.
- During lessons each student will have their own desk.
- Students must sit in the appropriate seating plan as resources, books, work etc. will be set out prior to students entering the classroom.
- Students must bring their own stationary equipment as per our behaviour policy. Staff will not be able to loan equipment to students. If you child needs to purchase equipment from the Academy, they must do so at the start of the day.
- When moving around the Academy, students must follow the specifically designated routes and must remain 2 metres away from other students (guided by markings on the floor).
- Duty patrol should be called in the following circumstances:
 - If a student feels unwell during lessons, Duty Patrol will accompany the student to the medical area where a parent/carers will be contacted and asked to pick them up.
 - If a student fails to meet expectations, Duty Patrol will remove them from the teaching area and the student's parent/carers will be contacted and asked to collect them up.
- Duty Patrol will not enter the classroom, but will stand at the door in order to maintain social distancing.
- Students are not permitted to leave lessons unattended. In such cases, please alert Duty Patrol.

Break and lunchtime:

- Students must use their allocated space only and not mix with other students.

Whilst in the Academy, normal expectations are to be adhered to. Students must comply with staff expectations at all times so that staff can keep them safe. Any student who refuses to comply with the reasonable requests of staff, given the current extraordinary circumstances, will not be allowed to attend the Academy until it is fully reopened and will be expected to work from home with their parents'/carers' supervision. In these circumstances a member of staff will contact the parent/carer to inform them of this decision.

Guidance for Staff

1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing your Line Manager), and access a test as soon as possible.
2. Clean your hands on entering and leaving the building and more often than usual throughout the day with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Avoid touching your mouth, nose and eyes, and remind the students of this.
4. Clean frequently touched surfaces often using standard products, such as detergents and bleach. (The academy has arranged for this to be done)
5. At the start of the day, end of break and end of lunch time, meet your class at the allotted 'line up' position (DT playground).
6. Ensure students sit at the same desk each day, and they should not move desks.
7. Modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
8. Avoid calling students to the front of the class or going to their desk to check on their work if not necessary.
9. Any resources needed by the students must be placed on their desk before any lessons start. There should be no sharing of resources or equipment.
10. Any PowerPoint or other such resources required for the delivery of the lesson should be placed in the generic Staff Teaching Folder on Google Drive to prevent staff having to log in and log out at the start and end of each lesson time as teaching time is limited.
11. Keep your classroom door and windows open for air flow.
12. Students should not leave your lesson unattended. If they do, Duty Patrol must be called using the radio.
13. Limit your contact with other staff members, and don't congregate in shared spaces such as Team Bases.
14. Make sure you've read and understood the school's updated behaviour policy
15. Fire evacuation processes - you are responsible for reading the evacuation procedures which are displayed in each teaching space and ensuring your group leave the building via the designated route and assemble in the playground in their teaching groups.
16. Ensure you look after your wellbeing too. The Education Support Partnership offers a 24/7 counselling helpline UK-wide: **08000 562 561** Txt: **07909 341229** <https://www.educationsupport.org.uk/coronavirus-support>

