

St George's School Windsor Castle Behaviour, Support, Sanctions and Rewards Policy



This policy describes our expectations for good behaviour and the procedures and levels of sanctions at St George's so that they are applied in a positive and consistent way.

Good behaviour is expected as a matter of course, to help develop an ethos of kindness, cooperation and honesty. This policy is designed to promote good behaviour, rather than deter anti-social behaviour such as bullying. (See also Anti-bullying policy.) Decisions on rewards and sanctions are made which reflect the age and understanding of the child

This is a whole school policy and should be read in conjunction with the school's Anti-Bullying Policy and the Student Code of Conduct Policy.

It includes two sections which illustrate the procedures for dealing with supporting and recording behavioural concerns or incidents.

Prep School (Years 4 – 8)

Pre-Prep (Years 1 – 3)

The Boarding House operates a separate Behaviour, Support and Sanctions system which is relevant to the boarding community (see Section 5 of the Handbook and/or the 'Staff Guide to Boarding' document).

Introduction

At St George's School, we aim to develop happy and confident children who learn successfully by providing a secure and stimulating learning environment. St George's is a place where each individual is valued and respected within the whole school community regardless of race, gender or ability and offers the maximum opportunities for personal achievement.

We provide an environment in which every student can develop to the full: intellectually, spiritually, morally, creatively and physically, within a school with a strong Christian ethos. We seek to recognise effort as well as achievement. Equally, in seeking to provide a high quality of education where we continue to strive to enhance our academic standards, students are expected to behave in a considerate and responsible way to all members of the school community.

The Behaviour, Support, Sanctions and Rewards Policy at St George's School is based on personal responsibility and accountability. We acknowledge the importance of rewards and praise in developing and promoting each student's

self-confidence, but we also recognise that, on occasions, there may be a need for sanctions.

We understand that mistakes are a crucial part of learning, with that in mind we see behaviour in a similar light. It is through the establishment of good teacher/student relationships and role modelling that children can be guided to reflect upon their mistakes and to learn from them. Sanctions should be proportionate, measured and in line with the ethos of the school. More serious sanctions such as suspension and exclusion are also referenced in this policy.

The guiding principle for all staff at St George's School is that all members of the community should work together in a considerate and responsible way at all times, showing mutual respect.

The class teacher is responsible for the general discipline within the lesson although every member of staff has a responsibility to ensure that this policy is followed. It is vital that any sanction is recorded on CPOMS to ensure that the form tutor is aware.

Incidents of poor behaviour are dealt with according to the flag system described in Table 1. These illustrate progressive levels of sanctions although a serious issue could go straight to a 'red flag' or the serious sanction stage.

Any incidents of bullying will be dealt with according to the Anti Bullying Policy

SEND

These sanctions and strategies apply to students in the Prep, Pre-Prep and EYFS, but under the Equality Act (2010) we are mindful of the need to apply reasonable adjustments for children with special educational needs/disabilities. Staff know which students have SEND needs through individual student plans and would use strategies outlined when dealing with behavioural issues. If the behaviour persists, staff inform the Head of Learning Enrichment who makes observations, provides alternative strategies or works with the student to address specific issues.

Corporal Punishment

In line with legislation, the school does not permit in any form the use of corporal punishment and does **NOT** allow any employee, whether teacher, classroom assistant or member of support staff, to impose or threaten any form of corporal punishment.

Use of reasonable force

On the very rare occasion that a member of staff needs to use reasonable force, they may **ONLY** do so to prevent a student from:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including themselves)
- Prejudicing the maintenance of good order and discipline at the school or any students receiving education at the school

Any reasonable force used must be a proportionate response to the likelihood of harm being suffered/inflicted. Should a teacher/member of support staff need to use reasonable force or restrain a student, the incident should be reported to a member of the SLT as soon as is practicably possible and this will be logged in the Restraint Register (held in the Head's office). In the event of a child having to be restrained, the parents will be informed as soon as possible. Refer to the Professional Code of Conduct for Staff.

The Prep School - Rewards system

At St. George's, we aim to develop happy, self-confident children who learn to express themselves within a secure and stimulating environment. In doing so, we recognise and reward achievement, progress and success in each individual child within every area of school life.

The Plus system (House points)

The type of reward issued at St. George's is the system known as PLUSES. A Plus, or House point, can be rewarded for a range of achievements. These might include:

- Progress in academic work
- Hard work, effort and endeavour
- An act of kindness
- Volunteering to assist within and beyond school
- Being polite, courteous and displaying good manners

The member of staff awarding the Plus will record this highlighting the reason for the award of the plus. At fortnightly House meetings, Heads of House will regularly highlight the tally of House points, encouraging their House members to aim high and give of their best in every area of school life. Heads of House will also highlight and celebrate student's achievements outside of school. Students achieving a set number of Pluses receive a special certificate (please refer to the House System document).

The children are praised and rewarded for good behaviour, academic work and progress in a variety of ways: verbal praise, written remarks about good work, stickers, collective golden time, hot choc & marshmallows.

Achievement is recognised in all areas, not just academic; Displaying students' work is a tangible reward available to the teachers. The work of every child is displayed at some point to encourage pride in achievement and the reward for effort. The aim is that the child experiences pleasure and self-satisfaction. By displaying work carefully and attractively, the teacher also conveys to the child that his or her efforts are valued and worthwhile;

Reports to parents: these are also seen as a vehicle for constructive criticism and praise.

The school acknowledges the effort and achievement of all children, both in and out of school.

Transition

The Behaviour, Support, Sanctions and Rewards Policy includes clear separate guidelines for the various stages of behaviour and the appropriate action for both the Pre-Prep and the Prep School.

Students are supported in their transitions year to year and Pre-Prep to Prep School through:

- Communication and handover meetings between class teachers; pastoral teams and the Head of Pre-Prep, Head of Prep School and Head of Senior-Prep.
- Move up morning in the Trinity term.
- PSHE lessons about how to manage change and concerns are listened to.
- The expectations for behaviour are discussed in Form and Class groups at the beginning of each year.
- Increased integration of Year 3 with the Prep School during the Trinity Term through joining assemblies, house events and meetings.
- All children are reminded about behaviour and discipline at the start of each term, when rules are agreed within the class.

When students leave the school, contact is made with their next school regarding any specific behaviour or pastoral needs. Contact is also made with a child's previous school, should it be appropriate to discuss any matters to support the transition process.

Record Keeping

All reports of poor behaviour are recorded on CPOMS. Verbal evidence is also collected at staff briefings or in pastoral meetings with relevant colleagues and will be recorded electronically on the system.

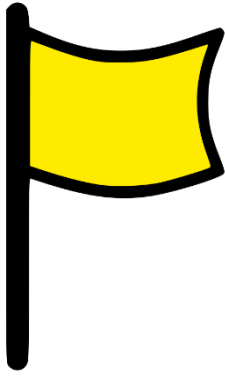
There is regular communication between teaching staff/form teachers and senior staff at all times regarding student behaviour.

All staff should be prepared to issue, when required, a timely, proportionate sanction. All sanctions using the 'Flag system' should be recorded on CPOMS with the relevant staff informed. Minor offences will be recorded under the relevant heading and what action was taken at the time. *Eg: 'Yellow flag issued following a couple of reminders, spoke with the child to discuss their behaviour'.*

Each week the form tutor will review the CPOMS pastoral file and will reflect on any incidents with the student on an individual basis during form time. Any patterns will be discussed with the student and referred to the Pastoral / Faculty lead as appropriate, with the possibility that further action may be required. This will always begin from a position of support and understanding.

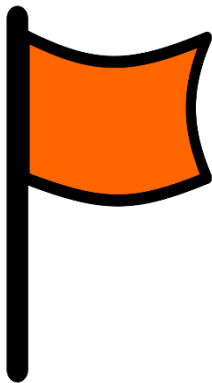
For consistency, all staff will adopt the same system prior to invoking the flag sanction system.

- Step 1 – speak to the child, explain what he/she is doing and why it is not the correct behaviour before guiding them back on task.
- Step 2 – speak to the child again, stating that you have already spoken to them about their behaviour and that should he/she persist there will be a consequence (Yellow flag)
- Step 3 – speak to the child and let them know that they will receive a community service sanction (Yellow Flag) and will discuss this with them following the lesson.



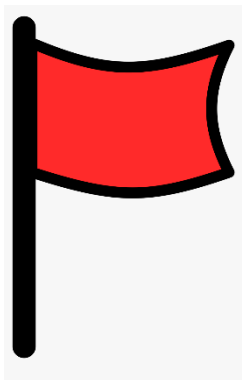
Yellow flag - Community Service

If after a warning or reminder of minor offences / low level disruptive behaviour such as; calling out in class (despite a reminder), running in corridors, talking when they shouldn't be, consistently not having the correct equipment for lessons, constantly being late (not an exhaustive list) a student will receive a yellow flag. This will be recorded on CPOMS, which will alert the form tutor to the behaviour/incident. The form tutor will discuss any flags with the student in form time and work with the child to help to rectify the situation. If a student receives more than 3 Yellow flags during a half term, they will receive an Amber flag. The third yellow flag sanction will be taken by a member of the PLT.



Amber flag - Break time sanction

Repeated 'yellow flag' infringements or an incident/behaviour of a slightly more serious nature will be escalated to a formal break time sanction. At this stage the Pastoral lead/Head of Year 7&8 will discuss the repeated behaviours with the student, and actions taken are all recorded on CPOMS, so there is a clear trail of communication. The form tutor and pastoral lead will discuss whether it will be beneficial for the student to go on a monitoring/ target card. Students in Years 6-8 will complete a reflection sheet.



Red Flag - SLT Lunchtime sanction

Following three 'Amber flag' sanctions any subsequent issues will result in a Red flag sanction. A student will also receive an immediate red flag if they are involved in bullying, intentionally trying to physically hurt another child or adult, breaking the ICT agreement.

A red flag will result in a SLT lunchtime sanction with the Head of Prep School. Parents will be informed by the relevant Head of School. The students' behaviour will be sanctioned and support given to help them understand why the behaviour was not appropriate.

Each half term the Head of Prep School and Head of Senior Prep will review the sanctions, looking for possible patterns of behaviour that may need escalating further. This may include a Red Flag sanction and/or a meeting with the parents. The Head of Prep & Head of Senior Prep will be aware of sanctions through the recording system, but initial interventions and communication with home will be via the form tutor with the support of the Pastoral lead (Years 4-6).

At the beginning of each half term, students will have a fresh start. Flags received in the previous half term will not be carried over,

Bullying incidents (Bullying; repeated, targeted, intention to hurt someone either physically or emotionally) in person or online always start as a red flag incident. It is very important that incidents of bullying are dealt with as serious incidents, and as such are dealt with swiftly and all notes and observations are recorded on CPOMS and recorded as a bullying incident.

It is vital that staff, students and parents are aware of the difference between one off unkindness, and bullying. When dealing with bullying, the school seeks to find a solution between the students involved and acknowledges there will be sanctions for the perpetrator(s) and also support given for all parties involved if deemed appropriate.

Online Monitoring Cards

The purpose of the Monitoring Card is to help a student change their behaviour through recognising when things are going wrong and prompting discussion about how they can make better choices.

Monitoring cards may focus on behaviour, effort, organisation or uniform but often Form Tutors or Class teachers create individual cards which support students in targeting specific areas and which recognise their personal incentives. A Google docs monitoring card will be set up with the agreed targets and shared with the relevant teachers. The form tutor, subject teachers, Head of School and parents will be able to access and comment on the document.

Monitoring cards allow teachers to make a comment for each lesson and at break times, relevant to the targeted area. The Form Tutor or Class Teacher checks the card daily and parents are asked to read and comment. Cards are reviewed at the end of the agreed period by the relevant Head of School, to look for patterns and improvement. This will inform any decision to continue with the card or whether additional support is needed.

Internal Suspension

Should a student display behaviour which requires a serious sanction the Head of Prep School will meet with them. The incident will be investigated and the student concerned will have the opportunity to discuss their behaviour and produce a written account of the incident. Following consultation with the Head, the Head of Prep School will arrange a meeting with the parents of the child to explain the incident and inform them of the Internal Suspension in writing (a copy of which will go in the student's file). An Internal Suspension requires the student to work independently from their class for all timetabled lessons for the period of one or two days. The student will be supervised by a member of staff and will have appropriate work set by the subject teachers to complete. They will have a short break in the morning and will be escorted to and from lunch at the usual time.

Fixed term Exclusion

Should a student commit a more serious offence or not respond to any of the above sanctions, the Head, or the Head of Prep School in their absence, has the right to suspend a student from school for a period of time. This will only be applied after consultation with the Chair of Governors or other appointed Governor, and parents, wherever possible, will be present at the suspension interview.

Permanent Exclusion

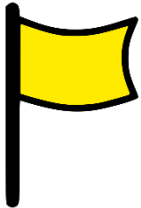
The Head may use the sanction of exclusion in extreme circumstances, once all other sanctions, including suspension, have been exhausted. Exclusion will be for a fixed number of days. Parents will always be present for such a meeting when this sanction is imposed. Some instances of exclusion may happen suddenly, when for example the behaviour of a particular child is seen to threaten the moral or physical wellbeing of other students in the school. In very exceptional

circumstances a child may be excluded permanently from school. Any decision to exclude a student will only be taken following consultation with senior colleagues and with the agreement of the Chair of Governors.


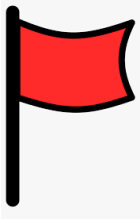
It must be stressed that, whilst these sanctions are in place, fixed term and permanent exclusions are extremely rare.

TABLE 1 Prep School Years 4-8

Procedures for dealing with, supporting and recording behavioural concerns or incidents

	<u>Examples of Behaviours</u>	<u>Strategies</u>	<u>Possible Sanctions and Support by Member of staff</u>
<p>Yellow Flag</p> 	<ul style="list-style-type: none"> Talking when they should be listening Fiddling with equipment Turning around when they should be working Lack of respect for others or equipment Excessive noise Incomplete preps or academic work that does not match their expected level Being verbally unkind Disrupting others Repeatedly calling out <p>Dining room, Playground, Corridors</p> <ul style="list-style-type: none"> Throwing food Being too loud Running Hurting another student accidentally 	<ul style="list-style-type: none"> Non-verbal signals: eye contact, raised eyebrows, disapproving or stern look, the 'waiting game', silence, placing yourself close to the child. Praise and reward a child who is doing well Pre-empt problems by intervening in potentially explosive situations to prevent behavioural incidents Avoid confrontation as this can cause some children to be openly defiant, especially in front of an audience. Avoid a battle of wills – talk quietly to the child away from the audience. 	<ul style="list-style-type: none"> Verbal admonishment and explanation of what they could do differently Change the seating plan if possible Set appropriate academic work Break time service <p>Environment: litter picking Community: sorting lost property, help in the dining room</p> <ul style="list-style-type: none"> Record their behaviour on CPOMS Inform the form tutor <p>Dining room, Playground, Corridors</p> <ul style="list-style-type: none"> Verbal warning Time out from playtime Community service in the dining room (serving water, keeping tidy) Record on CPOMS, inform Form Tutor <p>Form tutor to inform parents of the sanction</p>

	<p>SEND – use strategies in individual student plans.</p>	<ul style="list-style-type: none"> • Give 'time out' away or a 'get out clause' from a situation allowing them time to reflect and change their behaviour. <p>If the student does not respond over a period of time then move to an amber flag</p>	<p>The third Yellow flag sanction will be supervised by a member of the PLT</p>
	<p><u>Examples of Behaviours</u></p>	<p><u>Action</u></p>	<p><u>Sanctions and Support by Member of staff</u></p>

<p>Amber Flag</p> 	<ul style="list-style-type: none"> Continued poor behaviour and not responding to Level Yellow Flag (3x) Repeated verbal unkindness, mocking others Student challenging staff member in an inappropriate way. Students putting another student at risk of harm. Swearing Hurting another student deliberately Hurting another student deliberately online Entering someone else's account without changing or sending anything Inappropriate use of images Use of images to hurt another student Entering someone else's account and searching 	<ul style="list-style-type: none"> Staff enter on CPOMS and copies in Form Tutor, and Pastoral lead Form Tutor informs parents that the student will receive a sanction from the Pastoral Lead (Years 4-6) and Head of 7&8 for senior students <p>The sanction must be in addition to the reflection. This sanction should last a minimum of 20 minutes.</p>	<ul style="list-style-type: none"> Break time sanction with Pastoral lead/Head of Year 7&8 Sanction to take place on the day or the following day Student to complete a reflection sheet (Y6-8) In order to support the student a meeting with either Prep or Senior Prep Pastoral lead Possible use of Monitoring/ Target Card <p>If repeated within a half term escalate to a Red Flag</p>
	<p><u>Examples of Behaviours</u></p>	<p><u>Action</u></p>	<p><u>Sanctions and Support by Member of staff</u></p>
<p>Red Flag</p> 	<ul style="list-style-type: none"> Continued poor behaviour and not responding to Stage 2. Being physically or emotionally violent to another student 	<ul style="list-style-type: none"> Meeting with Head of Prep and the Form Tutor to review and develop a support plan Use of a monitoring card Parents meet Pastoral/Academic lead 	<ul style="list-style-type: none"> Students meet with Pastoral/Academic Lead to establish what support is needed e.g. monitoring, suggested strategies to teachers and student, Learning Enrichment liaison.

	<ul style="list-style-type: none"> Using abusive language Continued disruptive behaviour after a break time sanction Defacing school property Entering someone else's account, changing, posting or sending something Inappropriate use of images 	<ul style="list-style-type: none"> Record incident on CPOMS Parents informed of sanction by the Head of Prep School 	<ul style="list-style-type: none"> Student to complete a reflection sheet SLT lunch time sanction Head of Prep School <p>If repeated then move to Serious Sanctions</p>
<p>School Detention</p> <ul style="list-style-type: none"> Continued poor behaviour and not responding to Stage 3 Any incident that is deemed more serious than a Red Flag but does not warrant a Serious Sanction 	<p>All incidents discussed with KW & HK to ensure that a School detention is a suitable sanction..</p>	<ul style="list-style-type: none"> A School detention supervised by KW/HK will be on the next available Wednesday for one hour between 4.15 - 6pm. Timings to be communicated with parents and dependent on the child's fixtures. 	
<p>Serious Sanctions</p>			
<p><u>Example of Behaviours</u></p> <ul style="list-style-type: none"> Severe levels of disrespect Repeated physical violence to a student Repeated destruction of school property 	<p><u>Action</u></p> <ul style="list-style-type: none"> Student sent directly to the Head of Prep School Parents informed and asked to meet 	<p><u>Sanctions</u></p> <ul style="list-style-type: none"> Internal suspension 	

<ul style="list-style-type: none"> • Repeated Racist, discriminatory or sexual language • Exploiting and creating sexual imagery with others in the school community 	<ul style="list-style-type: none"> • with the Head of Prep School • Letter detailing Internal Suspension sent to parents by the Head of Prep School • Copy of letter and details kept in student file • Record on CPOMS • Inform relevant 	
<u>Behaviours</u>	<u>Action</u>	<u>Sanctions</u>
<ul style="list-style-type: none"> • Continuing incidents of a serious sanction level. • Being physically violent to a member of staff • Malicious allegations. • Sharing images of a sexual nature on a social media site where members of the public can view them. <p>Allegations against a member of staff should be dealt with according to the Whistleblowing procedures, in the Safeguarding Policy. If found to be malicious then follow the action listed.</p>	<ul style="list-style-type: none"> • Student sent to Head • Head of Prep School informed • Record on CPOMS and copy to SLT, Form Tutor and the Head • Chair of Governor's informed • Parents informed and meet with Head 	<ul style="list-style-type: none"> • Fixed term exclusion • Exclusion from school

Pre-Prep

The rewards and sanctions for children in the EYFS – Year 3 must always be appropriate for the age and maturity of the child. Once Children reach Year 3 the coloured Flag system will be adopted.

All Pre-Prep staff praise, reward and sanction consistently;

To promote good behaviour, activities must be well planned and organised and, particularly in the EYFS, there should be an appropriate balance of child-initiated and teacher-led tasks. Rules and Behaviour expectations are discussed in PSHE and MindUp. Twice daily Brain breaks give children the opportunity to relax and reflect.

Classrooms should be well set out and ordered, with routines firmly established, so children are aware of expectations and are familiar with how to care for their environment.

Rewards

- Verbal praise will be the predominant form of reinforcement.
- There will also be written remarks about good work, the awarding of stickers, stars or house points, sending children to a nearby and appropriate teacher/Head of Pre-Prep for praise.
- Awards and praise are given to children in recognition of good work, behaviour or any other aspect that deserves merit.
- A weekly Friday Assembly (Golden Tree) recognises personal achievement. These awards (Golden Tree) are publicly displayed in the Pre-Prep Hall and sent home for parents. In each class a number of children are chosen each week, but records are kept ensuring that every child is recognised at some point during the term.
- The school is also happy to acknowledge and celebrate the efforts and achievements of children outside of school. (Wow moments)
- The house system begins in Year 1 and encourages group achievement and responsibility. House points can be given for good work, behaviour or any other aspect that deserves merit.
- The work of every child is displayed to encourage pride in achievement and the reward for effort.

The Kindness code is displayed around the Pre-Prep and should be followed by every child whilst in the school and on school trips:

- Treat everyone with respect
- Be polite and well mannered
- Take pride in everything that you do
- Move around the school sensibly and calmly
- Look after our school environment
- Be kind and gentle

Children are awarded the following badges as they move through the code; Rainbow, Bronze, Silver, Gold and Platinum. Once they reach Platinum parents are invited for tea to celebrate with their child.

Sanctions

The Pre-Prep employs a number of sanctions, strategies and support to enforce the school rules, and to ensure a safe and positive learning environment. Teachers should employ each sanction appropriately to each individual situation. Positive reward systems will be used whenever possible.

Strategies and support

The following outline a range of strategies for use in school to reinforce desirable behaviour:

- changes in classroom organisation, seating, etc;
 - using different resources;
 - setting small and achievable targets;
 - short periods of supervised time for personal reflection;
 - positive rewarding systems with no comments for undesirable behaviour;
 - use of certificates for positive qualities;
 - acclaiming good behaviour when it is seen in class;
 - a non-verbal warning in the first instance may be used, e.g., a raised eyebrow.
 - involving parents at an early stage to make an action plan together;
 - social skills support
 - referral to CAMHS and/or educational psychology services; and
 - referral for family support and/or therapy to help the pupil and family better understand
 - If there are incidents of general anti-social behaviour, the class teacher should discuss these with the whole class during 'circle time.' The class teacher should discuss the Rules outlined in the Kindness Code with his/her class and is discussed regularly.
- If the inappropriate behaviour continues and after trying to get the child back on task/focused with the usual teacher tools teachers will follow the three steps:
- Step 1 – speak to the child, explain what he/she is doing and why it is not the correct behaviour and guide him/her back on task/activity.
- Step 2 – speak to the child again, stating that you have already spoken to him/her about his behaviour and that should he/she persist there will be a consequence (the teacher might explain the consequence if they feel it is appropriate).
- Step 3 – speak to the child and let him/her know that you will need to speak to him after the lesson (or outside during the lesson, if appropriate).

The consequence is very much determined on the misdemeanour, the age of the child and the circumstance. This is down to the teacher's professional judgement. On the third time of this cycle the child will be sent to the Head of Pre-Prep.

Children may be asked to fill out a behaviour reflection sheet. This is used to facilitate a discussion to help the child think about their actions, why they choose to react the way they did, and what they could do next time. It promotes discussion in a safe environment. This is then logged on to CPOMS. The Head of Pre-Prep is informed if a child's behaviour is continually disruptive. A record of discussions, actions and intervention (that includes parents where appropriate) are put in place with the class teacher to improve the child's behaviour. This is recorded on CPOMS.

Last reviewed: Sept 2023

Next review: Sept 2024

Appendix 1

Reflection sheet

Name:

Form:

Date:

We don't always get everything right the first time, and part of growing up is making mistakes and being able to reflect, see what went wrong and hopefully learn to avoid the same mistakes in the future.

Please fill in this form thoughtfully, it is designed to help and support you. This form will be saved on CPOMS/securely with your form tutor and will be seen by the Pastoral lead, SLT and House Parents as appropriate.

Please can you write what happened (include if anyone else was involved)

How did you feel at the time?

How do you feel about it now?

If anyone else was involved, how do you think this has affected them?

What do you need to do to make this situation better?

How can you avoid this situation in the future / do things differently?

What support can we give you to help you achieve this?

PLT / SLT Initials: _____

Date: _____

Appendix 2

Behaviours around remote learning - Prep School Years 4-8

We are alert to the different ways that children may be affected by the restrictions in place around the coronavirus and that behaviour may be affected. We are particularly sensitive in how we respond to inappropriate behaviour during this time and recognise the importance of reinforcing the learning around hygiene, the virus and safety rather than applying a sanction. Parents will always be contacted when poor behaviour relates to virus safety and the school works with parents to support the student.

Behaviours	Actions	Possible Sanctions and support by Member of staff
<p>Masks</p> <ul style="list-style-type: none"> • Not following guidance on wearing, removing and storing mask • Refusal to wear a mask • Forgetting to bring a mask 	<ul style="list-style-type: none"> • First occurrence = Verbal warning • Member of staff informs Form Tutor and SLT • Form Tutor informs parents • Enter on CPOMS 	<ul style="list-style-type: none"> • On the first occasion, a disposable mask will be provided. • Further repetition will require parents to bring in a mask from home. <p>Repetition will require a sanction as a learning opportunity around hygiene and safety. SLT will provide a learning opportunity to be completed at home and returned to SLT.</p>
<p>Social Distancing</p> <ul style="list-style-type: none"> • Not maintaining distance between bubbles • Ignoring a teacher's instruction to maintain distance 	<ul style="list-style-type: none"> • Verbal warning • Inform Form Tutor and SLT • Enter on CPOMS 	<p>Repetition will require a sanction as a learning opportunity around distancing. SLT will provide a learning opportunity to be completed at home and returned to SLT.</p>
<p>Ignoring one-way systems</p> <ul style="list-style-type: none"> • Going the wrong way in corridors or stairs • Removing or repositioning signage • Not giving way to younger year groups and allowing space 	<ul style="list-style-type: none"> • Verbal warning • Inform Form Tutor and SLT • Enter on CPOMS 	<p>Repetition will require a sanction as a learning opportunity around distancing. SLT will provide a learning opportunity to be completed at home and returned to SLT.</p>

<p>COVID related bullying</p> <ul style="list-style-type: none"> • Making unkind comments about other children's masks • Pretending to give the virus to others by touching them • Making comments about others, including their families who may have had the virus • Racial comments relating to the virus 	<p>Staff to report immediately to SLT</p>	<p>Any incidents of bullying will be dealt with according to the Anti Bullying Policy.</p>
<p>Refusing to follow hygiene procedures</p> <ul style="list-style-type: none"> • Not hand washing/sanitising • Not using recommended hygiene protocols for coughing and sneezing 	<ul style="list-style-type: none"> • Verbal warning • Inform Form Tutor and SLT • Enter on CPOMS 	<p>Repetition will require a sanction as a learning opportunity around distancing. SLT will provide a learning opportunity to be completed at home and returned to SLT.</p>

Due to the safety implications if a student repeatedly fails to follow the procedures in place they will be asked to remain at home for a fixed period of time.