

Behaviour Policy

This Policy applies to the whole school and is published to staff, pupils and parents

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This review: September 2020

Next review date: August 2021

INTRODUCTION

Longridge Towers School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral values and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We foster qualities of teamwork and leadership through our extensive co-curricular and enrichment programme, whilst encouraging positive attitude in self-management, collaboration and communication in all aspects of school life.

Longridge Towers School is an inclusive community. We welcome pupils from a wide variety of backgrounds and we treat everyone as an individual, aiming to develop the whole person equipped to take his/her place in the modern world.

Parents and Guardians who accept a place for their child at Longridge Towers School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract. They should support the school regarding matters such as attendance, punctuality, uniform/dress and appearance, standards of academic work, extra-curricular activities, homework/private study and behaviour. They agree, when signing the contract, that their child will comply with the School Rules and they undertake to support the authority of the Headmaster in enforcing them in a fair manner, that is designed to safeguard the welfare of the community as a whole.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Bullen.

COVID-19

This policy has been updated in light of the 2020 Coronavirus (COVID-19) outbreak and the need for specific supplementary guidance in respect of pupil behaviour. Specific information can be found in Appendix C.

SCHOOL VALUES AND CODE OF CONDUCT

The School's community of Governors, staff, parents and pupils adhere to an established routine and code of conduct.

At Longridge we have high expectations of behaviour and are a polite and well-mannered school. We respect others and take their views seriously. We believe in work with endeavour and we allow others to learn. We come to school on time, in uniform and with the necessary equipment, enthusiasm and completed tasks. We maintain a clean, safe and pleasant school environment. We work to the best of our ability and are proud of our achievements as well as those of others.

The School's ambitions are underpinned by certain values:

- We have high expectations of achievement and behaviour; of openness, honesty, trust and mutual respect.
- We encourage everyone to be enthusiastic in all they do, to work with endeavour, and to learn from mistakes.
- We thrive on a wide portfolio of experiences that encourage individuals to develop a high degree of self-efficacy and to make well-informed choices.
- We value all individuals and their contributions both in school and in the wider community.
- We look for constant improvement in all we do and use the School motto *Carpe Diem* to encourage a healthy sense of purpose.
- We seek out opportunities to continually improve the School facilities and environment for the benefit of future generations.
- We encourage people to develop these values in every aspect of their life.

We use three approaches to learning that support pupils' academic growth and development: their focus on communication, collaboration and self-management.

Pupils who demonstrate a positive attitude and embrace the school values will see this recognised in their Grades, and via the recording of positive events (Merits) by teachers and Form Tutors. Pupils who display a consistently constructive approach can expect to be appropriately rewarded. Merits contribute to house points and certificates and letters home are gained when a certain number of merits is achieved.

Longridge Towers School sees education as a partnership. Our staff team is committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as beyond the school and in any written or electronic communication concerning the school.

We expect pupils and staff to treat each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Pupils should follow the School Rules and appreciate what is expected of them and why sanctions may be imposed for inconsiderate behaviour. Pupils should understand what constitutes inconsiderate/unacceptable behaviour and what the consequences are of such conduct.

Everyone has a right to feel secure and to be treated with respect at Longridge Towers School. Harassment and bullying will not be tolerated; the Anti-Bullying Policy is available on our website. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, or the fact that a child is adopted or is a carer.

Longridge Towers School takes its duties under the Equality Act 2010 seriously and makes reasonable adjustments for pupils with special educational needs/disabilities.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and they should care for the buildings, grounds, furniture and equipment. It is also expected that pupils behave at all times in a manner that reflects the best interests of the whole community.

The School reserves the right to take disciplinary action against pupils who are found to have made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed in this Policy up to and including suspension/ exclusion.

In the event of any serious or ongoing behaviour management issues, the school will liaise closely with parents and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all pupils. These include an extensive pastoral team.

Longridge welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is usually the Governors' policy not to allow holiday to be taken by pupils during term time unless in exceptional circumstances.

INVOLVEMENT OF PUPILS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. This may be via discussion with Form Tutors and other staff, in Personal Social Health and Economic Education (PSHEE) or other lessons, or via the Junior and Senior School Councils, which meets regularly.

It is also important that pupils are made aware of the principles set out in this policy. To that end, the key points are presented to pupils in assembly and discussed via Form Tutors so that they fully understand the concepts that are conveyed.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline.

Copies of the School Rules are set out in the School Handbook and on the school's website in the School Handbook and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Headmaster in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

The School Rules set out the School's policy on drugs and drugs testing.

The school's position on searching pupils and use of reasonable force, and confiscation is set out in Appendix A.

PROMOTING GOOD BEHAVIOUR

At Longridge, we reward and encourage good behaviour, and celebrate curricular and extracurricular achievements from our pupils.

In the Junior Department staff use praise or thanks skilfully to help children connect positive actions with their own beliefs and sense of self-satisfaction. Staff work to promote attitudes in class around "we do the right thing, because it's the right thing".

In the Senior School, there is a Merit system designed to recognise and reward positive behaviour. Details of the systems used are included in Appendix B.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and

tactful way within the School. Our teaching staff offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect all pupils to cooperate and to work hard.

SANCTIONS

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules, and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Headmaster undertakes to ensure that sanctions are applied fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened at our School.

Examples of sanctions include:

- Verbal reprimand from a member of staff
- Letter to parents to advise of the misbehaviour
- Additional school work or repeating unsatisfactory work until it meets the required standard
- Detention at break/lunch time or after School
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- School based service or imposition of a task, under the supervision of a member of staff; such as removing marks or chewing gum from a desk
- Assistance with domestic tasks, such as collecting litter
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform and/ or other behaviour checks, or being identified for behaviour monitoring
- Withdrawal from a lesson, school trip or team event
- Suspension for a specified period, or ultimately exclusion

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable. Any sanctions will be administered by relevant staff according to the nature and severity of the offence.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work. He/she may impose any of the sanctions above, such as the setting of additional work or a verbal warning. Repetition of misbehaviour will be reported to the pupil's Form Tutor, or in the Junior Department, the Deputy Head, and may lead to further sanctions.

Minor indiscipline in class or other minor misdemeanours are reported to the pupil's Form Tutor and may lead to a pupil being set a domestic task for a designated time, up to a maximum of an hour.

More serious misdemeanours are reported to the pupil's Head of Form, or in the Junior Department, the Deputy Head, and may lead to the withdrawal of privileges for a designated period (usually no more than three days) or to regular reporting or performance or behaviour checks.

Persistent lateness to lessons will be reported to the pupil's Form Tutor and may lead to a supervised detention during lunch or after school for up to 45 minutes, after enrichment.

Repeated lateness (following warning and/ or punishment), or repeated indiscipline in class will be reported to the pupil's Head of Form, Head of Pastoral Care, or Head of Junior Department and may lead to a 90 minute supervised detention after school.

For boarding pupils, persistent lateness to bed, disrupting other members of the boarding house, etc may result in the House Parents requiring the pupil to undertake additional domestic or service based tasks under supervision.

In the Senior School, persistently poor academic performance may result in the Year Head or Form Tutor requiring a pupil to be placed on academic performance report where the pupil's teachers will make written comments on the pupil's performance at the end of every lesson for a period of usually one or two weeks.

Deliberately missing a lesson, or becoming seriously behind in work may result in the Form Tutor requiring a pupil to attend a detention, usually on a Friday evening, after enrichment.

All merits and sanctions are recorded centrally and monitored by pastoral staff to ensure that appropriate rewards/support/interventions can be provided as required.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Serious misbehaviour

The School's Suspension and Exclusion Policy is set out on the school's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headmaster can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist or sexist abuse;
- Sexual misconduct including sexting;
- Damage to property; and
- Persistent disruptive behaviour;

Serious sanctions in accordance with the School's Suspension and Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be forced to exclude a pupil, or to require him/her to be withdrawn in the event that other disciplinary measures, including suspension, have been ineffective.

Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in

accordance with this policy, and the School's Suspension and Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations against staff (or indeed other pupils) of abuse may result in the suspension or permanent exclusion of the accuser, from the School, and that such incidents may also be referred to the Police, where appropriate to do so.

Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

MISBEHAVIOUR OUTSIDE OF SCHOOL

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school will be dealt with in accordance with the School's Suspension and Exclusion Policy, which is available on the school website.

COMPLAINTS

We hope that parents will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Policy (which applies equally in the EYFS setting) is on our website. We will send parents printed copies on request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

Appendix A

USE OF REASONABLE FORCE

It is highly unusual at Longridge Towers School for situations to arise whereby pupils find themselves in the position where physical restraint or the use of reasonable force would be an appropriate response to their behaviour. School staff are, however, aware that their work brings them into contact with young people and adults whose emotions may override their ability to make informed judgements on the best way to respond to situations they find themselves in. We are aware that pupils who are returning to school during the current coronavirus lockdown may have heightened levels of anxiety, and that this may exhibit itself in a range of unexpected behaviours for those individuals. We recognise that social distancing protocols may add a degree of complexity in respect of this.

The Department for Education document “Use of Reasonable Force (July 2013)” makes it very clear as to the circumstances under which using reasonable force may be considered. These are to:

- Remove disruptive pupils from the classroom where they have refused to follow instructions to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviours of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground: and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Our preference wherever possible is to avoid the use of any physical force or contact with pupils, and to manage situations in a way whereby using reasonable force is finally the only available option left for keeping pupils, staff and the pupil concerned safe. Full information is clearly set out in our ‘Using Reasonable Force’ Policy’, a copy of which is available on request.

In the event that contact occurs that is, or could be construed as, constraint or where force is required to restrain a pupil, for whatever reason, then it is the School’s policy to submit a timely written report to the Designated Safeguarding Lead to record the facts of the interaction or altercation. We hope that this approach will lead to the appropriate management, review and recording of any such unusual situations.

We will always inform a parent when it has been necessary to use physical restraint on their child, and work with them, so that we can, if necessary, agree on a protocol or plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

SEARCHING

The School reserves the right to search pupils and their possessions.

The Headmaster, or a member of staff authorised by the Headmaster, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Headmaster (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the

pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Headmaster (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Headmaster (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff, but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable, but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Electronic devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required. Staff should be aware that where images are concerned and suspected

to be in relation to sexting of sexually explicit pictures of a pupil, these images should not be viewed and the matter must be referred immediately to the DSL.

The School may also erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence (for example, certain pornographic material), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to an offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and may then punish the pupil in accordance with this policy and the Suspension and Exclusion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Child Protection Policy, which is available on the school website.

Appendix B

SENIOR SCHOOL MERIT SCALE

M5 – Public recognition by the Headmaster or Deputy Head

M4 – Public or private recognition of merit by a Head of Form, Head of Pastoral Care or SLT member

M3 – Recognition by Head of Forms with correspondence home

M2 – Public recognition by a teacher or member of staff for mention of a merit to a Form Tutor

M1 – Private recognition by a teacher or other member of staff for a merit

INDICATIVE CONTENT FOR MERIT SCALE

(These are examples of the type of behaviour, not an exhaustive list)

	Collaboration	Communication	Self-Management
M5	Exceptional performance in a subject or activity in school or out of school with others	Presenting a substantial piece of work or detailing achievements for a public audience	Exceptional performance in a subject or activity in school or out of school. Significant dedication, after hours, over and above expectations. Exceptional sporting achievement or exceptional achievement in the arts. Bravery, courage, overcoming adversity.
M4	Exemplary behaviour with others or participation in a school event such as a school assembly, drama production, concert or match	An excellent or exemplary piece of class work showing clear structure	Sustained hard work, effort, exemplary behaviour, contribution to sport, D of E, success out of school, charity work.
M3	A substantial piece of academic work, sporting achievement or service out of school with others	Completion of a report or discussion within class or form period	A sustained effort or improvement over a period of lessons. Awarded a significant number of Merits
M2	A good piece of collaborative work, positive contribution and participation, community spirit, helpfulness and kindness	A good piece of class or form work, display of work, pride in presentation	A good piece of home-learning, test result, Sports: one-off success, good effort.
M1	Every day motivational rewards for general enthusiasm/ working well/ kindness and respect.		

BEHAVIOUR SCALE

B1 – Verbal warning by a Teacher or member of staff

B2 - Second verbal warning by a Teacher or other member of staff

B3 - Detention set by a Form Tutor or Class teacher

B4 – Lunch or evening detention and correspondence with parents / Academic or Behaviour Report set by a Form Tutor or Head of Form (Green)

B5 - After school detention / meeting with parents/ Academic or Behaviour Report/ Code of Conduct review and signature set by the Head of Pastoral Care (Yellow)

B6 - Temporary exclusion/ meeting with parents/ option of SLT Report (Red)

INDICATIVE CONTENT FOR BEHAVIOUR SCALE

(These are examples of the type of behaviour, not an exhaustive list)

	Collaboration	Communication	Self-Management
B1	Low level disruption	Inattention to instructions or lack of care in communication and presentation	Unsuitable actions or disruption in class, poor level of academic work, unacceptable mobile phone usage
B2	Continued low-level disruption	Inappropriate language,	Ignoring instructions, not adhering to Code of Conduct
B3	Further disruption	Strong inappropriate language	Unacceptable level of class work, poor conduct
B4	Persistent or serious disruption, refusal to follow instructions, failure to accept sanctions for previous offences, Complaint from a member of the public	Language/ verbal aggression/ physical violence	Failed or missing Report Card; significant number of reported misdemeanours
B5	Continuation of above or serious behaviour which affects the health, safety and well-being of others	Continuation of above	Continuation of above; damaging the reputation of the School; illegal activity and other behaviours deemed unacceptable by the Headmaster and the Governors
B6	Further escalation or particularly serious event		

Appendix C

COVID-19

Pupils on site

The School is aware pupils are returning to school after a prolonged absence due to measures introduced by the Government in order to manage the spread of Covid-19. This has been a period of reduced social contact, and restricted movement. Pupils may be aware of concerns within their family as to wellbeing, parental work pressures and/or financial pressures. They may have also experienced a close bereavement. As a result, pupils may have a heightened sense of anxiety, which in turn may manifest itself in changed or indeed, challenging behaviour.

Our staff are aware of this, and consideration will be given to this aspect to ensure that any disciplinary measures applied are done so in a consistent and supportive manner, and that appropriate support is identified for that pupil. Where staff have concerns about altered behaviour in a pupil, parents/carers will always be contacted.

Whilst we have high expectations about behaviour and consideration for other people in the School community, the following additional rules have been developed to ensure the safety of all pupils and staff on site.

Pupils must:

- follow any specified routines for arrival or departure
- follow school instructions on hygiene, such as hand-washing and sanitising
- follow instructions on how pupils can socialise with each other at school
- move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- follow instructions about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- avoid coughing or spitting at or towards any other person
- tell an adult if they are experiencing symptoms of coronavirus
- avoid sharing any personal equipment or other items especially drinking bottles
- follow amended guidance about breaks or play times, including where they may or may not play/socialize
- use designated toilets at specified times and according to guidelines

Pupils studying at home

As far as is practical, relevant school rules should apply whilst pupils are studying at home. Rewards and sanction may also continue to be used where appropriate.

Risk Assessment

As pupils are readmitted into school, the Risk Assessment will be updated to take account of any changes with regard to challenging behaviour. Covid-19 specific rules have been shared with the pupils, and a rationale for having them in place. It is not possible to predict what form this will take, nor which pupils might exhibit such behaviour. As with any other episodes of challenging behaviour, decisions will be made based on the context of the behaviour, the School's knowledge of the pupil and consideration with the parents/carers as to whether there might be home or family circumstances which give further insight. Appropriate pastoral support and/or sanctions will be put in place.