

## NP3.1 - Behaviour Policy

This policy applies to the whole school including EYFS at Newton Prep

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### Executive Summary

Newton Prep encourages pupils to adopt the highest standards of behaviour, self-discipline and respect at all times. 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 co-operate and work well with others. We develop qualities of teamwork and leadership through all school activities including our extensive programme of extra-curricular activities.

Newton Prep believes that praise and encouragement are the best motivators and that, coupled with good teaching, they will enable pupils to achieve their potential. We understand that promoting the emotional well-being of all our pupils is key to their development.

Newton Prep manages misbehaviour by taking note of and responding proportionately to any action that interrupts or hinders a pupil's educational, physical or emotional well-being. Serious misbehaviour is recorded and tracked in order to correct and support pupils and to identify patterns and evaluate our policies and procedures.

# Contents

<b>Executive Summary</b>	<b>1</b>
<b>Contents</b>	<b>2</b>
<b>Introduction</b>	<b>3</b>
<b>Teaching of Good Behaviour</b>	<b>3</b>
<b>Lower School Rewards</b>	<b>4</b>
<b>Upper School Rewards</b>	
<b>Sanctions</b>	<b>4</b>
<b>Lower School Sanctions</b>	<b>5</b>
<b>Upper School Sanctions</b>	<b>5</b>
<b>Reporting and Tracking, and Support Systems</b>	<b>6</b>
<b>Support Systems</b>	<b>6</b>
<b>Duties Under The Equality Act</b>	<b>7</b>
<b>Child-On-Child Abuse</b>	<b>7</b>
<b>Liaison with Parents and Other Agencies</b>	<b>7</b>
<b>New Joiners and Pupils' Transitions</b>	<b>8</b>
<b>Behaviour outside of school premises</b>	<b>8</b>
<b>Searching for Items and Confiscating Property</b>	<b>8</b>
<b>Restrictive Interventions, Including the Use of Reasonable Force</b>	<b>9</b>
<b>Reporting and Recording the Use of Reasonable Force or Seclusion</b>	<b>11</b>
<b>Malicious Accusations of Pupils Against Staff</b>	<b>11</b>
<b>Review and Update Process</b>	<b>12</b>
<b>Appendices</b>	<b>13</b>
Appendix A - The Golden Rules	13
Appendix B - Upper School Core Values	14
Appendix C - Upper School Behaviour Code	15
Appendix D - Awards for Lower & Upper School	16
Lower School	16
Upper School	16
Appendix E - List of Prohibited & Banned Items	17
Appendix F - List of Protected Characteristics	18
Appendix G - Remote Learning Etiquette for Pupils	19

# Introduction

This policy has been created with reference to the document Behaviour in Schools Guidance (February 2024) and Mental Health and Behaviour in Schools (November 2018). Its purpose is to set out the measures employed at Newton Prep to promote good behaviour, self-discipline and respect, prevent bullying and ensure pupils work to the best of their abilities within a safe environment.

This policy should be read in conjunction with the following additional documents and policies:

- Anti-Bullying Policy
- Equality, Diversity and Inclusion Policy
- Exclusion and Required Removal Policy
- Safeguarding and Child Protection Policy and Procedures

## Teaching of Good Behaviour

Our approach to managing behaviour is designed to promote and acknowledge a calm, disciplined learning environment. Teachers use verbal and written praise for good work and behaviour. We aim to foster an environment of excellence, promoting progression and community spirit, and to provide a coherent and consistent system of praise and reward. We encourage good behaviour through a mixture of high expectations, a clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Class teaching should be delivered in a way that ensures good behaviour. It should foster pupils' self-motivation: when children are interested in their work and encouraged to think and learn for themselves, they are more likely to behave well.

In Lower School, the Golden Rules ([Appendix A](#)), and in Upper School, the Behaviour Code ([Appendix C](#)), provide a framework for identifying and promoting behaviours that contribute towards a better school community and a more productive learning environment. These behaviour tools are explicitly taught and promoted in assemblies, through the PSHE programmes and through the regular celebration of achievements.

Teachers also model good relationships through their interactions with each other and the pupils. All new teaching staff are given a copy of this policy and are expected to read it as part of the induction programme. Effective behaviour management relies upon the pupils' understanding that rules and procedures are consistently applied throughout the school. The sections below detail the framework within the school for rewards and sanctions that creates a consistent whole-school approach. It is acknowledged that teachers may use their individual teaching style and personality within this framework to implement these strategies successfully.

## Lower School Rewards

We encourage all children to follow the 'Golden Rules' and use various means to support the children to do this. Stickers and stamps are given to children for a variety of reasons. Usually, they are awarded when the child has met the learning objective, excelled in the completion of a task or has demonstrated excellent behaviour.

Each class from Reception to Year 2 has a Housepoint Chart in their room and Housepoints are written onto this chart by either the child or the teacher. A child may be awarded a Housepoint for good behaviour and for following the Golden Rules. Housepoints can also be used in conjunction with stickers and stamps for excellent work.

Children from Reception to Year 2 attend a weekly Celebration Assembly in which at least one child from each class is praised for their accomplishments during the week and receives a certificate and a small gift (a badge or pencil, for example). A certificate log and a record of celebrated achievements is kept and used for reports and parent meetings. Housepoint totals are also announced in an assembly with a class treat of special Golden Time toys earned by the class that achieves the most Housepoints that week. Each class also has a 'Tree of Treats' poster to collect tokens to encourage collaborative effort linked to the Golden Rules. When the class poster is complete, which usually happens once a term, the class earn a reward (e.g. a sports activity or extra Golden Time). Class certificates or an entry into 'The Golden Book' can also be awarded for excellent individual or class behaviour either within the classroom or at school events such as Sports Days, assemblies or Christmas plays.

## Upper School Rewards

Housepoints are awarded for good behaviour, manners, work and effort. In the Upper School, pupils can be awarded Certificates, Merits and Head's Distinctions for excellent work or behaviour. Each week Housepoint totals are calculated and the results are announced during an assembly. All House competitions and Housepoints earned throughout the term are recorded. The House which has accumulated the highest total each term has a reward. At the end of the academic year, the House Cup is awarded to the House with the highest total. This is presented to the winning team's House Captains at the end of the Summer Term.

At our annual End of Year Celebration, subject prizes and cups are awarded to pupils in Years 6 and 8 (see [Appendix D](#)).

## Sanctions

When a member of school staff becomes aware of a misbehaviour they will respond promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

All sanctions are to be used fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.

Very serious misconduct may result in temporary, fixed term exclusion or permanent exclusion. The procedure for dealing with such incidents are explained in the Exclusions and Required Removal Policy.

## Lower School Sanctions

If a child's behaviour is unsatisfactory, his or her teacher will speak with the child about it. Usually, poor behaviour can be rectified through discussion and Circle Time. In the Early Years Foundation Stage and Key Stage 1, a suitable sanction will usually be a discussion between the member of staff and the pupil about the Golden Rules and will usually require an apology and an opportunity for the child to think of a way to rectify the situation. If a child has been unkind to another child, for example, they may be asked to write an apology letter, or offer to involve them in their play. More serious breaches of discipline may require a short 'time out' session of on average 2-5 minutes and never more than 10 minutes. Class teachers discuss children's behaviour in weekly year group meetings to share ideas to support individual children and to identify patterns of behaviour. If wider staff (for example, playground supervisors) need to be aware of specific children or behaviours, these are noted and shared in the weekly Lower School pastoral document emailed to all Lower School staff.

Class teachers record incidents on CPOMS which is monitored by the Head of Year to identify patterns. The Deputy Head Lower School (DHLS) and Heads of Year discuss pupil behaviour in their weekly meetings.

When necessary, the child may also be spoken to by the Head of Year or the DHLS to reinforce the message and support the child in changing their behaviour. The child's teacher, the Head of Year or Deputy Head may speak to the child's parents to request support with the disciplinary matter at home.

In the rare case that this process is ineffective and misbehaviour continues, parents will be asked to come in and meet with the DHLS and/or the Head to discuss further sanctions. This may result in a fixed-term exclusion, such as missing a breaktime.

## Upper School Sanctions

Teachers use a range of strategies in their behaviour and classroom management. Very often a verbal warning or reminder will steer a pupil back onto the right path. The school also employs a range of formal sanctions which increase in severity:

- Mark
- Lunch time detention
- After school detention
- Fixed term exclusion
- Permanent exclusion

Furthermore, form teachers discuss children's behaviour in weekly year group meetings to share ideas to support individual children and to identify patterns of behaviour.

All of the above sanctions are recorded on CPOMS and checked weekly by the Heads of Year and the relevant Deputy Head (DH 3-5 or DH 6-8). It is the responsibility of the Upper School Deputy Heads to ensure that all sanctions are proportionate and to identify pupils who might need further support or more significant discipline.

All detentions involve a conversation aimed at encouraging pupils to reflect on their behaviour and think of ways to show improvement. In addition, detention activities may include a written task, quiet reflection, completing school based community service such as tidying or cleaning, or any other task deemed suitable by the supervising member of staff. A detention can be given for a single incident that is deemed to violate the school's Behaviour Code. A detention will also be triggered when three Marks have been recorded for a pupil within one half term. The cumulative effect of Marks is reset each half term. Heads of Year or the DH 3-5/DH 6-8 are responsible for communicating with parents that their child has sat or will sit a detention. A log of the detention is recorded on CPOMS.

Other sanctions may also be used, e.g. a pupil may be excluded from an event or activity or certain privileges may be withdrawn.

## Reporting, Tracking, and Support Systems

Pupil rewards are recorded in the Housepoint and Merit database. Sanctions for Upper School children and Lower School (where appropriate) are recorded both on CPOMS and in the Behaviour Log (Upper School only). Any instances of bullying or serious misbehaviour (alleged or otherwise) are recorded in the Bullying and Serious Misbehaviour log. This includes a summary of the key information, acts as a record of any discrimination based on the protected characteristics (See [Appendix F](#)) and the outcome of the allegation.

The DH3-5, DH6-8 and DHLS, along with the Heads of Year, monitor CPOMS and all behaviour logs to help identify pupils who may need support earning rewards and avoiding sanctions. When a pupil's behaviour begins to be a concern, the class teacher or form tutor

will first speak with the pupil to discuss ways that the situation can be improved. Daily reminders or a tracking sheet may be used at this point to encourage progress.

Pupils of concern are discussed in pastoral meetings and meetings between Heads of Year and Deputy Heads. The Deputy Heads discuss any pupils of concern with the Head and colleagues on the Senior Leadership Team as appropriate.

The Deputy Heads, in conjunction with the Heads of Year, send out a weekly pastoral update for Upper School staff and for Lower School staff.

In Upper School, the House system also promotes encouragement between pupils, as themes for House Assemblies led by Heads of House and House Captains regularly include how to earn more Housepoints and avoid sanctions. In Lower School, the sharing of Housepoints in the weekly celebration assemblies encourages pupils to work together for the benefit of their House.

## Duties Under The Equality Act

At Newton Prep we are fully aware of our duties under the Equality Act 2010 and the School is strongly committed to promoting equal opportunities for all.

The DH3-5, DH6-8 and DHLS oversee the management of the Behaviour Policy to ensure that all rewards and sanctions are issued with consideration to individual pupils' needs. Further information on pastoral care and reasonable adjustments can be found in the Equality, Diversity and inclusion Policy.

The Bullying and Serious Misbehaviour Log includes details of incidents that involve any of the protected characteristics. The Log is managed by the Deputy Heads and is reviewed regularly by the Senior Leadership team to identify any patterns.

## Child-On-Child Abuse

If poor behaviour leads to an incident of child-on-child abuse the school will follow the Safeguarding and Child Protection Policy and Procedures. A designated safeguarding lead will advise on the initial response and each incident is considered on a case-by-case basis.

Any aspect of sexual violence or harassment are never acceptable and are not tolerated. Staff are instructed to challenge any inappropriate language heard between pupils. Further steps to minimise the risk of child-on-child abuse are outlined in our Safeguarding Policy.

## Liaison with Parents and Other Agencies

Parents and guardians who accept a place for their child at Newton Prep undertake to uphold the school's policies and regulations, including this policy when they sign the Parent Contract. They support the school's values in matters such as attendance and punctuality,

behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always willing to liaise with relevant external agencies in order to support our pupils with their behaviour and individual needs. Pupils at the school may be offered counselling and support either through the Head of Year or the relevant Deputy Head, support from another teacher assigned to help them or from an outside agency in consultation with parents.

The school has a Mental Health Lead, to whom pupils may be referred by staff, which is usually with parental consent. The Mental Health Lead also offers a drop-in service at lunch times for Upper School pupils wanting to speak to them on an informal basis. Outside agencies (such as support through the GP/Children's Social Care and other organisations such as The Parent Practice) can also be recommended.

## New Joiners and Pupils' Transitions

We support pupils in their transition through induction at the start of each year group and each key stage. Support is put in place for pupils joining the School, in the form of a buddy and additional teacher support. Form Tutors and Heads of Year will closely monitor how a new pupil settles, gathering feedback from subject teachers. If deemed appropriate, they will inform parents of any feedback regarding their adjustment. Also, Year 6 and Year 8 pupils are prepared for the challenges and expectations of their senior schools through the PSHE programme of study, and through workshops, assemblies and school residential trips.

## Behaviour outside of school premises

Teachers have the power to discipline pupils, for misbehaving outside of the school premises, to such an extent that is reasonable. Conduct outside school premises, including online conduct, that may result in a sanction, include when the pupil is:

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

Or if their behaviour:

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

In all cases of misbehaviour the teacher can only discipline the pupil on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

Please refer to the guidelines in [Appendix G](#) for situations where pupils are unable to attend school and remote learning is provided.

## Searching for Items and Confiscating Property

This section draws upon guidance from Behaviour in schools guidance.

School staff have the powers to search for any item among a pupil's possessions at school (i.e. asking a pupil to turn out their pockets or searching through their bag, tray or locker) with their consent. Staff also have a statutory power to search pupils or their possessions without consent if they have reasonable grounds for suspecting that the pupil may have a prohibited item (see [Appendix E](#)). For guidance regarding searching for items with the use of reasonable force, please see below.

School staff can seize any prohibited item found as a result of a search, or any item which they consider harmful or detrimental to school discipline (see [Appendix E](#)). Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

## Restrictive Interventions, Including the Use of Reasonable Force

This section draws upon guidance from DfE guidance: Restrictive interventions, including the use of reasonable force, in schools (April 2026).

In extreme circumstances, the School reserves the right to use restrictive interventions, including reasonable force and seclusion to keep individuals or the wider school community safe.

The school will always prioritise prevention and de-escalation and force is never used on a pupil for the purpose of punishment. It is always unlawful to use force as a punishment.

The term 'restrictive intervention' is an umbrella term to describe both physical and non-physical actions aimed to prevent, restrict, or subdue the movement of the body, or part of the body of a child.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is necessary for the least amount of time'.

The term 'seclusion' refers to a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

All members of school staff have a legal power to use reasonable force. Those who are more likely to need to use reasonable force and/or other restrictive interventions are adequately trained.

If restrictive measures, including reasonable force or seclusion is required, staff use the following guidelines:

- Reasonable force can be used to prevent pupils from committing a criminal offence, injuring themselves or others, damaging property, or causing disorder among pupils.
- Staff should consider whether the use of restrictive measures or seclusion is necessary, always considering whether there are more effective, less restrictive ways to manage the situation.
- Staff should use the least amount of force necessary for the least amount of time, reconsider intervention in the case of escalation and keep in mind the personal circumstances of the child, such as medical conditions, mental health needs, SEND, other vulnerabilities and the characteristics of the child.
- Staff must consider relevant equality implications under the Equality Act 2010, such as the age and size of the pupil.
- At all times, staff should consider the pupils welfare, including whether a child has experienced an adverse event, has a medical or sensory impairment, past trauma or any other needs that could lead to the use of restrictive interventions being particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity by taking into consideration the location and environment where any intervention is used.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- Staff should seek to understand how the pupil is feeling and use this to determine whether the intervention should be continued, applied, reduced or stopped.
- Staff must not use force on a pupil for the purpose of punishment or restrain the pupil in a way that affects their airway, breathing or circulation.
- If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.
- The Head and the staff authorised by the Head may use force as is reasonable to search for legally prohibited items. Force is not to be used when searching for items banned under the school rules only.
- Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and thus, not acting with intent.
- Seclusion should not be implemented through threat of punishment.
- The place to which the pupil is confined should not feel threatening or intimidating to the pupils.
- The pupil should be supervised at all times during seclusion and the pupil should be allowed to leave as soon as the immediate risk of harm has reduced.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

## Reporting and Recording the Use of Reasonable Force or Seclusion

Any incident of restrictive measures, including reasonable force or seclusion must be immediately reported (within thirty minutes of the event where possible) to the Head or the appropriate Deputy Head in their absence.

All incidents must be recorded on CPOMS by the staff member involved on the day of the incident. This requirement applies even if the use of restrictive interventions were agreed with parents. This information will be added to the restrictive interventions log by the appropriate Deputy Head.

Parents are informed, in writing, on the same day of any incident. Where appropriate, parents are invited for a follow-up discussion about the incident.

Following any incidents, staff will review any triggers, support plans and de-escalation strategies while considering what might be done differently in the future. The Designated Safeguarding Leads and Proprietor will review any restrictive intervention data during regular safeguarding meetings.

Please refer to the DfE's advice for schools for further guidance.

## Malicious Accusations of Pupils Against Staff

Where it is found that a pupil has made a malicious accusation against a member of staff, it will be dealt with as outlined below:

If an allegation is determined to be unfounded or malicious, the Head should report this to the Wandsworth LADO who will then refer the matter to Wandsworth children's social care to determine whether the pupil concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the pupil who made it (in accordance with the Newton Prep Terms & Conditions for the Parent Contract, Section 7 - Behaviour & Discipline).

**Accessing the Policy:** This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

## Review and Update Process

<b>Last update</b>	April 2026
<b>Next update</b>	September 2026

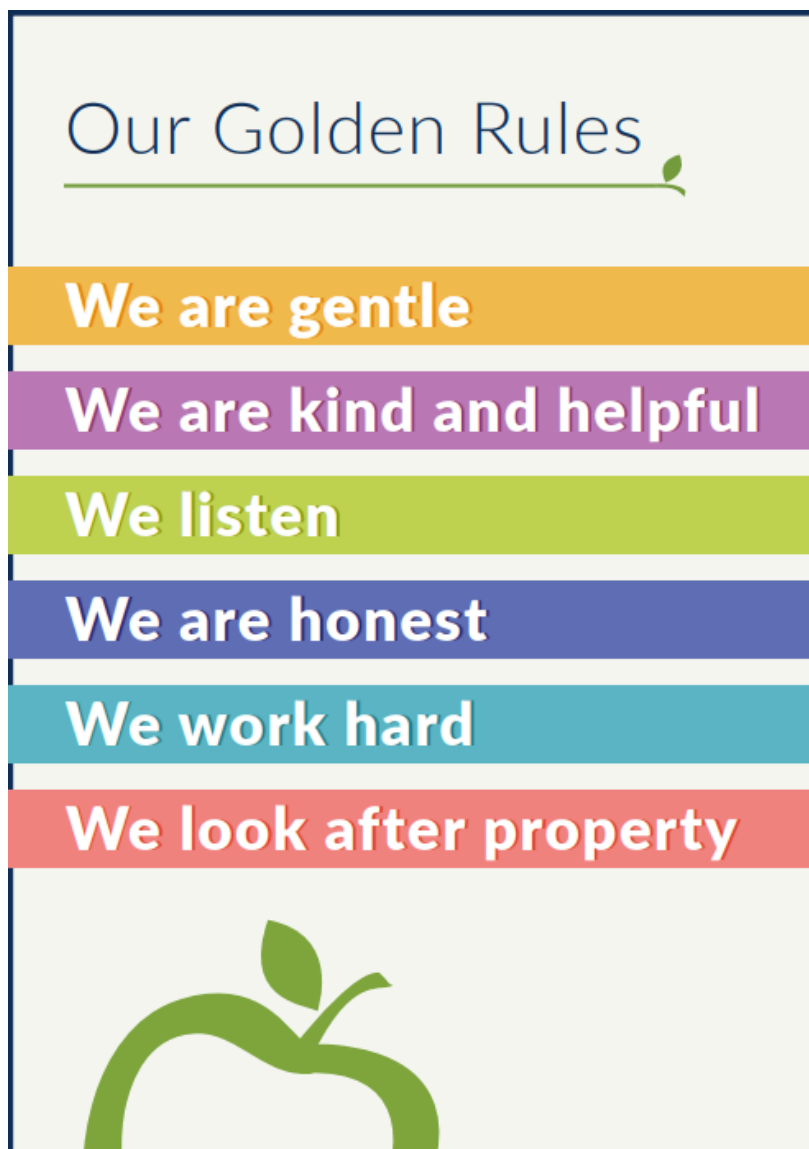
## Appendices

### Appendix A - The Golden Rules (Lower School)

Classes hold circle times to discuss matters that concern individuals or groups and provide opportunities for discussion about right and wrong, classroom issues and rules. True stories as well as those from fiction and from religions, often form a stimulus for discussion.

All adults who work with children in school should be familiar with the Golden Rules, so that positive behaviour can be reinforced – stickers can be awarded to children who are seen to keep a Golden Rule, but verbal praise should be valued too.

Golden Rules posters that encourage good dining room and playground behaviours may also be used to encourage pupils to behave in a considerate and collaborative way.



## Appendix B - Upper School Core Values

# Our Core Values

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**SHOW RESPECT**

**BE TOLERANT**

**PERSEVERE**

**SHOW INTEGRITY**

**BE CONSIDERATE**

**AIM HIGH**



## Appendix C - Upper School Behaviour Code



### Upper School Behaviour Code

We want our school to be welcoming, happy and successful,  
so we follow rules based on our Core Values.

#### SHOW RESPECT

- ✓ Do not bully others.
- ✓ Report any bullying to an adult.
- ✓ Show respect towards to everyone at school.
- ✓ Be punctual.
- ✓ Arrive to lessons with the correct books and equipment.
- ✓ Follow teachers' instructions.

#### BE TOLERANT

- ✓ Be patient.
- ✓ Share.
- ✓ Include others.
- ✓ Stay calm in difficult situations.
- ✓ Listen to people with different opinions.
- ✓ Be a good sportsperson.
- ✓ Ignore distractions.

#### PERSEVERE

- ✓ Try your best in everything you do.
- ✓ Don't give up.
- ✓ Show improvement.
- ✓ Learn from your mistakes.
- ✓ Ask for help.
- ✓ Stay on task.

#### SHOW INTEGRITY

- ✓ Be honest.
- ✓ Follow the rules.
- ✓ Be on time.
- ✓ Meet deadlines.
- ✓ Do what you say you will.
- ✓ Dress smartly in a clean uniform.
- ✓ Return any borrowed items to where you got them.

#### BE CONSIDERATE

- ✓ Be kind to others.
- ✓ Think of others' feelings.
- ✓ Say and do nothing to hurt others.
- ✓ Respect others' property.
- ✓ Be quiet in corridors.
- ✓ Do not run indoors.
- ✓ Hold doors open for adults and other children.
- ✓ Pick up litter and tidy away mess.

#### AIM HIGH

- ✓ Challenge yourself.
- ✓ Aim for high results.
- ✓ Make excellent progress.
- ✓ Ask questions to find out more.
- ✓ Put in extra effort and time.
- ✓ Go above and beyond what you are asked.

## Appendix D - Awards for Lower & Upper School

### Lower School

Stickers and Housepoints are used to commend good work and good behaviour. A class 'treats box' of games and puzzles is awarded to the class that earns the highest number of Housepoints each week. Each class (Reception to Year 2) has a 'Tree of Treats' poster to display House 'tokens that children are awarded for following the Golden Rules. Once the 'tree' is full, the class receives a treat such as an extra playtime or a special activity. This usually happens about once a term.'

Individual pupils are awarded certificates for good behaviour and can also be nominated for an entry in the Deputy Head - Lower School's special Golden Book.

Whole Class certificates can be awarded for a particularly special effort by the whole class.

### Upper School

**Housepoints** for good behaviour, hard work, etc.

**Subject Certificates** (worth three Housepoints) are awarded for excellent work or behaviour.

**Merits** (worth ten Housepoints) are awarded for more significant effort or achievements.

**Head's Distinctions** (worth twenty-five Housepoints) for exceptional demonstration of the Core Values over the course of a term.

**End of Year Celebration** At the End of Year Celebration, a number of special awards are presented.

**Honorary Scholarships** Awarded to pupils at the start of Year 7 who show exceptional academic promise. Honorary Scholarships may also be awarded to pupils going from Year 6 to Year 7 who show exceptional talent in Music, Art, Drama and Sport.

## Appendix E - List of Prohibited & Banned Items

Items that staff can confiscate from pupils without consent are listed below:

### **Prohibited items:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence including causing injury to, or damage the property of, any person (including the pupil).
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

### **Banned items include:**

- Electronic devices (excluding e-readers and smart watches so long as cellular and wifi data is disabled)
- Mobile phones (Pupils approved on the Home Alone Register may keep a phone switched off and in their school bag. Mobiles should not be used within the school day and are for use when travelling to and from school)
- Food containing nuts

## Appendix F - List of Protected Characteristics

Under the Equality Act, there are nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

According to the Equality Act schools and colleges must not unlawfully discriminate against pupils, students or staff because of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation (protected characteristics).

## Appendix G - Remote Learning Behaviour Expectations

In the rare case that pupils are unable to attend school and remote learning is provided, the following points outline our expectations for pupil conduct and behaviour when online:

### Getting Ready

**Device name** - We ask that it is either the pupil or family name that appears as the device name online, not a nickname or other member of the household. This ensures that pupils will be admitted into lessons from the waiting room without delay.

**Dress code** - children are expected to wear school uniforms.

**Backgrounds** - children are welcome to use a virtual background whilst online, but these should consist of one solid, neutral colour so as not to distract others. Photos or images are not permitted.

### During a lesson

**Video feed** - We ask that children leave their video on for the entirety of the session, unless directed otherwise by the teacher.

**Chat** - This function should only be used sensibly to ask the teacher questions, thus ensuring everyone can focus on the lesson itself. Do not use the chat to SPAM the teacher or ask questions until the teacher has stopped speaking.

**Private Chat** - This function should be disabled on all lessons.

### At the end of a lesson

**Check you are clear** - Pupils should make sure they know what they have been asked to do next. What are the next steps? How are they going to submit work for marking and feedback? What do they do if you have questions?

**Wait to be dismissed** - Just as they would wait to be dismissed from a classroom in school, pupils must check with their teacher if they can leave the meeting. They should not just rush off when they think the lesson is near the end.

**Be polite** - Pupils are encouraged to say goodbye, perhaps even saying thank you to the teacher.