

# **Coleraine College**



## **Positive Behaviour Policy**

**Reviewed September 2020**

**This policy should be read in conjunction with other relevant policies such as Pastoral Care, teaching and Learning, anti-Bullying, Smoking and Substance Abuse, Use of Mobile Phones and SEN policies**

### **Core Values**

The Governors, staff and pupils of Coleraine College seek to create an environment which encourages and promotes good behaviour and positive attitudes conducive to effective learning. We aspire to do this by promoting positive relationships at all levels and through the use of restorative practice. By modelling good behaviour we strive to help young people be accountable and responsible for their actions. Equally however, we recognise that inappropriate behaviour will be challenged and sanctioned appropriately. Maintaining good behaviour in Coleraine College is the shared responsibility of all.

### **Ethos**

Coleraine College strives at all times to maintain a harmonious community atmosphere and so expects:

- Respect for self
- Respect for others
- Courtesy and good manners
- Respect for school property
- Commitment to consistent hard work
- Commitment to a high standard of dress, punctuality and attendance
- Commitment to building strong positive relationships

### **Aims and objectives**

**The aim of this policy is to provide a coherent and consistent approach, throughout the school, to promoting good behaviour throughout the College.**

### **We aspire**

- To promote a cohesive, compassionate, safe and happy school Community
- To promote high quality learning, teaching and academic achievement
- To promote good citizenship and a sense of community
- To reward those who consistently show positive behaviour, attendance, punctuality, citizenship, uniform and achievement.
- To deal with problems firmly, fairly and as consistently and sympathetically as possible
- To encourage pupils to develop independence by accepting responsibility for their own behaviour
- To promote self-discipline and self-control
- To develop interpersonal skills which will help pupils to work co-operatively, give them the ability to solve problems, develop relationships and resolve conflict appropriately

### **Roles, Rights and Responsibilities**

#### **All members of staff have the right to:**

- Work in a positive, valuing, safe and secure environment
- Teach classes without interruption or distraction
- Receive the respect their position warrants

#### **All members of staff have responsibility for:**

- Fostering mutually respectful relationships between pupils, parents and staff
- Following clearly defined procedure
- Rewarding good behaviour and learning achievements
- Adopting fair, constructive and effective sanctions
- Implementing teaching strategies which engage the pupils and enable them to reach their potential
- Providing a caring and supportive and positive learning environment

- Ensuring fair treatment of each individual regardless of race, gender or ability
- Maintaining high expectations of all pupils
- Modelling appropriate behaviour
- Restoring relationships after a conflict has arisen
- Employing effective classroom management skills
- Recording any behavioural issues on SIMS

(See Appendix 1 for further guidance)

**Pupils have the right to:**

- to receive education in a positive, valuing, safe and secure environment
- to work without distraction from others
- ask and receive support when required

**Pupils have a responsibility to**

- fully adhere to the College's RESPECT code (See Appendix 2)
- arrive in school on time and stay in class all day
- respect the right of teachers to teach and pupils to learn
- strive to produce their best work and allow others to do the same
- listen carefully and following directions from staff
- deal with conflict in a non-aggressive manner
- respect school property and property of others
- attend regularly in the correct uniform, with homework completed and with all necessary equipment for class.
- Refrain from smoking and /or vaping, drinking alcohol or taking any illegal or harmful substances in school or whilst in uniform.
- Refrain from bringing into school any item which could, in the judgement of the school, endanger the safety of self or others

**Parents/Carers have the right to**

- approach the school through proper procedures, to discuss any issue in relation to their child's progress and general well-being
- be kept informed regarding the content of the behaviour management policy

**Parents/Carers are responsible for:**

- fostering mutually respectful relationships between pupils, parents and staff
- Sending their children to school on time and in correct uniform, with all necessary equipment
- Supporting the school in upholding high expectations of pupil behaviour and high standards of achievement
- Maintaining regular communication with the school, including providing absence notes
- Attending Parents' Evenings, keeping appointments and signing the homework dairy every week
- Informing the school of concerns that may affect their child's learning.
- Encouraging and supporting the child's academic progress

**A balanced approach to the use of rewards and sanctions**

Although Coleraine College strives to focus on the positive rather than the punitive side to behaviour management, it is recognised that appropriate sanctions will be applied when the need arises.

**Sanctions in response to unacceptable behaviour**

Good behaviour management is achieved through both proactive and appropriate reactive measures. All staff are responsible for the initial management of an incident. All pupils are made aware that actions have consequences and appropriate sanctions are in place to help pupils behave better in future.

### Suggestions regarding inappropriate behaviour and Sanctions

<b>Level of behaviour</b>	<b>Some examples of behaviour (not a proscriptive list)</b>
low level inappropriate behaviour	<ul style="list-style-type: none"> <li>• excessive talking and talking out of turn</li> <li>• being noisy</li> <li>• not paying attention</li> <li>• not getting on with work required</li> <li>• disobedience</li> <li>• being out of seat without good cause</li> <li>• distracting others</li> <li>• arriving late</li> <li>• misuse of mobile phone</li> </ul>
Higher Levels of inappropriate behaviour	<ul style="list-style-type: none"> <li>• Continuous inappropriate behaviour in the classroom that disrupts the learning</li> <li>• verbal aggression</li> <li>• inappropriate / offensive language</li> <li>• refusal to accept authority</li> <li>• defiance to a member of staff</li> <li>• persistent failure to wear the uniform as per policy</li> <li>• persistent failure to produce homework or meet Coursework deadlines</li> <li>• physical destructiveness</li> <li>• smoking while in school uniform</li> <li>• persistent failure to abide by the school code of conduct</li> <li>• Persistent infringement of school rules and failure to accept sanctions</li> <li>• Truancy</li> </ul>
Serious levels of inappropriate behaviour	<ul style="list-style-type: none"> <li>• Cheating in public examinations</li> <li>• Physical aggression towards another pupil or member of staff</li> <li>• Serious verbal abuse of another pupil or member of staff (including use of racist, sectarian, homophobic or sexualised language or abuse)</li> <li>• Serious disruption to the learning process</li> <li>• Theft; Vandalism; issues relating to drugs and or alcohol</li> <li>• Bullying behaviours</li> <li>• Bringing the name of the school into disrepute</li> </ul>

## **Sanctions**

- Sanctions will be applied whether the offence takes place on the School premises, at a School related activity or while in School uniform.
- The length of exclusion will be at the discretion of the Principal and depend upon individual circumstances. Subsequent offences may be treated with greater severity.
- If a pupil engages in an act of violence against the person or property, either of members of the School staff or his or her immediate family, at any time whether inside or outside school, disciplinary action will be taken against the pupil which may include expulsion.
- Any behaviour of a criminal nature is referred to the police who will carry out the necessary investigations.

## **Sanctions should**

- be used sparingly and appropriate to age and maturity of pupil
- be carried out as soon as possible after the event
- be conveyed with appropriate tone indicating the severity of the actions
- reflect the nature of the offence
- be fair, just and consistent
- encourage the pupil to reflect on their behaviour and deter them from re-offending.
- Be followed by an opportunity to rebuild staff/pupil relationships

## **The following sanctions / actions may be used by staff when required.**

- verbal reprimand and warning issued
- moving to alternate seat in classroom
- being temporarily removed from class to a senior colleague (HOD/ HOY/ SLT)
- setting extra work
- breacktime or lunchtime detention
- Using a restorative meeting approach if relevant (see appendix 9)
- after school detention (parents/carers to be notified by phone call, letter, email or text)

- severe reprimand by senior member of staff
- information passed to significant others both in school and at home
- loss of privileges eg withdrawal from class for a day /part of a day to work alone under supervision. This may include being withdrawn at break and lunch.
- following alternative timetable
- Form Tutor / HoY / VP / Principal reports
- withdrawal of certain privileges e.g. withdrawal from non-curricular School Trips/visits/
- Intervention meeting with member of the Board of Governors subcommittee.
- Suspension for continued and persistent infringement of school rules, and individual serious incidents, as deemed appropriate by the Principal.
- Expulsion to be considered if warranted appropriate by the Principal and Governors

### **Keeping a record**

Sanctions for behaviour must be recorded on the SIMS Behaviour Management Module. In the case of further action being required after a period of indiscipline, the School is required to maintain a written record of interventions by teachers, contacts with parents and any other steps taken to deal with the indiscipline. It is therefore essential that all paperwork is completed, circulated to relevant staff who should acknowledge, by signing and dating, having read these and passed to the Office to be filed in the pupils' records.

### **Detention**

#### **Subject Teacher Detentions (over break or lunch):**

- may be authorised by a teacher in response to subject related behaviour,

#### **Whole School Detentions:**

- A Head of Year or Curriculum Leader can authorise a detention in response to serious incidents of poor behaviour or continuous and persistent infringements of school regulations



### **Principal's Detention**

- If warranted a pupil should attend a special detention after school on a Friday with the Principal. Failure to comply with the detention regulations may result in further sanctions up to and including suspension.

### **Suspension**

**(See also Appendix 3 and 4)**

This may be considered appropriate for serious misbehaviour in or out of school, for example:

- causing danger or damage to self, others or property, continued or serious defiance of authority
- damage to the school's reputation.

Suspension is for up to five days initially according to the regulations. There is provision for extension. Parents will be notified in writing and asked to come to the school to discuss the matter and reaffirm their support for the school's standards, expectations and rules by reviewing and resigning an agreement. The pupil will also be asked to sign that agreement. Failure to co-operate with the school following a suspension might lead to further suspension. In cases where the member of staff does not believe the pupil intends to comply with school upon their return the period of suspension may be extended. Suspension is a serious sanction which forms part of a pupil's school record and could, in certain circumstances, be referred to in references or other information which is regularly requested by colleges, universities and employers. Suspension is carried out in line with the relevant regulations, and is reported to the Education Authority and the Board of Governors.

### **Expulsion**

This may be considered for continued or serious misbehaviour which disrupts the life of the school or which is threatening to other people. In such circumstances the DE's Scheme for Suspension and Expulsion of Pupils in Controlled Schools will be followed.

## **Use of Reasonable Force to Restrain or Control Pupils**

This policy document takes on board the best practice set out in the “Regional Policy Framework on the use of Reasonable Force/safe Handling” (2004) as well as DENI Circulars 1999/9 and 2003/13 and the Human Rights Act, 1998 and Article 4 of the Education (Northern Ireland) Order 1998 which enables a member of Staff to use such force as is reasonable to prevent a pupil from committing an offence, causing personal injury to, or damage to the property of any person (including the pupil) or engaging in any behaviour prejudicial to the maintenance of good order and behaviour management at the School or elsewhere at a time when he/she has lawful control or charge of the pupil concerned. This applies both to Teaching Staff and others as identified and authorised by the Principal. Identified members of Staff are: Lunchtime Supervisory Staff, Classroom Assistants. Volunteers escorting pupils on School related activities would not normally be authorised unless specific circumstances warrant this. Authorised Staff will be made fully aware of the extent and limitations of this authorisation via annual briefing by the Principal. Further details of situations where use of reasonable force may be appropriate and what constitutes reasonable force are contained in Appendix 7. Following any incident where reasonable physical force has been used, a full written report will be submitted to the Principal (Appendix 8). As a matter of policy, this sanction would only be used in Coleraine College when all attempts to contain a situation had been explored and found to have failed and the consequences of the pupil’s actions deemed to have serious implications for good order and behaviour management. Our policy is quite clear; members of Staff may not use any form of physical contact which is intended to cause pain, injury or humiliation to any pupil of the School.

### **Monitoring the policy**

The policy is reviewed annually.

Signed:



Date 21.09.20

## Appendix 1

### **MAINTAINING GOOD DISCIPLINE IN SCHOOL : GUIDELINES FOR STAFF**

These guidelines should be read in conjunction with the School's Positive Behaviour Policy.

While acknowledging that sanctions and punishment cannot be disregarded, our main aim is positive discipline. Therefore approaches to discipline should, wherever possible:

- be preventative rather than remedial
- be based on the need to encourage pupils to become responsible self-disciplined young people
- be related to the individual pupil - approaches which work with some pupils will not necessarily work with others.
- help achieve positive discipline:
- acknowledge pupils when they are courteous and display good manners and, wherever possible, return such actions
- encourage pupils to be in class punctually
- give opportunities to talk to the pupils, listen to what they have to say and, wherever possible, encourage
- give pupils a challenge rather than a threat as they are more likely to co-operate

Staff are encouraged to:

- demonstrate a personal interest in students, acknowledge achievements while showing respect for privacy; we have no right to pry
- share a sense of humour but taking care that it is not at the expense of others
- plan lessons carefully so that pupils are not inactive for periods of time
- include strategies to deal with difficulties in a class, by devising some subtle means of grouping pupils which will separate disruptive pupils
- set standards of attainment which allow even the weakest pupils to experience a measure of success

- recognise the range of ability within the class and acknowledge that not all pupils will be gifted in your subject.

A number of strategies can be helpful in assisting you to maintain a proactive approach to behaviour management

- Scan room and support those having difficulty –vigilance in action
- Circulate to find those having difficulty
- Use eye contact
- Target questions to encourage involvement
- Use proximity
- Give help and guidance
- Change activities and pace of lesson as required
- Notice and respond to misbehaviour
- Notice and respond to disrespect
- Move pupils
- Sound preparation and presentation of lesson
- Good relationships
- Praise pupils when warranted
- Avoid confrontations
- Refer for Counselling and support (Anger Management)
- Systems and structure to support classroom management and respect – how to enter/leave room; greet staff and visitors

If we are to maintain high standards of behaviour, there must be consistency of expectations and sanctions.

## **Some General Points**

Within the classroom try to:

- lay down ground rules for acceptable behaviour which are clearly understood by the class
- defuse a potentially difficult situation
- keep matters in proportion and avoid over-reacting
- look for an alternative so that pupils can save face
- encourage pupil to say more about their perception of what is going on
- explain your own views of things clearly
- keep your own record of actions taken
- be consistent
- deal with issues in a discreet and professional manner

Try to avoid:

- sarcasm
- having favourites
- publicly denigrating pupils
- at all costs, avoid indiscriminate whole class punishments as this causes resentment amongst those who are innocent and may lead to, for example, claims for unfair sanctions
- confrontations in public
- allowing your moods to cloud your judgement
- unrealistic threats which cannot be carried out, especially those which could be perceived as physical. It is important to be aware of how young pupils perceive the comments you have made.

## OUR SCHOOL CODE OF CONDUCT

**R**

..... We are responsible

**E**

..... We are equipped for success

**S**

..... We stay safe

**P**

..... We take pride in ourselves and  
our school

**E**

..... We treat everyone as equal

**C**

..... We communicate politely

**T**

..... We try our best



### **APPENDIX 3: MORE DETAIL ON SUSPENSION**

Suspension of a pupil is a serious matter and will only be considered by the school when the school believes that other sanctions are not appropriate due to the nature of the offence committed. Suspension becomes part of a pupil's school record. In certain circumstances this information might be used in references to other agencies or employers. Suspension information is sent to the Education Authority.

Suspension can be for up to five days initially and thereafter, if circumstances warrant, may be extended.

Pupils are covered by these sanctions, on the way to or from school, in the school grounds at any time, in the buildings themselves, when representing the school, at any school function or in any other way appearing in public while in school uniform.

#### **Examples of why a suspension might be given. This list is not exhaustive**

- Bullying
- Assaulting or aggressive or threatening behaviour
- Serious verbal abuse or swearing
- Continued and persistent disregarding of school rules
- Refusal to accept other forms of sanction
- Defiance during return to school meeting
- Malicious damage or behaviour, this includes vandalism
- Where a pupil is in possession of, or involved with, inappropriate sexually explicit material of any kind
- Smoking while in school uniform
- The possession of illegal substances or any substance or item judged to be a potential threat to the well-being of pupils, staff or premises
- The possession of any item judged to be intended for inappropriate use
- Any behaviour which is judged to be potentially illegal, such as theft or posing a danger to others

- Where the Principal has cause for very grave concern due to the unacceptable behaviour of a pupil
- Where the Principal judges that a pupil is causing serious problems for organisation and discipline within the school
- Where the Principal judges that a pupil's continued presence is infringing the rights of other pupils to be taught and to learn
- Where the Principal judges that a pupil's presence is placing unreasonable physical or psychological demands on a member of staff, thereby infringing their rights to a safe, healthy working environment
- Where expulsion is being considered

### **Study leave**

March onwards is a time of very focused, serious work preparing for public examinations. If, in the judgement of the school, a pupil in one of these year groups demonstrates by his or her behaviour that he or she is not interested, or is unwilling to participate fully in examination preparations and in so doing distracts staff or other pupils from their own work or causes a general disturbance around the school, then this pupil will be placed on extended study leave initially. This may be extended by permission of the Chairman of Governors if the school still believes that, on balance, the pupil would, on returning, continue to disrupt the learning of others. The school believes that if a pupil on study leave works to a revision programme at home, they will not be disadvantaged because the pupil will have sufficient notes and other materials by that stage for examination preparation work to be done successfully at home. Any further work which the pupil is not present for in school will be made available to them.



**APPENDIX 4: RETURN FROM SUSPENSION FORM**



**RETURN FROM SUSPENSION: CONTRACT OF ACCEPTABLE BEHAVIOUR**

The statements below form a Behavioural Agreement between ....., a pupil of Coleraine College, and the Board of Governors of the School.

I agree:-

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

I understand that if I do not conform to the pattern of behaviour outlined above I may consequently find myself subject to further sanctions..

Signed: \_\_\_\_\_ (Pupil) Date: \_\_\_\_\_

Witnessed by:

1. \_\_\_\_\_ Parent Date: \_\_\_\_\_
2. \_\_\_\_\_ Principal Date: \_\_\_\_\_

(on behalf of the Board of Governors)

## **APPENDIX 5: CONFISCATION OF A PUPIL'S PROPERTY**

This is legitimate provided there is a reason for doing it and the duration of the confiscation is reasonable. An excessive period may be deemed unreasonable and in extreme cases constitute theft. Teachers who confiscate items must take reasonable care of them as they will be personally liable if the goods are damaged or lost through their own negligence.

NB If mobile phones are confiscated during the school day they should be left in the office for collection at the end of school.

### **Guidelines**

- Food or perishable items: return either at lunch time or at the end of the day;
- Valuable items including mobile phones should be available at the end of the day unless pupil persistently breaks this School Rule in which case parents should be contacted and asked to collect the item;
- Some items may be returned after consultation with parents. If in doubt, pass to Year Head or Vice Principal.

## **APPENDIX 6: CLARIFICATION OF USE OF REASONABLE FORCE TO RESTRAIN OR CONTROL A PUPIL**

### **RESTRAINING A PUPIL**

Article 4 of the Education (Northern Ireland) Order 1998 empowers a member of Staff who is authorised by the Principal to restrain a pupil. Such force as is reasonable may be applied in strictly defined circumstances aimed to prevent a pupil from committing an offence, causing personal injury to, or damage to the property of, another person including herself, or engaging in any behaviour prejudicial to the maintenance of good order and discipline whether during a teaching session or otherwise.

While this power has been given, we still adhere to the requirement that Staff desist from making deliberate physical contact with pupils.

### **Possible Situations where it might be appropriate to use reasonable force**

It is emphasised that reasonable force may only be used when all other attempts to defuse and deal with a situation have failed and the consequences of continued action by the pupil(s) are likely to have serious consequences either for personal safety or property of any person, including the pupil herself.

### **What is meant by 'reasonable'?**

1. Use of force can be regarded as reasonable only if circumstances warrant it. It should not be used to prevent a pupil from committing a trivial misdemeanour or in a situation where an alternative action may be used to resolve the situation.
2. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour and consequences. Any force used should always be minimum needed to achieve the desired result.
3. Cognisance must be taken of the age, presence of any physical disability of the pupil and the facts that our pupils are female.

### **Some examples where reasonable force MAY be appropriate:**

Note that in all cases it is assumed that there is risk of serious injury.

- a pupil attacks physically another pupil or member of Staff
- pupils are fighting
- a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or stairway in a way in which he/she might have or cause a serious accident likely to injure herself or others

- a pupil absconds from a class or tries to leave School or School related activity but only if by so doing the pupil could be at risk. In most cases, the pupil should not be prevented from leaving.

Where a pupil is behaving in a way which is compromising good order and discipline, for example, a pupil persistently refuses to obey an order to leave a classroom or is behaving in a way which is seriously disrupting a lesson. In the case of the latter, all steps involving good classroom management must have been taken to prevent such a situation arising in the first place.

**Possible steps to be taken before resorting to reasonable force in above situations:**

- seek to contain/defuse the situation, e.g., telling pupil to stop actions
- warn the pupil what will happen if she refuses to stop
- remain calm
- if possible, summon help from a colleague
- remove other pupils who may be at risk
- telephone/send for the Police.

**What might constitute reasonable force?**

- Physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- leading a pupil by the arm
- shepherding a pupil away by placing a hand in the centre of the back; in extreme circumstances, using a more restrictive hold.

**Is physical contact ever appropriate in other circumstances?**

Physical contact should generally be avoided but may be proper or necessary in the following circumstances:

demonstrating exercises or techniques in PE, sports coaching, music, TD; administering first aid;

If at all possible, ensure someone else is present if physical contact is deemed essential and bear in mind that even innocent and well-intentioned actions may be misconstrued and result in an allegation of abuse.

## **APPENDIX 7: CONTENT OF REPORT FOLLOWING USE OF REASONABLE FORCE**

- name(s) of pupil(s)
- location and time
- name(s) of other Staff or pupils who witnessed incident
- establish that reasonable force was necessary
- how incident began and steps taken to contain the situation including details of pupil's behaviour, what was said by each party, degree of force used, how it was applied and for how long
- pupil's response and outcome of incident;
- details of obvious or apparent injury suffered by the pupil or other person and any damage of property.

This report must be lodged with the Principal without delay. Further action involving parents will be at the discretion of the Principal or person authorised to act on his behalf. Where the incident occurs away from the School premises, contact must be made with the Principal at the earliest possible opportunity.

## **Appendix 8: Restorative Practice**

If suitable and appropriate, especially in a case where conflict and dispute has arisen between two or more parties which has led to breaches of the school's Discipline Policy, restorative practice measures may be used as a means to try and resolve the situation. This practice can be used in conjunction with, instead of, or after the use of sanctions depending on the circumstances.

Restorative practice procedures can be used as a means of solving disputes between pupils, between staff or between pupils and staff and usually be led by a member of SLT or a member of staff trained in Restorative Practice techniques.

**Appendix 9**  
**Coleraine College Behaviour Policy Covid-19 Addendum**  
**August 2020**

The principles and procedures as set out in Coleraine College Behaviour Policy remain and should continue to be followed. This addendum should not be used as a standalone document and should be read in conjunction with the existing policy. It sets out the expectations of Coleraine College in light of the Covid-19 pandemic and the need for students to behave differently and safely when they return to school.

Students should be aware that for many people, the pandemic has caused great anxiety and fear and they should behave towards others in a way that does not exacerbate these feelings or scare or threaten someone unavoidably.

On returning to school

- Students should be respectful to all staff and peers, being sympathetic and empathetic to the needs and concerns of others
- Students should keep an appropriate distance from adults and children wherever possible.
- Students must follow instructions on who they can socialise with at school and remain in designated areas.
- Students and staff should read signs/posters/visual prompts to remind everyone of the new safety measures that should be followed.

If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, or intentionally coughs or spits at or towards any other person, the pupil will be subject to sanctions up to and including suspension from school in accordance with the school's Discipline Policy and the Education Authority's Scheme for the Suspension and Expulsion of Pupils in Controlled Schools.

### **Remote learning**

When interacting with other students and staff online, students should always be kind and respectful to each other and respectful and obedient to staff. Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email or any other platform will be taken very seriously and could result in a referral to the police. This is also the case of for any online bullying towards other students.

If students are interacting with teachers via online lessons or meetings, they should be aware of the following:

- Teachers are not obligated or compelled to deliver live on line meetings or lessons
- Parents have the choice for their child not to participate in live streamed lessons/meetings
- Pupils should only be contacted / invited by their c2k email addresses
- Pupils should not share links, invitations and passwords to anyone who has not been invited by the teacher
- Teachers should only admit pupils from the virtual waiting room if their identity can be verified
- Pupils are expected to abide by the school code of conduct during the meeting/ lesson.
- Pupils must not use any devices to record, screenshot or share the lesson or meeting
- All participants must dress appropriately for the meeting
- Pupils should not misuse the chat function by sending inappropriate messages
- The teacher reserves the right to mute or remove any pupil from the lesson/meeting or terminate the lesson/ meeting if it is deemed necessary to do so.
- Live streamed meetings with individual pupils are not permitted
- Existing school Pastoral, Behaviour and Acceptable Use of ICT policies are applicable during the streaming.

**Appendix 10: Summary of Behaviour Policy actions**

