



WINDERMERE
SCHOOL

Windermere School BEHAVIOUR MANAGEMENT POLICY

Review Date: September 2021

Reviewed by: SMT

Review Period: 12 months

Staff Responsibility: Deputy Head (Pastoral)

This policy is applicable to all students including those in the EYFS.

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1 General

This policy provides a framework for the creation of a happy, secure and orderly environment in which students can learn and develop as caring and responsible people. It is written for all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

Windermere School does not condone or sanction corporal punishment in accordance with the School Standards and Framework Bill (amendment) 1998.

We have used the non-statutory advice from the DfE “Behaviour and Discipline in Schools” 2013 to structure this document.

This policy will be reviewed annually or earlier if necessary.

2 Our Mission

At Windermere School our mission is to produce confident and compassionate people. Through teaching excellence, supportive pastoral care and experience of our environment, we encourage individual success for community good.

Our vision and mission are shaped by our determination to encourage self-knowledge, articulated by our school motto: Vincit qui se vincit – One conquers who conquers oneself. Today that means: overcome yourself and you will achieve, which is what Windermere School is all about - challenging people to excel.

3 Our Ethos

We want our students to have the confidence and resilience to stand up for what is right and the desire to reach out to others. This balance of confidence and compassion is not on any syllabus, yet it is central to everything we do and embedded in our aims and values.

We are determined to ensure all our students leave with an enduring foundation for life and their futures. We want them to have the qualifications, skills and values that they need to live safe and fulfilled lives, but also to know that they can overcome adversity, remain true to their purpose, and be of service to others.

With regard to the DfE guidance 2013 *Behaviour and Discipline in Schools* the promotion of Behaviour Management Policy will:

- Allow all students, where reasonably possible, irrespective of their individual needs, to access the curriculum at Windermere School.
- Aim to have a consistent approach to behaviour whilst also understanding students personal circumstances.
- Aim to provide strong leadership and clear expectations in the classroom.
- Aim to give appropriate rewards and sanctions recognising good behaviour at all times.
- To train and support staff in dealing with students appropriately
- To use the tutoring system effectively to support all students throughout their career on an individual basis and to liaise frequently with parents.
- To take seriously and respond appropriately to students who are found to have made malicious accusations against staff.

4 Our Aim is to:

- Inspire our students through a broad and balanced curriculum that challenges inside and outside the classroom, where they learn about their strengths and weaknesses, and are encouraged to reach beyond themselves;
- Support our students to develop their individual academic, creative and sporting talents and skills of leadership to enable and empower them to make an active and real contribution to their world;
- Use our unique location at the heart of mountains, lakes and rivers as our greater classroom for adventure and adventurous learning, where our students will learn directly about the environment, each other and themselves;
- Foster a democratic and accountable culture where our students contribute fully to school and community life and take increasing responsibility for their own learning and actions;
- Encourage a global perspective by providing opportunities for all our students irrespective of gender, race and beliefs and encouraging them to value and respect differences.

4.1 Celebrate Differences

We will allow all students, where reasonably possible, irrespective of their individual needs, to access the curriculum at Windermere School, we respect and celebrate differences and therefore, in line with the Equality Act 2010, we will make reasonable adjustment for these students.

4.2 Provide Support Systems for all students

All students should feel safe and supported at School and with this in mind we will ensure that each student has a robust support network. We will do this by:

- Having a consistent approach to behaviour whilst also understanding students' personal circumstances.
- Providing strong leadership and clear expectations in the classroom.
- Giving appropriate rewards for good behaviour.
- Giving appropriate sanctions for poor behaviour choices.
- Training and supporting staff in dealing with students appropriately
- Using the tutoring system effectively to support all students throughout their career on an individual basis and to liaise frequently with parents.
- To take seriously and respond appropriately to students who are found to have made malicious accusations against staff.

4.3 Communicate Effectively with Parents and other agencies

- To support good behaviour and deal appropriately with poor behaviour choices the School will talk openly and honestly with parents at all times.
- Parents are encouraged to communicate with the tutor through email, telephone, or pre-arranged meetings to discuss any worries.
- In the cases where other agencies are involved with a student, the Deputy Head Pastoral will usually nominate the most appropriate member of staff to work alongside these agencies. Where a Safeguarding issue arises, this will be automatically deferred to the DSL. The aim will always be to promote the wellbeing of the child involved.

4.4 Facilitate smooth transitions

- Throughout each student's school life they will all have to progress through to the next stage of their education. For some students this transition may result in anxiety and therefore inappropriate behaviours. In order to give each student the necessary skills and strategies to move smoothly through these stages we will work with each individual to plan their journey.
- Tutors will formulate appropriate plans for each of their students.
- Transition points could be:
 - From EYFS to Year 1
 - Year 2 to Year 3 (KS1 to KS2)
 - Year 6 to Year 7 (Elleray to Browhead campus)
 - Year 9 to Year 10 (KS3 to KS4)
 - Year 11 to Sixth Form.
 - Sixth Form to the outside world.

5 Responsibilities

All members of the school community (teaching and non-teaching staff, parents, students and the Governing Body) work towards the School's aims and objectives by:

- Treating students and adults as individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school;
- Providing a well-ordered environment in which all are fully aware of behavioural expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Rejecting all conduct involving bullying or harassment;
- Helping to develop strategies to eliminate undesirable behaviour inside and outside the classroom, and taking pride in the physical environment of the school.
- Applying all rewards and sanctions fairly and consistently. None of which will be either degrading or humiliating.
- Planning interesting and demanding lessons which contribute towards good behaviour
Recording all incidents of inappropriate behaviour on SIMS, or during the Covid-19 outbreak using the Praise & Concern spreadsheet. See Behaviour Handbook for details.

5.1 Role of the Head

The Head's role is to determine the detail of the standard of behaviour acceptable at the School, to the extent that this has not been determined by the Governing Body. The Head has the day-to-day responsibility for maintaining discipline that will include making rules and provision for enforcing them.

5.2 Role of the Staff

All School staff are expected to encourage good behaviour and respect for others in students and to apply all rewards and sanctions fairly and consistently.

5.3 Role of Tutors

Tutors should regularly review the progress of each of their tutees and discuss their progress individually every two weeks. Good behaviour should be celebrated within the tutor group.

Tutors should review students' achievements each cycle and congratulate their successes in all areas of school life. They should also communicate successes to the parents and relevant HoS. Tutors should set targets for each tutee in consultation with the tutee and teachers: these targets should concentrate on the encouragement of good behaviour when required. Tutors should award stars of the week, when appropriate (Elleray Campus).

Tutors should communicate with parents over behaviour issues and together decide how good behaviour can be promoted.

5.4 Role of Head of Section (HoS)

HoS should review the Praise & Concern Spreadsheet and SIMS weekly. They should communicate good behaviour and achievements.

6 Standards of Behaviour

- We expect high standards of behaviour and endeavour to encourage good habits of work and behaviour from the moment a student enters the school. All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour.
- Punctual attendance at school and lessons is required.
- All absence from lessons must be explained and unexplained absence will be followed up by the Office.
- It is understood that there will be variations in staff acceptance and tolerance of students' behaviour in class depending on the nature of the class and content of the lesson, but behaviour which does not allow constructive teaching and learning is totally unacceptable and all staff have a duty to ensure that such behaviour is not tolerated.

6.1 Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Windermere School undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent Contract, including the Covid-19 expectations. They will 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.

6.2 Involvement of Students

Our experience shows that the ethos of and respect for the School is enhanced by listening to our students and by encouraging constructive suggestions from them, e.g. via the School Council, which meets regularly.

6.3 Teaching and learning

Windermere School aims to raise the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students 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. Our teaching staff offers every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

6.4 School Expectations (appendix 1-4)

The School's Expectations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Copies of the Expectations are set out in the welcome documentation and may change from time to time. Parents and Guardians undertake to support the authority of the Head in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole. Parents and students are asked to sign these expectations on entrance to the School.

The Head undertakes to apply any sanctions fairly, 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. Examples of sanctions include: conduct marks, parental meetings, restorative action plans, detention, withdrawal of privileges, and suspension for a specified period, removal or expulsion. The School's policy on Discipline and Exclusions is set out on the School website and all students and parents should be aware of the more serious sanctions, including suspension and expulsion, that the Head can impose for serious breaches. Examples of serious breaches of the rules and regulations include

- Drug, alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment or misconduct
- Racist, sexist or homophobic abuse
- Damage to property
- Persistent disruptive behaviour
- Allegations about a member of staff that turn out to be malicious

School Expectations are discussed with the students each year and at the Senior School each student is required to sign to say they agree to abide by the expectations. In September 2020 there will be additional Covid-19 Expectations for students to read, agree and sign.

6.5 Complaints

A copy of the School's complaints procedure is published on our website. We undertake to investigate all complaints and notify you of the outcome of the investigation within 28 days. We maintain records of complaints for three years.

7 Rewards

Please see the whole school Behaviour Handbook for full details of appropriate rewards.

7.1. Sport & House Colours

Sports Colours are nominated by the PE department and awarded in an Assembly by the Head or Head of Ellera. Students need to show a sound ability, but more importantly, endeavour, commitment, good attitude, helpfulness and being a good ambassador for the school. Colours may be re-awarded, in which case the student is presented with a stud to place next to the colours strip on their blazer. Colours are recorded on SIMS by the Head of PE. House Colours are awarded at the end of each term by the House Captain and House staff and are valid for the following term. Colours are awarded for significant contributions to the House during the term, for example with Duties, Crew Break or continually helping with events and organisation, always giving their best during competitions, etc. A one-off good performance in a House match probably would not be sufficient. These are recorded directly onto SIMS.

7.2 Rewards (Pre-School – Year 6)

The most commonly used rewards include:

- Verbal praise to individuals or a group
- Star of the Week
- Teddy Bear Stamp
- Stars
- Compass Stamp
- Headmaster's Commendation
- Compass Badge
- School Colours for Sport
- House Colours

7.3 Rewards (Year 7 to Year 13)

Rewards to improve work ethic, increase engagement in the wider curriculum and offer open access for all will be given the students in the form of Commendations, Distinctions and Round Square Awards, as well as Scholarships.

7.3.1 Commendation

Commendations will be awarded to individuals who demonstrate consistent high levels of effort or steady improvement in effort across the year. A student gaining Commendations in every report in an academic year will gain a further commendation. The Deputy Heads will review reports and identify students.

7.3.2 Distinction

A Distinction may be awarded for an exceptional piece of work or outstanding result; this may include national or international achievements. The teacher would recommend a Distinction to the Deputy Head Academic.

7.3.3 Round Square Award

A Leadership Award will be given to a student who stands out for their leadership qualities. For example, a student initiating a unique event, giving a particularly impressive performance in inter-house debating or showing exemplary leadership of a team or House.

A Service Award will be given to a student who has demonstrated an exceptional commitment to Service. For example, initiating and showing commitment towards a Service project or being an excellent ambassador for the School. Referrals for Leadership/ Service Awards may be made by anyone to the Head of Round Square, who in turn will make recommendations to SMT.

8 Sanctions

At Windermere School we are committed to allowing each student to learn in a secure and productive environment. In order to do this a strong but fair and understanding discipline policy is required.

Students should be aware of their mistakes, given a chance to make amends and then be able to start again. When students struggle to behave in the correct way we will help them with appropriate targets to enable them to move forward.

We are aware that at times a student's behaviour may be as a consequence of something else, which is going on in their lives. We will always be mindful of this when deciding on punishments and targets.

For serious or perpetual issues, parents will always be involved in discussions about a way forward for their son or daughter.

Sanctions can be informal or formal and there is no set sanction for a particular misdemeanour, although there are guidelines and generally accepted procedures. Please see the whole school Behaviour Handbook for full details.

Sanctions should be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. All staff should ensure that individual circumstances of each student are taken into account whilst being fair and consistent. All staff must seek to ensure that punishments are proportionate to the offence, and should enable students to make reparation where possible. As far as possible the sanction applied should be as constructive as possible.

All sanctions must be recorded; this is done directly onto SIMS. All tutors have access to their tutees' pastoral files and these can be found on SIMS. Tutors check and update these regularly.

The teacher should be informed of any problems regarding a student in their class by the tutor. Notes should be added directly to SIMS.

Extreme antisocial behaviour which may include un-provoked violence, repeated serious offences or an allegation made against a member of staff which turns out to be malicious will result in immediate contact with parents.

Below is a list of some possible sanctions:

8.1 Conduct Mark

A Conduct Mark is a warning to the student that they have made a bad choice in a situation or have been seen or overheard by a member of staff behaving in an inappropriate manner. A student may receive a number of Conduct Marks as warnings before a more serious sanction is imposed. A Conduct Mark is recorded in SIMS. Parents are informed of a Conduct Mark by the tutor with an opportunity to discuss the issue offered.

8.2 Referral

A Referral is given when a child has received a number of conduct marks in a short space of time, for example 3 within one term, or has committed a more serious offence such as bullying, racism or deliberate damage to school property. The HoS will meet with the student and discuss strategies regarding positive behaviour. Parents are informed of a Referral by the relevant HoS and may be invited to discuss this within a meeting.

- Supervised lunch or breaktime
- Restorative justice, for example, letters of apology and small group meetings.
- Lunchtime detention
- HoS Report
- Deputy Head's report
- After school detention
- Head's report
- Saturday morning detention
- Gating
- Signed gating
- Internal suspension
- Internal isolation
- External suspension
- Exclusion

PLEASE NOTE THAT WINDERMERE SCHOOL DOES NOT USE CORPORAL PUNISHMENT.

8.3 Hearings and Exclusions

If a student commits a misdemeanour deemed as serious, which could result in an eventual exclusion, they will be initially suspended from the school.

There will then be a short period usually a maximum of 5 working days, where relevant staff will put together a case to be heard by a panel of three members of staff (not necessarily teaching staff) who have as little as possible knowledge of the events leading to the suspension.

One member of staff will chair this panel; the Head will not be on the panel.

The parents and student will be informed of the date, time and make-up of the panel prior to the hearing and invited to attend.

A factual account of the misdemeanour will be given to the panel by two relevant staff; the student and their supporter will have the right to question and reply. This will be conducted in an age appropriate manner. The panel, after questioning all parties, will retire to make a decision and recommendations will be made to the Head.

The Head will consider the recommendations of the panel before making a decision and communicating this to the student and parent within 36 hours. If unhappy with the Head's decision, the student and parents have the right to appeal to the board of governors.

8.3.1 Parental co-operation

Parental co-operation forms part of the contract between the School and all parents of students. A refusal to abide by the terms of an exclusion may be considered a breach of contract.

8.3.2 Appeals

Parents are entitled to appeal against any exclusion to the Governing Body. A letter stating the intention to appeal should be sent to the Clerk to the Governing Body and a hearing will be set up as quickly as possible, but within 10 days at the latest.

The Governors' decision is final.

This is not the case with a boarding student and in these cases parents have the right of appeal to Ofsted

8.2 Teacher's Powers

- Teachers are permitted to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction. (Sections 90 and 91 of the education and Inspections Act 2006).
- Teachers can discipline students at any time whilst the student is in school or elsewhere under the charge of the teacher.
- Teachers are permitted to issue detentions outside of school hours; however, a detention should not be given if the timing of this could put a student at risk e.g. them having to walk home alone in the dark.
- Any out of school hours detentions must be communicated to parents so that they are able to make alternative arrangements, please give 24 hours' notice.
- Teachers are permitted to confiscate students' property for a fixed period of time, provided it is looked after appropriately.

8.3 Students who make Accusations against a Member of Staff which turn out to be malicious

- The School will not tolerate any purposeful and malicious accusations made falsely with intent against a member of staff.
- Students must understand that this type of behaviour will be treated seriously and could, in extreme cases result in a student being asked to leave the School.

8.4 Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. The Education and Inspections Act 2006 enables school staff to use 'such force as is reasonable in circumstances to prevent a student from doing or continuing to do' any of the following:

- Committing any offence (or for a student under the age of criminal responsibility what would be an offence for an older student)
- Causing personal injury to any person (including the student themselves)
- Causing damage to the property of any person (including the student themselves)
- Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching lesson or otherwise

The Act also defines to whom the power applies as follows:

- Any teacher who works at the school
- Any other person whom the Head has authorised to have control or charge of students

Our staff are advised to use reasonable minimum force. In particular instances, training will be provided if deemed necessary. In particular, they are advised always to use their voices first, and to use minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate these include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies

Every member of staff will inform the Head immediately after he/she has needed to restrain a student physically. We will always inform a parent when it has been necessary to use physical restraint and invite them to the school so that we can, if necessary, agree a protocol for managing that individual student's behaviour.

Appendix 1



WINDERMERE
SCHOOL

Our School motto **Vincit qui se vincit** – one conquers, who conquers oneself – exemplifies what Windermere School is all about: challenging people to excel.

School Expectations – Students at Elleray Campus

Every student at Windermere School (Elleray Campus) is expected to:

- ✓ Be kind to others.
- ✓ Show courtesy and respect for others at all times.
- ✓ Look after School property and to treat the belongings of others with respect.
- ✓ Remain within the School grounds and keep off the turning circle and main drive.
- ✓ Wear their uniform smartly with shoulder length hair tied back.
- ✓ Move quietly round School, walking not running inside the buildings.
- ✓ Show allegiance to your House and Crew, listen to and support your House Captain and Vice-Captain.
- ✓ Consider others at playtimes
- ✓ To follow all the School's Covid-19 expected behaviours relating to safety and hygiene.

The Elleray Council wrote the following rules about playtimes in 2009 and revised them annually.

1. Make sure everybody has fun making dens
2. No raiding or wrecking
3. No climbing above the permitted height (within a teacher's reach). Share logs and branches
4. No snapping branches from trees
5. No fighting with sticks
6. No throwing sticks
7. If you find something unusual in a den don't pick it up; tell a teacher immediately.
8. Share den making equipment
9. There should be no leaders – everyone is equal and should have their say

Appendix 2



WINDERMERE
SCHOOL

Our School motto **Vincit qui se vincit** – one conquers, who conquers oneself – exemplifies what Windermere School is all about: challenging people to excel.

School Expectations – Students in Years 7 – 9

As part of our School Charter all students are expected to sign this document at the beginning of each academic year.

I agree to

- Show due consideration and respect to all members of the School community.
- Be truthful and kind at all times.
- Take responsibility for my belongings and any equipment entrusted to me by the School.
- Respect the School environment.
- Respect the property of others (this includes not taking, moving or using someone else's property).
- Remain on the School grounds unless given permission by a member of staff to do otherwise.
- Neither consume, possess nor buy cigarettes, smoking related paraphernalia, alcohol or illegal substances whilst on School premises or acting as a member of the School community.
- Not chew gum on the School site.
- Follow the rules regarding uniform and jewellery.
- To follow the current mobile phone and laptop guidance.
- Be bound by the School policies including the IT Acceptable Use Policy .
- Not engage in sexual relations with another member of the School.
- Be a good role model.
- Take responsibility for my actions.
- To follow all the School's Covid-19 Student Expectations (appendix 5).

Signed: Date:

Appendix 3



WINDERMERE
SCHOOL

Our School motto **Vincit qui se vincit** – one conquers, who conquers oneself – exemplifies what Windermere School is all about: challenging people to excel.

School Expectations – Students in Years 10 and 11

As part of our School Charter all students are expected to sign this document at the beginning of each academic year.

I agree to

- Show due consideration and respect to all members of the School community.
- Be truthful and kind at all times.
- Take responsibility for my belongings and any equipment entrusted to me by the School.
- Respect the School environment.
- Respect the property of others (this includes not taking, moving or using someone else's property).
- Remain on the School grounds unless given permission by a member of staff to do otherwise.
- Neither consume, possess nor buy cigarettes, smoking related paraphernalia, alcohol or illegal substances whilst on School premises or acting as a member of the School community.
- Not chew gum on the School site.
- Follow the rules regarding uniform and jewellery.
- Not engage in sexual relations with another member of the School.
- Respect both my own and others independent learning by behaving appropriately in quiet study areas.
- To follow the current mobile phone and laptop guidance.
- Be bound by the School policies including the IT Acceptable Use Policy.
- Be a good role model.
- Take responsibility for my actions.
- To follow all the School's Covid-19 Student Expectations (appendix 5).

Signed: Date:

Appendix 4



WINDERMERE
SCHOOL

Our school motto **Vincit qui se vincit** – one conquers, who conquers oneself – exemplifies what Windermere School is all about: challenging people to excel.

School Expectations – Students in Years 12 and 13

As part of our School Charter all Students are expected to sign this document at the beginning of each academic year.

I agree to

- Show due consideration and respect to all members of the School community.
- Be truthful and kind at all times.
- Take responsibility for my belongings and any equipment entrusted to me by the School.
- Respect the School environment.
- Respect the property of others (this includes not taking, moving or using someone else's property).
- Remain on the School grounds unless given permission by a member of staff to do otherwise.
- Neither consume, possess nor buy cigarettes or smoking related paraphernalia, whilst on School premises or acting as a member of the School community.
- Not chew gum on the School site.
- Not engage in sexual relations whilst on school premises, on site or whilst representing school.
- Not to possess or consume alcohol, unless consumed from the Westmorland Common Room at the discretion of the HoM.
- Respect both my own and others' independent learning by behaving appropriately in quiet study areas.
- Respect the School environment and particularly take ownership of the Sixth Form areas.
- Not bring a motorised vehicle onto site without prior permission from the Head of Sixth Form.
- Follow the rules contained in the Sixth Form Handbook regarding dress code and jewellery.
- To follow the current mobile phone and laptop guidance.
- Be bound by the School policies including the IT Acceptable Use Policy.
- Be a leader who sets a positive example to the rest of the School community.
- Take responsibility for my actions.
- To follow all the School's Covid-19 Student Expectations (appendix 5).

Signed: Date:

Appendix 5

Windermere School Expectations relating to Covid – Students Year 7-13

We need you to follow these rules so that all of us can stay healthy, and so that the school can remain open:

1. Tell someone (e.g. your teacher or parent / carer) if you feel ill or very hot, have a new cough or a change to the way that things taste or smell.
 - If you feel ill with Covid symptoms during the school day, do not use your mobile phone to ring home but immediately tell a member of staff. School will contact home for you.
 - If you are ill outside of the school day, please immediately tell your parents or boarding staff.
2. Wash your hands **for 20 seconds, using soap and warm water** (or use hand sanitiser if you are unable to wash your hands) at the following times:
 - Before leaving home / the boarding house and on arrival at school.
 - Before and after break times, when changing classroom or when eating and drinking.
 - Before and after going to the toilet.
Before and after PE / Adventure.
 - Before and after using school buses.
 - After coughing/sneezing and/or blowing your nose.
3. If you cough or sneeze, you should do this into tissues before binning them. If you don't have a tissue, use the inside of your elbow. There will be posters up around school to remind you of this.
4. We would recommend that you carry your own suitable hand sanitiser for use around school and on buses. We are also providing hand sanitiser in school.
5. Year 7-11 should wear your normal school uniform but instead of the blazer, wear the navy school fleece. On days when you have PE or Adventure you should come to school in the correct PE/Adventure kit, and bring your uniform to change into if required (e.g. if it is raining). Year 12-13 should wear their suits as normal and we recommend they are machine washable.
6. Only spend time at school with students in **your** year group or bubble. You must stay in the area that has been allocated to your year group. It is important that you do not move all over the site at will, but stay in the correct areas.
7. Where you have lessons outside of your allocated bubble, you must use the designated route. Make sure you follow any new signs that show you how to move around the school site, for example one-way systems, social distancing by 2 metres, out of bounds areas, spaced queuing and year group zones.
8. If you are a day student, you must be dropped off at the correct location and wearing a mask. You must then wash or sanitise your hands and then go directly to your tutor room. You must not stay at the drop-off point, e.g. do not stay at the drop-off point to socialise with friends.
9. You need to abide by the rotas that have been set up for use of the toilet blocks and for breaks and lunch. If you need to use the facilities at other times, please speak to a teacher.
10. Support school with the new rules about NOT sharing equipment, and reducing the number of items that travel to and from school. To assist with this, you should bring in daily only the following items:
 - Your pencil case (stocked as per the stationery list).
 - Your laptop, charger, headphones and laptop bag.
 - Your uniform (on days where you come into school wearing PE/Adventure kit)
 - The books/files/materials you need for that day's lessons.

11. Space in classrooms will be limited. Limit what you bring in, keep your belongings safe, and treat the belongings of others with respect. Treat all laptops and mobile phones with great care – they are expensive!
12. Only get out your laptop or mobile phone if a teacher gives you permission to do so. You should only be using them for school work.
13. Sit facing the front of the classroom, and avoid turning to talk directly to students sitting next to or around you.
14. Check your emails and either Show my Homework or ManageBac at least once a day (best practice is first thing every day, then at lunchtime and then late afternoon). Use your Windermere Prep Diary to create daily to do lists.
15. Wear a mask when requested to do so. Always have a mask and a spare with you (e.g. in your school bag) and ensure that non-disposable masks are named. Please remember that some members of our community may choose to wear a mask more frequently than others, and that some people cannot wear masks. Unkind comments made relating to masks will be taken very seriously.
16. Be kind to your peers and your staff, whether online or onsite. As stated in the normal 'student expectations sheet' you need to show due consideration and respect to all members of the School community. Bullying or unkindness will not be accepted.

If you have any concerns or questions, please talk to your tutor.

To sign to say that you have read and agree to follow these student expectations during the Covid pandemic, as well as the normal Windermere School expectations and the ICT Acceptable Use Policy, please click on this link or use the QR code. This link will only work when you are using your school account:

https://forms.office.com/Pages/ResponsePage.aspx?id=W6Gh56Lx_km7hI-PJiL29C7M_Yc0M15EtyV0aj6li_1UQIZBM0pKNTIRNINNWjE0MVk1NjI2TEwzSC4u



Compiled		January 2008	J Parry
Approved		January 2008	A Graham
Reviewed		December 2009	J Parry
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Approved		May 2011	I A Lavender
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Reviewed	Version 19	September 2019	J Parry / J Davies
Reviewed	Version 20	August 2020	L Moses
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