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Richard Barnes Academy: Statement of Behaviour Principles

At the Richard Barnes Academy, we aim to provide all our learners with the best possible standards of education. We want our Academy to be a place where our young people can thrive, learn, and achieve their best. We offer flexible, bespoke, personalised programmes and a wide range of positive experiences, so that young people can develop the confidence to believe in themselves and make positive choices for their futures. We want our students to be “the best version of themselves”.

We believe all our learners have the ability and the right to learn and achieve.

Learners are positively encouraged to believe in their learning, be respectful and be safe whilst at the academy. Learners are awarded SIMS points for good behaviour in line with our virtues during the academy day. Parents/ carers are regularly updated about each learner’s behaviour achievements.

We want our Academy to be an environment which is safe and supportive to ensure learners can achieve and be free from intimidation. We actively promote a culture of awareness, tolerance and inclusion where all forms of bullying are unacceptable. Please also read our academy’s Anti-bullying Policy for further advice and information – this is available on our academy website.

Positive Behaviour policy and procedures

The purpose of this policy is to provide a simple and practical code of conduct for staff, learners, parents/carers reflect our vision and values and:



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- explains the roles and responsibilities of all in the academy community
- provides strategies and guidance for supporting positive behaviour
- allows behaviour to be taught through positive interventions
- promotes self-esteem and self-discipline, and taking responsibility for one's own actions
- clearly defines expectations and outlines processes for upholding these expectations
- sets out how the academy addresses choices of learners that are not in line with our vision and virtues
- Supporting pupils with medical conditions at school

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Keeping Children safe in education 2023

Roles and responsibilities

The trustees are responsible for monitoring the effectiveness of this behaviour policy across the trust and holding the senior leaders to account for its implementation. Academy Committee Members will receive regular reports on behaviour at its meetings and will hold the Principal to account for its implementation within the academy.

The Principal

The Principal should work with all in the Academy Community to enforce the vision and virtues of the Academy. The Principal will update the Academy Committee members every half term on behaviour.

All staff

It is the responsibility of all staff to act as positive role models for the young people they work with. More specifically, they should:

- help ensure that all learners, regardless of race, class, gender, sexuality or special educational needs, have fair and consistent treatment, which promotes positive attitudes and behaviour, and where learners recognise that bullying of any form will not be tolerated



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- encourage learners to reflect on their own behaviour and the ways in which it helps or hinders their own development as responsible individuals and community members and as effective learners
- have high expectations of learners to enable a calm, happy and safe classroom environment for effective teaching and learning, providing clear and regular feedback to learners, endorsing appropriate behaviour through the behaviour management tool
- collect learners from communal areas before lessons and dismiss learners at the ends of lessons and ensure that learners arrive and leave in a calm and orderly way
- expect a high standard of work and behaviour and to be fair and consistent with all learner behaviour
- enforce the vision and virtues of the Academy
- Continue to revisit the routines that are in place with each other, pupils and parents to ensure that the DFE behaviour hubs work continues to have impact and remains relevant. Appendix 4

The classroom teacher

Style, pace and relevance of work are key elements in encouraging good behaviour and it is often useful to review the curriculum intent and to discuss teaching and learning strategies with colleagues when there are concerns about learners' behaviour in lessons.

The Tutor

The tutor has a key role in that they have oversight of the learner's progress, attendance and behaviour patterns. It is important that this knowledge is drawn on and that the tutor retains a central role in any contact with parents. The tutor may employ one of the strategies below:

- Ensure learners follow the uniform policy
- Gather and share information about learners amongst all staff
- set the learner targets which are then reviewed regularly
- contact the learner's parents
- liaise with DSL, SENCo and SLT who will work with the tutor and identify other agencies who may be relevant to engage with to provide additional specialist support to the learner concerned
- use attendance data provided by the schools Attendance officer to inform discussions with parents/carers
- monitor and evaluate the information regarding each learner's behaviour and



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- achievement to inform discussions with learners and their parents/carers
- Conduct half termly structured learning conversations with parents to share achievement and review behaviour and attitudes.

Parents/Carers

Parents and carers are expected to:

- support their child in adhering to the Academy Vision and virtues
- inform the academy to any changes in circumstances that may affect their child's behaviour
- discuss any of their own concerns about their child's behaviour with the academy promptly
- attend meetings to discuss their child's personal development, behaviour and attitudes
- respond to phone calls when academy staff call to discuss their child's progress

The curriculum and learning

At RBA we recognise that negative experiences create negative feelings, and that negative feelings create negative behaviour; whilst positive experiences create positive feelings, and positive feelings create positive behaviour. It is the responsibility of every adult at our academy to seek to understand the reason a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

We use assessment tools to analyse behaviour and support learning. See appendix 1 Anxiety mapping.

Praise, Reward and celebration

Learners should develop the understanding that their positive behaviour can be rewarding and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the young person getting it right' through specific praise. This can be done by:

- Praise from adults and peers.
- Stickers for themselves.
- Subject Postcards sent home to parents
- Rewarding of positive behaviour points. A points shop is available



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- Showing good work to other classes, teachers and SLT.
- Good work and achievements being displayed around the academy and on the social media accounts.
- Class points for whole class good conduct where pupils work together to earn a reward at the end of the term.

Consequences and Sanctions

At RBA adults have the responsibility to use natural consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the anti-social behavior.

When a learner is not demonstrating positive behaviour, staff will:

- Remind the student of the routine that they are not following (student voice played a large part of all routines)
- Focus on the learning and praise positive behaviour modelled from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.
- Review what is causing this learner to behave in this way, put actions in place, and differentiate to lessen this learner's anxiety or anger. *This should take place at the end of the academy day when classroom colleagues can come together to do this in a calm and measured way.*
- Give a non-verbal warning (e.g., changing position in the classroom to be nearer the learner to regain their attention).
- Give a positive reminder of the academy values which need to be adhered to.
- Give a verbal warning that includes a reminder of consequences.
- If negative behaviour continues, support is called for via our radio system. (All staff must wear earpieces and always have their radio on unless teaching)
- If support is unable to manage the behaviour support will radio for SLT
- If behaviour persists, parents/carers will be contacted and a meeting called with professionals.
- All behaviour is logged onto the behaviour management system
- All behaviours are reviewed by SLT daily.

(Strategies to use when faced with challenging behaviour can be found in appendix 2 Challenging behaviour)



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Individual Risk Management Plans

Those learners whose behaviour places themselves and others at a risk of harm must have individual risk management plans. These are overseen by the SLT behaviour lead.

Learners who may need a risk reduction plan are those whose needs are exceptional, and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/places/lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learner's anxiety and enable the learner to show positive behaviours in Academy.
- Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.
- Have a professional meetings and and parental input as to whether a bespoke timetable needs to be in place. (see appendix 3 protocol for bespoke timetables)

Reflect, Repair, and Restore

Once the learner is calm, relaxed, and reflective, the experience can be revisited with an adult. The adult will revisit the experience by retelling and exploring the incident with a changed set of feelings. The adult may ask the learner questions to:

- Explore what happened (tell the story).
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how.
- Explore how we can repair relationships.

Behaviour support

There will always be a member of staff on call. This member of staff will have a radio. They are expected to be a visible presence whilst on call. Their role at this time is to support staff and learners in and around the building and to be alert to any staff that may need support with specific learner/s. A member of staff can call for support from SLT if they feel unable to resolve the situation without further assistance. Classroom teachers will record details of incidents of misconduct to help inform discussions around whole academy policy and intervention on the MIS.



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Positive Handling and de-escalation

The TDET (Thomas Deacon Education Trust) Trust Board has a duty to ensure the health, safety and wellbeing of everyone in the academy. Positive handling is deployed when all other aspects of this policy have been exhausted. In limited circumstances, staff may use reasonable force to restrain a learner to prevent them:

- causing disorder.
- hurting themselves or others
- damaging property

Staff are instructed to be aware of the learner's age individual circumstances when moving them as some children find this more upsetting than others. Situations may include:

- To comfort a learner in distress, appropriate to their age and understanding.
- To support a learner with their physical care (toileting, self-care, changing clothes).
- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the learner, other persons, or significant damage to property.

Incidents of physical restraint must:

- always be used as a last resort
- where possible should be employed by members of staff that have received the appropriate level of training via an approved provider (Positive handling – Tom Aitken)
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded in the Restraint logs

Please refer to RBA's positive handling and de-escalation policy for more detail on this.

Suspension

Suspensions a consequence that is used following serious incidents or when all other interventions have been exhausted. The decision to exclude rests with the Principal in consultation with the Senior Leadership team, and the decision will be made considering the need and vulnerabilities of the learner concerned. Example



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circumstances of when a suspension might occur can be see below:

- Verbal or physical abuse to another learner or adult
- Arson
- Drug taking or supply
- Use or intended use of a weapon
- Abusive incident where there is a clear victim (Protected Characteristics)
- Damage to Academy premises
- Persistent refusals to comply with instructions

The Principal reserves the right to use suspension for other behaviours as needed.

The academy follows a standard process around reintegration whereby the parent/carer will be contacted immediately following a suspension to invite them to discuss the reasons for the suspension in a return from suspension meeting. The behaviour lead/member of SLT meets with the learner and parent if possible as soon as they return on site. A learner's return will not be delayed if a parent cannot attend the return from exclusion meeting.

Amended Timetables -Bespoke timetables and Education off site

In some cases, learners will be considered for a bespoke timetable whereby they do not initially return full time. Criteria for considering a phased integration plan are:

- A student that is struggling due to social and emotional difficulties
- To support a risk assessment where a learner is identified to be at risk to themselves or others.
- A medical reason or mental health with sufficient medical evidence, to state a learner is unfit for 25 hours of education

Should an amended timetable be introduced, a clear chronology must be collated to demonstrate the provisions implemented to this point and the reasons why this is in place. A decision will be made by a member of the Senior Leadership team in consultation with the safeguarding and wellbeing lead. If a decision is made to complete an amended timetable, a meeting will be arranged with the parent and learner before any changes. A half term bespoke timetable will be agreed with the parent/ carer through the IAEP (Individual Alternative Education Plan) (Appendix 2) process along with weekly meetings/phonecalls and the completion and submission of the PCC part time timetable application form (Appendix 3).



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Criminal Activity

If a learner commits a criminal act in or outside the academy that we become aware of, including damage to academy property and items, we do not hesitate to involve the police. We regard this as part of the process through which they learn about the boundaries of acceptable and respectful behaviour both inside and outside the academy.

In addition, we will not hesitate to charge learners and their families for the cost of repairing academy property and items in cases of deliberate damage.

If it is deemed appropriate then a risk management plan should be completed with the involvement of outside agencies and this plan should be shared with parents, staff and appropriate outside agencies e.g. police, YOS, Social worker etc.

We will always fully consider staff and learners safety to decide the best method of education moving forwards.

Discipline beyond the gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises.

We may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Screening

We require pupils to undergo screening by a hand-held metal detector (wand) and remove shoes for a search on entry to the academy. This secures the safety of staff, pupils and visitors:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises.
- If a pupil fails to comply, entry to school will be refused and the absence will be treated as unauthorised. The pupil should comply with the rules and attend.



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Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- Drugs, vapes or smoking paraphernalia
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff suspects has been, or is likely to be, used:
 - ❖ to commit an offence,
 - ❖ or to cause personal injury to, or damage to the property of, any person (including the pupil).

SLT and authorised staff can also search for any item banned by the academy which has been identified in its rules as an item which may be searched for – this includes mobile devices.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Any Vapes which are confiscated will be destroyed.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Training

Our staff are provided with training on managing behaviour. There are ongoing programmes of training related to behaviour management, the impact of trauma, and restorative practice that are built into the CPD programme. Some additional staff will also receive Positive handling training to support their roles within the school.



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Appendix 2 Managing challenging behaviour

Strategies to use when faced with Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Steps response to harmful behaviour: De- escalate and cool down, repair, reflect, and restore. Adults’ responses to these behaviours will aim to de-escalate the behaviour through one or a combination of the following as appropriate:

(Staff members are not required to use all of these examples but are there as a guide to manage challenging situations).

First line STEPS Examples:

- Positive phrasing e.g.
 - “Stand next to me.”
 - “Walk beside me.”
- Limited choice e.g.
 - “Put the pen on the table or in the box.”
 - “Talk to me here or in the courtyard.”

Disempowering the behaviour e.g.



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- “You can listen from there.”
 - “Come and find me when you come back.”
 - “Come down in your own time”.
- Use of a de-escalation script e.g.
 - Use the person’s name.
- Acknowledge their right to their feelings:
 - “I can see something is wrong.” Tell them why you are there: “I am here to help.”
- Offer help.
 - “Talk to me and I will listen.”
- Offer a get out (positive phrasing).
 - “Come with me and....”

Secondary Examples

- tactical ignoring (where appropriate) of secondary behaviours – e.g., when learners attempt to divert your attention away from the primary concern with: “But we were only talking”, “Other people let us!”. Non-verbal secondaries include sighing, tutting, flouncing etc.
- Blocking - repeat the direction whilst ignoring the learner’s attempt to draw you into secondary behaviour. You can accompany it with an outstretched arm and an open palm.
- Partial agreement - use ‘and’ as a useful way of deflecting secondary behaviours and demonstrating assertiveness. It is much less negative than ‘but’.

“Other teachers always let us ”

“Maybe they do. And in this class the rule is clear Thanks.”



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- Non-verbal directions and body language - when aiming for minimum disruption, signals for, 'turn the volume down' 'return to work' etc. are very useful. Our body language should also match the message we wish to convey. Stance and gestures should be assertive and non-confrontational.
- Take-up time - use this in most if not all corrective situations. Used well, you convey your expectations and confidence, whilst allowing the learners face-saving time to comply with your directions. Brief eye contact during direction; drop eye contact and continue with previous activity.
- Tactical pause - a pause after the learner's name when you are asking for their attention gives them some time to 'process' and is also an assertive strategy that demonstrates strength.

“Steven... (pause) Steven. looking this way and listening,
thanks,” then turn away and give some take-up time.

- Simple choice (make consequences clear) - We aim to make learners responsible for their own behaviour. Therefore, when they behave disruptively or refuse to follow instructions, they are making a choice. Offer the choice and consequence explicitly.

“Sarah, the instruction was. If you choose not to then. ”

- When / then and the broken record -

“When you have Then you can”

The broken record technique involves repetition of the instruction

- Modelling - You model the respect, consideration and interest in others that you would like your learners to demonstrate. Model tone of voice, acceptable ways of attracting attention, assertive not aggressive body language and speech etc.



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Appendix 3 Bespoke timetable Protocol

Bespoke Timetable Protocol

This protocol sets out the statutory position in relation to bespoke timetables, identifying the exceptional circumstances when it might be appropriate to agree a short-term bespoke timetable. It sets out the process that must be followed to secure safeguarding responsibilities; entitlement; due process; monitoring and recording.



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Richard Barnes Academy (RBA) have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangement they make, they are responsible for the safeguarding and welfare of pupils off-site during academy hours. Current guidance from Ofsted states that information about children missing from education is essential and all schools should notify the Local Authority of any bespoke education arrangements.

Bespoke timetable

A bespoke timetable must not be treated as a long-term plan. The arrangement should always specify an end-date by when it is expected that the child will return to full-time education (or when an alternative will be provided) and be reviewed regularly in the light of any changes to the child's circumstances.

A temporary bespoke timetable should provide a means of achieving re-integration to full-time education. It should never be used as a form of exclusion from the academy for part of the academy day or as permanent provision.

When might a bespoke timetable be used?

- As part of an Academy support package - RBA, parent/carer and other professionals agree that a short-term (ideally no longer than a half term) bespoke timetable would support a pupil who has become disaffected, to regain success. This would be a closely monitored intervention to address and manage the impact of emotional or social needs.
- For medical reasons – if a pupil has a serious medical condition, where recovery is the priority outcome. These arrangements would be part of a “medical plan” agreed between RBA and health professionals. Reference must be made to the RBA policy on working with students with medical needs.
- Reintegration - as part of a planned reintegration programme into RBA following for example, an extended period out of a school following a permanent exclusion, non-attendance, school refusal etc. (ideally no longer than a half term)

Key points

- Any proposal to use a bespoke timetable must be discussed with the parent/carer before the arrangements start



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- A parent/carer must consent (and not be coerced) to a bespoke timetable by signing an agreement form. The agreement form must make explicit that they are consenting to a bespoke timetable; that they are taking responsibility for the pupil when he/she is not in college and that they are guaranteeing that the pupil will be supervised off site
- The timetable should be for a limited period. The suggested maximum length of a bespoke timetable is half a term. If this time needs to be exceeded RBA will discuss the situation with the relevant Local Authority Officer
- The objectives of any bespoke timetable should be clearly recorded and understood
- Any bespoke timetable arrangements must be regularly reviewed every half term

Bespoke timetables should only be used in very limited circumstances. For example:

- Where there are social, emotional and mental health difficulties and RBA are trying a bespoke timetable as an intervention to improve difficulties as part of a support plan or a planned reintegration package.
- Where a pupil has a short-term medical condition that prevents full time attendance for a time limited period.
- Where a pupil has an on-going medical condition, which necessitates them missing more than 15 academy days (or more than 30 sessions) as a result of the condition.

If a bespoke timetable is implemented RBA will:

- Ensure that the bespoke timetable is not deemed to be an illegal exclusion.
- Provide pupils with sufficient and appropriately differentiated work to cover the hours they are not in RBA.
- Make arrangements to ensure that the work is marked; assessed and constructive feedback is given to the pupil.

Vulnerable Groups - additional considerations



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Pupils with an Education, Health & Care Plan

- It is illegal to discriminate against pupils based on their special educational needs and/or disability
- A bespoke timetable should only be used for a pupil with an Education, Health & Care Plan in very limited circumstances.
- A pupil should not be put on a bespoke timetable because of their special educational need as this may constitute discrimination. In some cases, a special educational need may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.
- RBA will ensure that the provision specified in the EHC plan is delivered in order to meet the child's needs and secure their statutory entitlement.

Students with SEND (Special Education Needs)

The academy will ensure it has taken the following steps before recommending a bespoke timetable for a student with SEND

- Made reasonable internal adjustments to the student's lessons, the class learning environment and timetable.
- Review SEN provision to uncover any unmet needs
- Contact the local authority SEN service

Looked after children

- A bespoke timetable, for a Looked after Child should only be implemented in extremely limited circumstances and not before all other interventions have been tried. Before proceeding, the following steps are required: A formal review of the child's Personal Education Plan (PEP) Written



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- parent/carer agreement and the consent of both the child's social worker and the Virtual School (or their representative)

Children subject to a child protection plan

Children on a child protection plan are very vulnerable and may be placed at greater risk if placed on a bespoke timetable. Therefore, a bespoke timetable, should only be implemented in the most **exceptional** circumstances when all other interventions have been tried. The following steps are required:

- Formally consult the child's social worker and secure agreement
- Any bespoke timetable should only be implemented following a Core Group meeting.

Summary of Process

1. Professionals/SLT meet to discuss whether all interventions and support has been exhausted and discuss whether a bespoke timetable is in the best interest of the child.
2. Meet with parents every half term during structured conversations and complete a detailed action plan that sets out a clear path to planned reintegration from a bespoke provision to full-time attendance, with a date for review. Where appropriate, the child should be actively involved in this planning. The plan should be reviewed if there is a change to his/her circumstances or needs.
3. If the child has a Statement of SEN, or an Education, Health and Care Plan, consult with the SENCo (Special Educational Needs Coordinators) who will contact the local authority's SEND team to ensure that the EHC Plan is implemented fully under a bespoke timetable.
4. RBA will also consider whether it is appropriate to arrange an interim review, if for example the child's needs have changed and it is considered that this could impact on the ability for the provision to meet his/her needs.



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5. Confirm, in writing, which adults will be responsible for the duty of care for the child during school sessions when he/she is not attending; (the academy retains full duty of care for all children who are on the academy roll if they are receiving education off-site).
6. Obtain written consent for the arrangements from the child's parents/carers. Should parents/carers not agree to the bespoke timetable, it cannot be implemented, as without parental agreement a bespoke timetable would be considered to be an unlawful exclusion.
7. Keep a central record of the arrangement and reviews and notify the local authority.
8. Record the child's absence from arranged academy sessions when he/she is not in attendance as authorised absence.
9. Inform the local authority when the child returns to full-time education.

Bespoke timetable action plan	
Student name:	
Date:	
People present in meeting:	
Reasons for RBA proposing a bespoke timetable	
What extra support will be put in place to support the student?	
Is the student SEND, LAC, PP or in any other vulnerable group? If yes, ensure the protocol has been consulted and steps taken.	



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Are there any safeguarding concerns?
Expectations for the student when they are not at AP (Alternative Provision) to include what they will be doing at home during academy time, how they will complete work set, how will they travel to and from the RBA/AP, how they will access free school meals if they are entitled to them?
Who is the designated adult responsible for the student's care when they are not in AP? Will this adult be available when the student is at home?
Are parents aware that when their child is not in RBA/AP it will be recorded as an authorised absence?
Agreed review and full reintegration dates (this plan should be no longer than 6 weeks).
Specify below the days, times and lessons a student will be expected to be in. Attach a copy of their timetable if possible) Pass to the IAEP (Individual Alternative Education Plan) Co-ordinator
Parent consent – I agree to the implementation of a bespoke timetable for my child and will attend the subsequent review and reintegration meetings. I confirm that I am the designated adult for their care when they are not at RBA or alternative provision.
Signed:
Staff:



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Appendix 4 routines

Example:

Routines

Outside in the morning

Student	staff
<ul style="list-style-type: none">• Arrive at school 9-9.15• Wait quietly and calmly (seating available)• Enter building when tutor lets you in.• Hand phone to tutor	<ul style="list-style-type: none">• Tutor waiting for tutee with a smile and a welcome.• Let tutees into reception• Request phones to be placed in their wallet



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Entering the building

Student	Staff
<ul style="list-style-type: none">• Take a seat in reception and hand belongings to tutor (placed in wallet)• Remove outside wear, hand to tutor• Remove piercings• Remove shoes for checking• Change/swap any inappropriate uniform/shoes• Empty mouth	<ul style="list-style-type: none">• Tutor to place all items in student wallet• Hang coats, hoodies• Check for appropriate uniform• Hand out retainers for piercings• Check inside shoes• Ensure a bin is available

Wanding

Student	Staff
<ul style="list-style-type: none">• Stand in a star shape• Allow staff to wand front and back• Empty pockets if alarm heard• Explain why alarm might be heard	<ul style="list-style-type: none">• Wand down each arm top and bottom• Wand in armpit area• Wand across front of body• Wand front, side, back and between legs• Ask with respect possible cause if alarm heard.