

Silverdale School

Behaviour for Learning Procedure

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Chorus Education Trust

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1. Rationale

The Behaviour for Learning Policy is a system that seeks to promote high expectations of all students in order to achieve the vision of 'Outstanding Achievement for All'.

Silverdale School wants everyone:

- To experience outstanding teaching.
- To feel welcomed and that they belong.
- To achieve beyond expectation.
- To be known and cared for.
- To know that their talents are nurtured and achievements celebrated.
- To be prepared for the future and play a positive part in society.

2. Aim

The Behaviour for Learning Policy promotes an ethos of collective responsibility for the successful management of behaviour for learning. Students need to experience consistency in the application of the policy in order for it to promote equality and inclusion for all. Reward and praise must outweigh sanctions, and a positive culture of shared goals and success is to be created in all classrooms. We wish to provide an environment where students are mutually respectful, supportive of each other and achieve. We will actively target and tackle any type of behaviour that impacts on the wellbeing and success of students or which leads to inequality within our school community.

This policy establishes the process and practices for rewarding students and ensuring behaviour that impacts on the learning of others is dealt with effectively and in a timely manner. It was created in consultation with staff at all levels and students.

Factors that may impact on student behaviour, including Special Educational Needs and Safeguarding Concerns, do not form part of this policy. The individual needs of these students, and thereby individualised interventions undertaken, are recorded on the relevant areas of the students' file within school. (Linked policies: SEND Information Report, Safeguarding)

3. Our approach requires

- Lessons to be planned which meet the needs of all learners.
- The same high expectations established in all classrooms.
- Consistency in the use of sanctions and rewards.
- Staff to be welcoming, supportive and positive at all times.
- A focus on the wellbeing of the students.
- Close liaison by all stakeholders, including staff and parents.

- Staff to feel supported by the behaviour processes and systems in order to teach to the best of their abilities.

4. Establishing outstanding behaviour for learning

Praise, positive relationships and engagement and meaningful learning experiences are the best methods for ensuring good learning behaviours. Students respond well to consistency, routines and relationships. When poor behaviour does occur this must be dealt with consistently by all teachers with equity of sanction. It should be challenged and the appropriate response and outcome issued.

The principles of effective classroom management are: **high expectations; acknowledgment of positive behaviour; setting clear boundaries which are communicated; and providing appropriate feedback and responses.**

Classroom Management Strategies

The purpose of this policy is not to direct teachers how best to manage the behaviour of students. Teachers are highly skilled and trusted members of the school community. Their professional judgement and the need to individualise classroom management means a prescriptive list of techniques within this policy would be inappropriate. Staff are encouraged to share techniques that work and develop their own practice through the Teaching and Learning mechanisms within the school. This policy is to establish the processes and routines that support staff in ensuring consistency of expectation and outcomes to support positive behaviour for learning in all classrooms.

5. Expectations

Silverdale School Expectations

At Silverdale School we aim to establish the same high expectations of all students. These expectations are focussed on punctuality, readiness to learn (incorporating uniform, equipment and attitude to learning), effort and respect for staff, students and self.

The expectations are clearly established and published in all classrooms and followed by all staff.

The Silverdale School Expectations are:

- Arrive on time, fully equipped and ready to learn.
- Try your best at all times.
- Take pride in yourself and respect others.
- Complete classwork and homework to the highest standard possible for you.
- Listen to those who are meant to be talking – adults and students.
- Follow all instructions; first time, every time.

6. Punctuality

Arriving on time and being prepared to learn are essential for success at Silverdale School and beyond. They encourage an important lifelong skill for the individual and ensure an orderly start to learning for all students. (Linked policy: Attendance and Punctuality)

Meet and Greet

Students will be welcomed into school via 'Meet and Greet' in a morning and for each lesson.

Punctuality to School

Students will enter Silverdale School through the student entrance. They will be welcomed into school, via 'Morning Meet and Greet', by members of SLT, the Inclusion team and Key Stage teams between 09:00 and 09:20.

This will achieve the following:

- Provide a welcome to the day and set the tone for positive and supportive relationships with staff
- Encourage punctuality
- Provide opportunities to check uniform, preparedness to learn and well-being concerns.

All staff on 'Morning Meet and Greet' will carry a 'Meet and Greet' folder. Concerns will be recorded concerning uniform, lateness and well-being and passed to Key Stage and/or Inclusion team.

Punctuality to Lessons

All staff will 'Meet and Greet' students at their classroom door. This will provide a positive welcome, a check of being 'Ready to Learn' and will encourage other students off the corridor and into classrooms to begin learning. It also provides support for colleagues who are not present at their classroom, due to teaching or other commitments across the school site, and supervision for students who are awaiting the arrival of their teacher.

On-call staff, (On-call is a timetabled hour each period where a member of staff supports colleagues if requested) with support from SLT and Key Stage teams where possible, will patrol corridors for the first 10 minutes of each lesson period. Students remaining on the corridor after the start of lesson will be taken to lessons and a late slip (pink) completed and lateness recorded.

Students will be considered late to lesson if they arrive 5 minutes late.

Students must have a toilet pass, out of lesson pass or inclusion pass if they are on corridors after lesson start time.

No students are to be allowed out to collect water during lesson time or between periods 1 and 2 and periods 4 and 5. Students are to collect water before 09:15, at break and at lunch. **Please note:** during occurrences of hot weather this will be reviewed by SLT.

7. Rewards

Positive comments, positive interactions, praise and rewards must outweigh consequences.

Rewards at Silverdale School are:

- **Fair** – students systematically receive weekly rewards for attendance, punctuality and positive behaviour. Thusly, students are constantly recognised for ‘getting it right’ every day and every week. All students who deserve reward are rewarded. For those who go beyond the expectations they will receive additional reward but this will be appropriate.
- **Consistent** – rewards are given for all aspects of school life and are given consistently by all staff.
- **Simple** – what is rewarded is clear and follows a consistent criteria.

Teaching staff can reward students in the following ways:

- Verbal praise.
- Comments on work. (Linked policy: Feedback)
- Certificates.
- Sending students to Year Team/SLT for praise and recognition.
- Positive contact with home.
- Public display of work.
- Acknowledgement through assembly.
- Certificate/award at presentation evening.
- Awarding Achievement Points.

Achievement Points

All students are systematically rewarded Achievement Points for meeting the Silverdale School Expectations.

Students receive **5** points weekly for each of the following:

- 100% attendance.
- No late marks.
- No behaviour points.

After each Attitude to Learning (5 per academic year/4 in Y11) students average ATL is calculated. Additional Achievement Points are awarded for their average ATL range.

| Average ATL Range | Achievement Points Awarded |
|-------------------|----------------------------|
| 1.0-1.5 | 50 |
| 1.5-2.0 | 40 |
| 2.0-2.5 | 30 |
| 2.5-3.0 | 20 |

Students receive **10** point per half-term for regularly attending extra-curricular clubs.

In addition to the systematic awarding of Achievement Points students can receive further points in every lesson under the following criteria:

| Awarding Criteria | Additional 'Achievement Points' |
|---|---------------------------------|
| Above expected Students meet expectations and one or more of the following: <ul style="list-style-type: none"> • Contributing positively to the lesson. • Producing work above the expected standard. • Especially kind and supportive towards others. • Students challenge themselves. | 1 |
| Exceptional Highly ambitious homework/classwork/contribution/or effort. | 2 |
| Postcard Home Staff are to award at least 1 post card per week to a student for exceptional contributions to either their own learning or the school. | 3 |

In addition to daily and weekly Achievement Points students also receive further points half-termly as follows:

| Awarding Criteria | Additional 'Achievement Points' |
|---|---------------------------------|
| Student of the half-term | 20 |
| Improved student of the half-term | 20 |
| Head of School Award For inspirational work in the school or community. | 25 |

Rewards for accruing Achievement Points

Students are systematically rewarded for accruing Achievement Points as follows:

Individuals

- Top 5 students in each Year Group each week receive a queue jump pass for the following week.
- Certificates are awarded each half-term for: Top 10% for Achievement Points, Top Extra Curricular Points, Student of the half-term and Improved Student of the half-term.
- Students in the Top10% for Achievement Points are into a prize draw and recorded on the prize wall.

Collective

- Form of week receive a form award (currently a box of Celebrations chocolates).
- Form of the term (decided from options by form).
- Most successful year – group (decided from options by year group).

8. Behaviour in Lessons

All students are to adhere to the Silverdale School Expectations (see section 5).

When students do not meet the Silverdale School Expectations staff at Silverdale School use a **Warning, Sanction, Remove** system to ensure student behaviour is improved to meet expectations.

Warning

Staff issue a (yellow) Warning Card for a first behaviour issue. There is a brief discussion held using the language of choice to help students modify their behaviour. The Warning Card can be issued verbally, placed on the desk or issued using another method of recording based on the professional judgement and practice of the teacher.

Warning Cards are only given to individual students. They are not given to whole classes or groups of students.

Sanction

If the student chooses to continue to display behaviour that does not meet expectations staff issue a (red) Sanction Card. A Sanction Card is issued verbally, placed on the desk (it is the reverse of the Warning Card) or issued using another method of recording based on the professional judgement and practice of the teacher. After issuing a Sanction Card staff will give a Behaviour Point to the student and issue a S1 Detention. **Please note**; a Sanction Card can be issued immediately for a serious incident.

Warning and Sanction Cards

Warning for negative
behaviour:

You now have the choice
to correct your
behaviour so that you
meet the Silverdale
School Expectations

Sanction for negative
behaviour:

You will have a S1
detention.

If your behaviour continues
you will choose 'On-Call'
removal from this lesson

Remove

If a Sanction Card has been issued but behaviour that does not meet expectations continues staff can remove a student from their lesson. On-call is used to collect the student not meeting expectations and they are taken to a Remove Room. Each department operates a Remove Room timetable within the department. The Subject Leader is responsible for identifying classrooms where students can be placed when behaviour cannot be managed in the classroom. When Remove is used staff will issue a further Behaviour Point. On-call record all students removed from lesson via On-call slips (green) which are kept in the On-call folder. These slips are collated and shared with Key Stage Teams by the Seclusion Manager. Key Stage Teams will issue a S2 Detention (Key Stage) to all students removed.

Please note: Remove can be used immediately for a serious incident.

Seclusion

If a student has more than one On-call and Remove Room in a day they will be placed into Seclusion the following day.

9. Behaviour Points

Behaviour Points are issued by staff to students who do not meet the Silverdale School Expectations. Each time a Behaviour Point is issued a single point is recorded on SIMS.

A Behaviour Point is issued immediately for a 'Ready to Learn' issue. These include:

- Missing subject specific equipment (PE kit etc)
- Missing homework
- Incorrect uniform
- Lateness to lesson

- Use of technology when red phone displayed inc. headphones

A Behaviour Point is issued for a 'Behavioural' issue at the Sanction and Remove stage. These include:

- Behaviour that contravenes classroom expectations
- Defiance

A Behaviour Point is issued for a 'Serious Incident'. These include:

- Aggressive behaviour
- Assault
- Banned items in school
- Bullying (Physical, Emotional, Cyber)
- Damage to property
- Dangerous behaviour
- Disability related incident
- Drugs
- Fighting
- Homophobic incident
- Racist incident
- Sexist incident
- Sexual misconduct
- Smoking
- Swearing
- Theft
- Transphobic incident
- Unacceptable use of technology
- Verbal abuse

All Behaviour Points are recorded via SIMS (Linked Document: Recording Behaviour on SIMS Guide).

10. Escalation and Support

At Silverdale School we will support students to modify their behaviour and meet the Silverdale School Expectations through positive support methods and via escalation of sanctions and reports. This support comes from: Form Tutors, Key Stage Teams, Inclusion & SEND Team and SLT.

Tutorial

Tutorial is an essential part of life at Silverdale School. It provides a constant and first point of contact for students and an opportunity to support and guide students pastorally and academically.

Tutorial supports behaviour via the following:

- Tutors to check behaviour points for previous day. (Using the SIMs homepage. See linked document: Recording Behaviour on SIMS Guide.) This information is used for Behaviour Mentoring discussions with tutees and checking behaviour reports.
- Uniform is checked and uniform slips issued as appropriate. Issues are shared with Key Stage in Thursday briefing. (Linked Policy: Uniform)
- Check for basic equipment for the day (*Basic equipment – Pen, Pencil and Ruler*)
- If students do not have full equipment they are given a 'day loan' from the 'Ready Box' held by the tutor.

Key Stage Teams

Key Stage Leaders and Pastoral Managers play an important role in supporting students and staff following a behaviour issue. They are responsible for:

- Providing daily support, guidance and intervention concerning behaviour.
- Monitoring student behaviour points weekly and cumulatively across half-terms and the academic year.
- Issuing S2 Detentions (Key Stage) for students who have: received an On-call Remove, failed to attend an S1 Detention (Department), received 5 Behaviour Points in a day.
- Monitoring punctuality and overseeing Punctuality detentions.
- Issuing S3 Detentions (Whole School) for students who have failed to attend S2 Detention (Key Stage).
- Supporting students via Key Stage Report including; meeting with students, target setting, communicating with parents / guardians, monitoring and reviewing progress.
- Supporting students at risk of permanent exclusion, with SLT, via PSP (Personal Support Plan) including: meeting with students, parents and SLT to discuss academic and pastoral progress, target setting, monitoring and reviewing progress and regular communication with parents / guardians.
- Preparing information regarding behaviour for Key Stage Referral Panel Meetings.
- Investigating and sanctioning serious incidents, in conjunction with SLT, staff and other pastoral team colleagues.

Inclusion and SEND Team

The Inclusion and SEND team provide interventions with students concerning behaviour. These are individualised and formulated by the team and agreed at the Key Stage Referral Panel meetings in liaison with Key Stage Leaders, Pastoral Managers and Deputy Headteacher: Strategic Lead for Pastoral, Inclusion and SEND.

Where these interventions require parental involvement or communication the relevant member of the team will inform parents.

SLT

SLT provide both strategic leadership and operational support with behaviour issues. This includes:

- Deputy Headteacher: Strategic Lead for Pastoral, Inclusion and SEND undertaking: policy review, behaviour strategy planning, behaviour strategy monitoring and Q&A, leadership of Key Stage Referral Panel process.
- Supporting On-call and Seclusion through timetabled periods for both.
- Day-to-day support of all colleagues as required.
- Supervision of students on corridors and around school at: lesson change over, before school (Meet and Greet), break-time, lunchtime and after school.
- Liaison and support for Key Stage Teams with reports, PSP and parental meetings where appropriate.
- Investigation and action following serious incidents.

Reports

If behaviour issues persist for students and they reach certain thresholds students will be supported via a report. The report will be individualised, with specific targets to support changes and improvements to behaviour. All reports will be reviewed in the following school day and further intervention and action taken as required. Failure by a student to complete a report will result in a Behaviour Point and repeated failure will result in a period in seclusion.

Level 1: Tutor Report

- To be completed by class teacher in all lessons.
- To be reviewed daily in tutorial with tutor.
- Tutor to pass on concerns to Key Stage team.

Level 2: Key Stage Report

- To be completed by class teacher in all lessons.
- To be reviewed daily with Key Stage Team.
- Key Stage to pass on concerns to Key Stage Referral Panel.

Level 3: SLT Report

- To be completed by class teacher in all lessons.
- To be reviewed daily with SLT member.
- SLT to feedback via Key Stage Referral Panel.

Level 4: PSP

- To be completed by relevant staff.
- To be reviewed daily and weekly by Key Stage teams and SLT.
- Feedback via parental meeting.

11. Sanction Stages

At Silverdale School we believe that praise, positive relationships and engagement and meaningful learning experiences ensure a limited number of students will require a sanction. However, some students will require further intervention and support to ensure they make changes and improvements to their behaviour.

The sanctions and processes within the policy are summarised below:

Sanctions

| Sanction | Description |
|----------------------------------|---|
| S1 Department Detention | Issued following a repeat of behaviour that does not meet the Silverdale School Expectations. Issued via a (red) Sanction Card and recorded by staff on SIMS. 15 minutes after school the following day via departmental rota. Student to inform parents. |
| Remove Room | Issued following a repeat of behaviour that does not meet the Silverdale School Expectations after an S1 has been issued. On-call support removal to Remove Room. Key Stage issue an S2 Sanction. |
| S2 Key Stage Sanction | Issued by Key Stage Teams for: <ul style="list-style-type: none"> • On-call Removal • Failure to attend S1 detention • 5+ behaviour points in a day • Serious Incident Recorded on SIMS 30 minutes after school once per week. Key Stage to inform parents. |
| S3 Whole School Detention | Issued by Key Stage Teams for: <ul style="list-style-type: none"> • Failure to attend S2 detention • Serious Incident Recorded on SIMS 40 minutes after school once per week. |

| | |
|----------------------------|---|
| | Key Stage to inform parents. |
| Seclusion | <p>Students are secluded from lesson for a period of a half-day, full-day or at social times.</p> <p>Seclusion used for:</p> <ul style="list-style-type: none"> • Multiple Incidents in day • Failure to attend S3 Detention • Reaching Behaviour Point Thresholds <p>Key Stage to inform parents.</p> |
| Reports | <p>Issued by tutor, Key Stage or SLT.</p> <p>Specific targets to support students improve behaviour</p> |
| Suspension | Linked Policy: Exclusions |
| Permanent Exclusion | Linked Policy: Exclusions |

Behaviour Points

| Behaviour Points | Action |
|-------------------------------------|---|
| 1+ | Warning for 'Ready to Learn' issue (first issue) S1 Sanction for second Behaviour or 'Ready to Learn' issue Further sanctions as above. |
| 5+ in a day | Key Stage Detention and half-day seclusion. |
| 15+ in a week | Whole School Detention and half-day seclusion. |
| 25 in year | Tutor Report and half-day in seclusion. |
| 40 in a year | Key Stage Report and day in seclusion. |
| 50 in a year | SLT Report and two days in seclusion. |
| 50+ in a year and failed SLT report | PSP (Personal Support Plan) |

12. Recording Behaviour Incidents

All staff have a responsibility to record behaviour incidents via SIMS. Staff will record the following:

- Behaviour Points.
- S1 Detentions (Departmental).
- S2 Detentions (Key Stage).
- S3 Detentions (Whole School).
- On-call and Remove.
- Seclusion.
- Suspensions.
- Permanent Exclusion.

(Linked Document: Recording Behaviour on SIMS Guide)

13. Appendix and Glossary

Within this policy key terms, processes and procedures are referred to. These are, for the most part, specific to Silverdale School. These key terms, processes and procedures are defined and explained below.

On Call and Seclusion Procedures

On-Call

- On-call is used to support staff whilst they are teaching – with pastoral, behavioural and serious incidents.
- Students should not be sent directly to Seclusion. Where behaviour has escalated beyond an S1 Sanction or staff require support, On-call should be sent for via telephone (1004).
- On-call staff should respond quickly to the request and discuss the incident with the teacher. An action should be agreed with the emphasis on getting the student back into a classroom. If the student is compliant and the issue can be resolved, the student could be allowed to return to the lesson or placed in another classroom – Remove Room.
- If the situation has moved past this stage and the student remains uncooperative, defiant or aggressive they will be removed to the Seclusion Room immediately with work from the lesson.
- The teacher will log the incident on SIMS.

Remove Room Procedures

- All departments will have a Remove Room timetable agreed at the start of the academic year. This should be collated by subject leaders, identifying appropriate classrooms where students could be placed when behaviour cannot be managed in the classroom.
- Subject leaders need to monitor the use of the Remove Room. Clear records should be kept of when and why students are removed from lessons, and any further action taken, such as informing parents, the involvement of Inclusion / Pastoral Team or planned consequences.
- Subject leaders should be aware of any patterns, for example the same students being repeatedly removed or frequent removal from one subject or teacher and whether they follow up patterns that raise concerns.
- If a student refuses to go to the Remove Room they should be taken to the Seclusion Room by the On-call member of staff.
- Key Stage teams will then take further action.

Seclusion Room Procedures

- On arrival to the Seclusion Room, the Seclusion Room Staff will record details of the student arrival (Name, tutor group, time of arrival, referring teacher, reason for on call).
- The student will be expected to comply with Silverdale School Expectations and the Seclusion Room Expectations. (Linked Document: Seclusion Room Expectations)
- The student will work as directed and complete work set.
- Students involved in serious incidents, incidents that require investigation or demonstrate particularly challenging behaviour and defiance can be placed in the Seclusion Room for the remainder of the lesson or day. If staff believes that the incident requires further investigation and therefore a longer period of time, they will contact SLT for further guidance.
- The Seclusion Room Staff will report on how well the student complies with expectations whilst in the Seclusion Room.
- If the student becomes disruptive, defiant or aggressive whilst in the 'Seclusion Room', a member of the Senior Leadership Team should be contacted immediately.

The Seclusion Manager

The Seclusion Manager will:

- Keep clear records of when and why students are removed from lessons and any further action taken, such as informing parents, the involvement of Inclusion / Pastoral Teams, or planned consequences.
- Make subject leaders and SLT aware of any patterns, for example the same students being repeatedly removed or frequent removal from one subject or lesson.
- Use the records of removal from lessons to decide when students or staff may need additional support and refer to the Inclusion Team as appropriate.
- Monitor any disproportionate representation of any group being removed from lessons or isolated, such as students who are disabled or who have special educational needs.

Key Stage Referral Panel

- Each Key Stage, Y7, KS3 and KS4, hold a fortnightly Referral Panel Meeting.
- In attendance each meeting are the following staff:
 - Deputy Headteacher: Strategic Lead for Pastoral, Inclusion and SEND
 - Key Stage Leader
 - Pastoral Manager
 - Safeguarding and Inclusion Manager (also Designated Safeguarding Lead)
 - Emotional Wellbeing Support Coordinator
 - SENCO
 - Integrated Resource Co-ordinator (where appropriate)

- The Key Stage Referral Panel will discuss and plan actions for students who require a multitude of interventions. These are then actioned and reviewed at the next meeting.
- Students are discussed in categories as follows:
 - Behavioural Concerns
 - CLA
 - CP / CIN / Safeguarding
 - SEND
 - Mental Health
 - General Concerns

Key Stage Teams

- There are four Key Stage teams covering Y7, KS3 (Y8 and Y9), KS4 (Y10 and Y11) and KS5 (Y12 and Y13).
- Y7, KS3 and KS4 comprise of a teaching member of staff, Key Stage Leader and non-teaching member of staff, the Pastoral Manager.
- KS5 consists of teaching members of staff; Head of Sixth Form (SLT), Head of Y12 and Head of Y13 and non-teaching members of staff; Key Stage 5 Support Officer and Sixth Form Admin Assistant.
- Key Stage Teams oversee and co-ordinate the pastoral provision of students within their Key Stage.

Inclusion and SEND Team

- The membership of this team includes:
 - Safeguarding and Inclusion Manager (also Designated Safeguarding Lead)
 - Emotional Wellbeing Support Coordinator
 - SENCO
 - TAs
- The Inclusion and SEND team support students with safeguarding, emotional well-being and mental health needs and special educational needs.
- They oversee and co-ordinate a number of individualised interventions with students designed at the point of need in liaison with parents, staff, outside agencies and other stakeholders.

(Linked policies: Safeguarding Policy and SEND Information Report)

Banned Items

The following items are banned in school:

- Animals
- Alcohol
- Chewing gum
- Cigarettes & E –Cigarettes

- Fireworks and bangers
- Laser Pens
- Illegal substances - drugs, drugs paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs
- Weapons (incl knives, BB guns, sharp objects)
- Any item brought into school with the intention of causing harm.

Internal Seclusions

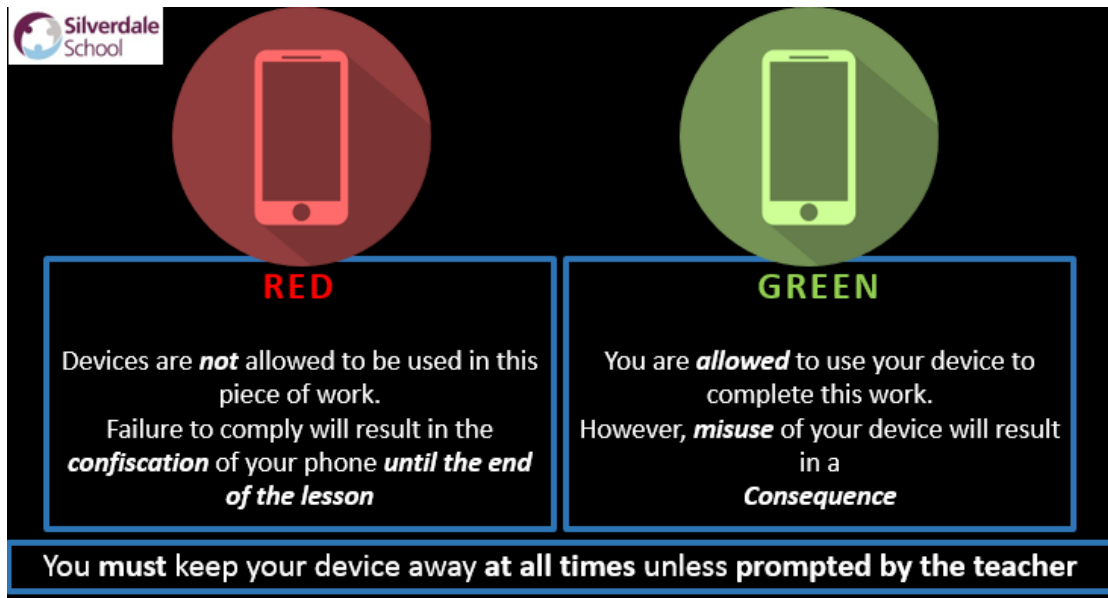
See the Chorus Education Trust Fixed Term and Permanent Exclusion Policy on the Chorus website at: <https://www.chorustrust.org/policies>

Suspensions and Permanent Exclusions

See the Chorus Education Trust Fixed Term and Permanent Exclusion Policy on the Chorus website at: <https://www.chorustrust.org/policies>

Use of Mobile Phones and other Electronic Devices

The classroom teacher will make the decision about the use of devices in the lesson and will communicate this to the class using the Red or Green symbol.



The infographic features the Silverdale School logo in the top left corner. It is divided into two main sections: a Red section on the left and a Green section on the right. Each section contains a circular icon of a mobile phone and a text box with specific rules. At the bottom, a wide blue-bordered box contains a general instruction for all students.

| RED | GREEN |
|---|---|
| Devices are not allowed to be used in this piece of work. Failure to comply will result in the confiscation of your phone until the end of the lesson | You are allowed to use your device to complete this work. However, misuse of your device will result in a Consequence |

You must keep your device away at all times unless prompted by the teacher

- Mobile phones can only be used at break and lunch in designated areas. Students are not allowed to use phones corridors and are not allowed to use them in classrooms without express permission from staff. Headphones and airpods can only be used at break and lunch in designated areas.
- Failure to adhere to these expectations will lead to mobile phones and/or headphone and airpods being confiscated by class teachers until the end of the lesson and logged on SIMS – Behaviour point issued.

- Refusal to hand over mobile / headphones = On Call contacted and normal systems apply for defiance.

The class teacher will challenge:

- Use of device without the consent of classroom teacher.
- Students charging devices in school.
- Passing devices to others in the classroom.
- Music played in a public space that contains inappropriate or offence content.

We will not tolerate

- Taking pictures or film without consent.
- Use of social media inside the classroom.
- Students who engage in 'group chats' which are created to target an individual with the intention of being unkind or to cause offence.
- Sharing of inappropriate material online – including material that is racist, homophobic, sexist, includes extremist content or discriminatory language against people with special needs and disabilities.
- Sharing inappropriate material of a sexual content (including sexting).
- Deliberate attempts to contact staff via social media or use their online profile to harass, intimidate, make threats or cause offence to any member of staff and / or adult.
- Using social media to harass, intimidate, make threats or cause offence to another student.

Consequences will be applied based upon the severity of the incident. For the most serious incidents e.g. cyber bullying or the filming of students and adults without their permission this will be a suspension. (Linked Document: Exclusion Policy)

14. COVID-19 Amendment – June 2020

N.B. The COVID-19 amendment is suspended from September 2021 in line with DfE guidance. However, if restrictions are re-established this amendment will also be re-established.

The following amendment is an addition to the Silverdale School Behaviour for Learning Policy and is in effect from the last DfE guidance update from October 2020. The amendment will remain in effect until the adjustments to the running of the school in response to the Coronavirus pandemic are lifted and is therefore reflective of changes required from what would be a typical day at Silverdale School. All other aspects of the Behaviour for Learning Policy remain unchanged unless stated here.

Aims

The aim of the amendment is to ensure:

- The safety of students and staff

- Pastoral and academic support for all students can take place with being inhibited or interrupted
- Teachers are supported at this critical time
- Social distancing and other measure to prevent a resurgence of COVID-19 infections are adhered to by all members of the school community

Additional Expectations of students

The expectations of students remains of the same high standards prior to partial closure on 20th March.

The Silverdale Classroom Expectations and the associated rewards and sanctions remain in place.

Additional expectations of students in response to the above aims are as follows:

- Students must follow all COVID secure procedures in places at Silverdale School.
- All students will enter and leave school via the designated entrances and exits.
- Students must follow all hand sanitising and washing procedures established by Silverdale School
- Students must go directly to the classroom they are assigned. They must not attempt to enter another classroom or congregate in break-out spaces, corridors or other parts of the school.
- Upon entering the classroom students must immediately sit at their assigned seat. They must not sit at another desk, move their chair to be closer to peers, approach the teacher's desk and work area.
- Students must have lunch in their designated zone and must not leave this zone.
- Students must remain 2 metres from all staff including when entering and exiting the building and classrooms and during lessons. They must not purposely enter the 2 metre distance between them and their teacher, they must not touch or threaten to touch another person and they must avoid all physical contact with the belongings of others. When on corridors and stairways students and staff are 'transient' and therefore proximity under 2 metres is permissible.
- Students must wear face coverings in all public areas e.g. corridors and stairways unless exempt.
- Students must not behave in a manner that brings concern, anxiety and worry to others. This includes; imitating the symptoms of COVID-19, threatening others with not adhering to social distancing, threatening to cough, sneeze or spit on others and other actions that lead students and staff to worry for their safety.
- If students feel unwell during the day they must inform a member of staff and follow all the instructions.

Sanctions

Sanctions will be issued in the normal way for students who cannot meet the additional expectations.

The safety and wellbeing of students and staff are of the highest importance. As such any student who cannot meet the additional expectations above **and** purposely endangers staff and peers will be immediately isolated from their teaching group and if appropriate may be sent home.

Before they can return to school we must have reassurance from parents, via Key Stage teams, that there will be no repeat behaviour.

Face Coverings

Students will not be sanctioned for not having a face covering with them upon arrival at school. Silverdale School will issue a face covering. However, students who repeatedly fail to wear their face covering or repeatedly wear in improperly will face sanctions for defiance of school rules. Staff should record a behaviour point for defiance and report to the relevant Key Stage office.

Seclusion

Seclusion will operate for the removal of students who cannot meet the additional expectations to ensure they are removed from their teaching group. Seclusion will be socially distanced and limited in capacity.

On-call

On-call will operate as usual but will include a wider roaming role to support staff and student. They will take On-call students to centrally organised and staffed remove rooms or to seclusion if space permits.

Warning and Sanctions

Warning and Sanctions Cards must not be issued to students. Warnings and Sanctions should be issued verbally and recorded by teachers using their professional judgement.

Escalation

Key Stage teams will contact parents for student who have been removed for contravening Silverdale Classroom Expectations and/or hit key thresholds established in the Behaviour for Learning Policy. Reports will continue to be used.

Support from Key Stage, SEND and Inclusion teams remains in place and will be established via the referral panel process

Remote Learning Expectations and Protocols

- All students must be appropriately dressed (i.e. like a non-uniform day).
- If possible students should be in a shared area or living space. If this is not possible then bedroom doors should be left open. Headphones/headsets may be useful if others are present.
- Check who or what can be seen on camera or heard by the mic – ensure no inappropriate activities or language can be seen or heard. Inform others around you that you are doing online school work.
- Ensure that no personal data (other than your name) is on view.

- A parent/guardian are asked not to participate in the lesson.
- Participants can turn the camera off or mute their microphone if they are just observing and they do not wish to be seen or heard.
- Staff running the session may turn the students' cameras and mics off when they are presenting.
- Students should use school accounts to access video sessions.
- Students must use their real names to login to the session (not nicknames or false names). This will occur due to their school log in.
- All activity in the session must be in line with normal acceptable behaviour within a classroom.
- Participants must not share any personal information during the session for example their logins or passwords.
- For safeguarding purposes the school may record the session. These recordings will not be shared publicly but may be reviewed by the school/trust.
- It is recommended that any device has the latest security patches and updates installed and if applicable has antivirus software and anti-malware software installed and enabled.

Failure to engage with remote learning

Student who fail to engage with remote learning or complete work to an unsatisfactory level will be monitored via the new COVID behaviour points. Those who fail to engage will be discussed at referral panel meetings, their needs and reasons for non-engagement discussed and an action plan established. Key Stage or Inclusion team will contact parents to discuss further and offer support.

Disruption to remote learning

Silverdale School has developed remote learning processes to ensure all students can continue to learn and make progress even when they have to isolate or in the event of a future school closure. If students disrupt 'live' Google Meet lessons they will face the following sanctions:

- 1st disruption – student will be banned from 'live' Google lessons for the rest of the day and parents informed via email. Students will need to work from resources on Google Classroom only and no 'live' lessons.
- 2nd disruption – student will be banned from 'live' Google lessons for a week and parents informed via telephone. Students will need to work from resources on Google Classroom only and no 'live' lessons.
- 3rd disruption – students will have their school log in suspended and will complete remote learning using BBC Bitesize and Oak National Academy. Parents informed via telephone and reinforced by email including details for BBC Bitesize and Oak National Academy.

Rewards

Rewards remain as established with the addition of the rewards for completing and submitting remote learning work. Staff are to add Achievement Points for students who complete and submit

work remotely. Staff can award additional Achievement Points as established in this policy for Above Expected and Exceptional work, effort and contributions.