Silverdale School

Behaviour for Learning Procedure

Reviewed: July 2023
Next review: July 2024
Author: R Horton, Deputy Headteacher
Date ratified by Silverdale SLT: July 2023

Silverdale School

Chorus Education Trust

Contents

1. Rationale 4
2. Aim 4
3. Our approach requires 4
4. Establishing outstanding behaviour for learning 5
   Classroom Management Strategies 5
5. Expectations 5
   Silverdale School Expectations 5
6. Punctuality 6
   Meet and Greet 6
   Punctuality to School 6
   Punctuality to Lessons 7
7. Rewards 7
   Achievement Points ..... Error! Bookmark not defined.
   Rewards for accruing Achievement Points ..... Error! Bookmark not defined.
      Individuals ..... Error! Bookmark not defined.
8. Behaviour in Lessons 10
   Warning 10
   Sanction 10
   Warning and Sanction Cards 10
   Remove 10
   Seclusion 11
9. Behaviour Points 11
10. Escalation and Support 12
   Tutorial 12
   Key Stage Teams 12
   Inclusion and SEND Team 13
   SLT 13
   Reports 14
      Level 1: Tutor Report 14
      Level 2: Key Stage Report 14
      Level 3: SLT Report 14
      Level 4: PSP 14
11. Sanction Stages 15
   Sanctions 15
   Behaviour Points 17
12. Recording Behaviour Incidents 17
13. Appendix and Glossary 18
   On Call and Seclusion Procedures 18
      On-Call 18
      Remove Room Procedures 18
      Seclusion Room Procedures 19
      The Seclusion Manager 19
      Key Stage Referral Panel 19
      Key Stage Teams 20
      Inclusion and SEND Team 20
      Banned Items 21
      Search and Confiscation 21

Search and Confiscation Process 22
Serious Incidents 23
Zero-tolerance approach to sexual harassment and sexual violence 24
Zero-tolerance discriminatory and prejudiced behaviour 24
Internal Seclusions 25
Suspensions and Permanent Exclusions 25
Off-site behaviour 26
Malicious Allegations 26
Use of Mobile Phones and other Electronic Devices 27

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.**

The maintenance of positive interactions between staff and students is encouraged through: **de-escalation training and practice, building and maintaining positive relationships, psycho-educational practices and a trauma informed approach.** (Linked document – Chorus Education Trust Positive Relationship Guidance)

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. Ethos and Culture

At Silverdale School strongly believe that our ethos and culture is at the core of all we do. Therefore '***Outstanding Achievement for All***' is at the centre of all practices in the school, ensuring all students have the best chances of success, and their outstanding behaviour makes this possible. To support this we have identified and foster a culture of '***Ready, Respectful, Safe***' which underpins all of our expectations and interactions.

6. 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, respect for staff, students and self and safety.

The expectations are clearly established and published in all classrooms, displayed on staff computer 'lock-screens' and followed by all staff.

The Silverdale School Expectations are:

At Silverdale we are always….

…Ready, Respectful, and Safe.

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

In addition, in order to maintain safe and respectful conduct across school, both in and out of lessons, Silverdale School follows a 'Hands Off' rule. Students must not grab, pull, push, wrestle or 'paly fight' each other. Handshakes and 'bear-hugs' are also prohibited. Students will be warned for such behaviour and if it persists will be sanctioned.

7. 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 Welcome, by members of SLT, the Inclusion team and Key Stage teams between 08:45 and 09:10.

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 Welcome' will carry a folder. Concerns will be recorded concerning uniform, lateness and well-being and passed to Key Stage and/or Inclusion team for action.

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. Students will be provided with starter activities, displayed on the board or handed out at the door that can be completed with minimum teacher input. Staff who are not teaching will 'Meet and Greet' students on the corridor and encourage students into classrooms to begin learning. Therefore, all staff will be involved in 'Meet and Greet' in the first 5-10 minutes of all lessons, unless in a child-centred meeting.

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 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 in their planner if they are on corridors after lesson start time. Students are expected to only use the toilet during break and lunchtime. Those that use toilets during lesson time will be recorded on MIS using 'AAAToilet' and usage monitored. Parental meetings and follow-up with students will take place if required.

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 09:00, at break and at lunch. **Please note**: during occurrences of hot weather this will be reviewed by SLT.

8. Rewards

Positive comments, positive interactions, praise and rewards must outweigh negative interactions and 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 criterion.

Teaching staff can reward students in the following ways:

- Verbal praise.
- Comments on work. (Linked policy: Feedback)
- Certificates.
- Postcards
- 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	**1**

Students **meet expectations** and **one or more** of the following: • Contributing positively to the lesson. • Producing work above the expected standard. • Especially kind and supportive towards others. • Students challenge themselves.	
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**
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.
- Messages are sent home termly to the parents/carers of all students who achieve the following awards: Top 10% for Achievement Points, Top 10% Average ATL, 100% attendance, 100% punctuality and Key Stage Student of the term.
- Students who have achieved all the above awards are entered into a prize draw. Key stage students of the term and Head of school award winners will receive a gift voucher.

Collective

- Form of week receive a form award, which is announced weekly by the form tutor and they receive the year group trophy for the rest of the week,
- Form of the term: awarded to the form group with the best collective record for achievement points, attendance and punctuality for that term. Form then receives chocolates / treats / breakfast items for the next morning in form time.

9. 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.

10. 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 MIS.

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
- Missing Planner
- Use of technology inc. mobile and 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, Verbal, Emotional, Cyber, Written)
- Damage to property
- Dangerous behaviour
- Discrimination (Ableist, Homophobic/Bi-phobic, Racist, Religion, Sexist, Transphobic)

- Drugs
- Fighting
- Sexist incident
- Sexual misconduct
- Smoking
- Swearing
- Theft
- Unacceptable use of technology
- Verbal abuse

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

Please note: This list is not exhaustive and can change depending on the nature of an incident.

11. 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 MIS homepage. See linked document: Recording Behaviour on MIS 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, Ruler and Planner in a bag.*)
- 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 (in liaison with the Attendance Support Officer and linked to the Attendance Policy).
- 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, communicating with parents / guardians, monitoring and reviewing progress.
- Supporting students at risk of permanent exclusion, with SLT, via support mechanisms and 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 a single score 1-4 linked to the Attitude for Learning scores. Reports are set-up and recorded on MIS. All reports will be reviewed in the following school day and further intervention and action taken as required. Failure by a student to successfully 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

- Meeting to be held by SLT and Key Stage Team with parents prior to commencement.
- 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

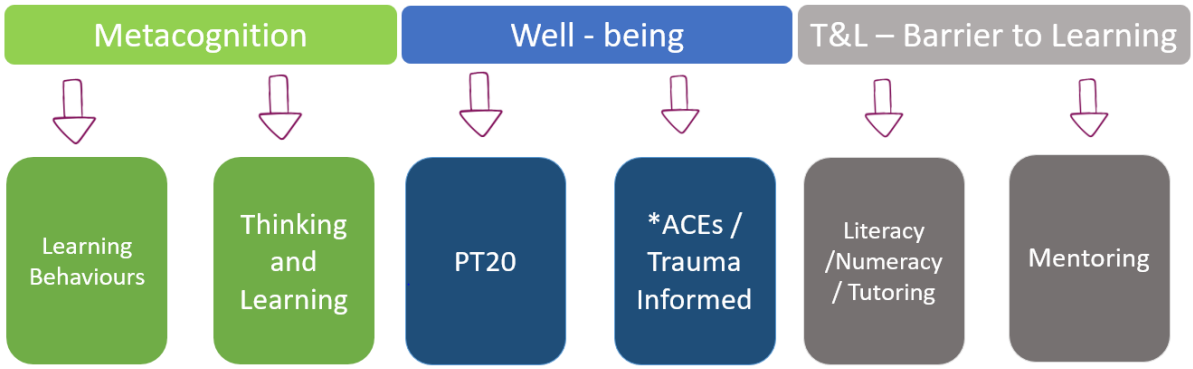
- To be completed by relevant staff.
- To be reviewed daily and weekly by Key Stage teams and SLT.
- Feedback via parental meeting.

Additional Behaviour Intervention Support

For students where behaviour issues are persisting, they will be added to the referral panel agenda. The referral panel will determine if the student is at risk of suspension or permanent exclusion and will assign the student to either a Tier 2, engaging in persistent low-level disruption and at risk of seclusion or suspension or Tier 3 engaging in persistently disruptive behaviour and at risk or repeated seclusions, repeated suspensions or permanent exclusion.

Tier 2

For Tier 2 students intervention will focus on one or more strands to support improved behaviour and attitude to learning as below:



Tier 3

For Tier 3 students intervention will focus on continued dialogue between school, parents and the student and will include:

- Stage One Behaviour Contract
- Stage Two Behaviour Contract
- PSP
- Governor Behaviour and Suspension Panel
- Alternative Provision or 'Off-site Direction'
- Managed Moves

12. 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 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 MIS. 15 minutes at lunch. Attendance recorded by detention duty staff on MIS. 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: • On-call Removal • Failure to attend S1 detention • 5+ behaviour points in a day • Serious Incident • Recorded on MIS 30 minutes after school once per week. Key Stage to inform parents.
S3 Whole School Detention	Issued by Key Stage Teams for: • Failure to attend S2 detention • Serious Incident Recorded on MIS 45 minutes after school once per week on Friday. Key Stage to inform parents.
Seclusion	Students are secluded from lesson for a period of a half-day, full-day or at social times. Seclusion used for: • Serious Incidents • Multiple Incidents in day • Failure to attend S3 Detention • Reaching Behaviour Point Thresholds Key Stage to inform parents.
Reports	Issued by tutor, Key Stage or SLT. ATL scores to support students improve behaviour
Suspension	Linked Policy: Exclusions Linked Document: Silverdale Suspension Process Linked Document: Governor Behaviour and Suspension Panel
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.
65 in a year 80 following initial SLT report will trigger another SLT report.	SLT Report **and** two days in seclusion.
65+ in a year and failed SLT report	PSP (Personal Support Plan)

13. Recording Behaviour Incidents

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

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

*(**Linked Document**: Recording Behaviour on MIS Guide)*

14. 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 MIS.

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
    - Key Stage Leader
    - Pastoral Manager
    - Safeguarding and Inclusion Manager
    - Safeguarding Team Members
    - 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:
    - CLA/ PCLA
    - CP / CIN / Safeguarding
    - SEND
    - Early Help and Well-being
    - Bullying Incidents
    - Search and Confiscation Incidents
    - Behavioural Concerns
    - Attendance including reduced timetable and AP
    - General Concerns and new referrals

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, Deputy Head of Sixth Form and non-teaching members of staff; Key Stage 5 Pastoral Manager 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
    - Safeguarding Trained Staff
    - SENCO
    - Deputy 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 including vapes.
- Fireworks and bangers including 'snaps' and all forms of banger.
- Laser Pens
- Electric Scooters
- Illegal substances - drugs, drugs paraphernalia, psychoactive substances (NPS), legal highs - or designer drugs including THC
- Weapons (incl. knives, BB guns, sharp objects)
- Any item brought into school with the intention of causing harm.

Possession of banned items can result in suspension or permanent exclusion.

Search and Confiscation

Silverdale School undertakes Search and Confiscation in line with the DfE guidance as contained within *Searching, Screening and Confiscation: Advice for Schools* (July 2022).

As stated in section 4, school staff have the power to search a student under common law. Reasonable grounds for a search will be established and communicated to the student. Under section 28 staff can search a student's outer clothing, pockets, possessions and lockers. As stated in section 74 searches of data and files on an electronic device will also be conducted.

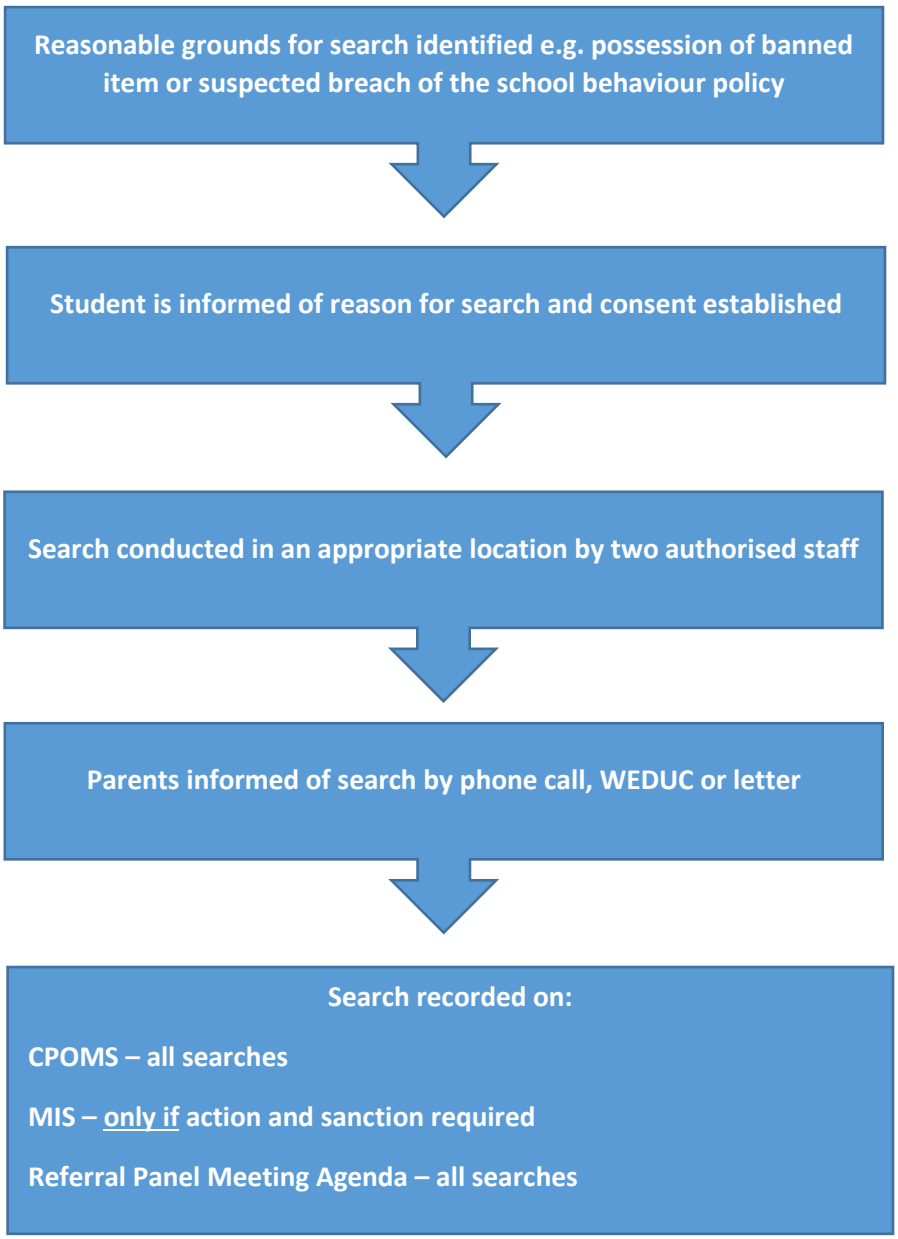
This will be carried out by staff authorised by the headteacher as stipulated in section 10. The staff authorised by the headteacher are:

- SLT
- Safeguarding and Inclusion Team
- SENCO and Deputy SENCO
- Key Stage Leaders
- Pastoral Managers.

Two members of staff will always be present when a search takes place.

Where a search takes place, it will be conducted with the student's consent. Where a student refuses to a search, parents will be informed and asked to attend school to support the search. Once a search has been conducted the parents **must** be informed and the search recorded on the school systems. Pastoral Managers will inform parents.

Search and Confiscation Process



N.B. When searching the phone of a Muslim student; ask regarding images of females without head coverings etc. If student says phone contains such images the phone search is to be conducted by a female member of staff.

Serious Incidents

(Please note this list is not exhaustive and types of incident may occur that do not appear on this list but school staff determine as serious and therefore will be dealt with as such)

- Repeated breaches of the school rules
- Any form of bullying Aggressive behaviour
- Assault
- Banned items in school
- Bullying (Physical, Emotional, Cyber or Written)
- Damage to property / Vandalism
- Dangerous behaviour
- Drugs
- Fighting
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature such as-
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Theft
- Smoking
- Swearing
- Racist, sexist, homophobic or discriminatory behaviour – written including online, verbal or physical.

  This includes prejudice based and discriminatory behaviour including, (the list below is not exhaustive and is a guide. It will change as circumstances dictate):

  - Racial
  - Faith-based / religion
  - Gendered (sexist)
  - Homophobic/ biphobic
  - Transphobic
  - Disability based / Ableist
- Unacceptable use of technology
- Vandalism

- Verbal abuse

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

https://www.chorustrust.org/_site/data/files/policies/3D5872DCCF0BBA8EE7BF6ACF4A88376E.pdf

Zero-tolerance discriminatory and prejudiced behaviour

The school will ensure that all incidents of discriminatory and prejudiced behaviour are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Dismissing intolerant attitudes as 'banter' or 'jokes' is indirectly, subtly and silently reinforcing issues. Staff will intervene and escalate all situations where discrimination and prejudice has taken place.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for discriminatory behaviour may include:

- Seclusion
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Key Stage Referral Panel
- Suspension
- Permanent Exclusion (refer to Exclusions Policy)

Internal Seclusions

See the Chorus Education Suspension 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

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the students is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious Allegations

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false, or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Use of Mobile Phones and other Electronic Devices

At Silverdale School we wish all students to make progress and reach their full potential, demonstrating our commitment to 'Outstanding Achievement for All'. As such, we strongly believe that access to mobile technology should be limited during school hours. Research has shown mobile technology to have a negative impact on the attainment, concentration, mental well-being and behaviour of students.

Therefore, **students in Y7-11 must not use mobile phones on the school site.**

Mobile phones **must** be turned off and placed in bags upon arrival at school. This must be done at the gate where signs indicate to do so. They must then remain turned off and in bags for the duration of the school day.

If a mobile phone is taken out of a bag in lesson time, lesson change over or at social times then it will be confiscated, parents informed, and a behaviour point recorded on MIS. If this is repeated a student will be escalated through the behaviour policy.

First confiscation = confiscation, parents informed, and behaviour point issued. Mobile returned to student at the end of the school day.

Second confiscation = confiscation, parents informed, and behaviour point issued. Mobile returned to student at the end of the school day.

Third confiscation = confiscation, parents informed, and behaviour point issued. Sanction given. Mobile returned only to parent. Student to 'hand in phone' each day following.

Refusal to hand over a mobile phone will be considered defiance and students will be sanctioned accordingly.

Mobile phones **must not** be charged in school.

To support learning, school technology will be used in lesson where appropriate.

Additionally, students who use mobile technology inappropriately will be subject to sanctions.

We will not tolerate

- Passing devices to others in the classroom.
- Music played in a public space that contains inappropriate or offensive content.
- Taking pictures or film without consent.
- 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/ bi-phobic, sexist, transphobic, discriminatory to the religion of others or 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, or may result in a permanent exclusion. (Linked Document: Exclusion Policy)

Use of Mobile Phones and other Electronic Devices in Sixth Form

Sixth Form students will be allowed to bring mobile phones to school. They must only be used in the common room and must not be used on corridors, break out spaces or dining areas or outside.

Sixth Form students may use phones in lesson if given permission by a teacher and only for learning.

The classroom teacher will make the decision about the use of devices in the lesson and will communicate this in lessons.

We will not tolerate

- Passing devices to others in the classroom.
- Music played in a public space that contains inappropriate or offence content.
- 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/ bi-phobic, sexist, transphobic, discriminatory to the religion of others or 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)

Student Planners

At Silverdale School we support students to organise themselves to be ready to learn by providing them with a planner. The planner is a compulsory item of equipment. The planner must be brought to school every day.

The planner is provided free of charge by school at the start of the academic year. However, lost or seriously damaged planners (including inappropriate markings and graffiti) will need to be replaced at a cost of £3.00 Students should not remove pages from the planner. This will result in a sanction.

The following sanctions are issued if a student does not have their Planner:

First occurrence = a temporary one-day Student Planner will be issued, parents informed, and behaviour point issued.

Second occurrence = a temporary one-day Student Planner will be issued, parents informed, and behaviour point issued.

Third occurrence = a temporary one-day Student Planner will be issued, parents informed, and behaviour point issued. Sanction given. If this cycle repeats sanctions will escalate.