

Silverdale School and Sixth Form

Behaviour for Learning Procedure

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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 Ambition, Belonging and Integrity.

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)

4.1 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, we strongly believe that our ethos and culture are at the heart of everything we do. Our values of Ambition, Belonging and Integrity shape our expectations, guide our decisions and underpin the experiences of every member of our school community. We are committed to fostering an environment where students are inspired to achieve their very best, feel a strong sense of belonging, and act with honesty, responsibility and respect. Through these values, we create the conditions for outstanding achievement and ensure that every student is supported to succeed both academically and personally.

6. Expectations

6.1 Silverdale School Culture Code

At Silverdale, culture matters. The way we learn, teach, speak, behave and support one another creates the conditions for success in every classroom, every lesson, every day.

The Silverdale Culture Code sets out the shared commitments that help all students feel safe, supported and ready to learn, while ensuring high-quality teaching and consistent routines across the school. The Silverdale Culture Code is built on consistency, respect and a shared belief that all students can succeed. Together, we create a culture where everyone can thrive.

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.

6.1.1 Staff Commitments

- **Meet & Greet** – Staff meet their students at the door
- **Pencil Case & Planners on Desk** – Staff ask students to get their equipment out
- **Clear Start of lesson routines** – Staff complete the register and have a ready starter for student to complete
- **Hands up for silence** – Staff hold their hands up for silence
- **High Expectations for everything** – Staff use the reward and behaviour systems and promote students engaging positively with learning
- **End and Send** – Students are asked to stand behind their desks in silence before they leave the room.

6.1.2 Student Commitments

- **Ready from the start** – Students are in lessons with all their required equipment, pencil case and planner on their desk
- **Start strong, stay focused** – Students begin the ready starter straight away every lesson and keep focused on their work
- **First time, every time** – Students respond promptly and follow instructions first time
- **Hands up for silence** – Students watch for the teacher's hand up and then are silent
- **Respectful behaviour** – Students speak politely, listen to others, and treat everyone with kindness
- **Engage positively with Learning** – Students work calmly, contribute and support others to learn.

In addition, in order to maintain safe and respectful conduct across school, both in and out of lessons, Silverdale School follows STEP when moving around the school site. Students must not grab, pull, push, wrestle or 'play fight' with each other. Students will be warned for such behaviour and if it persists will be sanctioned.

Beyond the classroom, our expectations are brought together through:

STEP

A simple and memorable guide for behaviour around the school site.



The Culture Card

Recognising and reinforcing the positive behaviours while students are on the corridors while also providing opportunities to address behaviours that fall short of our expectations. Students who do not present their culture card on request will be awarded a lunchtime detention.

At the heart of the Culture Card is a simple principle: we want to catch students doing the right thing. Staff should actively recognise and reward students who demonstrate our values of Ambition, Belonging and Integrity in their everyday actions. Whether it is helping another student, showing kindness, taking pride in our school, making positive choices or acting with honesty, these moments should be acknowledged and celebrated.

The culture card contains:

- 3 Positive Marks before 3 Corrections = the student earns positive reward points, which are added to their overall rewards total, along with a postcard home to celebrate their success.
- 3 Corrections before 3 Positive Marks = the student receives a detention, reinforcing the importance of consistently making positive choices.

The Culture Card is a tool to help us build a stronger culture where positive behaviour is recognised more often, expectations are clear and consistent, and every student understands that their choices matter.

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)

7.1 Meet and Greet

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

7.2 Punctuality to School

Students will enter Silverdale School through the student entrance and should be on site by 8:55am. After this time, they will be classed as late to school. 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. Students not in correct uniform will be provided with appropriate uniform.

Students who refuse to engage with staff in resolving uniform issues will be classed as defiant and placed in Reflect until a resolution can be made.

7.3 Punctuality to Lessons

All staff commit to 'Meet and Greet' students at their classroom door. This will provide a positive welcome, a check of being 'Ready from the start' 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 a ready starter activity, displayed on the board or handed out at the door that can be completed with minimum teacher input.

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 need a note in their student planner 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

This part of the culture code explains how the school recognises and celebrates positive behaviour, effort, and achievement. It is based on the values of **Ambition, Belonging, and Integrity**, and aims to be fair, consistent, and inclusive for all students.

- **Ambition:** We recognise effort and improvement, not just high achievement. Rewards should build confidence and encourage students to succeed in the future.
- **Belonging:** Everyone is included in rewards. We celebrate together, build strong relationships, and help students feel valued and supported.
- **Integrity:** Rewards are fair and consider individual needs. Expectations are clear and applied consistently.

Overall, the policy promotes a positive culture where all students feel supported to do their best and make good choices. 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.
- Culture Card Positives.
- Asking for ‘shout outs’ in weekly communications.
- Positive contact with home.
- Public display of work.
- Acknowledgement through assembly.
- Certificate/award at presentation evening.
- Awarding Positive points.

8.1 Positives

All students are systematically rewarded positives. ‘Positives’ are the primary method of recognising positive behaviour and contribution. They are awarded by staff and recorded on Arbor. Examples of commendations include:

- Learning Positive
- Culture Positive
- ‘Student of the Lesson’ award
- Academic excellence
- Homework

- Extra-curricular/Revision

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

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

After each Attitude to Learning data collection a student's average ATL is calculated. Additional Commendations are awarded for their average ATL range.

Average ATL Range	Positive Points Awarded
1.0 to 1.5	50
1.5 to 2.0	40
2.0 to 2.5	30
2.5 to 3.0	20

Students receive positives for regularly attending extra-curricular clubs and activities.

8.2 Rewards for accruing Positives

Students are systematically rewarded for accruing Positives are as follows:

8.2.1 Individuals

- Top 4 students in each Year Group each week receive a queue jump pass for the following week and celebrated in the weekly student announcements.
- A Student of the Week will be awarded weekly by each form tutor in the celebrations form time.
- Postcards will be awarded by staff members after assessments and data entries.
- 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.
- Celebration Assemblies take place on a half termly basis and will reward students with certificates based on their number of accrued positives and their approach to whole school culture using 'Goose Awards'
- Bronze Award – 100 points
- Silver Award – 250 points
- Gold Award – 500 points
- Platinum Award – 750 Points
- Headteachers Award – 1000 points
- Rewards for KS3 Homework completions based on individual departments responses.

8.3 Passport to Prom

All students in Year 11 will take part in the Passport to Prom system. Students are encouraged to remain focused on their exam preparation by working towards gaining their passport to prom. To gain their passport they will need to gain the required amount of prom points. Students will gain

passport to Prom points by staff logging positives prom points on the Arbor system. A list of all the points that gain 1 point is below.

- ATL of 2 or above in a report
- Attendance to revision sessions
- Extracurricular attendance
- Successful week on report
- Engaging with Y11 Form tutor reports
- 0 Behaviour points in a week (done centrally)
- 0 lates in a week (done centrally)
- 100% attendance in a week (done centrally)
- Culture Positives
- Learning Positives

9. Behaviour in Lessons

All students are to adhere to the Student Commitments (see section 5).

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

9.1 Warning

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

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

9.2 Sanction

If the student chooses to continue to display behaviour that does not meet expectations staff issue a Sanction. A Sanction is issued verbally or issued using another method of recording based on the professional judgement and practice of the teacher. After issuing a Sanction staff will give a Correction Point to the student and issue a detention. Logging a lesson behaviour correction will automatic assign an S1 Detention (10-minute detention). Please note, a Sanction can be issued immediately for a serious incident.

9.3 Remove

If a Sanction 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. There is a whole school Remove Room timetable that uses sixth form classrooms. When Remove is used staff will issue a further Correction. All On-Calls are logged using the Arbor Emergency Alert system. Logging a 'Removed from lesson' behaviour point will automatic assign an S2 Detention (20-minute detention). More serious examples of behaviour can lead to further sanctions, triage of these will take place by Key Stage Teams.

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

9.4 Reflect / Reflect Base

The Reflect Base provides a structured, supportive environment for students whose behaviour requires additional intervention beyond routine classroom sanctions. The purpose of the Reflect Base is to enable students to reflect on their choices, repair relationships where appropriate, and successfully re-engage with the expectations and values of the school.

Students may be placed in the Reflect Base for one or more of the following reasons:

- Behaviour displayed on the previous school day was sufficiently serious to warrant additional sanctions and intervention.
- Failure to attend a scheduled after-school detention without an authorised reason.
- Following a serious behaviour incident that requires immediate removal from mainstream lessons and/or social time.
- While an investigation into an alleged serious behaviour incident is ongoing and further information is being gathered.
- Where school leaders determine that a period of reflection and support is necessary to maintain the safety, wellbeing and learning of others.

Placement in the Reflect Base allows staff to address concerns promptly while ensuring that the learning environment remains calm and purposeful for all students. Students are expected to follow all instructions, engage positively with staff, and complete all directed work.

During their time in the Reflect Base, students will be supported to reflect on their behaviour, understand the impact of their actions on others, and identify strategies for making more positive choices in the future. Where appropriate, restorative conversations may take place before students return to mainstream lessons.

Learning in the Reflect Base

The Reflect Base is fully resourced to ensure that students continue to engage with their education whilst away from mainstream lessons. Staff have created learning activities that, as far as possible, mirror the curriculum being delivered in lessons, enabling students to maintain progress in their learning and avoid unnecessary gaps in knowledge. Students are expected to complete all work to the best of their ability and take responsibility for maintaining their academic progress throughout their placement in the Reflect Base.

10. Correction Points

Corrections are issued by staff to students who do not meet the Silverdale School Expectations. Each time a correction point is issued a single incident is recorded on MIS.

10.1 Recording Correction Points

Correction Points must be recorded using the appropriate behaviour category within MIS. Staff should select the category that most accurately reflects the behaviour displayed.

10.2 Lesson Behaviours

A Correction Point may be issued for behaviours occurring during lessons, including:

- Ready from the Start: Not ready for learning, including missing equipment, planner or required resources.
- Start Strong, Stay Focused: Off-task behaviour, lack of engagement or distracting others.
- First Time, Every Time: Failure to follow instructions promptly.
- Respectful Behaviour: Calling out, rudeness or inappropriate interactions.
- Removal from Lesson: Behaviour resulting in removal from the lesson.
- Late to Lessons: Late arrival to a lesson.
- Truancy: Leaving lessons or failing to attend without permission.

10.3 Out of Lesson Behaviours

A Correction Point may be issued for behaviours occurring outside the classroom, including:

- STEP Failure (Culture Card)
- Late to School
- Truanted Assembly/Form Time
- Failed Lunchtime Isolation
- Failed Late to School Detention
- Failed After School Detention
- Uniform/Jewellery
- Technology: Use of phones, headphones or unauthorised technology.
- Equipment Missing
- Planner Missing
- Culture Card Missing

10.4 Homework

A Correction Point may be issued where homework is not completed or submitted:

- English Homework
- Maths Homework
- MFL Homework
- Science Homework
- Other Homework

Where three homework deadlines have been missed in the same subject, the appropriate escalation category should be used:

- Missed 3 English Homeworks
- Missed 3 Maths Homeworks
- Missed 3 MFL Homeworks
- Missed 3 Science Homeworks

10.5 Serious Incidents

Serious incidents requiring immediate follow-up must be recorded using the relevant incident category:

- Assault
- Fighting

- Dangerous Behaviour
- Bullying
- Discrimination
- Sexual Harassment
- Defiance
- Theft
- Verbal Abuse
- Damage to Property
- Exam Behaviour/Cheating
- Bystander
- Student Conflict

10.6 Prohibited Items

Incidents involving prohibited items must be recorded using the appropriate category and referred immediately to senior staff:

- Alcohol
- Drugs
- Smoking/E-Cigarettes/Vapes
- Weapon

All Correction Points must be recorded on MIS in accordance with the school's behaviour recording procedures.

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 Culture Code 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.

11.1 Form Time

Form time 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.

Form time supports behaviour via the following:

- Detention reminders are given to students for homework detentions each morning which Tutors to check corrections points for previous day. (Using the MIS homepage. See linked document: Recording Behaviour on MIS Guide.)
- Uniform is checked at whole school Morning Welcome. If a tutor sees an issue with uniform they should highlight it through the Emergency Alert system. (Linked Policy: Uniform)
- Check for basic equipment for the day takes place at the Morning Welcome (Basic equipment – Pen, Pencil, Ruler and Planner in a bag.)

11.2 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 Corrections, Detentions, Isolation and Reflects for students who have not met the Culture Code.
- Monitoring Attendance and Punctuality and liaise with the Attendance Team as appropriate.
- 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.
- Meet with the Assistant Headteacher for Behaviour and Attendance to highlight students who require further support.
- Preparing information regarding behaviour for Inclusion Panel Meetings.
- Investigating and sanctioning serious incidents, in conjunction with SLT, staff and other pastoral team colleagues.

11.3 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 Inclusion Panel meetings in liaison with Key Stage Leaders, Pastoral Managers and relevant SLT members.

Interventions for students are recorded on the Silverdale Inclusion Map and impact assessed within a set timeframe.

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

11.4 SLT

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

- Deputy Headteacher: Strategic Lead for Pastoral and Inclusion leadership of Inclusion Panel process, Inclusion Mapping and Suspension.
- Assistant Headteacher: Behaviour and Expectations undertake regular: policy review, behaviour strategy planning, behaviour strategy monitoring and Q&A
- 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 (Morning Welcome), breaktime, 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.

11.5 Reports

If behaviour issues persist for students and they reach certain thresholds students will be supported via a report. The report will be based on 3 individual targets for that student. Reports are set-up and recorded by Key Stage Teams. 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 correction and repeated failure will result in a period in the Reflect Base.

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.
- Discussed in the fortnight BAPP (Behaviour and Attendance Pre-Panel Meeting) with the Assistant Headteacher for Behaviour.

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 Assistant Headteacher for Behaviour and discuss at Inclusion Panel Meetings.

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 to Assistant Headteacher for Behaviour and discuss at Inclusion Panel Meetings.

Level 4: PSP

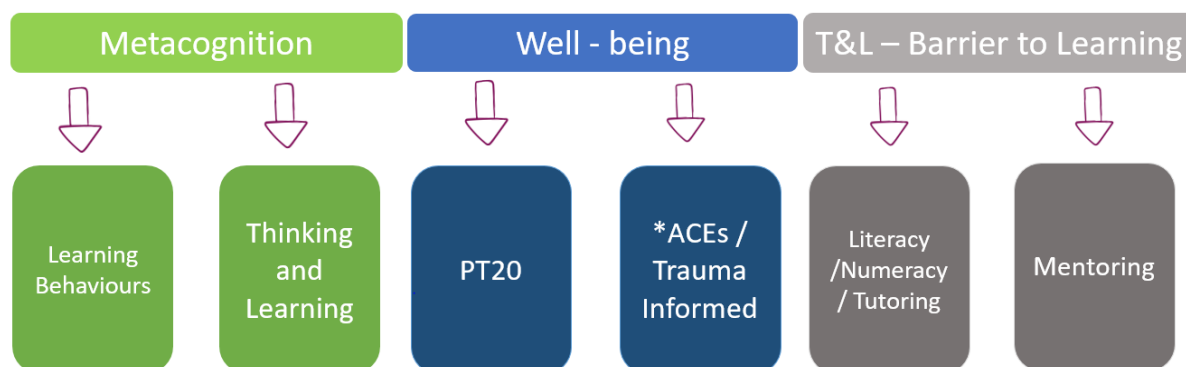
- To be completed by relevant staff.
- To be reviewed daily and weekly by Key Stage teams and SLT.
- Feedback via parental meeting.

11.6 Additional Behaviour Intervention Support

For students where behaviour issues are persisting, they will be added to the Inclusion Panel agenda. The Inclusion 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 Reflect or suspension or Tier 3 engaging in persistently disruptive behaviour and at risk or repeated Reflect, 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
- 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:

12.1 Sanctions

Sanction	Description
Late to School Detention	Issued following failing to arrive onto school site before 8.55am. This is indicated by the first bell. 10 minutes at break. Attendance recorded by detention duty staff on MIS. Student to inform parents.
Late to Lesson Detention	Issued following failing to arrive to lessons on time. 10 minutes after school. Attendance recorded by detention duty staff on MIS. Student to inform parents.

Sanction	Description
S1 (10-minute) Detention	Issued following a repeat of behaviour that does not meet the Silverdale School Expectations. Recorded on MIS. 10 minutes after school. Attendance recorded by detention duty staff on MIS. Student to inform parents.
S2 Remove Room (including a 20-minute detention)	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. Recorded on MIS. A 20-minute detention afterschool.
Social Time Isolation	Issued following poor behaviour during social times as an immediate sanction or a sanction the following day. Issued for students for being persistently late to school, as decided by SLT/Key Stage Team.
Step Out	Students who persistently disrupt the learning in a specific lesson can be given awarded a 'Step Out' for a number of lessons of that class. Students will spend this time in either the Reflect Base or in the back of sixth form lessons.
Reflect	Students are awarded Reflect 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 Afterschool 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.

Sanction	Description
Suspension	Linked Policy: Exclusions Linked Document: Silverdale Suspension Process Linked Document: Governor Behaviour and Suspension Panel
Permanent Exclusion	Linked Policy: Exclusions

12.2 Same Day Afterschool Detentions

Afterschool detentions run each day, and the maximum amount of time is for 40 minutes. If a student fills more than their afterschool detention slots for the day students will gain time in the reflect base.

13. Recording Behaviour Incidents

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

- Corrections.
- S1 Detentions.
- S2 Detentions.
- On-call and Remove.
- Reflect.
- 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.

14.1 On Call and Reflect Procedures

14.1.1 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 Reflect. Where behaviour has escalated beyond an S1 Sanction or staff require support, On-call should be sent for via the emergency alert.
- 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 Reflect Room immediately with work from the lesson.
- The teacher will log the incident on MIS.

14.1.2 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 Reflect Base by the On-call member of staff.
- Key Stage teams will then take further action.

14.1.3 Reflect Base Procedures

- On arrival to the Reflect Base, staff will record details of the student arrival (Name, tutor group, time of arrival, referring teacher, reason for the time in reflect).
- The student will be expected to comply with Silverdale Student Commitments and the Reflect Base Expectations. (Linked Document: Reflect Base 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 Reflect Base 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 Reflect Base Staff will report on how well the student complies with expectations whilst in the Reflect Base.
- If the student becomes disruptive, defiant or aggressive whilst in the Reflect Base, a member of the Senior Leadership Team should be contacted immediately.

14.1.4 The Reflect Base Manager

The Reflect Base 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.

14.2 Inclusion Panel

- Each Key Stage, Y7, KS3, KS4 and KS5, 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
 - Attendance Officer
 - Integrated Resource Co-ordinator (where appropriate)
- The Inclusion Panel will discuss and plan actions for students who require a multitude of interventions. These are then actioned and reviewed at the next meeting.
- Prior to each inclusion plan the Assistant Headteacher for Behaviour will have a BAPP (Behaviour Attendance Pre-Panel) meeting with the relevant Key Stage Leaders to highlight students for inclusion and behavioural next steps.
- Students are discussed in categories as follows:
 - CLA/ PCLA
 - CP / CIN / EverCIN /Safeguarding
 - SEND
 - 'Disadvantaged'
 - Early Help and Well-being
 - Bullying Incidents
 - Search and Confiscation Incidents
 - Behavioural Concerns
 - Reintegrated Students
 - Attendance including reduced timetable and AP
 - General Concerns and new referrals

14.3 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 a non-teaching member of staff for each year group, the Pastoral Manager.
- KS5 consists of teaching members of staff; Head of Sixth Form, two Deputy Heads 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.

14.4 Inclusion and SEND Team

- The membership of this team includes:
 - Safeguarding and Inclusion Manager
 - Safeguarding Trained Staff
 - 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)

14.5 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 or those that be adapted into a weapon)
- Any item brought into school with the intention of causing harm.

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

14.6 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 2023)**.

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:

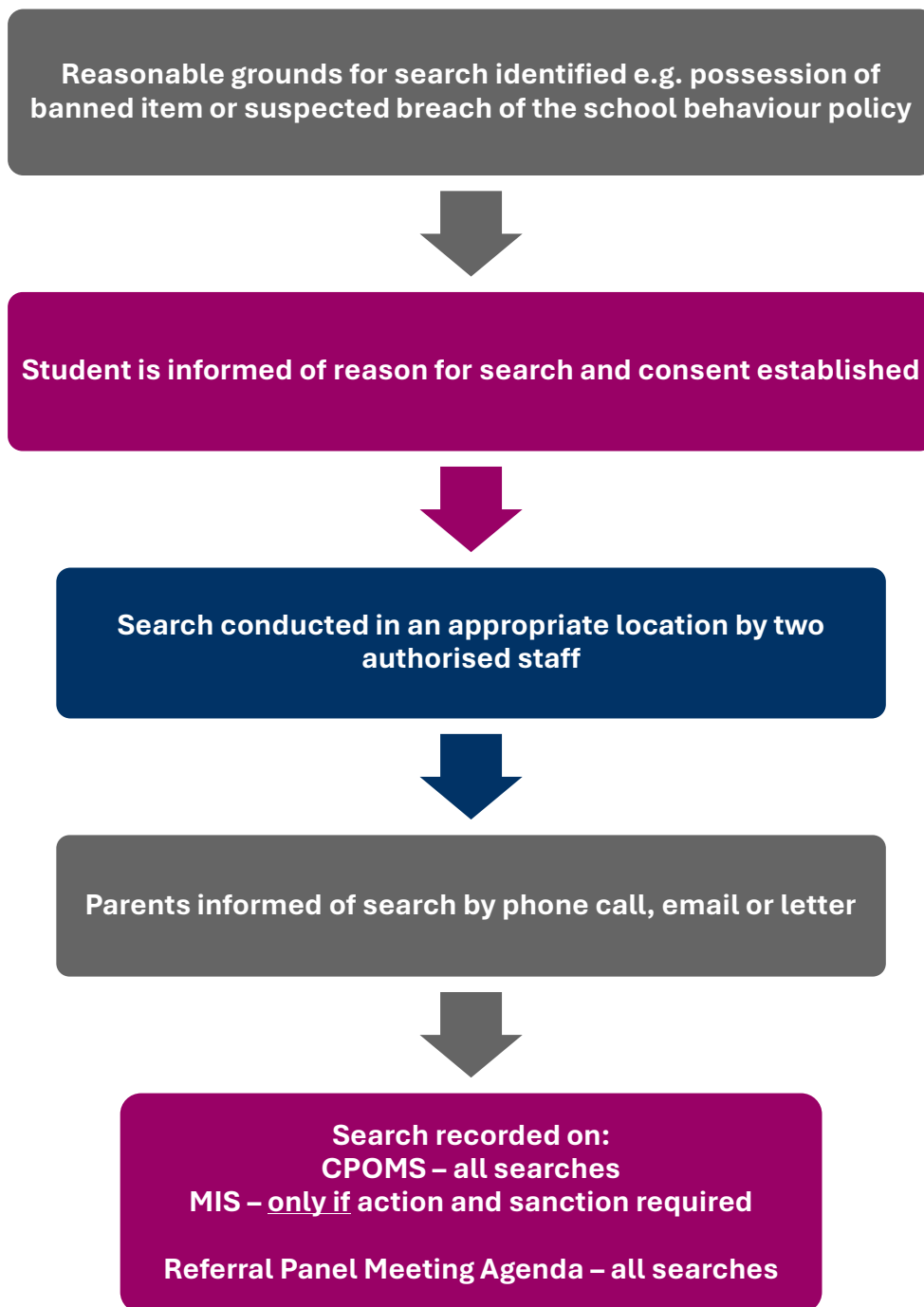
- SLT
- Safeguarding and Inclusion Team
- SENCO and Deputy SENCO
- Key Stage Leaders

- 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.

14.6.1 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.

14.7 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

14.8 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/policies>

14.9 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)

14.10 Internal Exclusion – Reflect Base

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

14.11 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>

14.12 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).

14.13 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.

14.14 Use of Mobile Phones and other Electronic Devices

At Silverdale School, we are committed to ensuring that every student can thrive, achieve their full potential, and embody our values of Ambition, Belonging and Integrity. We want all students to be fully engaged in their learning, aspire to excellence, and contribute positively to our school community. To support this, we believe that access to mobile technology should be limited during the school day. By reducing distractions, we help students focus on their ambitions, strengthen meaningful connections with others, and demonstrate integrity through responsible and respectful behaviour. Research has shown that excessive mobile phone use can have a negative impact on students' attainment, concentration, mental wellbeing and behaviour.

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.

Schools are permitted to confiscate mobile phones from students under the powers set out in the Education and Inspections Act 2006, including sections 91 and 94, and section 550ZA of the Education Act 1996. Staff may confiscate mobile phones and other prohibited items where this is reasonable and proportionate as part of maintaining good order and discipline. The Department for Education's statutory guidance Mobile Phones in Schools states that schools should be mobile phone-free environments by default and may prohibit the use of mobile phones throughout the school day. Any confiscated device may be retained for a period determined by the Headteacher or authorised member of staff in accordance with the school's behaviour policy.

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

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

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

Students joining Silverdale School after the start of September 2025 will not be allowed to have a SMART phone. This will apply to all students in Y7-11 by September 2029. If they are found to be in possession of this type of device the item will be confiscated and taken to the KS Office.

First confiscation = confiscation, parents informed, and correction point and detention issued. Phone Call home on 1st confiscation. Explaining that they are not allowed to have SMART phones on site and the next time it will be kept for collection. Mobile returned to student at the end of the school day.

Second confiscation = confiscation, parents informed, and correction point and detention issued. Mobile phone is kept until a parent comes to school to collect it.

Persistent Mobile Phone Issues

If a student persistently has their mobile phone confiscated the school will require the students to hand their phone in to Key Stage offices on arrival to school for a set period of time. Failure to do so will result in a loss of social time. Attempts to subvert this will lead to a parental meeting and a behaviour contract.

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 filming 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 offensive content.
- Taking pictures or filming 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)

Mobile Phone Use on School Trips and Residential Visits

The school recognises that mobile phones can support communication and safety during off-site visits. However, their use must remain consistent with the school's expectations around safeguarding, behaviour and responsible conduct.

During trips, students are not permitted to take photographs or make video recordings of staff without their express permission.

Expectations for Students

Students may be permitted to bring a mobile phone on a school trip at the discretion of the trip leader. Where phones are allowed, students must:

- Use mobile phones appropriately and responsibly at all times, in line with the school's Behaviour Policy
- Ensure phone use does not interfere with supervision, learning, or participation in activities
- Refrain from taking photographs, videos, or recordings of others without explicit consent, in line with safeguarding expectations
- Not access, store, or share inappropriate content, or engage in behaviour such as cyberbullying or misuse of communication platforms

- Follow all instructions from staff regarding when phones may or may not be used

Staff may restrict, confiscate, or withdraw permission for mobile phone use at any time if its use is deemed inappropriate or presents a safeguarding concern.

Residential Visits (Overnight Stays)

Additional expectations apply on residential trips to ensure student wellbeing and safety:

- Students will be required to hand their mobile phones to staff at a designated time each evening
- Devices will be stored securely overnight by staff and returned at an agreed time the following day
- This procedure supports rest, safeguarding, and appropriate conduct during unsupervised periods

Failure to hand in a mobile phone when instructed will be treated as a serious breach of expectations and may result in sanctions in line with the school's Behaviour Policy. In addition, any misuse of a mobile phone will be addressed in line with school behaviour procedures and may result in further sanctions or withdrawal from future trips.

Use of tracking devices by parents/carers

Any families who wish to provide their child with a tracking device (e.g. Apple AirTag) must inform the school in advance through the tracker registration form.

Tracker Registration Form: [Families' Tracker Registration Form – Fill in form](#)

Registration is required to mitigate against the safeguarding risks of students being tracked by a person who has no legal access to them.

We understand that location trackers such as AirTags can provide reassurance to parents and carers, particularly those whose children travel a long distance to and from school or who are going on a school trip or to an off-site event.

We only permit the use of location trackers on school grounds and on school trips or at off-site events when:

- The pupil is aware that they are carrying the device, that it's turned on, what it does, and who has access to the data that it transmits
- The device (if it is a standalone tracking device) is securely attached to a school bag, or coat
- Any live listening or 2-way communication functionality is turned off whilst the student is on the school site and on school trips or at school-run off-site events
- Any noise-making functionality, such as emitting an alarm, is turned off and/or the pupil knows how to turn it off promptly. If a device does cause disruption, the device it will be confiscated
- The parent/carer using the device understands that:
 - The device may transmit false information, or cease to transmit information, due to available coverage or malfunction

- Their child's location may vary from what they expect due to unavoidable changes to circumstances (such as a change of classroom to a different site) or itineraries (such as travel disruption on a school trip)
- The school is unable to respond to frequent queries or concerns that arise because of tracker data
- The school is not responsible for keeping the device safe, secure and undamaged

If school staff become aware of an unregistered tracking device being held by a student, this device will be confiscated, and parents/carers will be contacted.

Responsibility and Liability

Students bring mobile phones, tracking devices and other electronic equipment on trips at their own risk. The school accepts no responsibility for loss, theft or damage, although reasonable care will be taken where devices are held by staff.

Medical Exemptions

Students who are required to use smartphone technology to support monitoring of specific medical conditions (e.g. students with diabetes) may bring smartphones to school for this purpose only. They will be required to carry a permit for its use, to be shown to staff at any time. A plan of how this it to be used in school will be agreed on an individual basis.

In these circumstances, parents/carers should contact the school and arrange a meeting with pastoral and medical staff to provide medical evidence for usage and to agree how and when the device will be used. In the event of misuse, staff will not usually confiscate the device required for continuous monitoring, except in exceptional circumstances (e.g. related to safeguarding concern), but other behavioural consequences will be applied.

Searching mobile devices

Staff have the power to search students' phones, as contained within **Searching, Screening and Confiscation: Advice for Schools (July 2023)**.

The DfE guidance allows the school to search a student's phone if the school has reason to believe the phone is being/has been used to commit an offence or cause harm or personal injury. Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

- Sexting
- Threats of violence or assault
- Upskirting
- Abusive calls, emails, social media posts or texts directed at someone on the basis of a protected characteristic, as laid out in the **2010 Equality Act**.

14.15 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 £5.00 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 correction point issued.

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

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