

# Thornhill Community Academy Teaching & Learning Policy

TCA Version	1
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## Record of Alterations

Version 1.0 Original

## Vision

We firmly believe that all children, regardless of their background, circumstance or starting point are entitled to the very best quality of education, in every classroom and on every day. The very best teaching and learning, backed in research and delivered by skilled staff will inspire our students and will enable them to thrive.

Teaching and learning is the core purpose of what we do, as professionals. High quality teaching at Thornhill Community Academy is defined as that which allows students to make significant steps forward in their learning, broadens horizons and inspires a love of learning.

Students at Thornhill Community Academy are to be engaged, curious and inquisitive about their learning, fostered by strong relationships in the classroom. Teaching is to be personalised to individual needs and effectively checked against the learning and progress made by all students.

We will offer a broad, innovative and knowledge rich curriculum, which is both well planned and carefully sequenced in order to give young people the skills, knowledge and experience they need to be successful. This curriculum will be brought to life in the classroom where our students will be provided with the highest quality of learning experiences, leading to consistently high levels of progress through strong attitudes towards learning.

## Our Actions

- To create and maintain an environment and code of behaviour which promotes and secures outstanding teaching, effective learning, high standards of achievement and positive behaviour.
- To enable all students to thrive in the classroom, helping them to become inquisitive and creative thinkers. Fostering a passion for lifelong learning.
- To ensure our everyday teaching and learning is underpinned by a successful set of research-backed principles.
- To ensure a robust quality assurance process supports the highest quality of teaching and learning.
- To ensure we build a culture of strong continuous professional development, which fosters an environment of collaboration. Challenging all staff to be the best they can.
- To ensure that when needed, remote learning is of a high quality and effectively delivers the curriculum offer.

## Teaching & Learning Specific Actions

All practitioners will ensure:

- The planning of engaging and challenging lessons. Lessons demonstrate a clear learning purpose. Opportunities for interleaving and retrieval and are designed to support the individual needs of students. Lessons stretch and challenge all.
- The explanation of core concepts. These link to knowledge, address misconceptions and are delivered in small steps.
- There are frequent checks on learning. Questioning is targeted and there is no opt-out. Checks on learning develop students' thinking and promote a culture of strong literacy.
- The modelling leads practice. It is scaffolded where necessary and well structured. Working collaboratively, students have the opportunity to practise independently.
- Verbal feedback is regular, constructive and immediate. Feedback addresses misconceptions and plugs gaps in both a verbal and written format.(Please see Marking and Feedback Policy for full detail)
- Teaching is responsive. This allows for misconceptions to be addressed in a timely manner and for short, mid and long-term planning to be adapted to suit the needs of all learners. All assessment opportunities and collected data use fully supports this.
- Learning is generative. This allows students to build upon prior knowledge piecing new concepts and understanding together for themselves, in an independent way. Students take control and ownership of their learning over time.
- Opportunities for students to practise are built into lessons. This fosters independence and is personalised to all learners.
- All staff commit to a culture of strong continuous professional development and are willing to collaborate and share expertise with others. Our specialist staff have a deep knowledge of their subject which evolves and becomes updated over time.

**All students are entitled to the strongest teaching and learning in every classroom and on every day which:**

- Secures success through high quality teaching, celebrates achievement and develops self-confidence and independence.
- Is personalised to all learners. Students make significant gains in learning, regardless of their background, circumstances, individual needs or prior attainment. They make rapid and sustained progress over time.
- Ensures there is a particular and enhanced focus on students who are currently making less than expected progress, whether they are disadvantaged students, high attaining students, vulnerable and/or newly vulnerable or those with any special education need(s) or disability(ies).

- Sets the highest standards and expectations, both in lessons and in students' books.
- Finds opportunities for students to develop both literacy and numeracy skills within lessons.
- Finds opportunities to develop students' SMSC education and actively promotes our collective modern British values.
- Provides a variety of appropriate learning approaches that engage learners actively in different ways.
- Provides students with access to a wealth of cultural capital through the broad curriculum on offer.

**To uphold this, we will:**

- Put the needs of individual students above any external accountability pressures.
- Be forward thinking, innovative and cutting-edge in driving teaching and learning forward.
- Develop a positive culture of self and peer-observation as well as coaching support for teaching and learning, within our academy, trust and other schools both regionally and nationally.
- Monitor and evaluate the quality of teaching, learning and progress of all students, including those with additional needs. Ensure we support middle leaders in implementing an effective quality assurance process.
- Ensure that a robust quality assurance process is in place for all teaching staff over the academic year.
- Ensure that all teachers whose lessons are not deemed secure are given clear targets to help them improve and a programme of support to help them to meet these targets. Any teacher noted as a cause for concern based on other evidence (such as departmental/SLT lesson visits or work scrutiny exercises) is considered for action under the Trust's Capability Procedures Policy.
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives to enhance career preparation in teaching and learning.
- Create and maintain an effective partnership with parents and carers to support and improve student's progress, personal development and wellbeing.

## Quality Assurance

Strong teaching and learning should be underpinned by a rigorous quality assurance cycle which will systematically review our provision in order to maintain and improve quality, equity and efficiency. Poor teaching must not be a barrier to students' learning and therefore should be rigorously monitored, evaluated and resourced.

Whilst design of quality assurance mechanisms may vary on different hierarchical levels, our one common objective is to drive development and improvement in all aspects of teaching and learning – with the ultimate goal of supporting the very best learning outcomes for learners.

Our Quality Assurance Principles:

Our academy quality assurance cycle will be conducted in line with the principles as outlined below. We believe in:

- Respectful, supportive and trusting relationships
- A shared understanding and honest dialogue
- Supporting professional development for all
- A support of innovation- risk is inherent to the process of innovation
- A strong culture of support and challenge
- An evidence and impact- based approach
- A use of different data and information to gain a balanced view

By applying the principles above to all of our quality assurance, we will create a positive, supportive and developmental culture around monitoring, which in turn will lead to strong outcomes for all.

## Quality Assurance Processes and Methods

The following practices and structures specify how the quality assurance of teaching and learning will take place across our academy.

The responsibility for quality assurance lies at all levels of the organisation.

<b>Quality Assurance Opportunities</b>
Everyday Lesson Monitoring- Every Lesson Visits
Priority Lesson Monitoring- Drop-ins
Specific Focus Evaluation- Student Voice and Work Scrutiny Exercises
Specific Focus Evaluation- Middle Leader Discussions
Specific Focus Evaluation- Parent/Carer Voice Exercises

Internal and External Evaluation- Deep Dive Reviews (Involving Leader, teacher and student discussions, work scrutiny, lesson visits and departmental documentation)
Consultant Evaluative Process- Peer Review
Quality Assurance of Remote Learning
Line Management Meetings
Academy Self Evaluation Form /Departmental Self Evaluation Forms
Academy Improvement Plan/Departmental Development Plan
Teaching and Learning Policy
Marking and Feedback Policy
Curriculum Policy
Trust Appraisal Policy
Trust Capability Policy
Director of Improvement Quality Assurance Visits
CEO Quality Assurance Visits

## Continuous Professional Development

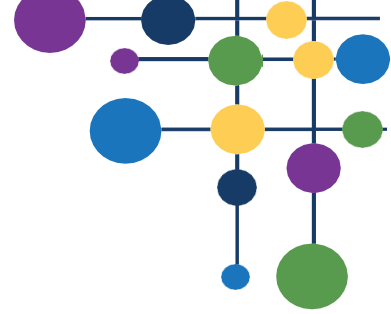
Teaching and learning is at the heart of everything we do, every day and in every classroom across our academy. Our ethos is for all classroom-based staff to have a healthy drive to continuously improve their practice. A strong culture of continuous professional development and collaboration, both within individual departments and across all of the academy, helps to drive this mission.

A structured and wide-ranging programme of internal and external CPD is in place for all staff. We fundamentally believe in providing the very best CPD to drive up the quality of education even further at Thornhill Community Academy.









When a student is found to be behaving poorly on a corridor or around a SHARE academy, negative consequences as defined in the individual academy's behaviour policy will be issued. Parents/Carers will be informed as quickly as possible.

Consequences are given for misdemeanours such as (but not exclusive to):

- Not adhering to the school's uniform expectations
- Inappropriate language (not directed towards another student or member of staff and not swearing)
- Generally inappropriate, but inoffensive, behaviour
- Running on corridors
- Shouting or screaming
- Swearing
- Clear violation of communicated rules and expectations

If a student fails to meet our expectations of calm, orderly corridors then a 30-minute, same day detention will be given.

## **Bullying**

SHARE takes a robust and consistent approach to any issues which relate to bullying. Further details of this are listed below in the 'peer-on-peer abuse' section. Schools within SHARE each have an anti-bullying policy which outlines the approach the school will take to safeguard its students from exposure to bullying, and also links to this behaviour policy in relation to consequences for students who are identified as exhibiting bullying behaviours. For information on the management of bullying, please refer to the appendices in this policy and the school's own anti-bullying policy.

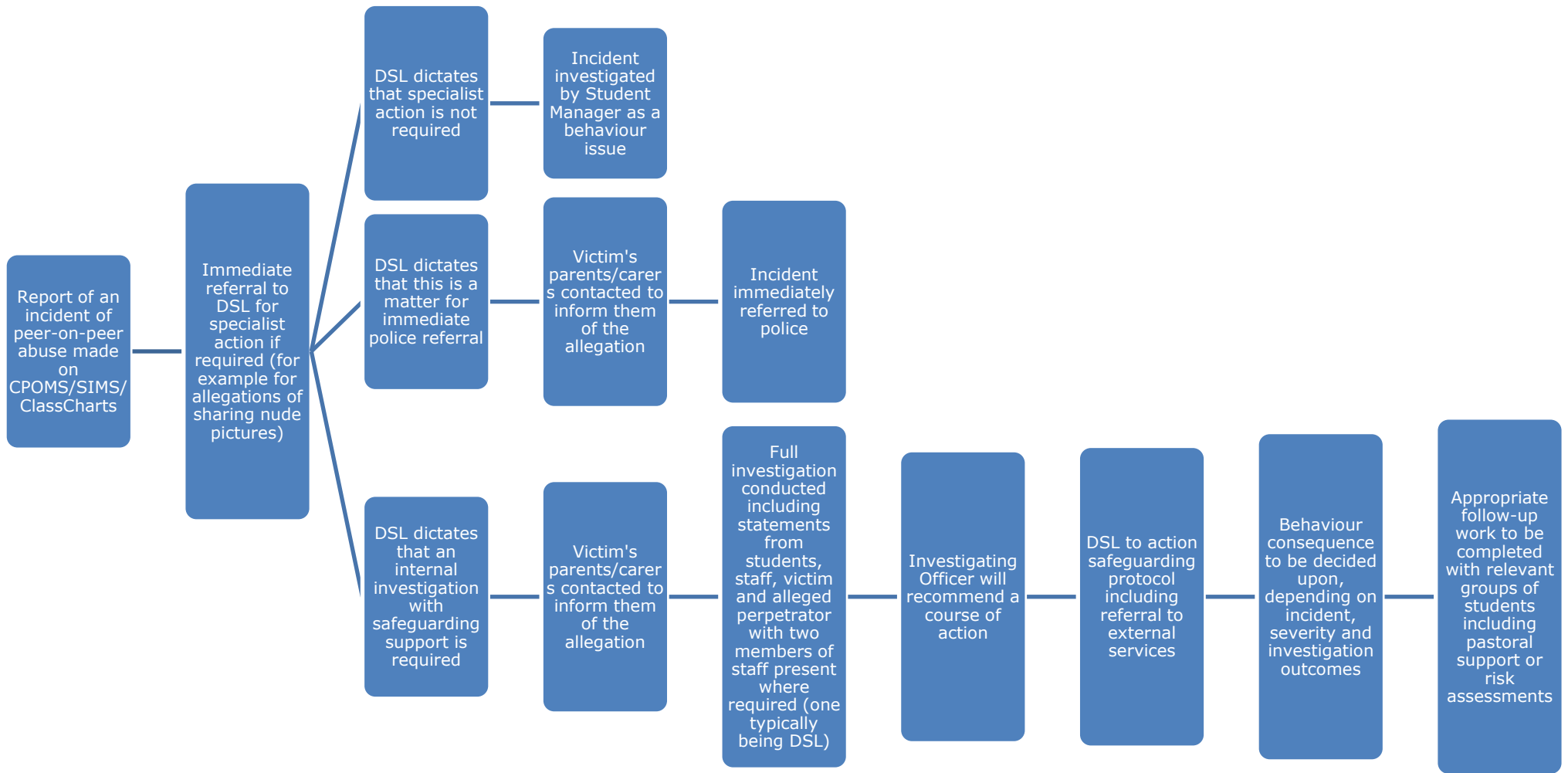
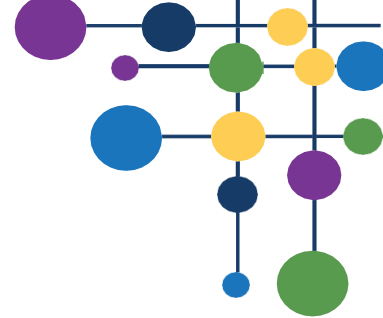
## **Peer-on-peer abuse**

The term peer on peer abuse covers a wide range of serious misconduct. It could include bullying, discriminatory language, physical or sexual abuse. More details are provided in the academy's Child Protection and Safeguarding policy.

SHARE takes allegations of peer-on-peer abuse very seriously, and leaders will always investigate all such allegations. It is important to be clear that SHARE academies will not tolerate instances of peer on peer abuse and will not pass it off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. We will recognise that abuse can occur between and across different age ranges and we will operate a zero tolerance to it in our academies.

Where an incident of this nature is observed or suspected, senior leaders and the academy's Designated Safeguarding Lead will be informed. The following process will apply:





It is important to stress that consequences for peer-on-peer abuse could be from a wide range of the sanctions listed above including, where appropriate, permanent exclusion. This will be decided upon, and clearly communicated to the student and parent/carer at the appropriate time.

We will support the alleged victim of the incident(s) too. Further details are to be found in the academy's safeguarding policy.

## Mobile phones

At TCA, we do not allow the use of mobile phones.

Should a student be seen to be using their mobile phone then it will be immediately confiscated and a 30-minute sanction will be given. The mobile phone will be returned to the student after the detention. It is at the discretion of the Headteacher to confiscate the mobile phone for a longer period if it is felt that may be required. Mobile phones must never be used to take pictures and/or videos of other pupils whilst in school, Students must not access inappropriate content through a mobile phone, as described in the trust's online safety policy. The Headteacher will decide when to return the phone, as part of a range of sanctions that may be applied.

Should an allegation of peer-on-peer abuse be made which has direct links to a mobile phone, the academy has the right to confiscate the mobile phone - for an appropriate period. Information pertaining to this is contained in the Department for Education's guidance: '*Searching, screening and confiscation*':

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

In particular, Section 15 of this document clearly states:

- Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

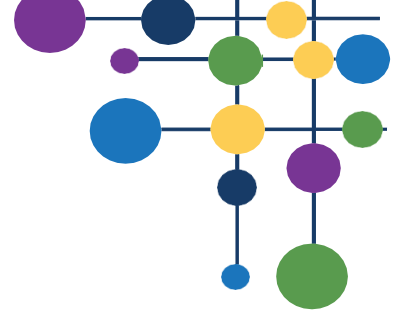
## Discipline beyond the school gate

SHARE believes in educating students to understand the importance of their orderly conduct whilst off school site. Subject to the behaviour policy, SHARE schools may discipline pupils for misconduct when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or
- in some other way identifiable as a pupil at the school
- engaging in behaviour which links to the above section on peer-on-peer abuse

In addition, SHARE schools will deal with students' misconduct at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or

- 
- poses a threat or causes harm to another pupil or member of the public, or
  - could adversely affect the reputation of the school

## Working with external agencies

SHARE believes it is important to work in partnership with external agencies to support the improvement in behaviour of its students both whilst at school and beyond the school gate. Where a student's behaviour is becoming of increasing concern due to continued disruptive or anti-social behaviours either inside school or in the community, the school will, where possible and appropriate, engage with additional agencies (including but not limited to: CAMHS; the police; social services; and other local schools) to support the student in developing the skills and knowledge required to manage their behaviour in an appropriate way.

Academies within SHARE already have strong and effective relationships with a variety of agencies who support students and their families to make progress towards being effective and valued members of their local communities and wider society.

## Report Cards & Other Interventions

A Report Card system is in place in Academy in order to monitor, in conjunction with parents/carers, students' behaviour. Where a negative pattern of behaviour is appearing, students will work in collaboration with their Student Manager to focus on key behavioural issues, and to amend these in a period of time. Specific focus areas will be applied, and these will be monitored on a daily basis. Regular parental contact is key, and should the need arise and severity increase, students will begin to report to a member of SLT. Persistent refusal to engage with the system will result in sanctions being applied.

Partial timetables may also at times be deemed an appropriate sanction for students. This is a time limited intervention that will be agreed in advance with parents/carers. The Academy will ensure due diligence by completing the Kirklees Partial Timetable Form, which the parents and carers must sign before it is submitted to the Local Authority. A range of other interventions may also be discussed with parents and implemented to address the needs of the individual child and attempt to improve their behaviour and engagement.

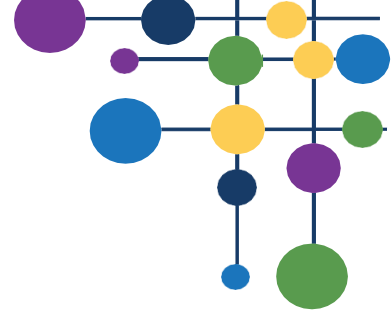
## Internal Exclusion/Isolation

Internal Exclusion/Isolation (B5) is an extremely serious sanction. The Internal Exclusion/Isolation Room has a functional and purposeful environment with a bank of work which covers every curriculum area for students.

Students will be 'isolated' in the fullest sense of the word. All unstructured time will be spent in the Internal Exclusion room. The room will be fully supervised by a member of staff at all times. Students are expected to work hard in the Internal Exclusion/Isolation Room for the duration of their placement.

The duration of the day in the Internal Exclusion Room will differ between academies within the Trust, detailed in the individual academies' Behaviour Policies within the appendices. All students who are placed in the Internal Exclusion Room must bring their set books and equipment for that day.





If a student does not meet the behavioural expectations of a session in the Internal Exclusion Room, then he/she will receive a fixed term exclusion, and will then repeat his/her day in there.

The following lists the warning system in place in Internal Exclusion:

<b>Verbal Warning</b>	A minor misdemeanour – explicit expectations reissued to student
<b>B1</b>	Further poor behaviour – a reminder of the consequences for not meeting Internal Exclusion expectations is FTE
<b>B2</b>	Explicit reminder that two further issues will result in being excluded and restarting the day of Internal Exclusion the following day
<b>SLT B3</b>	SLT warning – final opportunity to comply before FTE
<b>Fixed term exclusion</b>	Completes the day on a fixed term exclusion and restarts day in Internal Exclusion the following day

### Off-site internal exclusion

In exceptional circumstances, where high tariff behaviour has occurred, students may have a period of time booked into internal exclusion at another school. This is usually another academy within SHARE multi-academy trust or another local school. Student Managers will inform parents/carers of the location and the timings of the day.

TCA will ensure the student has work to complete for that day. Students must attend and it is the parent's/carer's responsibility to arrange travel arrangements to ensure the student arrives on time. Students must attend in full uniform. It is advised to take a packed lunch although lunch will be provided if your child is entitled to free school meals.

### Fixed Term Exclusions

A decision to exclude a student will be taken only:

- In response to constant or serious breaches of the SHARE behaviour policy
- If allowing the student to remain in the individual academy would seriously harm the education or welfare of others

Each school within SHARE Multi-Academy Trust will follow the latest Department for Education guidance regarding exclusions from schools for both fixed term and permanent exclusions to ensure that students are treated fairly and not discriminated against. The decision to exclude a student can only be made by a headteacher or the person deputising for a headteacher in his or her absence.

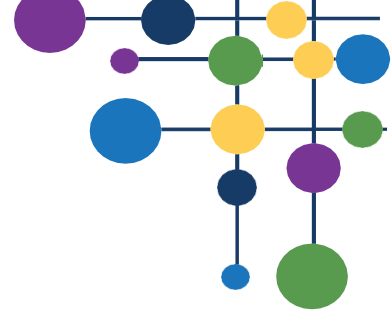
### Length of fixed term exclusions

We will always attempt to ensure that fixed term exclusions are for the shortest time necessary and will follow Department for Education guidelines which suggest that a period of 1 – 5 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

SHARE academies will:

- Inform parents/carers of their responsibility to ensure that their child is not





present in a public place in Academy hours during the first five days of any fixed term exclusion

- Provide work to be completed at home and ensure that work completed while excluded is marked and the student receives appropriate feedback
- Provide full-time education (off-site) from the 6th day of any period of fixed term exclusion of 6 days or longer where a permanent exclusion has not been processed
- Work in partnership to improve behaviour
- Arrange a reintegration interview following the expiry of a fixed term exclusion
- Liaise with and inform the police where any criminal offence has taken place, alongside contacting any other relevant agencies (including but not exclusive to):
  - Youth Offending Team
  - Anti-Social Behaviour Unit
  - Social worker

#### Actions following a fixed term exclusion

SHARE academies will offer support to students who are excluded in order to support them to improve their behaviour. The table below clarifies what measures will be taken at each step in order to support this process.

Exclusion length	Action
½ day – 4 days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with report card and relevant support)</li> </ul>
5 days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with relevant support)</li> </ul>
6+ days	<ul style="list-style-type: none"> <li>• Parents contacted</li> <li>• Reintegration meeting with student by appropriate member of staff on return (with relevant support)</li> <li>• Educated off site from day 5 onwards and reintegration meeting on return (with relevant support)</li> </ul>

When students reach either 15 days of fixed term exclusion in one term, and/or where there have been five separate fixed term exclusions within the same academic year, and/or the exclusion will result in the student missing a public examination, the individual academy’s governing body must meet with the student and parent/carer in order to:

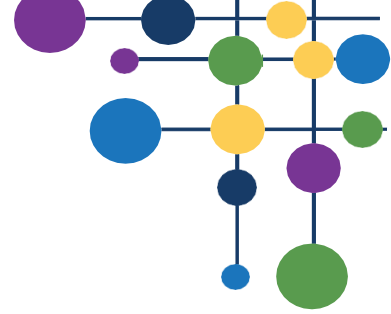
- Discuss the issues with the student and parent/carer having been given full information by the individual school
- Offer support and challenge

Exclusions exceeding fifteen days of permanent exclusions are subject to the right of parents to appeal to the governing body. For shorter fixed term exclusions, parents may make representations (in writing) to the governing body but they have no power to overturn the headteacher’s decision.

Following any Fixed Term Exclusion or at any point dictated by the SHARE Headteacher/Principal, additional support may be put in place.

#### Permanent Exclusions





Permanent exclusion from school is a last resort when all attempts to modify a student's behaviour have failed. At this point, the student will not be conforming to school rules and his/her behaviour will be having a serious impact on the learning of others. Permanent exclusion could also be used for particularly serious incidents including, but not limited to, dealing in illegal substances or assault on a member of staff. Guidance from, "Exclusion from maintained schools, Academies and pupil referral units in England A guide for those with legal responsibilities in relation to exclusion" will be followed.

A decision to exclude a student permanently should only be taken:

- in response to a serious or persistent breaches of the school's behaviour policy;

AND

- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

This decision will only be made by the Headteacher and then has to be considered by the Governors' Discipline Committee.

### **Governors' role within Permanent Exclusions**

A Governor's role within the process of a permanent exclusion is vital. Governors must:

- Ensure that they are available for the hearing at the relevant time
- Ask for any further information they may require that is not included in the initial bundle
- Ensure that all relevant documentation is read and that probing questions for the Academy's Headteacher are asked
- Make the final decision around whether to reinstate the student or decline to reinstate the student
- Take the lead in an Independent Review Panel, should the permanent exclusion be upheld in the first instance, and inform parents/carers appeal the decision

### **Additional exclusions**

Fixed term exclusions may not be modified within the term of that exclusion. However, further exclusions (up to and including permanent) may be put into place upon the conclusion of an initial exclusion when:

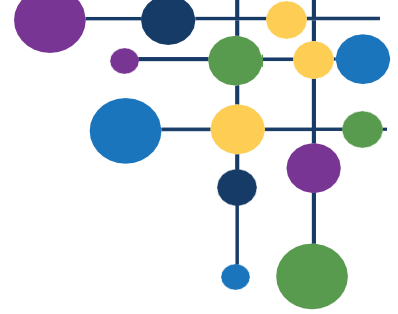
- New evidence has come to light in an investigation in the period of the initial exclusion. In this instance, the excluded student will be given the opportunity to respond to it before the following exclusion is processed or a permanent is put in place.
- The student has also been reported to the police and the result of that investigation provides additional evidence to the Academy.

### **Reasonable adjustments for SEND students**

Where a student's SEND need has the potential to make them more at risk of exclusion, additional work to attempt to reduce this risk will be completed with the student. This could be:

- Student Wellbeing Service Support
- Anger management intervention
- The Bridge provision
  - Behavioural psychologist intervention
  - Life coaching intervention



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- External services referral
  - ISP implementation
  - My Support Plan implementation
  - Educational Psychologist assessment
  - Cognitive and behavioural assessments and observations by the SEND team

For students with an EHCP, wherever possible, alternatives to permanent exclusion will be explored in conjunction with the LA's SENACT team which could include the above support, or an alternative provision, should need not be being met at TCA.

## Decision

The decision to exclude will only be taken by the Headteacher or, in his/her absence, the next most senior member of the Leadership Team.

The decision will be taken on all the evidence available at the time.

The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is 'distinctly more probable than not' that the student committed it.

## Informing

The following will be communicated without delay by student post; and/or letter and telephone message as appropriate:

- The parent/carer of the student
- The Chair of Governors
- The Local Authority Exclusions Team

If an exclusion will prevent a student from taking a public examination then the Chair of Governors will be informed immediately so that s/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

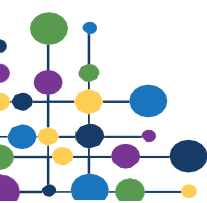
## Work for Excluded Students

Members of staff who teach excluded students will provide work for these students to do at home and make it available as instructed by the Head of Year for those students. All students are able to work from their Knowledge Packs in addition to this.

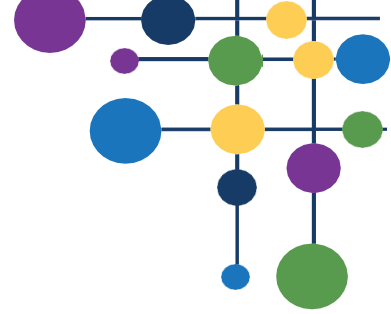
The Head Teacher will inform the Local Authority of the decision to permanently exclude a student. The Local Authority will make provision for the full-time education of students from the 6th day of exclusion.

## Governors Discipline Committee

The Governor Discipline Committee will be convened in accordance with current regulations by the Clerk to the Governors. It will be clerked and advised by the Clerk to Governors or a person with experience in clerking such meetings. The Clerk will ensure that all members of the Committee are reminded of the legal framework for their hearing. The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rule of natural justice and having regard to any, and most recent, guidance issued by the Secretary of State. The decision whether to uphold the Headteacher to permanently exclude or to reinstate the child will be taken by the Governor Disciplinary Committee permanent exclusion panel after all parties have had the opportunity to state their case and respond to the point put by other parties.







## Reintegration

Students returning to the Academy after a decision has been taken to reinstate the student, rather than uphold the Headteacher's decision to permanently exclude, exclusion will be subject to a reintegration procedure organised by a member of SLT. This will normally involve the parents and a member of the Senior Leadership Team. The parent and student will be invited to a meeting to discuss the reintegration into Academy life.

A student who is returned to the Academy by the Independent Appeals Panel but who is regarded as presenting a threat to the good order and discipline of the Academy or to members of the Academy community may be kept in Internal Exclusion until such time as it is thought appropriate to make a phased return into the Academy proper.

## Prohibited items

SHARE MAT and its schools take the possession and/or use of banned and prohibited items extremely seriously. Such items are identified as ones which could cause serious harm to the health and safety of the individual in possession of them, or to those around them, including staff, students and visitors to school site.

The items below are prohibited in SHARE MAT schools at all times:

- Aerosols
- Smoking paraphernalia
- Drugs of any sort
- Items deemed as weapons (knives, sharp objects, firearms)

This is not an exhaustive list of prohibited items; the Headteacher of each school has final say over what items are deemed to be prohibited and when made these decisions will be final. Possession or use of such items will be dealt with through consequences in line with the behaviour policy of the school and may be deemed as grounds to implement fixed-term, or in extreme cases where it is believed the safety of other pupils, visitors, staff or the public is at risk, permanent exclusion.

## Academies' individual routines

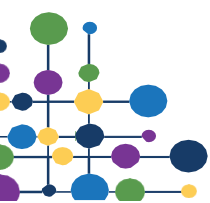
Each SHARE academy has its own internal routines and structures in order to ensure that behaviour and conduct are conducive to a positive learning environment for students, a positive working environment for staff and to ensure that the high standards and expectations set are achieved and met by all stakeholders.

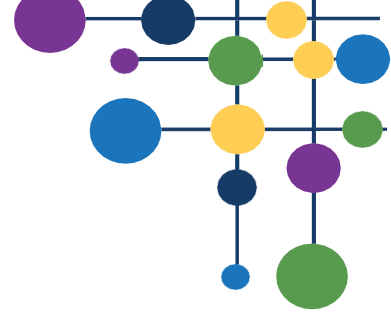
All staff and students are expected to uphold all systems.

Leaders should:

- Provide training and rationale for all processes and systems
- Ensure staff have sufficient time to amend short term plans to accommodate systems
- Model systems and procedures in their own work to the highest of standards
- Hold staff and students to account for upholding systems and procedures

Staff should:





- Positively uphold all instructions pertaining to systems and procedures
- Consistently reward students' effort in and out of lessons
- Hold students to account for failure to partake in any part of any system
- Implement negative consequences appropriately for failure to meet expectations and log these centrally on appropriate data management systems

## Senior Leader Presence

SHARE believe that leaders in all academies should model all processes and expectations to the highest standard, and should hold stakeholders to account where standards are not in place. To aid staff embed and benefit from all systems and procedures, constant supportive monitoring of each academy by senior leaders through learning checks is in place. These checks are in place to:

- Celebrate and praise conduct which is deserving
- Identify excellent practice in working with students
- Provide holistic support for all classroom based staff, regardless of role or experience
- Identify students who may require follow up conversations from pastoral staff or other staff later in the day
- Identify students not meeting expectations within academies
- Support staff with students not meeting expectations
- Hold students to account for not meeting expectations

Individual academies' rotas for the 'Learning Checks' will be held centrally and a log will be kept of all checks made.

## Formal Warnings

The Headteacher/Principal may, in certain circumstances, wish to give formal warnings to students, based around their conduct. These can include:

### **Verbal warning**

A recorded sanction registering displeasure with behaviour or patterns of behaviour

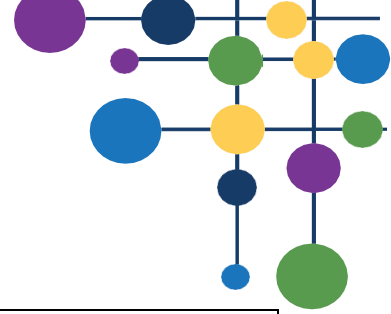
### **First written warning**

A further sanction which is in place to further indicate the severity of poor behaviour

### **Final written warning**

A final warning before permanent exclusion is a distinct possibility with referral to the Board of Trustees being made





This policy links to others which are either individual to each school within SHARE Multi Academy Trust (and are available to view on each school’s individual website) or are linked to SHARE Multi-Academy Trust policies which are available to view on the SHARE website. Details of which policies are individual to each school and which are overarching SHARE policies are below:

Individual school policy	SHARE Multi-Academy Trust policy
<ul style="list-style-type: none"> <li>• Academy behaviour policy (following this template)</li> <li>• Safeguarding and Child Protection Policy</li> <li>• Use of Reasonable Force Policy</li> <li>• Exclusions Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding and Child Protection Policy template</li> <li>• Trust behaviour policy</li> <li>• Equality and diversity policy</li> <li>• Complaints Policy?</li> </ul>

### Use of Reasonable Force

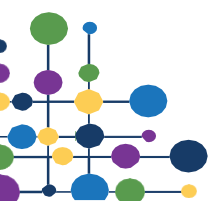
The Academy follows the guidelines set out in the DfE guidance ‘Use of reasonable force. Advice for Headteachers, staff and governing bodies’.

All members of Academy staff have a legal right to use reasonable force. This power applies to any member of Academy staff. It can also apply to staff the Headteacher has put in charge of students such as unpaid volunteers, cover staff or any other adults on an organised Academy visit.

### Discipline beyond the Academy Gates/Grounds

Behaviour of all students still falls under the Academy behaviour policy if they are travelling to and from school, and until they are back in the care of their parents/carers. Very high standards of behaviour are expected from all students during this time; especially if still wearing Academy uniform. Where bad behaviour occurs when a student is travelling to and from the Academy, the Academy reserves the right to issue a sanction under the academy’s sanctions policy, or a fixed term exclusion or a permanent exclusion, particularly in relation to violent and public conduct. The full sanctions system will apply regardless of the type of incident.

Students should remain in full uniform when travelling to and from the Academy and must not be involved in any behaviour that could adversely affect the reputation of the Academy, the safety of its students or cause harm or distress to any member of the local community.



## Appendix 1 – COVID-19 enforced changes

In line with government advice, SHARE academies will reopen to all students with fewer restrictions in September 2021. However, in the instance that COVID-19 cases rise rapidly, and in line with government guidance, there may be the requirement to reintroduce 'bubbles'. If this is the case, the requirement will be in place from 2020/21 to ensure that bubbles retain their exclusivity.

The safety measures will differ from academy to academy. Pupils and staff must familiarise themselves with the policies in place in their academy.

This appendix describes the steps staff will take if students fail to adhere to the safety measures and put others at risk if bubbles are required to be reintroduced. It also describes how the normal behaviour routines would be modified to reduce risks to pupils and staff.

Broadly, there are three categories of behaviour that could be a concern:

### 1. Non-malicious mistakes

We recognise that some students may accidentally fail to follow procedures.

Where this is the case, the process above for classroom sanctions should be followed, with staff exercising their professional judgement in the required sanction.

### 2. Deliberate refusal to follow instructions

The ladder of sanctions described in the behaviour policy will be followed. Actions such as failing to maintain a safe social distance, persistently refusing to wear a face covering where required or refusing to remain in a designated area could all be treated more seriously whilst COVID remains a risk.

School leaders will involve parents at an early stage if concerns arise.

### 3. Malicious incidents – for example spitting or coughing towards others

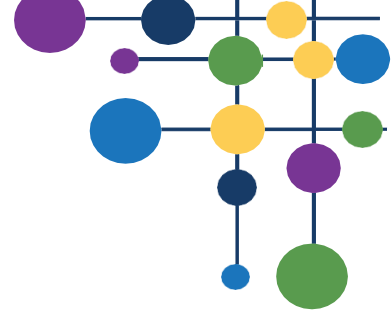
In the unlikely event that a student acts maliciously, for example coughs, sneezes or spits at or towards another student or member of staff, more serious sanctions will be applied. In the context of COVID, these acts could be viewed as a serious assault and may be treated as such. Such cases will be treated as a serious incident (see above). Headteachers reserve the right to employ the full range of sanctions in such cases, up to and including permanent exclusion.

### Isolation room

A nominated 'isolation room' will be available, so that a student can be removed from the session and accompanied to a safe space. This room should be of sufficient size so that a student can sit at a safe distance away from staff members.

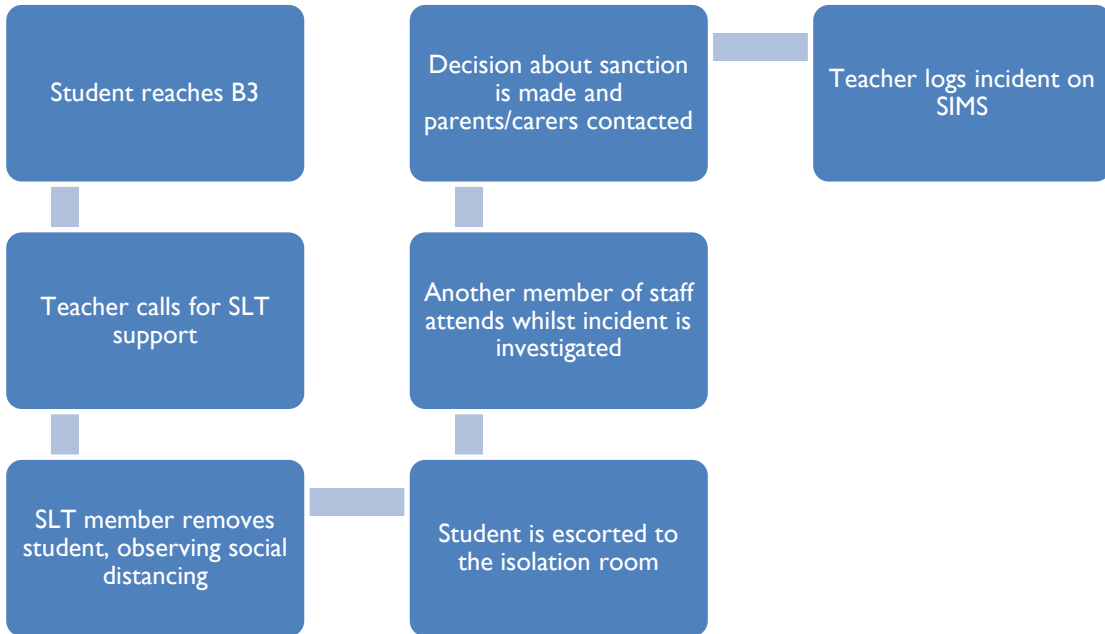
### Learning behaviours

For management of low-level disruption, staff will adopt the measures outlined in the 'classroom based consequences' diagram above. At the B3 level, where a student would normally be asked to leave the lesson to be seated in a nominated classroom, the teacher should alert a member of the school's senior leadership team, who will escort the student, at a social distance, to an isolation room.



When this is required, the senior leader will call for support from a colleague, so that they are not alone with one student for an extended period of time.

The following diagram clarifies the process of removal from a session/lesson for learning behaviours.



## Appendix 2 – Remote learning expectations for self-isolating students



Following the changes to rules around COVID-19 self-isolation, it is anticipated that significantly fewer students will be required to self-isolate during the 2021/22 academic year. However, should a student test positive for COVID-19, and are required to work from home, it is important that remote learning is of the highest quality. Similarly, should an academy need to close for any reason, and lessons are required to be held online, the majority of this will be through live lessons on Microsoft Teams. In order to ensure that all students are able to learn, behaviour remains of the highest importance. It is expected that, when learning online, students:

- Display the highest standards of behaviour and conduct
- Are logged in on time for all lessons
- Are engaged in all lessons
- Take an active part in all lessons and are prepared with appropriate equipment
- Use technology responsibly
- Do not disrupt others' learning
- Play their part in ensuring that lessons run smoothly
- Adhere to the behavioural expectations in place for face-to-face learning, including working within the consequence's framework of verbal warning, B1, B2 and B3

In particular, when working in live lessons in Microsoft Teams, students must:

- Not record the lesson on any device
- Keep their microphones on mute at all times, unless asked to speak by the teacher
- Only turn cameras on if asked to do so by the teacher
- Use the 'hand-up' button if they wish to speak or ask a question
- Use the chat feature to ask relevant questions or make relevant comments –
- Not inappropriately use the chat feature

Individual academies will track students' conduct within lessons and communicate this as appropriate with parents/carers. If these expectations are not met, individual academies will use appropriate strategies to ensure the lesson can proceed as planned, with no disruption. Consequences may include:

- Communication/online meetings with parents/carers to share concerns
- Removal from online lessons for disruption commensurate with a B3
- Removal from online lessons and revocation of Microsoft Teams credentials for a designated period of time
- Designating students as 'otherwise vulnerable' owing to 'difficulty engaging with remote education at home'\* and setting an expectation that they attend live lessons in the individual academy

\* <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

