



SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

COVID-19 ADDENDUM TO SHS BEHAVIOUR POLICY (JUNE 2021)

This addendum should be read in conjunction with the Shirley High School Behaviour Policy and other relevant policies and procedures. Unless stated otherwise all existing policies, procedures and guidance continue to apply.

Intent:

From the start of this academic year September 2020, the school and parents/carers have worked hard to support our students, either in the classroom or remotely, to continue their education. It was widely accepted that some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) pandemic and that some students may have been exposed to a range of adverse experiences. Students returned in September to find their school quite different from the one they left, i.e. confusing, unpredictable and challenging. This led to an increase in social, emotional and mental health (SEMH) concerns. We have now had a second National Lockdown and the students are returning to school again with further changes to the school day and logistics. The SEMH concerns are still evident but the return in March 2021 has highlighted a significant increase from the first time.

We are aware that these and current circumstances can affect the mental health of students and their parents/carers in a way that affects student behaviour. We therefore need to have appropriate behaviour and attendance expectations as well as additional support that will be effective within the restrictions of the COVID-19 learning and working environment.

It is important to remember that when students know that teachers will stick to the behaviour policy and class routines, they feel safer and happier, and behaviour improves. Managing a school or a class is a complex operation and because of this complexity it is easy at times to fail to get the simple, but essential, things right.

The staff have received further training in preparation for the return to face to face teaching. Recovery work has been undertaken in tutor times and all students have had return to school assemblies. We know that our students have had a long period with their usual school boundaries and support not in place and will therefore to some extent be deregulated. We also know that for many of our students the level of disadvantage grew during lockdown and with it the gaps in their learning, add into this bereavement, uncertainty and that for many students it will not be easy returning after lockdown.

The emphasis as we returned from the second National Lockdown in March was 'belonging', avoiding the use of the language of 'loss' and instead focus and accentuate the positives. Students need to know what we will do as a school to support their pastoral and academic recovery back into school post Covid 19 and be encouraged to reflect and have mature conversations in respect of behaviour. Staff are encouraged to, where possible, 'educate' rather than 'legislate' in terms of correcting and improving behaviour.

This addendum also addresses the provision for the health, safety and wellbeing of all members of our school community. It is especially important to teach students new norms and routines around protective measures and personal hygiene, clearly and accessibly and in line with the multitude of national changes as we continue to negotiate our way through this pandemic.



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Implementation:

Our school pastoral systems remain in place and students still have access to pastoral staff including Form Tutors, Heads of Year, Pastoral Support Assistants, Attendance and Welfare team, Behaviour Mentors, School Counsellors and the school based Social Worker. Where students need additional support and access to services such as Educational Psychologists, Speech and Language Therapists, CAMHS etc, this will be facilitated by the SVP Pastoral and the Head of Inclusion & Student Support (SENDCo). Resources remain on the school website to further support as required.

Parents/carers, students and staff are expected to read and ensure they understand this addendum to the Behaviour Policy.

Rules and procedures

Protective Measures:

- Students should arrive according to the time on their timetable. It is expected that students will arrive on time so they are in line with the staggered start times of their year groups;
- Students must respect social distancing measures in place in the school buildings and when travelling to and from school;
- All staff and students are to wear face masks in the classrooms as well as around the building unless exempt (shown by the wearing of a yellow lanyard). If communication is compromised for either the member of staff or the student in the classroom then the face mask can be slipped down to speak and then put back on when this is complete. This is only if the person feels comfortable to do so;
- The legislation is clear that face visors are not acceptable to use instead of face masks. Transparent face masks have been provided by the school and can be worn by teaching staff to aid communication in lessons especially when teaching our HI students, who need to lip read;
- All staff have a box of face masks in their rooms to give to any student who doesn't have one, however students must be aware that face masks are now part of our uniform and they may be sanctioned for not wearing them as required in school;
- Students must not wander round the school or deliberately mix with students outside of their year group bubble;
- Student must follow staff instructions regarding interaction with other students, moving round the school, responding to fire alarm or lock down procedures, or any altered routines for arrival or departure;
- Students must not share any personal equipment or other items including drinking bottles;
- Students will be required to wash their hands / use hand sanitiser on entry to school and regularly throughout the day, especially following break and lunchtimes. Facilities are provided for all students;
- Students will not be permitted out of their lessons to use the toilet unless in an emergency, however they can use facilities at break and lunchtimes;
- Students will be expected to use tissues to catch coughs and sneezes and then dispose of the tissue responsibly ("catch it, bin it, kill it");
- Students must not chew gum, drop litter or spit on the school site.



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Uniform:

- Students **must** come to school in full school uniform.
- Clothes should be washed regularly. It is understood that this may prove more difficult with the school jumper and blazer but reasonable attempts should be made in the case of these two items to wash them as regularly as possible;
- Students are expected to have a clean face covering on them daily. Face coverings must be plain and one colour only; they must not have any slogans, designs or pictures on them. They should preferably be washable and reusable. Single use face coverings are more likely to become litter and therefore have an impact on our environment

Mobile phones

- Mobile phones are not permitted in school for students in Years 7 - 11. If there are extenuating circumstances for a student to have a mobile phone it must be handed in to Reception at the start of the day.
- Sixth Form students are permitted to have phones in school but may only use them at break and lunch times, and only in the designated areas.

Remote education

Please see the school Remote Education Policy for a full outline of our procedures and expectations. In short where students are asked to engage in remote learning:

- Parents/carers and students must never ask staff to share personal phone numbers, addresses or email addresses;
- Parents/carers and students must never seek staff out on social media or ask to follow them. Staff should also not follow students;
- Students must only use their school email account, SIMS or any other agreed school platform to communicate with staff. All communication with staff must be professional;
- The ICT Acceptable Use Agreement you have signed remains valid during this time;
- Students must dress appropriately for any video call / video meeting. They should also consider the background of any video call / video meeting with respect to appropriateness and privacy;
- Appropriate behaviour is expected in live sessions at all times. Anyone misbehaving (e.g. posting inappropriate comments or images) will be dealt with in accordance with our behaviour policy; i.e. have a green or amber incident logged on SIMS or if the incident is a serious breach of our behaviour policy it will be referred as a red level incident to the HoD and HoY who may liaise with the SVP Pastoral for an appropriate sanction. Parents / Carers will be contacted to inform them of this and their support in rectifying the behaviour expected.
- Students will continue to be rewarded by staff through the logging of House Points on SIMS.
- Where appropriate 1:1 sessions will be recorded for the safeguarding of both students and staff.
- Students must attend live/remote sessions as they would normally do in respect of onsite lessons, unless there is a valid reason for their absence. Attendance will be monitored and Parents / Carers contacted if their child is absent without prior notification. Persistent refusal to engage in lessons without a valid reason will be classed as a refusal to follow instructions and the appropriate behaviour points will be awarded.



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Rewards:

The school reward procedures reflect our Shirley Values and being a Shirley Learner. They are attached to this document. Staff will reward students as per these procedures, whether the student is in school or learning remotely.

Sanctions:

The school has maintained its amendments to the sanctions outline to enable the widening of its window of tolerance reflecting the understanding of the possible changes that are likely to have impacted on some students' behaviour. This reflects the school's focus on recovery and re-establishing at this time so that we educate rather than legislate for non-compliance.

- Contravention of the current school rules will remain as per the current behaviour policy i.e. SWA(T)
 1. State the rule that is being broken
 2. **Warn** of the consequences if the rule continues to be broken
 3. **Apply** the sanction (s) – green / amber/ red; log green and amber incidents on SIMS, complete red card and pass to HoY/HoD.
 4. **Transfer** the student **only** if the behaviour is so disruptive that it seriously disrupts teaching and learning and the student needs to be removed. Staff are to ask for On Call so a member of senior staff can attend the situation. They will make the decision as to whether the student needs to be transferred elsewhere or once spoken to and adequate reflection has occurred, return them to the class. The sanction for this is an automatic red card.

The SWA(T) process is where the window of tolerance is to be applied with second chances being the norm rather than the exception and staff should avoid going straight to the green or amber or red sanctions.

- When a student is given a green or amber sanction the sanction will still be logged even though the teacher will not set a detention. The teacher will have a conversation with that student, to ensure the student understands the expectations and knows how to access support as required.
- When a student is given a red card sanction, the red card procedure is still to be followed but the completed card is to be given to the Head of Year by the Head of Department rather than being put straight into the Admin pigeon hole. This will enable the Head of Year to maintain an overview. The detention will not take place but the Head of Year will have a strong conversation with that student to ensure they understand the expectations and know how to access support as required. The card will then be passed to Admin for logging.
- When an incident occurs that is considered a red card plus, the red card is to be completed as per procedure but it is then to be discussed with the Senior Vice Principal – Pastoral, who will make a decision re an appropriate sanction.
- School detentions for cumulative infringements of the behaviour policy will be held on Fridays and Saturdays and will be put in place for those students that consistently fail to meet the behaviour expectations of the school. Any student receiving a green (-1 house point), amber (-3 house points) or red (-5 house points) level incident will have this logged on SIMS as behaviour points. Behaviour points are calculated over a week from Weds – Tues. Students will have a 60 minute detention with their Head of Year on a Friday if they get 10 or more behaviour points in a week and 90 minutes detention with their Head of Year if they get 15 or more behaviour points in a week. Students will have a 2 hour detention on a Saturday with a member of SLT if they get 20 or more behaviour points in a week and a 3 hour detention on a Saturday with a member of SLT if they get 30 or more



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behaviour points in a week. Failure to attend these detentions will result in a 1 day referral for Respite & Reflection (R&R), served in the Seclusion Unit as well as having the detention reset for the next Friday or Saturday.

- Punctuality detentions have been reinstated.
- In addition to this, Heads of Departments/Heads of Years can set detentions on any day of their choice and for any duration, up to 90 minutes, for something that has happened in the department / year group which they want to personally address. These detentions may be no notice.
- The departmental isolation procedures will not be in operation at this time to limit the mixing of year groups. Staff will address the behavioral needs of the student and aim to keep them in the lesson so that periods of missed learning are minimised.
- If a student behaves in a manner which seriously disrupts the lesson to the point where a teacher is not able to continue with the process of teaching, 'On Call' is to be summoned using the 'On Call' email. SLT will communicate about the placement of that student for that lesson as required and the Senior Vice Principal - Pastoral will make a decision re an appropriate sanction. Any student that has to be removed via 'On Call' will automatically have a red level incident (-5 house points) logged on SIMS.
- R&R, Seclusion and Exclusions will be dealt with by the Heads of Year and Senior Vice Principal – Pastoral in conjunction.
- Any contravention of the protective measures in place for the health and safety of the school community by a student is to be referred directly to the Senior Vice Principal – Pastoral, who will make a decision re an appropriate sanction. It must be understood that in a serious case of contravention, it is likely that the student will be sent home immediately via a fixed term exclusion with parents/carers being informed of the issue along with being given a date to meet the Senior Vice Principal – Pastoral to discuss the next steps for the student.

Exclusion:

While it is likely that further guidance will be issued from the DfE, where schools are predicting risk which may lead to the exclusion of a student the following will be put in place:

- The Head of Year will risk assess and put a Behaviour Support Plan in place. This plan will be designed to meet the student's needs, reduce the risk of incidents occurring and consider the safety and wellbeing of the student, other students and school staff.
- Behaviour Support Plans will be monitored, reviewed and adapted by the Head of Year when required.
- The SEND Code of Practice - Assess, Plan, Do, Review approach will apply to all students with identified SEND including unmet SEMH needs.
- If despite detailed planning and implementation, behaviour proves to be challenging, the Head of Year will liaise with the Senior Vice Principal – Pastoral and / or the Head of Inclusion & Student Support regarding the next steps.
- If a student does receive a Fixed Term Exclusion (FTE), they will be expected to undertake remote education.
- On their return the student and parents/carers will be involved in a reintegration meeting which will review the student's Behaviour Support Plan considering what will be needed for the student to be successful on their return and ensure successful inclusion.
- On the student's return to school, staff will be expected to be aware of the Behaviour Support Plan and follow the strategies effectively and consistently. The Head of Year will continue to review the effectiveness of the plan making changes where appropriate.



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Permanent Exclusion

No school wishes to exclude a student, even more so during this pandemic, however, where there is a significant breach or persistent breaches of the school 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) the Principal will consider a permanent exclusion as a response.

Impact:

It is important for schools to be calm and disciplined environments, where everyone follows the rules. An addendum to the school behaviour policy serves to reflect the new protective measures and any new rules and routines. It serves to ensure students can understand them and staff can enforce them consistently.

This addendum of the behaviour policy is in place to assist all school leaders and staff in supporting the recovery and re-engagement of students and the return to an orderly and calm environment in which all students can achieve and enjoy, as well as being safe, happy and successful.

This addendum has been approved by the Principal and Pastoral Governor and ratified by the Chair of the Governing Board.

Signed: _____

Signed: _____

Print name: _____

Print name: _____

Designation: Principal

Designation: Pastoral Governor

Date: _____

Date: _____

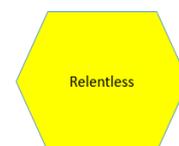
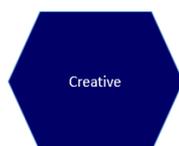
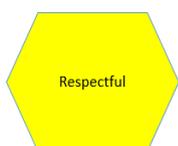
Signed: _____

Print name: _____

Designation: Chair of Governors'

Date: _____

We want all at SHS to believe in and maintain the values of our school:





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Rewards Outline

Rewards are an important aspect of the ethos of the school. We ensure that the achievements and successes of students, at whatever level, are recognised and celebrated. We believe strongly that the Shirley Values, being a Shirley Learner and ABC (Attendance - Behaviour - Commitment) form an appropriate foundation for success and it is these aspects our rewards system is built on.

ATTENDANCE

- Verbal praise from the form tutor.
- Postcards from the Attendance Officer for improved attendance.
- 100% term attendance = certificate awarded in assembly by a member of SLT.
- 100% year attendance = certificate awarded in assembly by the Principal.
- 100% stage attendance i.e. Key Stage 3 (Year 7 & 8), Key Stage 4 (Year 9, 10 & 11), Key Stage 5 (Year 12 & 13) = certificate and award presented at the Celebration of Success.
- 100% school attendance i.e. Year 7 through to 13 = certificate and award presented at the Celebration of Success.
- Mufti days awarded to any tutor group with 100% attendance and punctuality in a week..

BEHAVIOUR

- Verbal praise from the subject teacher / form tutor.
- Subject postcards from subject staff for improved behaviour.
- Excellent behaviour for a term (based on no detentions/ no isolations/ no R&Rs/seclusions/ no exclusions) = certificate awarded by HoY in assembly.
- Excellent behaviour for a year (based on no detentions / no isolations / no R&Rs/seclusions / no exclusions) = certificate and award presented by the Principal in assembly.

COMMITMENT (being a Shirley Learner and demonstrating the Shirley Values)

Students can either achieve points for their house and personal behaviour record or lose points for their house and personal behaviour record.

Students can be rewarded with House Points from teaching staff for achieving any aspect of being a Shirley Learner (they must achieve all the criteria for that aspect):

High Expectations = 3 criteria (attitude meets expectations of the teacher + active participation in the lesson + consistent self-challenge); **Learning and Progress** = 3 criteria (understand how learning links together + response to marking demonstrates progress + all set tasks are completed by the deadline provided); **Input** = 5 criteria (on task and well behaved + excellent presentation of work + engaged in learning and making contributions + demonstrate respect towards peers and teacher + arrive at the lesson ready to learn); **Retrieval** = 2 criteria (can retrieve learning from previous topics + complete all retrieval practice activities); **Connections** = 3 criteria (make connections between topics and subjects + use subject specific vocabulary across the curriculum + connect learning to potential future careers); **Consolidating Progress** = 3 criteria (articulate what has been learnt and how it links to prior learning + demonstrate knowledge in all forms of assessment + prepare for future learning with teacher guidance)

Students can be rewarded with House Points from all staff (teaching and non-teaching) for demonstrating any of the 6 Shirley High School Values:

Compassionate; Respectful; Creative; Relentless; Aspirational; Resilience

Students can be rewarded with House Points by Middle Leaders (HOYs, HODs, LPs) = 5 (Awarded at the discretion of the Middle Leader)

Students can be rewarded with House Points by Senior Leaders = 10 (Awarded at the discretion of the Senior Leader)

Students will lose House Points as follows:

Green level incident = -1; Amber level incident = -3; Red level incident = -5; Seclusion / R & R = -10; Exclusion = -20

House Points will count: Individually for Positive Conduct Points records (positive House Points vs negative House Points); and for House points totals.

Commitment rewards:

- Verbal praise in the classroom and / or form room from the subject teacher and / or form tutor.
- House point awarded by any member of staff
- Postcard home from any member of staff.
- Bronze Award Certificate for 50 House points and item of SHS stationery awarded by HoY in assembly.
- Silver Award Certificate for 100 House points and item of SHS stationery awarded by member of SLT in assembly.
- Gold Award Certificate for 150 House points and item of SHS stationery awarded by member of SLT in assembly.
- Platinum Award Certificate for 200 House points and item of SHS stationery awarded by Principal in assembly.
- Outstanding work / outstanding community act = entry to the Book of Excellence.
- Nomination from fellow students for the Jack Petchey Award. Winner has certificate awarded in assembly by a member of SLT and has photograph taken for the Jack Petchey Award Board with the Principal. Winner nominates where the £200 prize money is spent within school.
- Subject specific progress and achievement prizes awarded at Celebration of Success.
- Students achieving the best academic results have their names placed on school honours board.

Additional Rewards:

- HOY termly rewards e.g. pizza party, theatre trip, Amazon vouchers, for students who have attained a special achievement



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- Principal Awards for 100% ABC will be given termly through student draws for Amazon vouchers and the grand Principal's prize.
- Department Shirley Learner Award will be awarded termly for one student per year group. These students will be awarded Middle Leader house points, a certificate and stationery prize.
- House Cup. Awarded termly to the House Captain of the house that has the most house points.
- House shield. Awarded annually at Celebration of Success for the student with the highest House points in each house.
- Subject colours awarded annually at Celebration of Success for students at the end of KS3 & KS4 for outstanding achievement in subject areas
- Tea with the Principal. Undertaken at the Principal's discretion as required.
- Medals and / or trophies and / or certificates awarded for sporting events - PE Department.
- Rewards ladder prizes for students to aim for and acquire through getting house points.

Further Commitment:

The following achievements demonstrate further commitment to the school community and are also recognised as successes. They are rewarded through the awarding of a badge to be worn during the term of office and a certificate following the term served:

School Leadership	House Leadership	Student Council Leadership
Year 13 Head Boy and Head Girl Year 13 Deputy Head Girl & Deputy Head Boy Year 13 Senior Prefects Year 11 Head Prefects Year 11 Prefects	Year 13 House Captains Year House Reps Tutor Group House Reps	Year 13 Head Girl and Head Boy Year Student Council Reps Tutor Group Student Council Reps
	Additional Leadership	
	Green Team Diversity Team Young Interpreters Team	Anti-Bullying Ambassadors Sixth Form Mentors

SHIRLEY HIGH SCHOOL REWARDS CHART

Students can cash in their points for a reward or rewards of their choice.

You can cash in early for one of the smaller rewards and then save up again for another or save up over the year to get a larger reward.

Work hard, collect house points, achieve your ABC and claim your reward!!



	IPAD 2 AIR 600 House Points + 100% attendance + 100% punctuality + 100% behaviour
	BEATS HEADPHONES 400 House Points+ 100% attendance + 100% punctuality + 100% behaviour
	£100 GIFT CARD OF CHOICE* 300 House Points + 100% attendance + 100% punctuality + 100% behaviour
	£75 TOWARDS YR 11 / YR 13 PROM OUTFIT 300 House Points + 96% attendance + 97% punctuality + 95% behaviour
	£25 PICK & MIX (GIFT CARD/ LEAVERS HOODIE/ YEAR BOOK/ STATIONERY /BOOK - YOUR CHOICE!) 175 House Points + 96% attendance + 97% punctuality + 95% behaviour
	£20 BOOK VOUCHER 150 House Points + 96% attendance + 97% punctuality + 95% behaviour
	5 ITEMS OF SHS STATIONERY (YOUR CHOICE) 100 House Points + 96% attendance + 97% punctuality + 95% behaviour
	2 QUEUE JUMPS WITH FREE FOOD (ANY MAIN MEAL & DRINK) 50 House Points + 96% attendance + 97% punctuality + 95% behaviour

* Amazon, JD Sport, iTunes, Nandos, Primark, WH Smith or a combination choice card