



## 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 (VERSION 2 FOR SEPTEMBER 2020)**

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**

Over the last few months the school and parents/carers have worked hard to support our students, either in the classroom or remotely, to continue their education. However it is widely accepted that some school cultures, norms and routines have been disrupted by the coronavirus (COVID-19) outbreak and that some students may have been exposed to a range of adverse experiences. This will include students who prior to lockdown were at risk, but also students who have had difficulties or even traumatic experiences whilst away from school as well as students who will find returning to school quite different from the one they left, i.e. confusing, unpredictable and challenging. This may lead to an increase in social, emotional and mental health (SEMH) concerns. Additionally, where students have special educational needs and disabilities (SEND), their provision and routines may have been disrupted during partial school closure and there may be an impact on their behaviour.

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 make some changes to reset behaviour and attendance expectations and consider additional support to successfully reintegrate our students back to school 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 happy, 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.

This addendum also addresses the provision for the health, safety and wellbeing of all members of our school community from September 2020. It will be especially important to teach students new norms and routines around protective measures and personal hygiene, clearly and accessibly.

#### **Implementation**

Our school pastoral systems remain in place and students still have access to pastoral staff including Form Tutors, Heads of Year, Behaviour Mentors and School Counsellors. Where students need additional support and access to services such as Educational Psychologists, Speech and Language Therapists, social workers, this will be facilitated by the SVP Pastoral and the Head of Inclusion & Student Support. 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.



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### 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 do not affect the staggered start times of the year groups by mixing the year group bubbles;
- Students must respect social distancing measures in place in the school buildings and when travelling to and from school.
- Face coverings should be worn in internal communal areas and when travelling internally between designated “bubble” locations. Use of face coverings at any other time is dependent on the safety concerns of the individual and that decision should be made based on the guidance provided regarding social distancing, expected levels of hygiene and handwashing. When not being worn face coverings should be placed in a clear plastic bag in an easy to reach location such as a blazer pocket.
- Students must not enter any buildings that are not within their allocated year group bubble and must not deliberately mix with students outside of their 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 will be provided for all students
- Students will not be permitted out of their session 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.

#### 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 should be worn in internal communal areas and when travelling internally between designated “bubble” locations. Use of face coverings at any other time is dependent on the safety concerns of the individual and that decision should be made based on the guidance provided regarding social distancing, expected levels of hygiene and handwashing. When not being worn face coverings should be placed in a clear plastic bag in an easy to reach location such as a blazer pocket. 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.

#### 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 within the stagger period so year group bubbles are not mixed in the process.



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- 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

Remote education will still be required in certain circumstances so staff, students and parents will need to be ready to revert to this when requested to do so.

- 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 be following 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;
- 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.

### Rewards:

The school reward procedures have changed and are attached to this document. As well as being in the student planner. Staff are to reward students as per the new procedures, whether the student is in school or learning remotely.

### Sanctions:

There have been amendments to the sanctions outline to enable the school to widen 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. SWAT followed by the application of green, amber or red cards. The SWAT process is where the window of tolerance is to be applied with 2<sup>nd</sup> chances being the norm rather than straight to the green or amber or red sanction.
- When a student is given a green or amber sanction the sanction will still be logged and a conversation had with that student, with the teacher involved, to ensure they understand the expectations and know 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 then 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.



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- 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 passed directly to 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 Saturdays and will be put in place for those students that consistently fail to meet the behaviour expectations of the school. As a gauge students can expect to be given a 1 hour detention for achieving 10 or more behaviour points in a week, a 2 hour detention for achieving 15 behaviour points and a 3 hour detention for achieving 20 behaviour points in a week.
- The departmental isolation procedures will not be in operation at this time. Staff will need to address the behavioural 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. SLT will communicate about the placement of that student for that lesson and the Senior Vice Principal - Pastoral will make a decision re an appropriate sanction.
- 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:**

#### Risk of Exclusion and Fixed Term Exclusions

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 to 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 and Student Support regarding the next steps.
- If a student does receive an 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 rigorously.

This addendum of the behaviour policy is in place to assist all school leaders and staff in preparing to welcome back all students full-time from the beginning of the autumn term, to support the recovery and re-engagement of students and the return to orderly and calm environments in which all students can achieve and enjoy.

This addendum has been approved by the chair and lead governor and ratified by the governing body.

Signed: \_\_\_\_\_

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_

Print name: \_\_\_\_\_

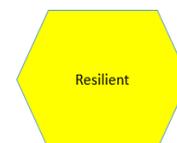
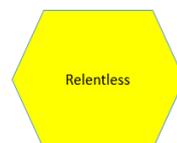
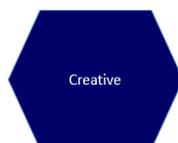
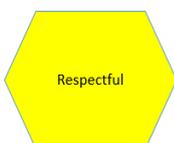
Designation: Chair of Governors

Designation: Lead Governor for pastoral

Date: \_\_\_\_\_

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 in that the achievements and successes of students, at whatever level, are noted and given due worth. We believe strongly that ABC (Attendance - Behaviour - Commitment) forms an appropriate foundation for success and it is these aspects our rewards system is built on. Praise and rewards may be appropriate for an individual student, whole class or year group.

#### **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 and to individual students who achieve 100% attendance and punctuality in a half term.

#### **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 (to learning and the school community)**

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

Students will get House Points as follows:

- From all staff (teaching and non-teaching) = 2 (The production of an excellent piece of work either in class or for homework; excellent effort in completing a task; a protracted effort over a period of time; a contribution to the teacher or class or life of the school which deserves recognition; a charitable act worthy of special praise; an act of exceptional helpfulness for the benefit of others.
- From Middle Leaders (HOYs, HODs, LPs) = 5 (Awarded at the discretion of the Middle Leader)
- From Senior Leaders = 10 (Awarded at the discretion of the Senior Leader)

Students will lose House Points as follows:



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- 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
- Principal Awards for ABC will be given termly through student draws for Amazon vouchers and the grand Principal's prize. Student with 100% ABC will be entered into the draws.
- 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 the Celebration of Success for students at the end of Key Stage 3 and end of Key Stage 4 for outstanding achievements 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:



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

**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!!**



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### 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