

Edgbarrow School: Governors' Policy
Pastoral Committee: P6 – Behaviour and Discipline Policy
Part 1

Name of policy	P6: Behaviour and discipline policy
Status of policy	This is a statutory policy
Consultation	This policy has been developed following consultation with Students via School Council, Teachers, Senior Leadership Team and Pastoral Governors.
Relationship with other policies	This policy should be read in conjunction with:

P7	Anti-Bullying policy
P8	Drugs policy
P12	Home School Agreement
C5	SEN and Disability Policy
P2	Equality Policy
P4	Safeguarding and Child Protection Policy
C2	School Expeditions
P13	Attendance policy
P17	E-Safety Policy
CLT TP7	Behaviour Policy and Anti-Bullying Statement

Suspension and Permanent Exclusion Guidance. September 2023

DFE Behaviour in Schools July 2022

Regulations for the use of ICT facilities

Edgbarrow School's Behaviour Code that is referred to throughout this policy is attached as DFE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. September 2022

This policy complies with the DFE guidance on Searching, Screening and Confiscation July 2022.

This policy complies with Section 89 of the Education and Inspections Act 2006

Appendix A: Home School agreement

Appendix B: 6th form learning agreement
Edgbarrow School Behaviour Code

Appendix D: Student Behaviour Expectations

Appendix E: EDGpoints

Appendix F: Positive Learning Routines

Appendix G: P6 Student Behaviour and Discipline Policy the Use of Reasonable Force to Control or Restrain Pupils

Appendix H: Exclusion Types and Expectations

Appendix I: Behaviour in schools: advice for headteachers and school staff 2022 &
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. September 2022

Appendix J: Incident Form

Appendix K: Sixth Form Behaviour Expectations

Appendix L: Student Online Learning Protocol

Appendix M: Staff Online Learning Protocol

Date Policy was agreed	19 th October 2023
Date for full implementation	Immediate
Date for review	Annually – October 2024

Policy

The purpose of this policy is to promote good behaviour, self-discipline and respect among students whilst creating a calm, safe and supportive environment where pupils can enjoy, grow and achieve. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs.

Edgbarrow School believes in equal opportunities for everyone and expects all members of the school community to show respect to others. We promote an inclusive environment allowing equality of opportunity and ensuring that all individuals needs are met and supported.

This policy is to be used in conjunction with the Equal Opportunities Policy

1. The Governing Body believes that the school should expect a high standard of behaviour from all students and therefore has developed a school community, supported by the Home School Agreement (**Appendix A**), and 6th form Learning agreement (**Appendix B**) where there is a:
 - Safe and caring environment that ensures the happiness and well-being of all students and supports their development personally, socially and academically.
 - Positive learning culture based upon mutual respect in which all students are valued equally.
 - Provision of high quality teaching through a broad balanced curriculum that responds to the different learning needs of students and enables them to achieve their full academic potential.
 - Wide range of activities that allows all students to experience success and to explore and develop their talents in lessons and through a wide range of extra curricular opportunities.
 - Provision of opportunities for community involvement and life long learning
 - Development of skills, attitudes and responsibilities for adult life at work, at home and within our society.
2. Edgbarrow School's Behaviour Code (**Appendix C**) are four simple instructions;
To be ***Ready, Respectful, Safe and Positive***. It links into the Edgbarrow School Student Behaviour Expectations (**Appendix D**) and sixth form support plans (**appendix L**).
3. Edgbarrow School's Behaviour Code should be adhered to in order to develop mutual respect, to teach students to take responsibility for their own actions and if necessary to accept the consequences of their choices.
4. Edgbarrow School's Behaviour Code will be reviewed and promoted annually. The standard of behaviour expected at Edgbarrow will be communicated to all students, parents and staff. Staff will communicate positive and negative behaviour to parents and students via ClassCharts. The power to discipline applies to all paid staff with responsibility for pupils. Staff are supported with regular CPD on behaviour and safeguarding.
5. Edgbarrow School recognises the severity of child on child abuse, including sexual harassment and sexual violence. All staff working with children are advised to maintain an attitude of 'it could happen here'. Edgbarrow School will be aware of, and respond appropriately to all reports and concerns, including those outside the school or college, and/or online. Edgbarrow School promotes a zero-tolerance approach to sexual violence and sexual harassment - they are never acceptable and will not be tolerated. This will be communicated regularly to staff and students will be educated around the topic as appropriate.

6. All behaviour creates its own consequence whether positive or negative. The consequences of behaviour will be consistently applied across the school. School staff powers to discipline, include the power to discipline students when they are not at school or in the charge of a member of staff. This could be when a 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: Or misbehaviour at any time including online, whether or not the outlined conditions apply that could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. (**Appendix C**)
7. Staff will use a variety of strategies to encourage positive behaviour. The school will make use of rewards and praise regularly to reinforce good behaviour. There is an agreed system for positive behaviour (Edgpoints reward system) see **Appendix E**
Some students will need extra support to develop positive behaviour and this will be tailored to meet the needs of the individual and may involve interventions from internal school support systems and/or from outside agencies including CAMHS, YOS and Early Help.
The school uses Positive Learning routines (see **Appendix F**) which promotes a purposeful learning culture and marginalises poor behaviour of students.
8. Removal from the classroom is where a pupil, for serious disciplinary reasons, is required to spend a time out of the classroom at the instruction of a member of staff. These removals are called **Behavioural Reset days** and follow a scale in severity. (See **Appendix H**) The student will work in the Reflection Room in Student Support. Parents will be informed on the same day if their child has been removed from the classroom. The use of removal should allow for continuation of the pupil's education; where possible work will be recorded on Google Classroom. It may differ to the mainstream curriculum but will still be meaningful for the pupil. During this time, students will have opportunity to reflect upon the incident/behaviour and will supported by staff. This will be recorded on ClassCharts and CPOMS.
9. The Headteacher will be responsible for ensuring that this policy is implemented. All members of the school community are responsible for supporting the school ethos. All staff are responsible for the promotion of and day to day management of positive behaviour and will consistently follow the procedures. Students' responsibility is to follow Edgbarrow School's Behaviour Code. Parents and carers play a vital role in encouraging good behaviour and hard work in school. It is essential that home and school work together, as it will be detrimental to the pupil's progress if they do not. Every effort must be made to solve any difficulties if they should arise, on both parts via for example face to face meetings.
10. School staff have the power to use reasonable force to prevent students from committing an offence injuring themselves or damaging property and to maintain good order and discipline in the classroom. The school does not have a policy of no physical contact (paragraph 19 Guidance use of force 11/07) and sometimes it may be necessary to touch, move, hold or curtail an individual. See **Appendix G** which outlines the use of reasonable force that is acceptable. Any actions taken should always be in the pupil's best interests, reasonable and proportionate. Staff who have had cause to restrain a pupil are required to report the incident to the Headteacher as soon as is practical. Staff will be asked to complete a report of the incident in writing and recorded on CPOMS.
11. The general power to discipline enables the member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to or loss of any confiscated items.

12. The school complies with the Corvus Learning Trust, CLT P8 Search, Screen and Confiscation Policy and DFE Searching, Screening and Confiscation guidance July 2022¹

The school has power to search for prohibited items including:

- Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- Any other item banned by the school.

Weapons and knives and extreme or child pornography will always be handed over to the Police. Where resistance is expected school staff may find it more appropriate to call the Police.

Please see CLT P8 Search, Screen and Confiscation Policy for full information.

When a search is conducted, it must be recorded by the member of staff as a Physical intervention on CPOMS.

13. The school acknowledges that disciplinary action should be taken against students who are found to have made malicious accusations against school staff.

Note: Online Learning Expectations

(See Staff and Student Protocols for Online Learning. Appendix L and M)

Suspensions and Exclusion

14. The governing body believes that the school can use suspensions and exclusions as part of effective behaviour management. This includes suspensions and permanent exclusion (**Appendix H**).
15. Only the Headteacher (see footnote²) of a school can issue a reset day, suspend or exclude a pupil and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods ² (up to a maximum of 45 school days in a single academic year) or permanently.
16. A decision to issue a reset day, suspend and permanently exclude a student will be taken only:
- In response to a serious breach or persistent breaches of the school's behaviour policy
 - If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.
17. In respect of all decisions to suspend or exclude, the Headteacher and the Governing Body will take account of the DFE – Suspension and Permanent Exclusion from maintained schools, Academies and pupil referral units in England including pupil movement September 2023 (**Appendix I**).
18. A decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, including referrals to

¹ Searching, Screening and Confiscation Advice for schools July 2022

² (In a maintained school head teacher includes an acting head teacher by virtue of section 579(1) of the Education act 1996. An acting head teacher is someone appointed to carry out the functions of the head teacher in the head teachers absence or pending the appointment of the head teacher. This will not necessarily be the deputy head teacher ;it will depend who is appointed to the role of acting head teacher)

²A 'fixed period' means that a suspension on disciplinary grounds can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed.

outside agencies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort. There will be, however, exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. Schools cannot extend a Fixed Term Suspension, or convert it into a Permanent Exclusion. Instead, if a longer Fixed Term Suspension is required a new Fixed Term Suspension or Permanent Exclusion has to begin immediately after the first one ends.

19. Fixed Term suspension will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to issue a reset day, suspend a student for a fixed period or permanently exclude the Headteacher will:

- Ensure appropriate investigations have been carried out (**Appendix J**)
- Consider all the evidence available to support the allegations taking into account the school's Student Behaviour policy
- Allow the student to give their account of events
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- If necessary, consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.
- A student's disruptive behaviour can be an indication of unmet needs. As a school we will try to identify whether there are any causal factors and intervene early in order to reduce the need for subsequent exclusion, ensuring that any SEN needs are addressed through internal support and referrals to outside agencies where appropriate.
- We will also use strategies for reintegrating students that return to school following a fixed period suspension.
- All reset days, fixed term suspensions and exclusions will be accompanied by a letter which will include further details and subsequent actions.
- Keep a written record of the actions taken, including witness statements of the student concerned. All witness statements must be dated and signed where possible
- In reaching a decision, the Headteacher will always look at each case on its own merits.

20. If the Headteacher is satisfied that on the balance of probabilities the student did what they are alleged to have done, reset, suspension or exclusion may be the outcome. When establishing the facts in relation to a reset day/suspension/exclusion the Headteacher must apply the civil standard of proof i.e. "on the balance of probabilities", accepting that something happened if it is more likely that it happened than it did not happen. It is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt". It may involve a wide range of evidence and may extend to evidence of the student's past behaviour if relevant to the seriousness of the present allegation. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. Reasons for issuing a reset day, suspension or exclusion may include:

- Verbal abuse (including reference to or abuse against sexual orientation/gender/gender reassignment/disability/race)
- Bullying (see anti-bullying policy)
- Indecent behaviour
- Damage to property
- Theft
- Physical assault/violence or threatened violence against pupils or staff

- Sexual harassment, abuse, assault, violence
- Arson
- Carrying an offensive weapon
- Supply and use of illegal drugs (see drugs policy)
- Unacceptable behaviour which has previously reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.
- Encouraging or inciting any of the above.
- Persistent and or extreme rudeness
- Defiance and refusal to cooperate
- Alcohol/tobacco related

This list is non-exclusive and intended to offer examples rather than be a complete, definitive list.

21. Edgbarrow School's Drugs policy clearly states that illegal and other unauthorised drugs have no place in school. When making a decision to exclude in relation to a drug related incident the Headteacher will have due regard to the Drugs policy and will consult with the Designated Senior Person.
22. The behaviour of students outside school can be considered grounds for suspension and exclusion. This will be a matter of judgement for the Head teacher in accordance with the school's behaviour policy. Students' behaviour outside school on school business – for example, on school trips, away school sports fixtures, or work experience placements is subject to the school's Student Behaviour policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Headteacher may issue a reset day, suspend and exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This will be matter of judgement for the Headteacher. Students' behaviour in the immediate vicinity of the school or on a journey to or from school for example can be grounds for a reset day, suspension or exclusion.
23. Reset days, fixed term suspensions or permanent exclusions will not be used for:
 - minor incidents such as failure to do homework
 - poor academic performance
 - lateness or truancy
 - breaches of school uniform rules or rules of appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules.
 - Punishing students for the behaviour of their parents, for example when parents refuse or are unable to attend a meeting.
 - Protecting victims of bullying by sending them home.
24. The school will take reasonable steps to set and mark work for students during the first five days of suspension or exclusion and alternative provision will be arranged from the sixth day.
25. Reset day, suspended and excluded students should be able, and encouraged, to participate at all stages of the exclusion process taking into account their legal age and understanding.
26. All reset days, suspensions and exclusions will be treated in the strictest of confidence.
27. All reset days, suspensions and exclusions will be formally recorded and parents/carers/social workers/virtual school/local authority will be notified without delay.

28. The headteacher may cancel an exclusion that has already begun where it has **not** been reviewed by the governing body. Where an exclusion is cancelled the headteacher must notify parents/carers/social workers/virtual school/local authority.
29. Off-site direction is when the governing board or a maintained school requires a pupil to attend another education setting to improve their behaviour³ Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Depending on the students needs and circumstances, off-site direction into Alternative Provision can be full-time or a combination of part-time.

Monitoring and Evaluation

30. The Headteacher will regularly monitor the consistent application of the procedures detailed in this policy and their impact. This monitoring will take place as part of the normal school self-review procedures. The Governing Body's Pastoral Committee will receive reports on:
- a. Reset days, fixed term suspensions and permanent exclusions (every term)
 - b. Any exclusions that have been cancelled (every term)
 - c. ClassCharts/SIMS analysis of behaviour (every term)
 - d. Reported incidents of bullying (every term)

³ Section 29A of the Education Act 2002

EDGBARROW SCHOOL



Home School Agreement

Name:.....

Form:.....



The Corvus Learning Trust is incorporated in England and Wales
Company number 11045796

Registered Office: Edgbarrow School, Grant Road, Crowthorne, Berkshire, RG45 7HZ

IT Acceptable Use Agreement: Rules for Students

1. I will only use IT systems provided by the school, including internet access, e-mail, digital storage, mobile technologies, cloud services, and social media, for school purposes.
2. I will not damage school IT equipment or services in anyway. If I cause non-accidental damage I will be responsible for the costs of the repair.
3. I will not download or install anything, include software and add-ons, on school devices or services.
4. I will only log on to the school network, other systems and resources with my own user name and password.
5. I will not reveal my passwords to anyone and I will change my passwords when prompted.
6. I will make sure that all IT communications with students, teachers or others are responsible and sensible. This includes the use of comments and chat in Google Classroom.
7. I will be responsible for my behaviour when using the internet. This includes resources I access and the language I use. I will not engage in online harassment or cyber bullying.
8. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or Head of Year.
9. I will not attempt to bypass the internet filtering system or other IT security by any means.
10. I understand that all my use of the internet and IT in school can be monitored, logged and made available to my teachers.
11. I will not create or share any media, including images or video, that could upset any member of the school community. This includes taking photos or videos of staff or students without their consent.
12. I will not share anyone's personal information, such as their name, phone number or address without their consent. I will be cautious about sharing my own personal data online and will seek advice if I am unsure about what I should share.
13. I will report any security issues, inappropriate material or unacceptable behaviour to help@edgbarrowschool.co.uk, my Head of Year or my IT/computer science teacher.
14. If I have any questions or concerns about IT security or online safety, I will contact help@edgbarrowschool.co.uk or my Head of Year or my IT/computer science teacher.

IT Acceptable Use Agreement

The school provides various IT systems in school to support students with their work. This includes the use of PCs and laptops, access to the internet and a school email address; the school email may provide access to other online services, such as Google Classroom.

Students using any school IT systems must comply with all the school's IT security and online safety rules and guidance, which can be found here:

<https://www.edgbarrowschool.co.uk/students/online-resources/>

For any questions about our IT systems, including online safety, please contact:

help@edgbarrowschool.co.uk

Students should behave in an appropriate manner online. Online interactions should be **respectful, safe and positive**.

The IT rules are designed to keep students safe. If they are not followed, school sanctions will be applied and Parent/Carers will be contacted. In extreme cases, access to the school IT facilities could be withdrawn and further legal action may be taken.

The key points and rules are listed on the next page. Parents/Carers and students should discuss the rules together and sign to acknowledge their acceptance of this agreement. Students not agreeing to, or following, the acceptable use policy may have their access to school IT systems removed.

IT systems change regularly, so we may update our guidance during the school year. In this case, updated guidance will be posted to the school website and the updates will be publicised.

We have read the IT rules on the next page and the latest guidance on the Edgbarrow website. We understand and agree that these rules and guidelines are important to keep students safe when using school IT resources. We understand and agree that students who do not follow these rules may receive a sanction and/or lose access to our IT systems. We acknowledge that updates may be posted to the school website and we will read these when prompted.

Name of student.....Form

Signature of student Signature of Parent/Carer

Date

Edgbarrow Home / School Agreement

Our staff fully support the school values of Ready, Respectful, Safe and Positive:

- Provide a positive and supportive and safe school environment
- Communicate with parents/carers regularly to discuss student welfare and progress
- Provide opportunities for learning both within and outside of the classroom.
- Provide a range of co-curricular activities to support personal development.
- Provide a high-quality education with a broad and balanced curriculum and effective Teaching and Learning

Parents fully support the school values of Ready, Respectful, Safe and Positive:

- Send their children to school every day, unless ill, on time and properly equipped.
- Let the school know on the first day of absence if their child is ill.
- Let the school know of any concerns or problems that might affect their child's work or behaviour.
- Fully support the school's guidelines on behaviour and uniform.
- Support their child with homework, monitor Google Classroom and sign the diary regularly.
- Attend parent evenings or discussions about their child's progress.
- Support the school's co-curricular programme and encourage students to represent in sporting fixtures in and away from school.
- Students are opted into co-curricular activities and sporting fixtures, unless parents opt out

Students fully support the school values of Ready, Respectful, Safe and Positive:

- Attend school on time with all the books/resources and equipment necessary for the day.
- Record homework clearly in the diary and keep up to date with all homework
- Turn in homework on Google Classroom / in books.
- Complete work to the best of their ability.
- Prepare carefully for tests and assessments.
- Treat the school community and environment with respect.
- Engage in co-curricular opportunities.
- Take pride in wearing your school uniform.
- Meet the school's expectations on good behaviour.

• Name of student (printed) Form.....

• Signature of student..... Date.....

• Signature of parent(s) / carers..... Date.....

Equipment List

Students must ensure that they are properly equipped for school and must have the following items with them every day.

Pens Black and Blue

Ruler

Glue Stick

Calculator

Homework Diary

The following items would also be useful to have in the pencil case

Highlighter pens

Colouring pencils

Pencil sharpener

Pencils

Rubber

Scissors

Reading book

Edgbarrow School Sixth Form Agreement and Expectations

Student Name: _____ **Tutor Group** _____

Edgbarrow Sixth Form prides itself on working hard to develop well-rounded, happy students who achieve excellent results. We ask that students commit to the Sixth Form and their studies by agreeing to the following points.

I want to do well in the Sixth Form and, therefore, I shall make every effort to:

- show respect to others and endeavour to be a positive representative of the school.
- wear my sixth form lanyard for identification and safeguarding
- have an excellent attendance and punctuality record.
- ensure that my behaviour and contribution to Sixth Form is positive.
- submit work on time and to the required standard, and if I have a problem with a deadline, I will talk to my teachers.
- make a positive contribution to the social life of the school, working well with and supporting other students.
- fulfil the requirements of the enrichment programme.
- attend tutor sessions, student briefings and form time as requested.
- attend any addition sessions I am directed to by my teachers.
- accept support from my teachers if they offer extra sessions, and actively seek support if necessary.
- adhere to the School's ICT 'Acceptable Usage Policy'.
- actively engage in careers information and advice regarding Work Experience and my future post-Sixth Form (university, apprenticeship, training or employment).

I understand that my education and attitude is my responsibility and if I fail to meet the standards set out above, my place in the Sixth Form will come under serious scrutiny. In return, the Sixth Form staff will do our best to provide students with high-quality education, support and experiences that prepare students effectively for life after the Sixth Form.

If this is not happening, we would ask you to communicate this to us sensibly and in good time for us to act upon your concerns.

Student : _____ Date: _____

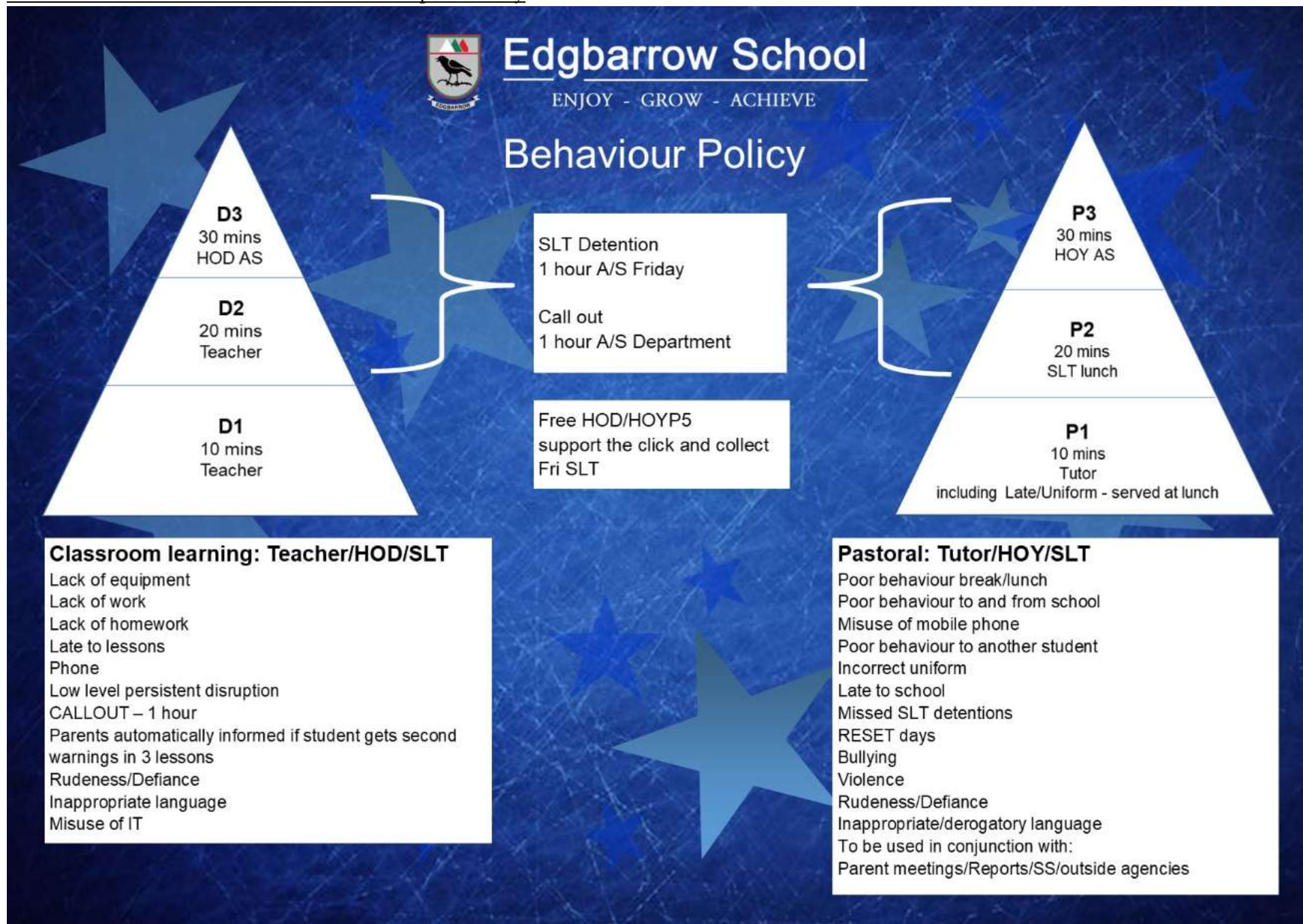
Head of Sixth Form: Rachel Hume _____ Date: _____

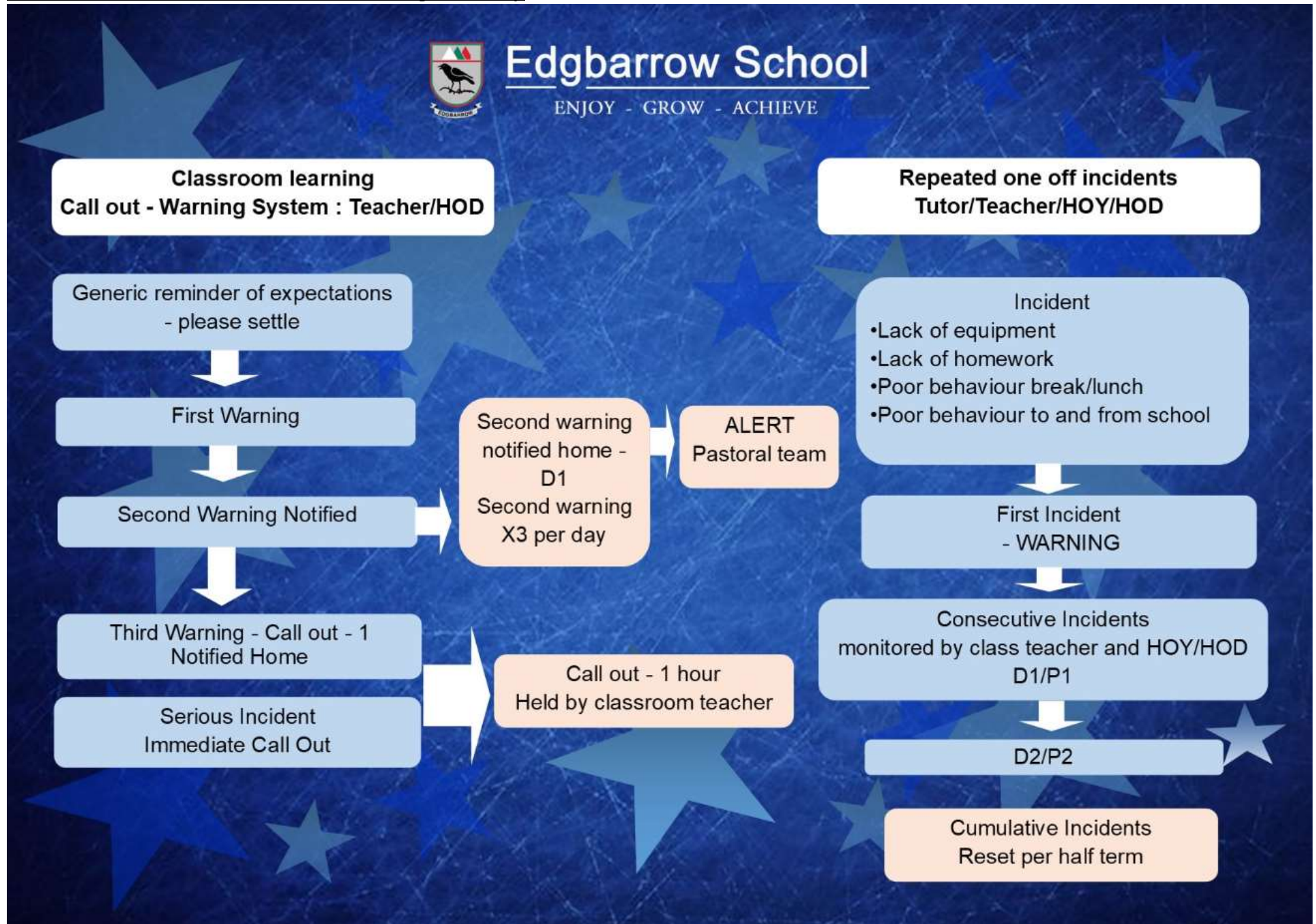


Our School Values

- READY**
 - . To learn.
 - . To wear your uniform properly.
 - . With the correct equipment.
 - . To complete your homework.
 - . To be punctual to school and lessons.
- RESPECTFUL**
 - . Treat everyone and our environment with respect.
- SAFE**
 - . Look after yourself physically, emotionally and online. Look after and be kind to those in our community; make positive choices to keep us all safe.
- POSITIVE**
 - . Approach everything with an open mindset; show courage and resilience when faced with barriers. Engage positively with your learning in class and co-curricular activities.

Appendix D: Edgbarrow School Behaviour Policy







Edgbarrow School

ENJOY - GROW - ACHIEVE

Daily Rewards

KS3

Edgpoints

Demonstrated Character

Demonstrating:

- ♦ Excellent classwork
- ♦ Excellent homework
- ♦ Actively participating in group work
- ♦ Excellent oral contributions in class
- ♦ Asking excellent questions
- ♦ Excellent independent work
- ♦ Ambition
- ♦ Thirst for learning
- ♦ Reflection
- ♦ Excellent DIRT

KS4

Edgpoints

Demonstrated Character

Demonstrating:

- ♦ Character values courtesy/volunteering/ leadership/teamwork/ambition/motivation/ self control/courage/resilience/respect/ generosity/honesty
- ♦ Effort

Appendix F: Positive Learning Routines

Introduced September 2018 to all KS3 and KS4 tutor times and lessons.

This strategy was added to the behaviour policy to help address low level behaviour issues and to maximise the learning time in lessons. It sits alongside the schools behaviour expectations of the students:

Ready, Respectful, Safe, Positive

READY

- . To learn
- . To wear your uniform properly
- . With the correct equipment
- . To complete your homework
- . To be punctual to school and lessons

Positive Learning Routine for Registration – Expectations of students

Line up outside for Registration

Registration starts at **8.45** am

Stand behind chairs in silence until asked to sit by tutor

Check your uniform is correct, coats removed, bags on floor

Remain silent for the Register

Ensure that you have all your equipment for the day

At the end of Registration wait for your tutor to dismiss you.

Positive Learning Routine for Lessons – Expectations of students

Students line up outside (where possible)

Wait for your teacher to ask you to sit down in your assigned seat

Coats removed, uniform correct, bags on floor, equipment out

Start promptly the **Silent** activity you teacher gives you

Remain silent for the register

At the end of the lesson wait for your teacher to dismiss you.

Equipment list

Pens	Ruler	Reading book
Pencils	Glue Stick	Calculator
Rubber	Scissors	

P6 STUDENT BEHAVIOUR AND DISCIPLINE POLICY

THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

There is no legal definition of the term “reasonable force”. In line with the Government’s non-statutory guidance to schools, “reasonable force” covers the broad range of actions that involve a degree of physical contact with a pupil or pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm to breaking up a fight or restraining to prevent violence or injury. “Reasonable in the circumstances” means using no more force than is needed. Force may be used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

As a general rule the force used in ANY situation should be the **MINIMUM** necessary to achieve the desired objective. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should always weigh carefully the possible consequences of intervening physically, balancing the risk of escalating the situation against the potential threat to the safety of other pupils/staff and the risk of allegations of assault being made against staff.

Staff may use such force as is reasonable in order to prevent a pupil from, or continuing, any of the following or similar incidents:

- Disrupting the classroom where they have refused to follow an instruction to do so
- Behaving in a way that disrupts a school event, activity, trip or visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Attacking a member of staff or another pupil, or to stop a fight
- Harming themselves through physical outbursts
- Committing a criminal offence
- Injuring themselves or others
- Causing very serious damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline

The use of force as a punishment is not allowed as it is always unlawful to use force as a punishment.

Staff must always take a calm, measured approach to any situation and never give the impression they have lost their temper and are acting out of anger, frustration or a desire to punish.

Types of Physical Contact

Under normal circumstances the following forms of contact are most likely to be used:

- stepping between two pupils
- touching, holding or leading a pupil by the arm or the middle of the back

Staff should always avoid touching or holding a pupil in a manner which may be considered inappropriate or which entails physical contact with vulnerable parts of the body such as the neck, head, hair or ears.

Avoidance Strategies

Where there is an immediate risk of injury or very serious damage to property staff may have to intervene straight away. However, when there is not such urgency strenuous attempts to defuse the situation prior to the use of physical intervention must be made. These include:

- Advise the pupil to stop and warn of the consequences of failing to comply
- Assess whether, and if so when, physical intervention is appropriate
- Use reasonable force only when other methods have failed
- Ensure the pupil is aware that the physical contact or restraint will stop when they comply with the instructions given

Where it is feasible to do so, staff should summon adult assistance before having recourse to the use of reasonable force. There may also be situations in which intervention should not take place without the assistance being available. In such situations other pupils potentially at risk should be removed if possible and help from colleagues should be summoned. In some situations it may be appropriate to summon the police. Attempts should be made orally to defuse the situation or stop it escalating, whilst waiting for assistance to arrive.

Reporting Incidents

Staff who have had cause to restrain a pupil are required to report the incident as soon as is practical to the Headteacher. Staff will be asked to complete a report of the incident in writing. Senior Leadership Team will arrange to notify the parents/carers of the child who has been restrained as soon as is practical after the incident and parents will be asked to sign and acknowledge restraint was used. This will be logged as a physical intervention on SGMS.

Appendix H:

Searching, Screening and Confiscation Advice for Schools July 2022

Full guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

1. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3 or any other item that the school rules identify as an item which may be searched for.
2. School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item
3. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy
4. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
5. The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.
6. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search
7. If a pupil continues to refuse to co-operate and the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.
8. An appropriate location for the search should be found. Where possible, this should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
9. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
10. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
11. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. Outer clothing' means any item of clothing that is worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves
12. Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.
13. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff

Appendix H:

EXCLUSION TYPES & EXPECTATIONS

Reflecting – Students will be out of lessons during an investigation (GREEN).

Reset Day -

Yellow Reset Day – Students will be out of lessons and working in the Reflection Room during school hours. They will be required to bring a packed lunch

Orange Reset Day i – Students will be out of lessons and working in Reflection Room for an extended day 8.30am-4.00pm. They will be required to bring a packed lunch. A reintegration meeting will be arranged with parent/carers and senior staff

Orange Reset Day ii- Students will be out of lessons and working at a partner school for an extended day 8.30am-4.00pm. They will be required to bring a packed lunch. A reintegration meeting will be arranged with parent/carers and senior staff

Whilst on a Behavioural reset day students will be asked to engage appropriately with the support offered in order for the issue to be resolved.

Red Suspension – Students will not be allowed in school for a fixed term period. A reintegration meeting will be arranged with parents/carers and senior staff. A Governors' Discipline Committee (GDC) will be held if the exclusion is 15 days or over (RED).

Permanent Exclusion – Students will be permanently excluded from the school.

Appendix I:

- 1. Behaviour in schools: advice for headteachers and school staff 2022 – to view full document please click [here](#)**
- 2. Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023 – to view full document, please click [here](#)**

Abridged key points from full document:

The DfE says, this guidance has been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. This guidance provides schools and other bodies involved in this process with information so that they can continue to use suspensions and permanent exclusions appropriately. In addition, specific changes to the legislation governing the disciplinary school suspension and permanent exclusion process have been made and so changes have been made to the guidance to reflect this. Permanent exclusions will sometimes be necessary as a last resort to maintain this environment.

The headteacher's power to use exclusion

- Only the headteacher³ of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the Behaviour in Schools guidance.

Suspension

- A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.
- A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

³In a maintained school, 'headteacher' includes an acting headteacher by virtue of section 579(1) of the Education Act 1996. An acting headteacher is someone appointed to carry out the functions of the headteacher in the headteacher's absence or pending the appointment of a headteacher. This will not necessarily be the deputy headteacher: it will depend on who is appointed to the role of acting headteacher. In an academy, 'principal' includes acting principal by virtue of regulation 21 of the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

- permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
- It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.
- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
- The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Cancelling Exclusions

The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

Notification of Exclusions

- Notices of exclusions can be given electronically if parents have given written agreement for notices to be sent this way.
- Ideally notification of exclusions should be in person or by telephone in the first instance as this gives parents the opportunity to ask questions or raise concerns directly with the headteacher.
- Where a CLA or a child who was previously CLA has been suspended or permanently excluded the headteacher should inform their social worker, VSH as soon as possible.

Reviewing the Exclusion

- Governors should be considering the reinstatement of the pupil, rather than the decision to exclude. The wording throughout the document has changed to reflect this.
- The Requirement to have at least 3 governors on any committee that considers exclusions only applies to maintained schools. An academy can delegate this function to a smaller committee if its trust's articles of association allow it.
- The governing board is not required to meet and cannot direct the reinstatement of the pupil for exclusions of more than 5 but fewer than 15 school days in the term, if the parents do not make representations.
- The chair's ability to review the exclusion by themselves if a pupil would miss an exam only applies to maintained schools. In an academy, the exclusion can be considered by a committee of fewer than 3 governors if its trust's articles of association allow it.
- Parents can bring representatives of friends to the meeting.

Independent Review Panels

- The clerk to the independent review panel should not have served the governing board in the meeting at which the decision was made not to reinstate the pupil.
- Independent review panel members are expected to understand the legislation that is relevant to exclusions and the legal principles that apply.
- If an independent review panel directs or recommends that a governing board reconsiders whether a pupil should be reinstated, the governing board should do so conscientiously. The governing board may still reach the same conclusion as before, but it may face challenge in the court if it refuses to reinstate the pupil without strong justifications.

The Governing Board reinstatement meeting can be held via the use of remote access for suspension and permanent exclusions if requested by the parent /carer. Meetings held by the use of remote access should not be a default option and face to face meetings should be encouraged.

EDGBARROW SCHOOL – INCIDENT FORM		PAGE 1
NAME OF STUDENT		
FORM.....		
DATE: TIME.....		
STATEMENT FROM STUDENT	ADDITIONAL NOTES MADE BY STAFF WHEN THE STATEMENT IS DISCUSSED WITH THE STUDENT	
STUDENT'S SIGNATURE (NAME OF ADULT WHO HAS RECORDED STUDENT'S STATEMENT)	STAFF SIGNATURE DATE TIME I AGREE THAT THE ADDITIONAL NOTES MADE ARE ACCURATE STUDENT'S SIGNATURE	

Edgbarrow Sixth Form Support Procedure

Throughout the document the phrase ‘our expectations’ refers to the bullet-pointed items stated in the ‘Edgbarrow School Sixth Form Agreement and Expectations’ document.

	Status	Actions	Monitoring	Owner	Additional Guidance
	Student is meeting our expectations	Reward or praise the students who: <ul style="list-style-type: none">• maintain their attendance at 95% or above.• have an excellent punctuality record.• meet / exceed expectations for attitude to learning.• meet or exceed their target grades.	Weekly Attendance meeting Monitoring of grade reports	Tutors HoY HoSF	
	Student has fallen below our expectations	<ul style="list-style-type: none">• Tutor to meet with student to discuss the issue informally. Remind student of our expectations and show them this document.• If appropriate, Tutors make contact with the relevant subject leaders to ensure that departmental procedures have been followed (e.g. whether the teacher used any sanctions / contacted home).• Monitor student closely for two weeks. If the student is now meeting our expectations then praise and continue as normal.	Weekly Attendance meeting Monitoring of SIMS data / Tutor documents Staff feedback	Tutor	
	Student has fallen below our expectations	<ul style="list-style-type: none">• If there has been insufficient or no improvement after a two-week period then meet with the student again, complete a Support Plan and issue a verbal warning.• Inform parents that a warning has been issued.• Keep the student on the action plan for a minimum of two weeks.• Support Plan is reviewed at the end of the two week period and is either closed as the targets have been met, or escalated to the HoY if the targets aren't completed.	Weekly Attendance meeting Monitoring of SIMS data / Tutor documents Staff feedback	Tutor	A warning should not be issued without the approval of the HoY. The HoY should check that the tutor has completed all the required action. A Support Plan could be extended for up to two weeks if the tutor feels that more progress could be made or that more time is required to set up the relevant interventions.

	Status	Actions	Monitoring	Owner	Additional Guidance
		<ul style="list-style-type: none"> If the Support Plan is closed the tutor should continue to monitor closely for a further two weeks. 			<p>However, this must be done in agreement with HoY.</p> <p>Parents are of welcome to come in and discuss this matter with us but they would not formally be invited to a meeting at this stage.</p>
	Student is still below our expectations	<ul style="list-style-type: none"> HoY to meet with the student, complete a Support Plan and issue a 2nd verbal warning. Inform parents that a 2nd verbal warning has been issued. The student will be on the Support Plan for two weeks. Support Plan is reviewed at the end of the two week period and is either closed as the targets have been met or escalated to the HoSF if the targets aren't completed. If the Support Plan is closed the tutor should continue to monitor closely for a further two weeks. If the Support Plan is closed the tutor should continue to monitor closely for a further two weeks. 	<p>Weekly Attendance meeting</p> <p>Monitoring of SIMS data / Tutor documents</p> <p>Staff feedback</p>	HoY	<p>A 2nd warning should not be issued without the approval of the HoSF. The HoSF should check that all previous stages have been completed.</p> <p>An action plan could be extended for up to two weeks if the HoY feels that more progress could be made or that more time is required to set up the relevant interventions. However, this must be done in agreement with HoSF.</p> <p>Parents are welcome to come in and discuss this matter with us but they would not be formally invited to a meeting at this stage.</p>
	Student is still below our expectations	<ul style="list-style-type: none"> HoSF to meet with the student and issue a formal written warning. Send a copy of the written warning to parents and invite them in for a meeting. Support Plan is completed in consultation with the student and parents. The student will be on the Support Plan for two weeks. 	<p>Weekly Attendance meeting</p> <p>Monitoring of SIMS data / Tutor documents</p> <p>Staff feedback</p>	HoSF	<p>A written warning should not be issued without the approval of the SLT Line Manager. The SLT Line Manager should check that all previous stages have been completed.</p> <p>A Support Plan could be extended if the HoSF feels that</p>

	Status	Actions	Monitoring	Owner	Additional Guidance
		<ul style="list-style-type: none"> Support Plan is reviewed at the end of the two week period and is either closed as the targets have been met, or escalated to the SLT line manager if the targets aren't completed. If the Support Plan is closed the tutor should continue to monitor closely for a further two weeks. 			more progress could be made or that more time is required to set up the relevant interventions. However, this must be done in agreement with the SLT line manager.
	Student is still below our expectations	<ul style="list-style-type: none"> SLT to meet with the student and issue a final written warning. Send a copy of the written warning to parents and invite them in for a meeting. Support Plan is completed in consultation with the student and parents. The student will be on the action plan for two weeks. Support Plan is reviewed at the end of the two week period and is either closed as the targets have been met or escalated to the Headteacher if the targets aren't completed. If the Support Plan is closed, the HoY should continue to monitor closely for a further two weeks before passing this on to the tutor who will monitor for a further two weeks. 	<p>Weekly Attendance meeting</p> <p>Monitoring of SIMS data / Tutor documents</p> <p>Staff feedback</p> <p>Action plan is reviewed at the end of the two week period and is either closed as the targets have been met or the student will be asked to leave the Sixth Form.</p>	SLT Line Manager	<p>A final warning should not be issued without the approval of the Headteacher. The Headteacher should check that all previous stages have been completed.</p> <p>An action plan could be extended if SLT feels that more progress could be made. However, this must be done in agreement with the Headteacher.</p> <p>A student cannot be asked to leave without the permission of the Headteacher.</p> <p>Should a student or parent not support our request to leave then the matter will be passed on to the Headteacher who will consider formal exclusion proceedings.</p>

Appendix L:

Online Learning Protocol – Students

Sorry that you cannot attend school as normal, we are very keen that you don't miss out. It is the expectation that during periods of closure for face to face learning that you will attend school online.

The school day will run following the timings of a normal school day and lessons will be delivered through Google classroom. Your teachers will re-issue the classroom codes via the SIMS app in case you have forgotten.

Registration:

8.50 – 9.10am Years 7 & 8

8.50 – 9.10am Years 9,10,11

You must be logged into your tutor group Google classroom at the beginning of registration.

Your tutor and Head of Year will have notices and activities for you to complete during that time and will also want to make sure that you have everything that you need for online learning.

Lesson timings all year groups:

Period 1 09.10 – 10.10

Period 2 10.10 – 11.10

Break 11.10 – 11.30

Period 3 11.30 – 12.30

Period 4 12.30 – 13.30

LUNCH 13.30 – 14.10

Period 5 14.10 – 15.10

Lessons

- You must log onto your Google classroom for the start of the lesson and wait for your teacher to arrive in the classroom.
- You need to wait at least 10 minutes as it may take your teacher time to get logged on
- **The meeting link will appear at the top of the classroom when the teacher opens the lesson. You may need to refresh the page to see the link.**
- Your teacher will take the register so make sure you are on time!
- Make sure your microphone works and you can see the meeting chat.
- You will get better sound quality if you use headphones.
- Your camera should be turned off unless your teacher specifically requests that you turn it on for part of the lesson. When your camera is on you must blur the background
- Where possible, your teacher will post the lesson material on Google Classroom prior to the lesson so that you have access to the resources for the lesson.
- **Starter Activity** – your lesson will start with an activity for you to do.
Make sure you let your teacher know if you are having trouble seeing or hearing them on Google classroom during this time.
- **Register** – Parents will be informed each day if students have not attended a lesson, so it is important that you let us know if you are having difficulty logging onto Google classroom.
- **Engagement with lessons** – it is important that you take part fully in all lessons. Use the chat function, raise your hand function and the microphone to answer questions and participate in class discussions. Your teacher may use breakout rooms and you are expected to use these opportunities to complete group work.
- **Homework** – this will be set for you to complete on Google classroom
- **Core PE lessons** – these will not take place live as our PE staff help us with testing. You should undertake an hour of physical activity of your choice, such as a walk or an online activity session such

as Joe Wicks. The PE department have put together a number of videos with activities such as yoga, core strength and HIIT which can be found here: <https://www.youtube.com/channel/UCQWcfM6zmWgz0aoygwz3Ig/videos>

Basic Expectations:

School rules and behaviour expectations will apply in the same way online as they do in school.

- Only enter your own Google Classroom areas. Remember attendance and the lesson are recorded by the school.
- Your microphone and camera should be turned off unless the teacher gives a specific instruction.
- Use the chat function to get your teachers attention or ask questions you can also raise your virtual hand.
- Work should be uploaded to Google Classroom at the teachers request. This can be via a document or a photograph of your work.
- If you are using the chat function or speaking on microphone, normal school rules apply. Please use appropriate language and be respectful at all times.
Poor behaviour towards others will not be tolerated should be reported to the teacher immediately.
- Focus on the lesson, do your best to sit away from distractions and actively participate in the lesson.
- If your teacher is unwell and unable to deliver a live lesson, work will still be set via Google Classroom.
- Lessons are not to be recorded or shared by students, this would infringe on the data privacy of staff and other students. It is not appropriate for other members of your family to participate in the lesson.
- We have high expectations regarding your online behaviour, if a student disrupts a lesson the teacher will remove you from the class and follow up with parents.
- If you are absent because you are unwell please inform the absence line as normal – and catch up on any work using the resources pasted in Google Classroom.
- If you are having technical difficulties, please e-mail help@edgbarrowschool.co.uk

Your education is hugely important and we want to minimise any gaps. Make sure you fully participate in lessons and as far as possible, treat your day like a normal school day.

Appendix M:

Online Learning Protocol – staff

It is the expectation that during periods of whole school closure that the school day will run following the timings of a normal school day and lessons will be delivered through Google classroom. Please remind students of Google Classroom codes via the SIMS homework function – this will ensure parents can support.

Since the need to stagger lunches and breaks is removed during isolation the timings will be as follows:

Registration:

8.50 – 9.10 Years 7 & 8

8.50 – 9.10 Years 9,10,11

Activities to complete during registration via Google classroom.

Ensure HOY is added to all tutor classrooms

- Register – every day
Students will appear as an X on the register – this indicates that they are isolating.
Staff to take register and leave X for all students.
Any student that is absent record as a comment for an individual student 'Absent from registration'.
To do this staff right click over the mark box and select 'Enter comment' and type 'Absent from registration'

Activities for the week as directed by HOY

- Assembly – ppt to show & HOY to speak to year group/recorded,
- Welfare checks on group as whole via discussion
- Discussion of current news item
- Literacy/Numeracy activity KS3
Shared reading – discussion of book KS4
- Quiz - post on Google classroom for group

Lesson timings all year groups:

Period 1	09.10 – 10.10
Period 2	10.10 – 11.10
Break	11.10 – 11.30
Period 3	11.30 – 12.30
Period 4	12.30 – 13.30
LUNCH	13.30 – 14.10
Period 5	14.10 – 15.10

Lesson Protocol

- Post lesson material on Google Classroom prior to the lesson so students have access to the resources for the lesson. Remember to use Google Docs/Slides or PDF not Word/PowerPoint.
- Make sure that your microphone and camera work/or you are able to share your screen and that you can see the meeting chat. If you need IT support, please contact support@tricomputers.co.uk or phil.marshall@edgbarrowschool.co.uk
- **Starter Activity** – Ensure there is a Starter activity for students to complete whilst register is taken. This could be a question, online worksheet, DIRT time etc.
- **Register** – It is essential that this is completed on SIMS as normal.
(Check you are not sharing your screen!)
Students **not logged** into the Google classroom session record as N.

This will allow us to contact parents of students not engaging with the online learning.

- **Deliver online lesson** – please ensure you are familiar with running a lesson from Google Meet.
<https://sites.google.com/edgbarrowschool.co.uk/edgcsitstaffcpd>
- **Behaviour** - Students have been issued with guidelines, please use them. This includes removing students who are not participating appropriately, you will then need to follow up with the parents. Please note this on SIMS as you would for any other behaviour issue.
- **End of lesson** – this may end up to 5 minutes early if you have a subsequent lesson to allow you time to log on to your next google classroom and prepare for the lesson.

Ensure that homework is being set as per department marking and feedback policy via Google classroom.

If you have any questions about running online lessons, please contact phil.marshall@edgbarrowschool.co.uk or Alison.mullane@edgbarrowschool.co.uk

If you want to test a lesson, please invite us to join your classroom and we can check the meeting with you.

Additional IT support will be available each day to assist at the start of online lessons so please contact IT support, email phil.marshall@edgbarrowschool.co.uk, or call Phil on 836 with any issues during the day.