



Bedminster Down School Behaviour Policy

Who is responsible	Mr B Wills
Statutory policy	Yes
Review Timescale	2 Years
Last Review	November 2019
Created on	January 2020
Next Review	January 2022
Covid 19 Ammendments Appendix	May 2020

Contents:

1. Vision
2. Recognising when students get it right
3. What is RTL?
4. Detention processes
5. Serious incidents
6. The Referral room
7. Internal and fixed term exclusions
8. SEND
9. RTL stages

10. Covid19 Ammendments

Vision:

Our vision is to establish the highest possible standards of behaviour at BDS in which all students have the right to learn and all teachers have the right to teach, where everyone feels safe and has a responsibility to respect themselves, others and the environment. This is important so that the school is always a caring and happy place where learning can flourish. Students' behaviour around the school should be impeccable, not only between lessons but all unstructured times as well as their journeys to and from school. Every lesson should be characterised by a relentless focus on learning and thirst for knowledge, free from distractions. Students will engage in learning because

our expectations for behaviour extend to all places where our students are engaged in learning and enrichment.

Our Ready to Learn behaviour policy sets out the highest expectations of our students' behaviour and we make no excuses for this. Ofsted's 2014 report on behaviour in English schools found that up to an hour of learning was lost each day which adds up to 38 school days per pupil. Ofsted noted that this is 'deeply worrying' not because of students safety being put at risk but 'because this has a detrimental impact on the life chances of too many pupils'.

RTL is a 'no excuses' policy that doesn't lower expectations for children from any background, by presuming that poor behaviour habits cannot be changed. Instead, it stands resolutely by the belief that children and young people are capable of understanding why communal rules exist, and it contends that those pupils have the ability to make good choices rather than bad ones. It is a hopeful vision of all pupils realising their potential. It is therefore why we firmly believe that our 'no excuses' discipline has the power to change lives.

Recognising when students get it right:

Our behaviour system has a positive core. Our rewards system allows students, teachers and their parents/carers to see how well they are progressing and where they are producing sustained good work, effort and progress. Students are encouraged to recognise that it is worth making an effort, persevering with a task that is within their reach, trying and trying again. Teachers are sincere in their praise and relate it to specific and real achievement, which the student knows requires real effort. The long term aim is for students to produce learning behaviours without external reward. We operate a comprehensive rewards system through the use of “keener cards”. We celebrate achievement and pro-social behaviour in all its forms; including academic success, extra-curricular engagement and service to the community. We will acknowledge and celebrate all students who receive high numbers of “keener card”, this recognition happens in a number of ways including phone calls, postcards, small privileges, letters and invitations to celebration evenings at the end of the academic year.

Our Rewards Policy is always under review.

What is RTL?

Summary

Ready to Learn is a whole school behaviour and learning policy which covers all aspects of school life. All consequences are given through a central school system and are carefully monitored by the Pastoral Team, Behaviour Manager and senior staff.

The aims of Ready to Learn are:

1. To eliminate disruptive behaviour, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide clarity for staff and students about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to take responsibility for their own actions giving them the skills to behave in a professional setting as a responsible British citizen and hence giving them the skills to make positive decisions.
4. To enable teachers to deliver engaging and creative lessons, experiment and take risks, without concern for behavioural consequences

Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way.

Rules are broken down into 3 areas:

- Rules in the classroom
- Rules around school

•Rules relating to serious incidents

RTL In the classroom:

- Show you are ready to learn (by starting promptly and continuing to work to the best of your ability)
- Arrive to all your lessons on time (within 3 minutes of the bell)
- Sit where you are told
- Listen respectfully when others are talking
- Keep off-task conversations for social times
- Work in silence when an adult asks you to
- Allow others to learn (do not distract people)
- Stay in your seat (common sense training required)
- Don't eat or drink (only water is allowed in lessons – nil by mouth in science)
- Speak / treat each other with respect

During each lesson:

If you break one of these rules, an adult will tell you that you have a “warning” and your name will be written on the RTL board. If you break a rule for a second time, you will be sent to the Referral Room for 6 lessons, including separate break times and lunches from the rest of the school population. On entering the Referral room you will complete a reflection sheet to consider the behaviour which led to your referral. You will remain in the Referral room until 3.25pm. The member of staff who referred you will collect your reflection sheet and use this to support in the restorative meeting to resolve the issue and move forward ready for the next lesson.

RTL Out of the classroom:

At BDS, we expect each other to behave with respect at all times. That means walking around the school calmly, quietly and respecting each other's space and getting to school and lessons on time. It also means students behaviour in the community to maintain our good reputation for creating respectful citizens.

Red card academy detentions:

There are no warnings for these misbehaviours. You will receive an 'Academy Detention' for any of the following:

Red Card 45 minute after school detention Friday:

- Eating and drinking in banned areas
- Shouting indoors/inappropriate language or attitude
- Not clearing away your tray in the canteen
- Dropping litter
- Being out of bounds
- Failure to bring correct equipment to school (maths teacher only)
- Incorrect uniform with no pass from HOH
- Pushing/shoving/play fighting
- Hitting or kicking school property
- Throwing food
- Truancy or wandering for 10 minutes or more during a lesson
- Not bringing in PE kit x 3 in a term
- Late 3 x in a week
- Late twice to yellow card det
- Missing a yellow card det
- Red card other (please specify)

Students will be given reminders during period 4 that they have a lunch time detention. Those who fail to attend will be issued with a red card detention.

For students who turn up more than 3 minutes late will be turned away and placed in to a follow up lunch time detention the following day.

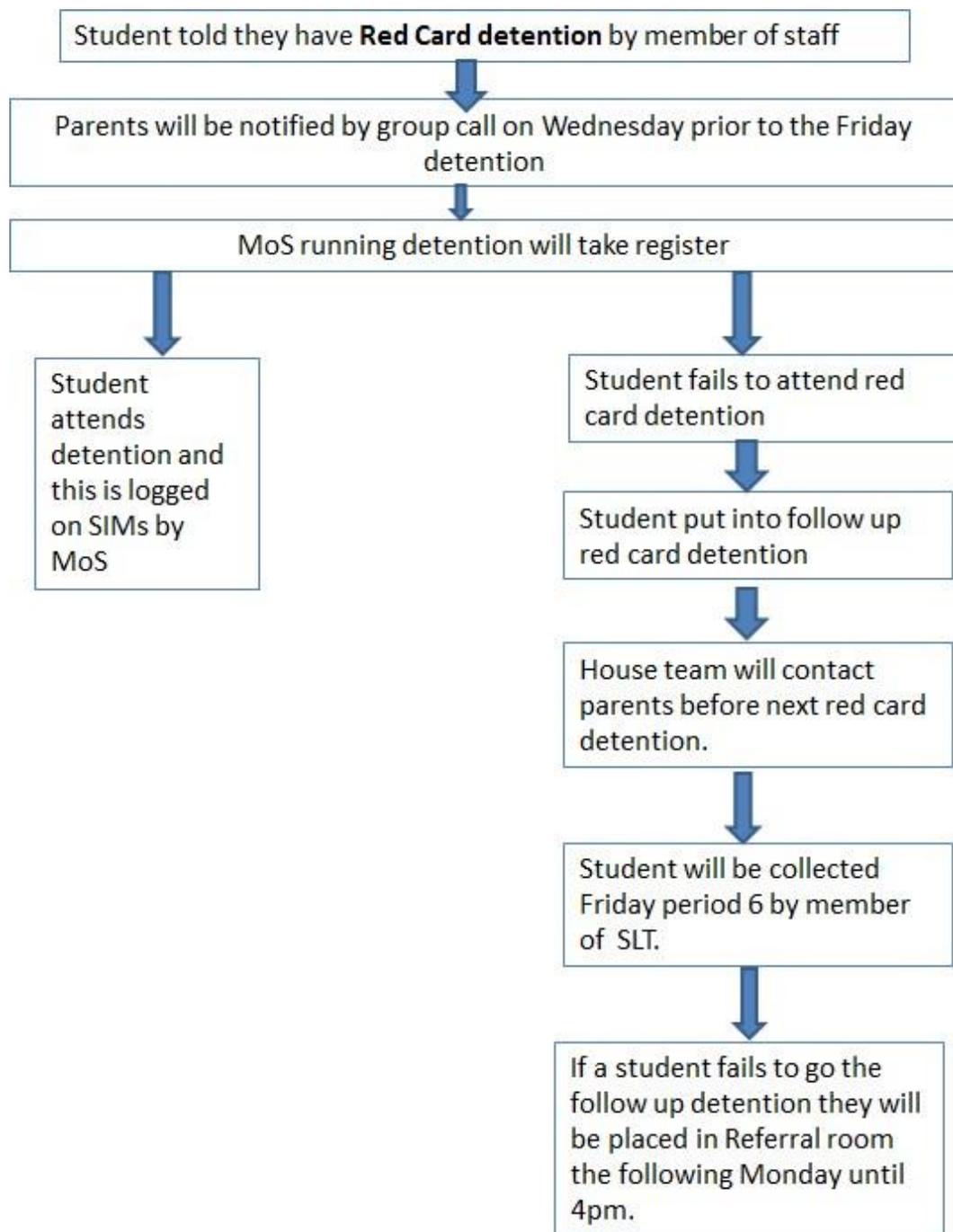
Those who are late twice will be placed into a red card detention.

Punctuality:

Good punctuality at school is essential for students to achieve their full educational potential. It is also vital for students to form good habits for later life. Punctuality records form part of references passed onto employers or higher educational institutes.

- Late to school 3 times in a week will result in a late detention of 45 minutes on the following Friday.
- This process will be managed by the behaviour manager and parents will be notified by group call.

Red card detention process flow chart:



RTL Serious incidents in lessons and around the school and in the community:

These are incidents which may warrant a parental meeting, referral, internal exclusion, fixed term exclusion, a governors' warning, or permanent exclusion.

Behaviour	Description and Potential Action/consequences	Why?
Defiance (refusal to carry out a reasonable request or walking away from a member of staff)	There must be no negotiation. If a student does not immediately comply with your request, he or she should be sent straight to Referral room.	If students are unable to follow staff instructions they put themselves and others at risk.
Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> • Pushing past staff • Swearing at staff • Rudeness and name calling The specific action would be agreed by the Principal once statements from all involved have been collated.	Staff have the right to work in an environment free from verbal and physical abuse. This falls in line with our British Value of mutual respect.
Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> • Fighting • Threatening behaviour • Throwing objects recklessly and or with intent to cause injury The specific action would be agreed by the Principal once statements from all involved have been collated.	Violent and dangerous behaviour is not tolerated in society and learning control such behaviour is key to being a good citizen.
Possession or use of alcohol or drugs	Students may not refuse to be searched if an adult has reason to believe that they maybe in possession of banned substances. <p>The specific action would be agreed by the Principal once statements from all involved have been collated.</p>	This is against the law. <p>The rule of law is a British value that we stand by.</p>
Possession or bringing a weapon or dangerous item on to the school site	Students may not refuse to be searched if an adult has reason to believe that they may be in possession of banned substances. <p>The specific action would be agreed by the Principal once statements from all involved have been collated.</p>	This is against the law, is Extremely dangerous <p>The rule of law is a British value that we stand by.</p>

<p>Malicious setting off of the fire alarm</p>	<p>This is against the law, causes significant disruption to the whole School. This could result in a fixed term exclusion.</p> <p>The specific action would be agreed by the Principal once statements from all involved have been collated.</p>	<p>This disrupts learning of every other student and also endangers lives for fire crews who have to respond and could be taken away for a genuine incident.</p>
<p>Deliberate damage to or theft of property</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Deliberate vandalism of lockers, display boards, doors and windows. • Deliberate vandalism to the school toilets <p>The specific action would be agreed by the Principal once statements from all involved have been collated.</p>	<p>This is against the law.</p> <p>The rule of law is a British value that we stand by.</p>
<p>Smoking/Vaping</p>	<p>Smoking/vaping is not permitted anywhere on the school site. If a student is seen smoking or has the clear intent to smoke on the school site.</p> <p>The specific action would be agreed by the Principal once statements from all involved have been collated.</p>	<p>The school site is a non- smoking site.</p>
<p>Bullying or prejudicial language directed at another person</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Physical or verbal abuse of others • Offensive text messages or misuse of social networking or other internet sites. <p>The specific action would be agreed by the Principal once statements from all involved have been collated.</p>	<p>Mutual respect is a strong part of Bedminster Down School and is part of its Mission Statement & Values. Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.</p>
<p>No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion to help BDS students make better choices and learn the right lessons.</p>		

Sexual violence and sexual harassment are never acceptable and will not be tolerated at Bedminster Down School. If during the triage, processing, or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made; the designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered and appropriate response.

The victim(s) will be reassured that they are being taken seriously and the school will keep them safe. They will also be given as much control as is reasonably possible regarding how any investigation will be progressed. Bedminster Down School may be supported by other agencies, such as children's social care and the police as required. Pending investigation into a serious allegation, the children involved will be separated until the investigation is complete. This will be achieved by moving the alleged perpetrator(s). This is for the protection of the children involved and is not an assumption of guilt.

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our behaviour policy; this would include the consideration of permanent exclusion or referral to Bristol Inclusion Panel. Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions using our behaviour policy, including consideration of permanent exclusion.

RTL in the Referral room:

Upon entering the Referral, room students must quietly put their bag in the bag storage provided and sit where they are told.

Students must work in silence at all times, in 'exam conditions'. If a student shows they are not 'Ready to Learn' in the Referral Room, then they must immediately receive a warning. If they show this again they must receive a second warning. At this point, the administrator will contact home to alert the parent or carer that their child is on their last warning and will be internally excluded if they disrupt again. At two warnings, the student will be given the option to attend the rethink room for 5 minutes so that they can reflect on their two warnings and prepare themselves in order to successfully complete their time in the Referral room.

If they receive a third warning they will be internally excluded to the lamp and will be required to serve 5 periods in the Referral room upon return.

The Referral room will have the same rules as an examination, with two important exceptions:

- Students are allowed to ask for help
- Students must continue working

Reasons for warnings in the Referral room:

- Communicate in any way with another student
- Making deliberate noise to disrupt the Referral room
- Repeated defiance of staff instructions

Exceptions to staying in the Referral Room:

A student must not be allowed out of the Referral room to attend a normal lesson, including a lesson to complete coursework. A student may only leave the Referral room if they have:

- 1.A public examination / NEA & Controlled assessment
- 2.A group or individual literacy, numeracy or behaviour intervention

3.A pre-arranged appointment out of school

4.A learning visit that is an integral part of an examination course

Internal exclusions:

There are 4 possible causes of internal exclusion for which students will attend the lamp. Depending on the cause, the time spent in internal exclusion will vary.

- Three warnings in Referral room– a student will be internally excluded to the Lamp for the remainder of the day. On returning to Referral room the student will spend 5 periods to serve their time
- Refusal to attend Referral – a student will be internally excluded to the Lamp and will return to Referral room for 5 periods the following day
- Serious incident pending a decision – time will be decided by SLT
- Persistent disruptive behaviour pending a decision – time will be decided by SLT

Fixed term exclusions:

There are two possible causes of fixed term exclusion:

- A. Continued refusal to comply with BDS behaviour policy
- B. A serious incident

The Principal and Vice Principal will be the only members of staff allowed to fixed term exclude a student and will also agree on the number of days. Parents must be contacted immediately by the house team or behaviour manager, where they can walk home with direct parental consent. Safeguarding is considered in all these decisions. This needs to be recorded in the comment box on SIMS (See FTE process).

The number of previous FTE will determine who attends the re-admittance meeting (Head of House, SLT, School Governor). If a parental meeting does not place by the end of the FTE period the student will be internally excluded to the lamp until it does.

SEND (including SEMH or suspected SEMH)

No sanction should ever discriminate against an individual or group of students. When issuing a sanction, staff will be aware that they discriminate if:

- It treats a disabled student or prospective student less favourably than another for a reason related to their disability and without justification

- It fails, without justification, to take reasonable steps to avoid placing disabled students at a substantial disadvantage. This is often known as the 'reasonable adjustments' duty.
- The Academy's actions could be challenged at, for example, a SEN and Disability Tribunal

The Individual Pupils Support department (IPS) will work closely with pastoral and curriculum teams to ensure reasonable adjustments are made in class to support students with an SEN, with their learning and in turn behaviour. In addition, IPS will work closely with pastoral and behaviour teams to ensure students with an SEN have reasonable adjustments put in place. This could include support such as, but is not limited to, reduced time in the Referral room and regular breaks in the rethink room.

The IPS support department will work proactively with the behaviour and pastoral teams by meeting regularly to discuss students who are struggling with managing their behaviour and have an underlying SEN or suspected SEN, to ensure reasonable adjustments are put in place swiftly.

RTL Stages:

Most students learn from the sanctions put in place and repeat referrals are few and far between for the majority of students. However, we recognise and support that for some students it may take longer for them to regularly meet our high expectations of behaviour and so we have implemented a clear staged approach of actions and support. This process works both ways and it is anticipated that students on stage 2 or above will be supported to make changes to their behaviour that will result in them moving down and off the stage process.

Students' sanction stages will be recorded on a central record. Sanction stages are monitored and reviewed over a 7 week rolling cycle. Serious incidents may result in the pastoral team placing a student on a stage which is felt appropriate by the Academy. The set time period for being on a stage is 7 weeks however this may be changed in individual cases.

Stage	Trigger	Action	Potential Intervention/action to prevent escalation or bring back down stages	Potential consequences of reaching this stage
1	• 1-4 IR referrals in 7 week cycle	• Resolutions with staff members who sent student to Referral room	• Student complete reflection activity whilst in Referral room in preparation for resolve with staff member.	• Move to stage 2

<p>2</p>	<ul style="list-style-type: none"> • 5 or more referrals in 7 week cycle • 1 or more internal exclusions. • 1 or more FTE 	<ul style="list-style-type: none"> • House team behaviour profile analysis to identify issues • Parental meeting with house team to set up behaviour improvement plan 	<ul style="list-style-type: none"> • School learning walk with student and HOH to reflect on why RTL is so important and why we have the rules we do. • RJ with specific teachers • HOH learning walk to check in on student • KS3 – Sticker chart with reward and daily check – ins. • Group behaviour for learning training with behaviour manager. • IPS assessment to determine any underlying causes of behaviour. • Key strategies for supporting behaviour shared with staff 	<ul style="list-style-type: none"> • 1 day intervention move to the Lamp
-----------------	--	---	--	---

<p>3</p>	<ul style="list-style-type: none"> • 7 week review shows 5 or more referrals and any number of FTE/internal 	<ul style="list-style-type: none"> • House team behaviour profile analysis to identify issues • Parental meeting with HOH to review 	<ul style="list-style-type: none"> • 1:1 in lesson coaching from house team • RJ with specific teachers • HOH learning walk to check in on student • KS3 – Sticker chart with reward and daily check – ins. 	<ul style="list-style-type: none"> • 2 day intervention move to the Lamp • House move • Year side move
-----------------	--	---	---	---

	<p>exclusions.</p> <ul style="list-style-type: none"> If student is successful parents will be notified by letter. 	<p>behaviour improvement plan and set new targets and interventions for next 7 weeks.</p>	<ul style="list-style-type: none"> HOH report card Key strategies for supporting behaviour shared with staff 	
4	<ul style="list-style-type: none"> 7 week review shows 5 or more referrals and any number of FTE/internal exclusions. If student is successful student will be moved back down to stage 2. 	<ul style="list-style-type: none"> House team behaviour profile analysis to identify issues Parental meeting with HOH, member of SLT, school governor to review behaviour improvement plan and set new targets and interventions for next 7 weeks. NT conversation takes place 	<ul style="list-style-type: none"> Next belief project if KS3 SLT report card 1:1 in lesson coaching from house team RJ with specific teachers HOH learning walk to check in on student KS3 – Sticker chart with reward and daily check – ins. Key strategies for supporting behaviour shared with staff 	<ul style="list-style-type: none"> Fixed term exclusion 3 day intervention move House move Year side move
5	<ul style="list-style-type: none"> 7 week review shows 5 or more referrals and any number of FTE/internal exclusions. If student is successful student will be moved back down to stage 3. 	<ul style="list-style-type: none"> House team behaviour profile analysis to identify issues Parental meeting with HOH, Deputy Head to review behaviour improvement plan and set new targets and interventions for next 7 weeks. 	<ul style="list-style-type: none"> Next belief project if KS3 SLT report card Intervention move SBL 1:1 in lesson coaching from house team RJ with specific teachers HOH learning walk to check in on student KS3 – Sticker chart with reward and daily check – ins. Key strategies for supporting behaviour shared with staff Report to deputy head 	<ul style="list-style-type: none"> Negotiated transfer 4 day intervention move House move Year side move

6	<ul style="list-style-type: none"> • 7 week review shows 5 or 	<ul style="list-style-type: none"> • House team behaviour profile analysis 	<ul style="list-style-type: none"> • Report to head teacher 	<ul style="list-style-type: none"> • Second NT *If the student behaviour fails to improve at stage 6
	<p>more referrals and any number of FTE/internal exclusions or failed NT</p> <ul style="list-style-type: none"> • If student is successful student will be moved back down to stage 4. 	<p>to identify issues</p> <ul style="list-style-type: none"> • Parental meeting with HOH, Head teacher to review behaviour improvement plan and set new targets and interventions for next 7 weeks. 		<p>the following actions could be taken:</p> <ul style="list-style-type: none"> • PEX • Bristol inclusion panel referral to ALP or managed move • Referral to lamp permanent KS4 cohort

Separate policies to read in conjunction with RTL behaviour policy:

- Uniform policy
- Attendance policy
- Rewards policy
- Anti-Bullying policy
- Safeguarding policy
- SEND policy
- Equalities policy
- Attendance
- Teaching and Learning

Behaviour Policy Addendum 2020/21

Due to the Covid 19 pandemic and the educational repercussions of this along with the associated logistical challenges, some minor amendments have been made to the school behaviour policy for the 2020/21 academic year. As the school reopens to all students in September 2020, it is vital that all staff and students have complete clarity on behavioural expectations and sanctions.

The principals of Ready to Learn will remain and our expectations of all students will remain high. In addition, there will continue to be a zero tolerance approach to disruption of learning. Making the most of every minute in the classroom will be vital in allowing our students to catch up on the learning that was lost during school closure.

The changes to the Bedminster Down School policy are outlined in the table below:

Policy Area	Amendment for 2020/21
<p>RTL in the classroom</p> <ul style="list-style-type: none"> • Show you are ready to learn (by starting promptly and continuing to work to the best of your ability) • Arrive to all your lessons on time (within 3 minutes of the bell) • Sit where you are told • Listen respectfully when others are talking • Keep off-task conversations for social times • Work in silence when an adult asks you to • Allow others to learn (do not distract people) • Stay in your seat • Don't eat or drink (only water is allowed in lessons – nil by mouth in science) • Speak/treat each other with respect <p>Students leave the isolation room at 15.25 daily.</p>	<ul style="list-style-type: none"> • A warning should be given for not working only if this constitutes clear defiance of a reasonable request and once support has been offered. • If you put your head on the desk then you will receive a warning. • Warnings can now be given for students clearly flouting social distancing with staff (not with other students). <p>If a student is sent to the isolation room (theatre) then the following additional rules apply –</p> <ul style="list-style-type: none"> • Social distancing from staff and students in other year groups must be adhered to. Warnings will be given if they are not. • Failure to comply with Covid-19 Health and Safety expectations. <p>Students will be released from the isolation room at 15.10 daily.</p>
<p>RTL out of the classroom</p> <ul style="list-style-type: none"> • Red card detentions 45 minutes after school on Friday • Yellow card detentions 25 minutes at lunchtime 	<p>Due to logistical challenges there will no longer be yellow card lunchtime detentions. However there will be a red card detention from 15.00 to 15.45 every week for each year group. Students can be placed in a red card detention for –</p> <ul style="list-style-type: none"> • Pushing/shoving/play fighting • Hitting, kicking or damaging school property • Throwing food

	<ul style="list-style-type: none"> • Truancy or wandering around for 10 minutes or more during a lesson • Not bringing PE kit x 3 in a term • Late 3 x in a week • Being out of bounds or year zone at any time • Repeated incorrect uniform without a note from HoH • Inappropriate language or attitude • Failure to follow a reasonable request from staff during unstructured time (e.g. pick up litter they have dropped/refusal to clear away tray/follow the one way system in place)
<p>RTL Serious incidents in lessons, around the school and in the community</p>	<p>This area of the behaviour policy remains unaffected and the Principal reserves the right to use discretion with this. However, incidents of unacceptable behaviour which involve staff having to positively handle students for their own safety or for the safety of others will always be deemed as a serious incident. This is due to the health and safety guidance that requires staff to keep socially distanced from students wherever possible.</p> <p>In addition if a student fails to comply with the agreed Covid-19 Health and Safety expectations (e.g spitting) this would be classed as a serious incident.</p>
<p>Internal Exclusions to the Lamp</p>	<p>These will continue from September with the following amendments –</p> <ul style="list-style-type: none"> • Students will be transported in a school minibus by an appropriately trained member of staff • Students will be placed in an exclusion room that will be set up for social distancing

Bedminster Down School Live lesson protocols

Protocols to be followed:

- Normal safeguarding procedures must be followed
- Staff will set up their lesson in the calendar function of Microsoft Teams, using school email addresses
- Students will have their cameras turned off and will be muted, unless the teacher requires them to speak
- Staff will ensure that they are the only ones who can 'present' by using the relevant function
- Staff will ensure that they are the first ones to enter the lesson, by adding a 'waiting room/lobby' and admitted students into the lesson for the start time

Student behaviour agreement, if you are accessing live lessons then you are agreeing to:

- Reduce the possibility of interruption from family members/pets
- Join from an appropriate room for you to engage in your learning
- Have basic equipment to hand e.g. pens
- Not use private chat function/posts unless you are contacting a member of staff/have been directed by a member of staff
- Have the camera off and be muted unless instructed to unmute by the teacher
- Join your lesson promptly. You must mute yourself as soon as you arrive in the lesson
- Behave appropriately. Inappropriate behaviour will receive a warning from the teacher and if a second warning is needed you will be removed from the live lesson and parents informed. This information will need to be passed onto the Pastoral team
- Behave appropriately, serious behaviour will result in the immediate removal from the lesson. This will then be reported to parents and the pastoral teams
- Consider safeguarding and your surroundings. Teachers are duty bound report safeguarding incidents that could result in child protection issues
- Use the chat/hands up feature when you have a question and wait for your teacher to call on you. If your teachers allows, you may unmute yourself to ask the question you should not interrupt, only one student should contribute/talk at a time
- Stay attentive. Pay attention to your teacher or other students who are speaking
- Not record, screenshot or otherwise capture visual or audio from the lesson either during the lesson or the recording of the lesson
- Not share any content they may have recorded or have been sent by another student. Any such actions should be reported to the school as soon as possible
- Pass on any concerns they have about any element of the session to their parents/carers. This concern should be raised with the school as soon as possible
- Remember to be respectful of classmates and adults at all times
- Completed work in books/on paper or online
- Adhere to the normal school rules e.g. no mobile phones to be used during lessons, this does not include if students are accessing the lesson via a mobile phone

As a school, we will provide live lessons and:

- Live lessons are streamed for every lesson in the timetable (except core PE)
- Lessons are prepared in advance and are high quality
- The teacher will start and end the session for all participants so students are not alone online
- We will not broadcast students

- Teachers will mute microphones and or turn off camera if sensitive information or situation arises
- Lessons will be available for students to view at a different time and to support safeguarding
- Staff should have their backgrounds blurred or altered and can choose to have their camera switched off, unless the teacher is accessing resources such as a whiteboard

Due to unexpected staff absence, some lessons may not be delivered live. Appropriate learning materials will be uploaded to the classes in Teams.

Parents and Carers will:

- Read the guidance and expectations outlined and ensure these are adhered to by the student, when taking part in any live session
- Ensure their child is located in an appropriate part of the house with the necessary equipment. If you need support with this then please contact school
- Use appropriate language only, even if communicating with another member of the household that can be heard in the live lesson
- Not share any content they may have recorded or have been sent by another parent/carer. Any such actions should be reported to the school as soon as possible
- Raise any concerns they have about any element of the session with the school as soon as possible

Again, we would ask that students and parent/carers ensure they have read the above guidance and expectations carefully and adhere to them at all times. Doing so will result in a more valuable experience that is safe and positive for all.