

Appendix 2 – Reopening academies from January 2021

In line with government guidance, and owing to the national lockdown, SHARE academies will be open to vulnerable children and children with parents who are key workers from Tuesday, 5th January 2021. The vast majority of children will learn remotely – and predominantly through online apps (Teams/Class Dojo & Tapestry).

When Upper KS2 pupils are using Teams it means that normal behaviour practices and procedures in place for face-to-face education will be adapted, the fundamental expectations of the behaviour policy remain the same:

- Children will work in a safe, secure and orderly environment in which to achieve their full potential
- Clear, high expectations will be in place which allow children to learn and teachers to teach
- A simple and clear rewards system will be operated and communicated
- Open dialogue with parents/carers will be held where appropriate to communicate positive or negative messages
- Clear consequences are in place which are immediate, incremental, designed to allow time for reflection, and allow positive choices to be made at all levels
- A culture whereby every lesson is a 'fresh start' will be in place and followed consistently

1. Rewards

Individual academies will use their own procedures to reward children as appropriate. This could be for improvements, for excellent attendance or engagement or for exemplary work.

2. Consequences – children in the Academy

Whilst we acknowledge that it is important that vulnerable children and those with parents/carers as key workers are in the Academy, it is, nevertheless, very important that children in the Academy adhere to all expectations outlined in the individual academy's behaviour policy. They will be expected to:

- Arrive on time
- Follow instructions, both in curriculum and unstructured time
- Maintain the integrity of COVID-19 secure bubbles at all times
- Behave in a way that does not disrupt others from their lessons

Where issues arise, usual behaviour policy and appendix 1 still apply, based on the severity of the incident. The outcome may include (but is not limited to) one of the following:

- Restorative conversation
- Parental phone call
- Fixed term exclusion
- Permanent exclusion

However, in a small minority of cases, it may be necessary to exclude the child. In this case, the place at the Academy would be unavailable to the student – despite them being a vulnerable student or the child of a key worker – for the period of that fixed term exclusion.

It is highly unlikely, but not impossible, that a child's behaviour would lead to the most severe consequences. However, this should be more unlikely in a remote lesson. We will always involve parents at an early stage if a child's behaviour was

persistently poor.

3. Consequences – children learning from home

During the period that the individual academies are closed, it is important that remote learning is of the highest quality. When this is via live lessons on Microsoft Teams, to ensure that all children are able to learn, behaviour remains of the highest importance. It is expected that, when learning online, children:

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

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

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

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

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

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

4. Serious incidents

Where serious incidents occur, either in face-to-face learning or remotely, these matters will be immediately referred to a senior leader in the academy, to be dealt with in line with the multi-academy trust's Behaviour Policy and Procedure.