

**Brine Leas School**  
An Academy

## **STUDENT BEHAVIOUR CODE**

### **CONTENTS**

<b>Title</b>	<b>Page Number(s)</b>
Introduction: A letter from the Head teacher	1
Aims of Behaviour Code	2
Caring for students at Brine Leas	3
Positive Schooling: The Brine Leas Approach	3 - 5
Rewards	6 - 9
Consequences	9 - 13
Out of Classroom Behaviour	13 - 14
Off Site	14
Confiscation/Search	14-16
Exclusions	16 - 18
Code of Conduct for Staff	18-19
Classroom Expectations	19 - 20
The Role of the Progress Tutor	20
The Role of the Head of House	20-21
Attendance and Punctuality	21 - 25
Uniform	26 - 27
Student Records	27
Liaison with Outside Agencies/Channels of Communication	28 - 29
Bullying	29 - 30
Equal Opportunities	30
Smoking and Drugs	30
Duties and Daily Organisation	31
Emergencies	32

## **A LETTER FROM THE HEADTEACHER**

The school mission statement is 'Believe, Learn, Succeed'. We hope that everyone in school believes in both themselves and the rest of our community around them. We encourage learning and remove barriers or obstacles to achieve this goal. We want everyone in our school to succeed.

Over the years a very comprehensive and clear Behaviour Code has evolved and its aim is to support the mission statement. I do believe that the key to its success is that it has been constantly reviewed, evaluated and changed over the years.

The School has a clear set of rewards which exist to promote good behaviour and a work ethos. Alongside this, rest rules that are clear to everyone who is a member of the school. All students need to know where the boundaries of behaviour lie. They also need to have a good understanding of what is expected of them. To this end, the Code of Conduct does need to be carefully read.

At Brine Leas School we want all children to enjoy lessons. Teachers and support staff work very hard to make lessons interesting, rewarding and relevant. If there is poor behaviour in a lesson, then the consequences are very clear; high quality learning cannot take place where there is disruption and an atmosphere of mistrust. Positive Schooling is exactly that. It promotes good behaviour and deals with poor behaviour in a series of graduated steps.

Andrew Cliffe  
Headteacher

## **AIMS OF THE BEHAVIOUR CODE**

The Head Teacher, Governors and Staff have agreed that the work of the school is directed to these common aims. We hope you will join with us in this task.

### **AIMS**

- to promote kindness, respect, fairness and social inclusion;
- to carry out the every child matters agenda and ensure Students stay healthy, stay safe, enjoy achieving, make a positive contribution and ensure economic well being;
- to provide a caring, supportive and enjoyable environment for each individual within the school community, ensuring equal provision for all students;
- to foster understanding and enthusiasm across the whole curriculum, ensuring that students receive their full entitlement under both national and local policies;
- to promote responsible, independent, enquiring, investigative and creative thought so that students may take advantage of educational opportunities throughout their lives and develop a sense of self respect;
- to ensure continuity and progression within school and from one institution to another;
- to equip children for their adult role in society at home, at work and at leisure, and enable them to respond positively to changing circumstances;
- to develop a partnership between the school, parents and community and to foster an understanding of the needs of all involved in the work of the school;
- to encourage excellence in every respect of school life, in work, play, appearance and conduct;
- to improve the outcomes for all students, eliminate all forms of discrimination (including the Prevent Agenda), harassment and bullying and promote equality of opportunity, the welfare of students and good relations across the whole school community.

## **CARING FOR STUDENTS AT BRINE LEAS SCHOOL**

At this school every student joins a Progress Group at the start of their first year. The Progress Tutor, Progress Manager of each Year, SENDCO, Student Support Manager and Behaviour Support Coordinator will guide students through the different years, advising them about the best way forward especially with regard to the Option Subjects studied at Key Stage 4 and pathways at the end of Year Eleven.

The school is divided into three Houses and each year group is divided into Progress Groups. There is a House Leader and each House is led by a Head of House, who promotes competition and reward in many areas of school life: from creative events, to sporting activities and language competitions.

The House staff and Year staff work as the Student Support team and provide our pastoral care. The Assistant Headteacher who oversees pastoral care at Brine Leas is Mrs Darling.

## **CHARITY**

The School Parliament will co-ordinate the charity work of the school.

## **POSITIVE SCHOOLING – THE BRINE LEAS APPROACH**

At Brine Leas School students are cared for through an exciting and different approach to most other schools.

- **THE HOUSE SYSTEM**

Audley House	Head of House
Warwick House	Head of House
Lovell House	Head of House

- **PROGRESS MANAGERS**

Progress Manager for Year 7 (Transition)  
Progress Manager for Year Year 8 (School Parliament)  
Progress Manager for Year Year 9 (Options)  
Progress Manager for Year Year 10 (Work Experience)  
Progress Manager for Year Year 11 (Transition)  
Progress Manager for Year 12 (UCAS)  
Progress Manager for Year 13 (UCAS)

- **STUDENT SERVICES TEAM**

SENDSCO / Learning Support Manager  
LEC Manager  
Behaviour Support Lead

The names of the Houses have been chosen because they were the names of three medieval Nantwich families.

The Student Support System provides both care and challenge for all students. If things go wrong it is normally managed through the 'Progress Tutor' in the first instance. In addition, a whole range of activities and competitions are held which promote a sense of belonging and celebration. There is also opportunity for older students to take on positions of responsibility as Prefects or House Officials. Each Progress Group will also elect Form Representatives.

## **POSITIVE SCHOOLING**

A positive teacher sets firm and consistent standards, which he/she communicates clearly to the students so that they always know what is expected of them. The teacher's words are reinforced by appropriate actions. He/she responds in a manner which maximises the frequency with which students achieve these standards, in order to safeguard their best interests.

### **TEACHERS HAVE RIGHTS**

- The right to establish a safe, learning environment for all students.
- The right to determine and request appropriate student behaviour and to encourage positive social and educational development of the student.
- The right to ask for help from parents and from the Headteacher and Governors when assistance is needed

### **STUDENTS HAVE RIGHTS**

- The right to expect a positive learning environment, in which effort and achievement are recognised, valued and rewarded.
- The right to have a teacher to help limit a child's inappropriate, disruptive behaviour.
- The right to know what is expected of them and the consequences if they make inappropriate choices

### **.....but they also have RESPONSIBILITIES**

For Brine Leas School Positive Schooling is a whole school approach. It is fully supported by Staff and Governors who want an agreed system of rewards and a code of practice involving clearly defined consequences for students who choose not to abide by that code. A whole school ethos has been defined for students, parents and staff and is clearly displayed in every classroom.

It gives details of:






1. The **RECOGNITION** and **REWARDS** for students who follow the code of practice, and are supportive in their efforts to fulfil their potential, and who remain "on task" during lessons.
2. The **CONSEQUENCES** for those who choose not to comply with the clearly defined, consistently and positively reinforced limits of acceptable behaviour and conformity.

<b>What does Outstanding learning behaviour look like?</b>  <b>Students are...</b>	<b>To achieve this, students will...</b>  <b>This is not an exhaustive list of behaviours.</b>
1. 'Learning Ready' in every lesson, every day	<ul style="list-style-type: none"> <li>• Follow the one-way system all of the time</li> <li>• Move around school in a calm and sensible manner</li> <li>• Verbal language in and around the school is of the highest standard</li> <li>• Enter classroom quietly</li> <li>• Attend all lessons, every day (except hospital/medical appointments)</li> <li>• Arrive on time, all the time</li> <li>• Correct uniform, all the time (see uniform policy)</li> <li>• Positive attitude brought to every lesson</li> <li>• Bring all equipment to every lesson</li> <li>• Planner, pencil case and uniform card out on desk at start of every lesson, without being asked No doodling on tables, books etc.</li> <li>• Quickly follow every instruction first time</li> <li>• At break times and lunch times your behaviour is always safe, calm and considerate</li> <li>• On the way to and from school your behaviour is always safe, calm and considerate</li> </ul>
2. Consistently curious and interested in their own learning	<ul style="list-style-type: none"> <li>• Attend all lessons, every day (except hospital/medical appointments)</li> <li>• Arrive on time, all of the time</li> <li>• Pay attention for the whole lesson</li> <li>• No drifting/daydreaming/distracting</li> <li>• Track your teacher and expect 'cold calling'</li> <li>• Ask questions to deepen understanding or to clarify concepts</li> <li>• Read for 20 minutes every single day</li> </ul>
3. Resilient and love to be challenged	<ul style="list-style-type: none"> <li>• Expect to find some work really hard</li> <li>• Accept that things in life are sometimes tough but don't use them as an excuse</li> <li>• It's ok to make mistakes when work is hard and I then keep trying until I get it</li> <li>• Keep trying</li> <li>• Ask for help- you, buddy 1, buddy 2, teacher</li> <li>• Fail regularly and bounce back every time</li> <li>• Know that you should be failing and that failure is a normal part of learning</li> <li>• Know the feelings that go with failure</li> <li>• Accept those feelings</li> <li>• Know that each struggle/failure is temporary and you will get through it</li> <li>• Don't let your frustrated feelings turn in to giving up or poor behaviour</li> </ul>

<p>4. Continuously proactive in seeking routes to consolidate and deepen knowledge</p>	<ul style="list-style-type: none"> <li>• Want to be better than previous best</li> <li>• Crave feedback</li> <li>• Regularly attend clubs/IH activities on a regular basis throughout the year in school time</li> <li>• Always want to know more</li> <li>• Respond to all feedback and targets set by teachers</li> </ul>
<p>5. Support the learning and resilience of others</p>	<ul style="list-style-type: none"> <li>• Kindness when others struggle and offer help</li> <li>• Kindness when others succeed</li> <li>• Praise your classmates when they have struggled and then succeeded</li> <li>• Be kind to yourself when things get tough- but don't use it as an excuse to give up</li> <li>• Don't see the success of others as a threat to you</li> <li>• Appreciate and understand the work your teachers do when you are being challenged.</li> <li>• Don't 'mock' other students</li> <li>• Report or try and stop unkind words</li> <li>• Not join in any unkind behaviour from others</li> <li>• Treat others as I would like to be treated</li> </ul>
<p>6. Showing the highest standards in everything they do</p>	<ul style="list-style-type: none"> <li>• Go the extra mile, all the time</li> <li>• Always wanting to be better than your previous best</li> <li>• Volunteer- don't wait to be asked</li> <li>• Attendance is 100% (except hospital/medical appointments)</li> <li>• Punctuality is 100%</li> <li>• Classwork is always the best it can be</li> <li>• Homework is always the best it can be and is always completed by the deadline set</li> <li>• You take extra special care with presentation of all work in every lesson, every day including underlining date and title</li> <li>• You attend different extra-curricular clubs on a regular basis and take part in at least two IH events during the year (at lunch time and/or afterschool)</li> <li>• You give back to your school community by helping and volunteering</li> <li>• You are a positive role model to younger students in the school</li> </ul>

## LEARNING BEHAVIOUR

## THIS IS THE CONSEQUENCE

<p><b>OUTSIDE THE CLASSROOM</b></p> <ul style="list-style-type: none"> <li>• Full Uniform card</li> <li>• No Learning Behaviour Card</li> <li>• Late to school</li> <li>• Bag on corridor</li> <li>• Bus behaviour</li> <li>• Refusal outside of lesson</li> <li>• No Planner</li> <li>• General Lunchtime Behaviour</li> <li>• Visible mobile phone / earphones</li> </ul>		<p><b>Progress Tutor is notified</b></p> <ul style="list-style-type: none"> <li>• Log as a Pastoral 20min</li> <li>• Detention in BG13</li> </ul>
<ul style="list-style-type: none"> <li>• No Homework</li> <li>• Lack of equipment</li> <li>• Poor Focus</li> <li>• Late to lesson</li> <li>• Lack of motivation</li> <li>• Computer misuse</li> <li>• Visible mobile phone / earphones</li> </ul> <p style="text-align: right;"><b>1</b></p>		<p><b>Progress Tutor is notified</b></p> <ul style="list-style-type: none"> <li>• Verbal Warning</li> <li>• Moved seat</li> <li>• Learning Behaviour Card completed</li> <li>• Classroom 20min Detention</li> </ul>
<p><b>If I repeatedly continue the behaviours above or</b></p> <ul style="list-style-type: none"> <li>• Inappropriate behaviour</li> <li>• Unauthorised use of mobile phone</li> <li>• Fail to attend detention</li> <li>• Failure to follow instructions</li> </ul> <p style="text-align: right;"><b>2</b></p>		<p><b>Progress Tutor is notified</b>  <b>Head of Department is notified</b>  <b>Progress Manager is notified</b></p> <ul style="list-style-type: none"> <li>• Classroom 25 min Detention</li> <li>• Parents informed</li> </ul>
<p><b>If I repeatedly continue the behaviours above or</b></p> <ul style="list-style-type: none"> <li>• Truant</li> <li>• Smoking</li> <li>• Bullying</li> <li>• Racist Bullying</li> <li>• Homophobic Bullying</li> <li>• Fighting</li> <li>• Malicious use/damage of IT equipment</li> <li>• Swearing</li> </ul> <p style="text-align: right;"><b>3</b></p>		<p><b>Progress Tutor is notified</b>  <b>Progress Manager is notified</b>  <b>Head of Department is notified</b>  <b>Head of Curriculum Area is notified</b></p> <ul style="list-style-type: none"> <li>• Classroom 30 min Detention</li> <li>• Parents informed</li> <li>• Department or whole school report</li> <li>• Removed from the lesson</li> <li>• Afterschool Detention</li> <li>• Alternative Provision</li> </ul>
<p><b>If I repeatedly continue the behaviours above or I am involved with</b></p> <ul style="list-style-type: none"> <li>• Drugs</li> <li>• Alcohol</li> <li>• Having to be collected by a senior member of staff</li> <li>• Refuse to attend a 30 min detention</li> </ul> <p style="text-align: right;"><b>4</b></p>		<p><b>Progress Tutor is notified</b>  <b>Progress Manager is notified</b>  <b>Head of Curriculum Area is notified</b>  <b>Leadership team are notified</b></p> <ul style="list-style-type: none"> <li>• After School 60min Detention</li> <li>• Internal Exclusion</li> <li>• Exclusion</li> <li>• Alternative Provision</li> </ul>

The listed behaviours are examples only and not exhaustive



## **REWARDS SYSTEM**

A whole school system of rewards and consequences has been designed to encourage and reward all students who do their best in lessons, homework and extra curricular activities. The application of both rewards and consequences must have regard to individual situations and individual students.

We know that most children welcome and enjoy this system, for it offers real opportunities and advantages for all students.

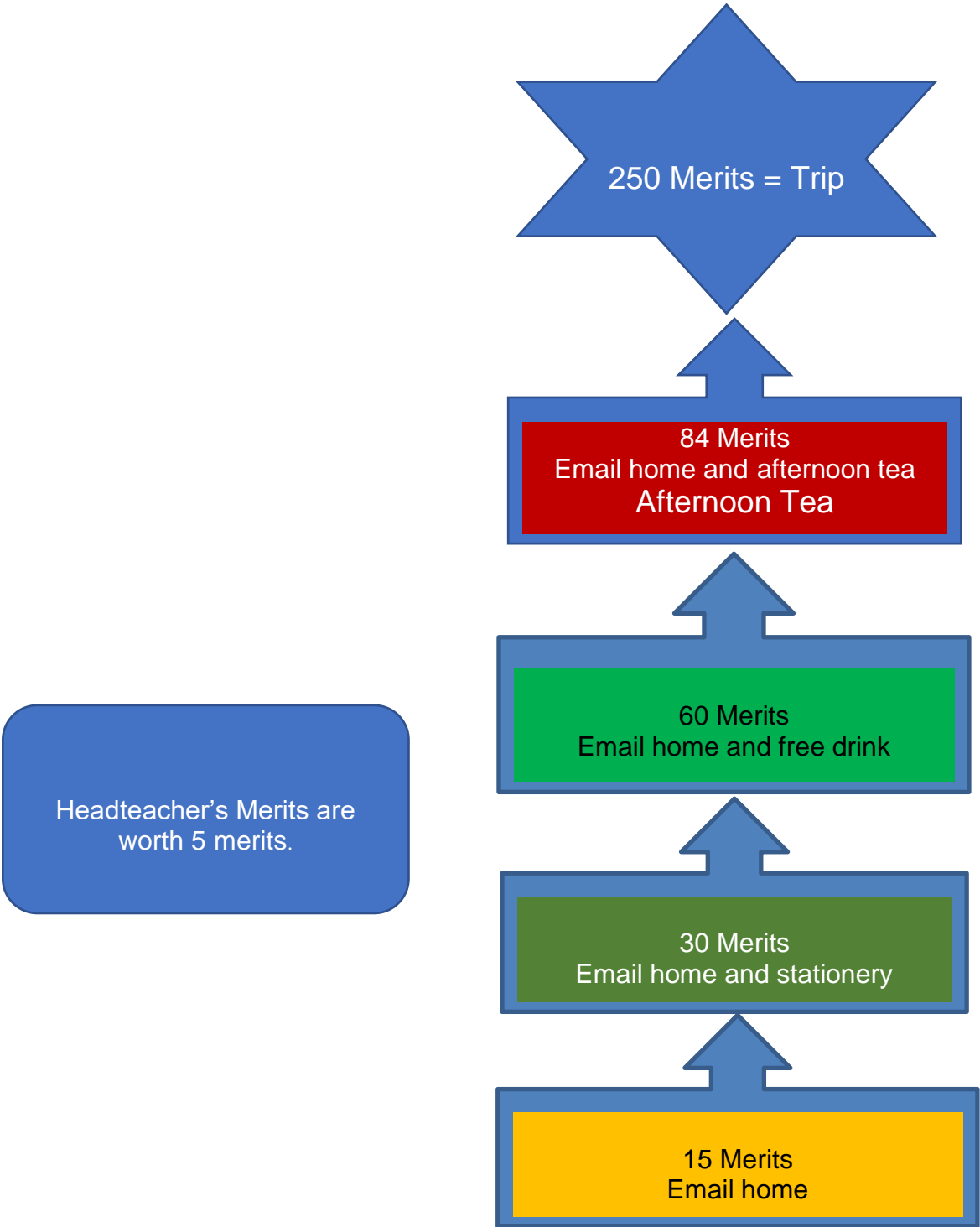
The rewards programme means that many students gain recognition for their work in the shape of merits, postcards home, texts etc. This encourages students to take pride in their efforts. Through this approach all students stand an equal chance of gaining recognition for their efforts, as each student's target is to do their best. We aim to recognise good work and to encourage all students to develop their potential to the full.

The House System and rewards programme encourage students to enjoy school and to work to their best, both in and out of lessons.

## **POSITIVE SCHOOLING AT BRINE LEAS SCHOOL**



# Learning Behaviour Rewards



## **REWARDS**

Rewards are more effective than punishment in motivating students. By praising and rewarding positive behaviour others will be encouraged to act similarly. Our target for rewards/consequences ratio of at least 5:1 is an indication of a school with an effective rewards and consequences system

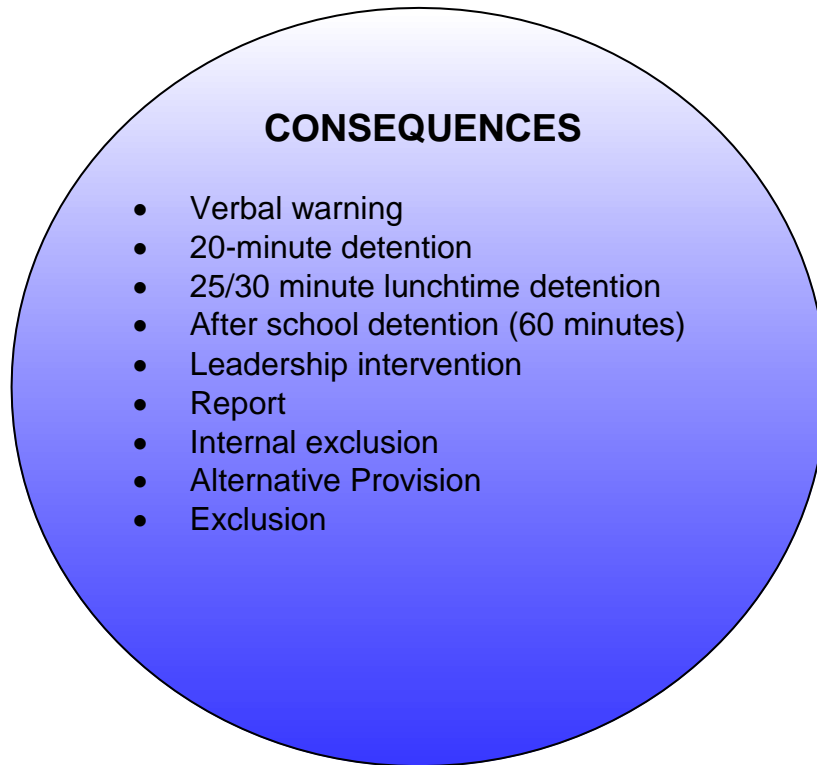
**Merits:** a teacher should award at least one merit each lesson for something of particular merit OR, in fact, any aspect of a student's work that you particularly want to encourage. There are 7 categories of merits: outstanding effort, high standards, resilience, kindness, curiosity, homework and attendance. Try to vary the reason and the recipient from lesson to lesson. Identify a student ('Merit Monitor') to remind you in each lesson to issue a merit. Merits are a positive behaviour log on bromcom that can viewed by the student through the VLE and viewed by the parents through 'My Child at School'.

Lesson by lesson effort is monitored through the taking of the register. All students begin the lesson at a 2 for effort but by the end of the lesson, depending on their effort, they may go up to a 1 or down to a 2. These scores will be counted up to give each student an overall point score alongside their merits. A special Individual House Award will be given to the student in each year group with the most merit and points (i.e. number of merits and points from effort grades in each subject). In addition a Special Award (Tutor Group House Award) will be given to the Tutor Group in each Year Group with the most number of merit points.

The same principles should be applied to out of lessons as well.

A report on merits and effort can be run at any point during the year on individual students, classes, year groups etc. These will be run off by Pastoral Managers when holding reward assemblies and giving out prizes.

## POSITIVE SCHOOLING



### CONSEQUENCES

The purpose of consequences is to demonstrate that misbehaviour is not acceptable, to express the disapproval of the school community and to deter other students from similar behaviour. Students carry Learning Behaviour Cards so that staff can issue detentions and warnings for behaviour that falls below the accepted level. It is necessary to make reasonable adjustments in the application of this behaviour code when dealing with vulnerable students, including students who are LDD (Learning, disabilities and difficulties), including dyslexia, autism, attachment issues, speech and language impairments, sensory and physical impairments, and medical conditions such as diabetes, epilepsy or disfigurement), students who have been diagnosed as suffering from BESD, ODD, SEN, ADD/ADHD, students with syndromes such as Tourette's and/or other mental health disorders and consideration should be given to CFC. (Scenario: Should a detention be given to student who is dyslexic when he/she has failed to complete homework because the teacher did not give him/her time to write the homework from the board? Or should a student who suffers from autism be given a detention if he/she goes to the front of the dinner queue and does not move when the teacher asks the student to move?)

## CLASSROOM DETENTIONS

**Verbal Warning**

**LOG AS: VW**

- CLASS No Equipment
- CLASS No Homework
- CLASS Lack of Motivation
- CLASS Late to Lesson
- CLASS Poor Focus
- CLASS Computer misuse
- CLASS Planner not signed

**LOG AS:** C20DT  
**TIME/ROOM:** AGREED BY CLASS TEACHER  
**LED BY:** CLASS TEACHER

- CLASS Not attending 20 min detention
- CLASS Not following instructions
- CLASS Poor behaviour in class
- CLASS Use of mobile

**LOG AS:** C25DT  
**TIME/ROOM:** AGREED BY CLASS TEACHER  
**LED BY:** CLASS TEACHER

- CLASS Failure to attend 20 and 25 min classroom detentions

**LOG AS:** C30DT  
**TIME/ROOM:** AGREED BY HOD  
**LED BY :** HOD/HOCA

## PASTORAL DETENTIONS

- **Logged on Bromcom PRIOR to midday – Tell student to attend at 12.30 that day**
- **Logged on Bromcom AFTER midday – Tell student to attend at 12.30 the following**

- Late to school
- Bag on corridor
- Bus Behaviour
- No Learning Behaviour Card
- Full uniform card
- Refusal outside lesson
- No Planner
- General Lunch Behaviour
- Inappropriate behaviour outside class



**LOG AS:** P20DT  
**TIME/ROOM:** BG13 AT 12.30pm  
**LED BY:** Progress Manager or Leadership

- Fighting
- Homophobic Bullying
- Racist Bullying
- General Bullying
- Smoking
- Truancy
- Malicious use of IT
- Swearing



**PASS TO PROGRESS MANAGER**  
**THEY WILL LOG AS:** P30DT  
**TIME/ROOM:** BG13 AT 12.30pm  
**LED BY:** Progress Manager / Leadership

## LEADERSHIP DETENTIONS

### **ONLY ISSUED BY HOD, PROGRESS MANAGERS OR LEADERSHIP**

If you want to log a detention for any of the below reasons please speak to the Progress Manager

- Alcohol
- Drugs
- Leadership Intervention
- Swearing at a member of staff
- Refused to attend 30 min detention
- PASTORAL Bag Searched
- Any other reason agreed by
- HOY or Leadership



**LOGGED BY PROGRESS MANAGER OR OFFICE AS:** After school 60 mins, on Wednesdays

**PROGRESS MANAGER WILL:** Speak to the student, issue the detention and advise parents via phone.

**A CONFIRMATION LETTER IS SENT BY THE OFFICE.**

**Verbal warning:** This warning gives the student an opportunity to reflect and consider their behaviour. Ideally this should be focussed around the 'expectations'.

**Leadership Intervention:** If a teacher feels they cannot control student behaviour in the classroom or that they walk out of the classroom and are truanting, they may need additional support for the leadership team. The teacher will get a message to the main office by phone or a student and there will always be a senior member staff on rota.

Their initial job will be to try and get the student back into lessons and learning, if this is can not happen or is in appropriate, students will be internally excluded for the rest of that lesson. The teacher calling for a member of the leadership team will need to issue their own consequences as above.

**Internal Exclusion:** A student may be withdrawn from lessons and sent to the 'Internal Exclusion room'. The student needs to arrive with work from their teacher and the room is manned by a behaviour support coordinator. Students will have to give up their bag and mobile phone so they work in isolation. The length of this isolation will depend on the situation and will be coordinated between Progress Managers of the Year and the Student Support team. The reason for internal exclusion will be recorded on bromcom and a letter will be sent home via the main office.

'Internal exclusion' could be used as a strategy for 'Leadership Intervention' (as laid out in 'Consequences' part of Positive Schooling Code of Behaviour) or as a result of students exhibiting examples of extreme behaviour e.g.:-

- extreme rudeness/swearing
- violence
- severe disruption of teaching and learning where student is refusing to follow the teacher's instructions
- or if there is a Health and Safety issue.

This is for extreme behaviour. Discipline is the responsibility of everyone; problems within classrooms on most issues should be dealt with by subject teachers and in turn HOD's and then HOCA's etc.

**Behaviour Support** If the teacher, Progress Tutor, Head of Department, Head of Curriculum Area and Progress Manager have exhausted all the strategies available in positive schooling to control a students behaviour then behaviour support will become involved. A referral will be made by a Progress Manager to behaviour support and a unique programme will be created to support that student. This can take many forms and approaches will be suggested by the behaviour support lead. There are also two behaviour support coordinators.

- Learning Support:** Learning Support is designed to enhance students' learning and to identify any specific difficulties, regarding access to the curriculum, to offer support and guidance to students with social skills shortage or needing help in some area which cannot be dealt with by HOD and overall raise student expectations and attainment.
- Lesson Report:** This involves a student being put on report through Bromcom. The Progress Manager will set up the report card with the student through Bromcom MIS for initially two weeks. This then appears on the register of the teachers of that student for them to complete each lesson. The teacher will complete the relevant box and comment on behaviour, attendance, punctuality, uniform etc. as appropriate. The teacher must follow the Positive Schooling Code of Practice and will issue students with a verbal warning. If the student continues to misbehave the subject teacher records this on the report card and issues a 20 minute detention. This report card will be monitored by the student's progress tutor on a daily basis. At the end of the two week period the Progress Manager will review the report card and decide whether the student can come off the card if there is improvement. The full report card with a conclusive comment will be sent home. A Positive Report Card may also be used to monitor positive aspects of a student's behaviour / attitude / progress.
- Department Report:** If department detentions do not change the student's behaviour then individual departments may choose to place students on 'department report'. This is used for those students who behave poorly in that subject only. The report card should be monitored by the department. Letters should be sent home to inform parents who should sign the department report card each day. This should be recorded on Bromcom.
- Lunchtime Report:** This is when students must have their lunchtime report card signed every 10 minutes by a member of staff. This can be given for inappropriate behaviour, truancy etc. This is usually monitored by the progress tutor of the student and managed by members of the pastoral team.  
In addition a student can be placed on Department Lunchtime Report. This will be issued by subject teachers.
- Alternative Provision:** When student behaviour repeatedly falls below the required level, or in the instance of a more severe one-off incident, a student may attend a local school 's internal exclusion department for a short period of time (usually between 1-5 days).



## **OUT OF CLASSROOM BEHAVIOUR**

This will work effectively where staff are CONSISTENT about the application of the process.

### **IMPORTANT POINTS TO CONSIDER**

Staff must insist that students work towards our outstanding learning behaviour (OLB) criteria:

- follow the correct dress code; inside the school building students must wear their uniform correctly,
- follow the correct food code (students should only eat in the canteen and the food zone.)
- recycle and reuse and do not drop litter.
- refrain from using unacceptable language.
- follow the one way system

As with our positive schooling code for good behaviour in classrooms then a student should be given a verbal warning if the above is not adhered to.

- If a student continues to break the code then Staff should give a 20-minute detention by signing the Learning Behaviour Card and adding the detention onto Bromcom.

## **OFF SITE BEHAVIOUR**

The headteacher reserves the right to issue consequences to students for actions off the school site in order to:

- maintain good order on transport, educational visits, or other placements such as work experience or college courses;
- secure behaviour which does not threaten the health or safety of students, staff or members of the public;
- provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school;
- provide protection to individual staff from harmful conduct by students of the school when not on school site.
- if it is linked to behaviour/incident

## **CONFISCATION**

### **• CRITERIA FOR CONFISCATION**

A teacher can confiscate and can retain the item for one day if:

- an item poses a threat to others: for example a laser pen;
- an item poses a threat to the good order for learning: for example a student uses a personal music player in class or where their mobile phone is visible;
- an item is against school uniform rules: for example a student refuses to take off a baseball cap on entering the classroom;
- an item poses a health and safety threat: for example a student wearing large ornate ring;
- an item is counter to the ethos of the school: for example material which might cause tension between one community and another;
- an item which it is illegal for the child to have: for example racist or pornographic material.

The school will follow the DfE guidelines around searching, screening and confiscation.

- **SEARCH**

Members of the leadership team have the authority to conduct a search in order to deal with extreme situations. Staff can ask students to turn out their pockets and bags if they believe that a student is hiding something that is against school policy but staff should minimise the highest risk and call the police if a student is suspected of having a weapon and seems likely to resist a search. The school will follow the DfE guidelines around searching, screening and confiscation.

- **USE OF 'REASONABLE FORCE'**

The staff will endeavour to create a calm environment that will minimise the risk of incidents that might require using force and will use de-escalating techniques if incidents arise. The school will also use SEAL approaches to teach students how to manage conflict and strong feelings.

There is no definition of 'reasonable force' but the use of force can be regarded as 'reasonable' only if:

- The circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a student from committing a trivial misdemeanour, or a situation that clearly could be resolved without force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding, and sex of the student.

Teaching staff or anyone who is authorised to have control or charge of students (teachers, teaching assistants, support staff, midday supervisors, caretakers, voluntary workers, including people accompanying students on visits, exchanges or holidays organised by the school) are allowed to use 'reasonable force' in extreme circumstances to prevent a student from doing or continuing to do any of the following:

- a. committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility);
- b. injuring themselves or others;
- c. causing damage to property (including the student's own property);
- d. engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

We do recommend a 'no touch' policy. Staff should only use the minimum force necessary to achieve the desired result. If possible, a clear oral warning to the student that force may have to be used should be given.

Any type of restraint, which could result in injury to the student, particularly anything that could constrict breathing, should only be used in extreme emergencies and when there is no other viable alternative. It is advisable only to use force when another responsible adult is present to support, observe and able to call for assistance.

All incidents should be recorded via Main Office with parents and appropriate Services informed. A record of the incident should also be added to Bromcom.

## **POST INCIDENT SUPPORT**

An evaluation of the incident should be conducted by the Headteacher. The Assistant Headteacher (Staffing) should support staff involved and Assistant Headteacher (Student Support) should support students involved and work towards re-building relationships (BLS will follow national guidelines).

## **THE USE OF TECHNOLOGY**

Students are not allowed to covertly record any member of the school community. If any student is found to be in breach of this ruling then severe consequences will follow, up to and including, exclusion. Individual victims reserve the right to take this matter further and may involve the Police.

## **ALTERNATIVE PROVISION**

If the school has exhausted their strategies for dealing with a student's behaviour and the student is close to an exclusion, the school may choose alternative provision instead. There are several forms of alternative provision available to the school –

- Motivational work placements
- College courses
- Other Secondary Schools

These options will be discussed with the student and their parents. They will keep students working and developing their education whilst isolating them from their peers as a consequence.

Motivational work placements and college courses are organised through our contract with Changing Education LTD. There are a range of options available for the students and generally take place one day a week for a fixed time (Term – Year).

Through the Chimney House group we can send students to spend between a day and five days in isolation in a different school. The parents of the child will be expected to transport the student to the organised school and provide them with lunch. Brine Leas will provide the student with work to be completed whilst on the alternative provision.

## **EXCLUSIONS**

Occasionally behaviour is so unacceptable that we are forced to use stronger measures such as exclusion, which may be short or long term.

Exclusions can only be carried out on the authority of the Head teacher or a Deputy/Assistant Head teacher acting on behalf of the Head.

Normally exclusions will occur on the following grounds:

1. In response to a one-off misbehaviour which is so serious that it cannot be adequately punished by allowing the student to continue to enjoy the privilege of attending school.
2. A one-off act of violence that occurs in the heat of the moment and which requires student(s) to be excluded whilst tempers and passions cool down.
3. A criminal or serious act which requires investigation pending which the student is excluded.
4. A series of behavioural problems which culminates in the decision to exclude a child because he or she is beyond the control of the school. This last case would result from a situation where the student was:-
  - so violent as to put other children at risk of injury;
  - so disruptive as to make normal education impossible for the student or his peers.

The general principle behind this policy is that the school has a duty of care towards its students which can only be suspended when the child's behaviour is such that the physical or academic health of others is endangered and exclusion is the only course of action open to the school.

This action can be carried through in two directions:

- a. a short-term exclusion for up to a total of fifteen days in any one term
- b. a permanent exclusion

All exclusions will be logged in the Main Office and on Bromcom.

Procedures given in this book must be followed, as must the statutory requirements.

## **EXCLUSION**

- a. Exclusions may be a rare event for a school, but governors need to be aware of their responsibility, and of the circumstances within which they might need to get advice. Detailed arrangements for the school will be set out in the Articles of Government.
- b. Exclusion means that a student will be deprived of education in the school for a certain period, or even permanently. It will therefore be used as a last resort rather than as a normal sanction for bad behaviour. The general rule should be to ensure that students lose as little education as possible. The Pastoral Manager and Pastoral Coordinator provide support services for students whose behaviour is likely to lead to exclusion, or has already done so. Governors should find out through their clerk what support is available.

## **PROCEDURES FOR EXCLUSIONS: ACTION BY THE HEAD**

- a. Only the Headteacher has the right to exclude a student. When doing so he must without delay:-
  - inform the student's parents (if the student is under 18) that their child has been excluded, and explain why;

- tell the parents (or the student if he or she is over 18) that they have the right to take the matter up with the governing body and the Independent Panel (IP) In the case of a permanent exclusion there is a formal right of appeal, the arrangements for which must be made by the school who may set up and Independent Panel.
- b. If the Headteacher decides that an exclusion which was for a fixed or indefinite period should be made permanent, he must inform the parents (if the student is under 18 years old). He must also inform the governing body and the IP of his decision and of the reasons for it.
  - c. If a proposed exclusion means that a student will have been excluded from the school for more than five days, in total, in any term, or that the student will lose the chance of taking public examinations, the Headteacher must inform the governing body and the IP of his decision and the reason for it.
  - d. Parents are legally responsible for the whereabouts of their child during days 1-5 of any exclusion. Parents could be issued with a £50 penalty notice if their child is found in a public place without justification.
  - e. The school will arrange full time education (off site) from day 6 of any period of fixed term exclusion.
  - f. Failure to attend a re-integration interview following a fixed term exclusion will be taken into account by Courts if a parenting order becomes necessary.
  - g. Re-integration interviews will take place when appropriate.

## **PROCEDURES FOR EXCLUSION: ACTION BY THE GOVERNING BODY AND INDEPENDENT PANEL (IP)**

- a. The governing body has the right to direct the Head to reinstate a student who has been excluded for a fixed period. The IP has similar powers, though it must consult the governing body before taking such action. The LA will appoint an IP to deal with such a case.
- b. The Governing Body has the right to direct the Head to reinstate a student who has been excluded for an indefinite period, either immediately or on a specified date. The IP has similar powers, though it must consult the governing body before taking such action. If a student has been excluded for an indefinite period, and the governing body has decided not to set a date for reinstatement, the IP must itself set a date. If the governing body has set a reinstatement date which the IP considers to be too late, the IP may set an earlier date.
- c. The Governing Body has the right to direct the Head to reinstate a student who has been excluded permanently. The IP has similar powers, though it must consult the governing body before taking such action. Alternatively it may confirm the permanent exclusion. The governing body has a right of appeal against an IP's direction to reinstate a student who has been excluded permanently.

- d. The Head must comply with directions from the governors and from the IP unless the Governors have appealed against the IP's decision, but, if there are conflicting directions from the IP and the governing body about the date of reinstatement, the Head must comply with the direction, which sets an earlier date for reinstatement. Where the IP directs the Head to reinstate a student who has been excluded for an indefinite period the direction ceases to have effect if the Head decides to exclude the student permanently.

## **CODE OF CONDUCT (STAFF)**

At Brine Leas School we will:

- Provide a caring and supportive Pastoral system.
- Report to parents on student progress. This includes providing an in depth Student Profile each year.
- Maintain accurate records of students' progress and attendance.
- Respond to parental enquiries within 24 hours in a normal working week (i.e. a query at 3.30pm on Friday would require a response by 3.30 pm on the following Monday) . Note: this may not always be a full response.
- Deal with the discipline of students in a positive, firm and fair manner, in accordance with the school's positive schooling code of behaviour.
- Be professional in all our dealings with all those concerned in the life of the school.

## **INFORMAL AND FORMAL CONTACT**

- Acceptable standards of behaviour, work and respect depend on the example of us all. Set high standards.
- Good order has to be worked for: it does not simply happen. Apply rules firmly and fairly.
- Expect to give and receive respect. Respect every person. Treat everyone as an individual.
- Build good relationships at every level. Greet and be greeted, speak and be spoken to, smile and relate.
- Deal with 'problems' created as students test the boundaries of acceptable behaviour. Our success is tested not by the absence of problems but by the way we deal with them.
- Avoid confrontation, listen, establish facts, judge only when certain and use punishments appropriately.

## **CLASSROOM EXPECTATIONS**

Create and sustain a positive, supportive and secure environment. Well-prepared, stimulating lessons generate good behaviour and earn respect. Staff should understand the cultural importance of showing respect. This means listening to students' perspectives; speaking calmly rather than shouting, avoiding language that might humiliate them; using a quiet word after class rather than admonishing them in the presence of their friends. Use positive language wherever possible.

Expect to:

- Arrive before the class and begin on time
- Be prepared for the lesson
- Maintain engagement and facilitate learning and progress.
- Extend and motivate all students
- Mark all work promptly and constructively (within Learning Policy guidelines)
- Set homework regularly to schedule
- Encourage creative dialogue – confidence in discussion is important
- Keep an attractive, clean and tidy room
- Maintain interesting wall displays
- Use first names.
- Ensure that students leave the room in an orderly manner
- Register students every lesson on webfolder

### **DO ALL YOU CAN TO AVOID:**

- Humiliation - it breeds resentment
- Shouting - it diminishes you
- Over – reacting - the problem will grow
- Blanket punishment - the innocent will resent them
- Over punishment - never punish what you can't prove
- Sarcasm - it damages you!

Please never leave students outside rooms. The 'problem' needs a solution not complicating. Seek help if you need it. And do all you can to:

- Use humour – it builds bridges
- Keep calm – it reduces tensions
- Listen – it earns respect
- Be positive and build relationships
- Know your students as individuals
- Carry out any consequences you have issued to students
- Be consistent

### **ENCOURAGE PRIDE IN THE SCHOOL:**

- Insist on a clean room
- Encourage tidiness
- Leave desks in place and the board clean after lessons
- Clear graffiti immediately
- Remove/repair all damage, but, if you cannot, tell the caretaker or site manager
- Deal firmly with offenders
- Enforce the ban on chewing gum
- Keep your desk, shelves and cupboards tidy
- Insist on litter – free buildings and site
- Deal with offenders: to ignore is to condone!
- Report damage immediately

## **PROGRESS TUTORS WILL:**

1. Use information from Blue Card Data, attendance and behaviour reports to discuss with individual students how they are progressing. They will record these conversations in the organiser or on Bromcom.
2. Distribute and collect letters/reply slips within 2 days, so that this becomes a habit with students. This includes absence notes. Reasons for absences need to be recorded on an absence sheet regularly and students need to be challenged if reasons are not detailed enough.
3. Be responsible for the dress and behaviour of students when they are in the Progress Group.
4. Insist on silence when it is appropriate.
5. Check Organisers weekly (on Friday mornings during registration) and insist that, before they are signed that they have been seen and signed by a parent/carer.
6. Perform duties as specified in the staff handbook.

## **PROGRESS MANAGERS OF A YEAR WILL:**

1. Ensure that a response is made within 24 hours to any query from a parent
2. Keep each other informed about business, including student information. Communicate with Year Tutors any matters affecting them.
3. Praise those who do well. Discipline those who don't conform (in accordance with Positive Schooling)
4. Monitor students':
  - Academic Progress
  - Behaviour
  - Effort
  - Attendance
  - Punctuality
  - Referral to outside agencies
6. Support the Options processes, Work experience and transitions from KS2 and into KS5. This will depend on the specific year group that each Head of Year is responsible for.
8. Train Prefects.
9. Check pastoral profiles



## **ATTENDANCE/PUNCTUALITY**

### **ATTENDANCE**

A warning bell will ring three minutes before the start of morning and afternoon registration to allow students time to get to lessons on time. Students are not late if you are registering early. All students are expected to arrive at school in good time. Registers at Brine Leas School are completed electronically using a computer for lessons but register sheets are used in form registration time as well as part of fire regulations.

This has enabled us to keep very accurate records of attendance and punctuality. Remember that there is a legal obligation for parents to ensure that their children attend school regularly, and to provide an explanation for an absence. The school can only authorise an absence after receiving a satisfactory explanation. All unauthorised absences are truancy, and the consequence of that will be detention and parents being informed.

Certificates are awarded for students who have achieved 100% attendance and 100% punctuality.

### **COMPLETING THE REGISTER SHEET**

Students' registration forms will be provided to the Tutors with members of the Progress Group printed in alphabetical order for tutor group registration. The actual register is split into five days and each day is divided into morning and afternoon sessions. If the student is present or absent Tutors should indicate this on the sheet. Do not mark students as 'late'. Students must sign in at Student Reception and should hand you a blue card and/or a detention as appropriate.

To complete the form blue or black ink should be used. The student registration forms are in the register and must be returned to the main office in the folder provided immediately after each session. Any student's name which is left blank for whatever reason, will show up as absent and parents will be contacted via 'truancy call' for these students and for students who are genuinely absent. So it is important to be accurate. Registration of students is a legal responsibility.

As you are aware the EWO has the power to take parents to court over non-attendance at school. Parents might contest this, so we must take prompt action and keep accurate records. Comply with instructions and check register printouts. If you have accepted the reason for a student being absent there isn't any need to keep letters explaining the absence. Letters must be kept if the validity of the reason for absence is questioned and in this case it is necessarily to contact home and communicate with the Progress Manager for that student who will take further action.

### **Procedure for Completion of the Absence Sheet.**

Absence Report forms will be given to Tutors naming those students who have not yet given a reason for absence. Tutors must ask students for their parents to contact the school to give a reason for the student's absence. If the Tutor is unable to get this information they must inform the Attendance Officer who will send a letter to the parent/carer requesting this information. If this information is still not given then the Progress Tutor must give the details to the HOH or the Pastoral Manager/Coordinator.

## ABSENCE CODES

<b>Code</b>	<b>Meaning</b>	<b>Code</b>	<b>Meaning</b>
<b>A</b>	Present	<b>O</b>	Unauthorised absence
<b>B</b>	Educated off site (not dual registration)	<b>P</b>	Approved sporting holiday
<b>C</b>	Other authorised circumstances not covered by another appropriate code (this code must be used in exceptional circumstance)	<b>R</b>	Religious observance
<b>D</b>	Dual registration	<b>S</b>	Study leave
<b>E</b>	Excluded	<b>T</b>	Traveller absence
<b>F</b>	Extended Family Holiday (agreed)*	<b>U</b>	Late (after registration closed and unauthorised absence)**
<b>G</b>	Family Holiday (NOT agreed or days in excess of agreement)	<b>V</b>	Educational visit or trip
<b>H</b>	Family Holiday (agreed)	<b>W</b>	Work experience
<b>I</b>	Illness (NOT medical or dental etc appointments)	<b>X</b>	Non-compulsory school age absence
<b>J</b>	Interview (Year 11 only)	<b>Y</b>	Enforced closure
<b>L</b>	Late (before registers closed)*2	<b>Z</b>	Students not yet on roll
<b>M</b>	Medical/Dental appointments (marked as authorised absence!)	<b>#</b>	School closed to students
<b>N</b>	No reason yet provided for absence		

The following codes represent unauthorised absence and if used MUST be reported to the Progress Manager:-

**CODE G\* Family holiday (Not agreed or days in excess of agreement).** A student who is authorised to take 10 days holiday during one whole academic year will only attain 94.7% attendance. A student who is authorised to take 10 days holiday during the period of September – May (the annual DfE absence survey period) will only attain 93.8%. These are the figures, which will appear in the performance tables. If a school agrees absence and the student goes on holiday for 10 days, or less, absence is authorised. If the school does not agree absence and the student goes on holiday, absence is unauthorised (Code G) If parents keep the child away for longer than was agreed, any extra time is recorded as unauthorised (Code G). If the school considers that there are exceptional circumstances why the student should be granted approval for a holiday of more than 10 days, this approval can be given and the absence would be authorised and recorded under Code F.

**CODE N No reason yet given.** Every endeavour must be made to establish the reason for a student's absence.

**CODE O Unauthorised absence**

**CODE U\*\* Late (after registration closed).** The register stays open for 30 minutes from the beginning of registration. If a student arrives after this time e.g. he couldn't find his shoes then the code u must be used but this would count as unauthorised absence. If the student arrives late due to a doctor or dentist appointment the Code M must be used but the student would still be marked as absent although this absence would be regarded as authorised.

**Progress Tutors must monitor student attendance and punctuality and refer to the relevant Progress Manager any students:**

1. whose attendance falls below 98% for any month;
2. who has a regular pattern of absence;
3. who the Progress Tutor feels gives cause for concern;
4. whose reason for absence is unsatisfactory.

Further guidance is available on <http://www.dfes.gov.uk/schoolattendance>.

## **LESSON REGISTRATION**

Every subject teacher must complete registration for every lesson using electronic registration system.

## **AUTHORISED & UNAUTHORISED ABSENCES**

- It is the Governors of a school who are responsible for maintaining the register and for authorising leave of absence. In reality these functions are delegated to teachers and the Head teacher

- The parent cannot give their child leave to be absent from School
- It is the Assistant Headteacher (Pastoral) who will make the decision as to whether or not a child's absence is authorised/unauthorised on the information available to them.
- If the Teacher is satisfied that the child is ill, then the appropriate record is that the absence is authorised.
- If the Teacher is not satisfied that the sickness is genuine, the only appropriate record is that the absence is unauthorised and they must report this to the Progress Manager.
- If the Teacher feels that the absence is dubious, then the absence cannot be marked as authorised and further investigation is needed. Refer this to Progress Manager. This record may be used at a later stage to determine whether the child's absence has become so frequent as to be incapable of belief.
- If a parent's explanation is rejected then the Head teacher or another Teacher could be allowed to arbitrate. The EWO may have a role in this also.
- If the parent's objections are accepted, then the 1956 Regulations permit the school to make corrections to the record.
- If a child is persistently absent or absent for more than two weeks, the Head teacher must notify the local authority via EWS, unless the Head teacher is provided with a medical certificate.

It might be also necessary to set up an Attendance Panel Meeting (consisting of a Governor, the EWO, parents and student) to devise an action plan for reintegration, or a parenting contract could be issued. A Fixed Penalty Notice (30, 60, 90, and 120 day procedure) may be issued which could culminate in a PACE interview (Police and Criminal Evidence Meeting), or an Education Provision Order might be issued to students or an Education Supervision Order issued to parents.

- Students should not be taken out of school during term time for family holidays. EWS advise schools to turn down all requests for holidays taken during school time. Only in exceptional circumstances should permission be given. If parents still decide to take their children out of school for a holiday, then the school should mark the absence as unauthorised. 10 unauthorised sessions of absence i.e. 5 days, could lead to the involvement of EWS and the issuing of a Fixed Term Penalty Notice, the cost of which is £60 if paid within 28 days and £120 if it is paid after 28 days but within 42 days. If the fixed Term Penalty Notice is not paid, legal action will be taken.
- If you intend to take a family holiday during term time then parents will need to complete a holiday request form and the Progress Manager will decide whether to authorise that holiday. It would be unusual to authorise such a request. If a parent is not happy with the response they can communicate with the Assistant Head Teacher in charge of Student Support to discuss further. A final decision on authorising a holiday can be made by the Head teacher. Students must apply for holiday leave and give at least one month's notice. Please note that holidays taken over and above 10 sessions will be regarded as unauthorised absence.

## PUNCTUALITY

Students are also expected to arrive at lessons on time with the correct books and equipment. All absences and lateness will be electronically recorded.

The school day commences at 8.50 a.m. Students should be in school by 8.48 a.m. There is a morning break from 11.10 a.m. to 11.30 a.m. School finishes at 3.15 p.m.

All subject teachers must allow students to leave at the end of the lesson and registrations because students should not be late for their next lesson. Students should not be allowed out of lessons.

### PUNCTUALITY

#### Lateness to lessons

- Students are expected to arrive on time to all lessons

#### Consequences

If a student is late to a lesson then the 'Consequences' of the Positive Schooling Code of Behaviour will be enforced. This could result in:

- a verbal warning
- 20 minute detention
- 25 minute detention
- If problem persists students will be placed on 'punctuality' report and a letter will be sent home to parents / guardians inviting them into school to discuss the problem

### PUNCTUALITY

#### Lateness to school

- Students are expected to be at school by 8.48 a.m.
- If the student is late after registration has closed, he/she must report to Student Reception. (Failure to do this will result in the session being recorded as unauthorised).
- The Main Office will issue a 20 minute detention to be held in BG13 at Lunchtime that day and will give the student a blue card which they give to their Progress Tutor or subject teacher.
- If the student already has a detention then the sticker will be placed on the next 'free' lunch. These detentions must be recorded on the late detention recording sheet for that day. This recording sheet must be given to the Assistant Head (pastoral).
- Failure to attend the detention will result in an after school detention.
- If problem persists students will be placed on 'punctuality' report and a letter will be sent home to parents / guardians inviting them into school to discuss the problem

## **UNIFORM CODE**

The school has a Uniform & Appearance Policy which students must adhere to.

## **STUDENT RECORDS**

### 1. **Central Records** – Maintained in Pastoral Offices

- Each student has a named file
- Files to be kept in alphabetical order

#### **Contents**

- Record from previous school
- Incident report forms/student statement
- Correspondence, with parents and with outside agents.

### 2. **Bromcom Data** - Maintained by Data Team/Office.

Personal details of all students are held on computer files. It is the responsibility of all Progress Tutors to inform the office of any changes in these details

- Results of SATs'
- GCSE results
- Profiles and Progress Reports. It is the responsibility of HOD's to inform the office of any movements between groups.
- Behaviour record e.g. exclusions
- Academic record – target grades and levels. Exam results, effort grades etc

### 3. **Medical Records** – Maintained by Office

- The school office will maintain appropriate medical records that have been passed onto us. A computer print out of medical conditions is available via Main Office and Bromcom. Please check for details of any students you teach. Some students' medical plans will be displayed in the Staff Room and the Main Office.

## **LIAISON WITH OUTSIDE AGENCIES**

At Brine Leas School we are very aware of the need to draw on the knowledge, skills and expertise of many outside agencies to give our students the appropriate support in a wide variety of situations.

In many cases this is done as part of our structured organisation to ensure the smooth transition of students through the various phases of their education.

- Communication with Parents
- Primary Liaison
- Medical Services
- Careers Services/Changing Education LTD
- Links with Post 16 Establishments

Information and advice can be sought, received or given, to assist in deciding a course of action.

Some students require help with specific problems and these are addressed by agencies (as appropriate) with which we have regular contact:-

- Learning Support Services
- Educational Psychologist
- The Educational Welfare Officer
- Careers Advisor

Other agencies are called in when a particular need arises. These include:

- Hearing and Visually Impaired Services
- Physiotherapist
- Occupational Therapist
- Speech Therapist
- Social Services
- Health Visitors
- School Doctor
- Family Counselling Unit
- Police

All staff shares the responsibility for the pastoral care of students and early identification of problems often leads to early solution.

## **BULLYING**

### **SCHOOL POLICY**

Any wilful, conscious desire to hurt, threaten or frighten someone over a period of time will be considered as bullying behaviour.

The nature of the bullying may be physical, verbal or emotional. Name calling, teasing and taunting are emotionally bruising and can include both racial and sexual harassment. Bullying can be related to religion, disability, and can be directed at SEN students. Cyber bullying and homophobic bullying is also unacceptable. Defamatory or intimidating messages/images inside or outside school will not be tolerated and disciplinary sanctions may be applied to perpetrators. Other forms of bullying include rude gestures, intimidation and extortion.

A record of incidents involving bullying will be held in student records.

### **GUIDELINES FOR STAFF**

Watch for early signs of distress in students:-

- Deterioration of work
- Spurious illness
- Isolation
- The desire to remain with adults
- Erratic attendance

Whilst this behaviour may be symptomatic of other problems, it may be the early signs of bullying.

- Listen carefully and record all incidents on the anti-bullying pro-forma.
- Refer these written reports to the victim's Progress Manager or Behaviour Support Lead.
- Offer the victim immediate support, and stress that all discussions will be confidential
- The victim may wish to nominate a trusted member of staff to help with the problem
- Make the unacceptable nature of the behaviour, and the consequences of any repetition, clear to the bully and his/her parents
- The bullied student should record the events in writing
- The bully should also record the events in writing
- The teacher/pastoral member of staff should record their discussions on the bullying with both parties and take action including detentions, 'internal exclusion', bullying report and even exclusion. The victim should be offered support from the Anti-Bullying Ambassadors.
- The parents/carers of the students involved should be informed
- Refer the victim to TRUST via, email or contact Katie Batten.
- Members of the pastoral team may use 'restorative justice' techniques.
- Remember to complete the Bullying Incident Log on bromcom.

## **EQUAL OPPORTUNITIES**

### **STAFFING POLICY – PERSONAL STATEMENT**

Brine Leas School will strive towards equal opportunities by approaching the treatment of the individual with the same care and consideration regardless of gender, ethnic background, age and status ensuring:

- a. Non-stereotypical management policies and personnel activities
- b. Non-discriminatory procedure

### **IN THE CLASSROOM**

- a. All teaching material presents positive role models to students
- b. Non – stereotypical activities/tasks for students
- c. Group lists/registers list names alphabetically

## **SMOKING/DRUGS**

The whole school site is non-smoking and the dangers to health and the social implications of smoking and alcohol/drug abuse are covered in the curriculum. We work with the School Nurse to educate students in this area.

Students are not allowed to bring cigarettes, e-cigarettes or lighters to school or to smoke in, or on their way to, school. Any student choosing to do so will, as a consequence receive a detention and their parents will be informed. Consequences for further offences would normally include after school detentions and exclusions.

Possession of drugs is, of course, illegal, and would result in the police being informed as well as parents. Any student found to be involved with drugs could face immediate exclusion.



## **DUTIES AND DAILY ORGANISATION**

The duty rotas will be created on a team basis and will be posted in the staffroom.

It is the responsibility of every member of staff to:

- arrive at their post promptly during duty times
- do active duty
- see the team co-ordinator if they are unable to do their duty on a particular occasion

Staff will patrol the same area (to be allocated by Team Leader) on each occasion of their duty.

The team leader or a member of the Leadership group will be responsible for duty if the bus is late.

At the end of every lesson it is the responsibility of all members of staff to make sure students arrive and leave their room in an orderly way. Staff are encouraged to stagger the dismissal of classes by one or two minutes, and should check corridors and staircases before dismissing students. Students should be directed to use the one way system.

In the event of staff absence the Team leader will re-locate members of their team to cover the duties.

## **DAILY ORGANISATION**

School begins at 8.50 a.m., when students are expected to be in their Tutor Group rooms for registration. Students should arrive in school in time to organise themselves for their first two lessons.

During break and lunchtime students should collect books and equipment for their next lesson.

Students are not allowed to leave lessons unless there is an emergency.

Staff are on duty around the School during breaks and lunchtimes.

We expect responsible and sensible behaviour during these periods from all students.

## **EMERGENCIES**

### **LOST PROPERTY**

All property must be clearly marked with students' names. All lost property should be taken to Pastoral Office and then placed in the Lost Property room where it may be reclaimed. Any unclaimed property will be disposed of after 20 school days. We will, of course, make every effort to return all marked property to its proper owner.

## **FIRE**

Instructions for procedure in case of fire are clearly displayed in all classrooms – make sure that you have read and understood them. In the event of a fire, a klaxon sounds. Fire practices are held regularly.

## **FIRST AID**

A trained first aider must deal with all injuries. During lesson times, if at all possible, this should not be a teacher. If in doubt contact the Main Office.

First Aiders will arrange treatment, notification of parents, despatch to hospital or home as appropriate. The correct pro-forma must be completed. No child who has sustained an injury should be allowed home without contacting a parent/guardian/carer.

## **RELATIONSHIP TO OTHER POLICIES**

This policy is linked to the following policies:

- Equality Policy
- Drugs Education Policy
- Home School Agreement
- Safeguarding Policy
- Teaching and Learning Policy
- Staff Code of Conduct Policy
- Uniform and Appearance Policy

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