

Brine Leas School Pupil Behaviour Code

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A LETTER FROM THE HEADTEACHER
MR ANDREW CLIFFE, B.A. P.G.C.E. Dip Ed. Man., N.P.Q.H.

Brine Leas High School exists solely to provide all students with a successful education. Over the years a very comprehensive and clear Behaviour Code has evolved. 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.

A M 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 respect, fairness and social inclusion;
- to carry out the every child matters agenda and ensure pupils 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 pupils;
- to foster understanding and enthusiasm across the whole curriculum, ensuring that pupils receive their full entitlement under both national and local policies;
- to promote responsible, independent, enquiring, investigative and creative thought so that pupils 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 pupils, eliminate all forms of discrimination, 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 pupil joins a new Tutor Group at the start of their first year. This Tutor, Heads of House, the Key Stage Coordinators, Primary Liaison Officer, Pastoral Manager and Pastoral 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, the Citizenship and Lifeskills programme etc.

The school is divided into three Houses and each year group is divided into Tutor Groups.

Each House is led by the Head of House, who is helped by the Pastoral Manager and Pastoral Coordinator and, together with House Tutors, are responsible for the pastoral care of students.

CHARITY

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

POSITIVE SCHOOLING – THE BRINE LEAS APPROACH

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

THE HOUSE SYSTEM

Audley House	Head of House – Temporary: Miss. S. Williams.
Warwick House	Head of House – Mrs. A. Beecher Temporary: Mr. J. Downing.
Lovell House	Head of House – Mr. M. Beecher.
Key Stage 3 Coordinator	Miss C. Whitley.
Key Stage 4 Coordinator	Mr D. Bradley.
Primary Liaison Officer	Miss C. Whitley.

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

The House System provides both care and challenge for all students. If things go wrong it is normally managed through the 'House'. 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 pupils to take on positions of responsibility as Prefects or House Officials. Each Tutor Group will also elect Form Representatives.

POSITIVE SCHOOLING

A **positive teacher** sets firm and consistent standards, which he/she communicates clearly to the pupils 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 pupils achieve these standards, in order to safeguard their best interests.

TEACHERS HAVE RIGHTS

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

PUPILS 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 sorted by Staff and Governors who want an agreed system of rewards and a code of practice involving clearly defined consequences for pupils who choose not to abide by that code. A whole school ethos has been defined for pupils, parents and staff and is clearly displayed in every classroom.

It gives details of:

1. the **RECOGNITION** and **REWARDS** for pupils who abide by 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.

BRINE LEAS SCHOOL
*Committed to a successful education
 for all its students*



REWARDS SYSTEM

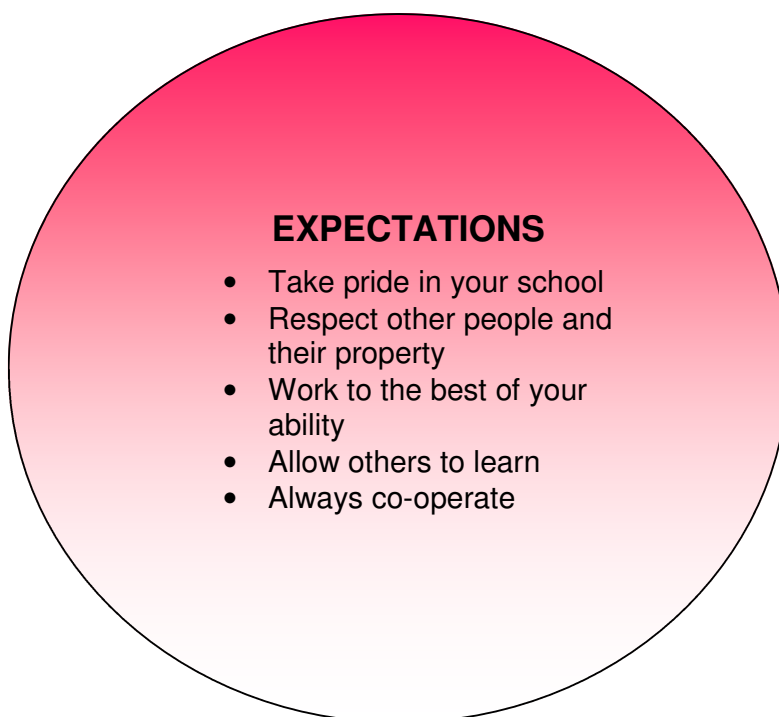
A whole school system of rewards and consequences has been designed to encourage and reward all students who do their best in lessons, homework and extra curricular activities. The application of both rewards and consequences must have regard to individual situations and individual pupils.

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

The rewards programme means that many students gain recognition for their work in the shape of merits, postcards home 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.

POSITIVE SCHOOLING AT BRINE LEAS SCHOOL





REWARDS

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

Merits: At least one **merit** must be awarded each lesson for something of particular **merit**, perhaps to pupils who achieve something particularly good for them. e.g. oral contribution, neatness, speed, helpfulness, extra research OR, in fact, any aspect of a pupil's work that you particularly want to encourage. 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 subject specific stickers that can be stuck in the Organiser (see grid below) and must be signed by the staff issuing the merit. House Tutors will count these at the end of each term so that they can be counted towards the House Merit Cup. A special Individual House Award will be given to the pupil in each year group with the most merit 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.

Merits are printed on labels and are subject specific: Art, Drama, English, French, German, Geography, History, IT, Maths, Music, PE, RE, Science, Technology, Tutor Group and House

Merits will be collected in the Organisers on a sheet similar to the one below. The member of staff awarding the merit must sign the merit. Do not allow pupils to use the next term's recording sheet. A Tutor Group recording chart is available to record individual student's merits.

Whenever a member of staff wishes to award a merit for homework, they will write "Merit" in the exercise book or on the assignment. The pupil should collect the merit next lesson.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	Prize
16	17	18	19	20
21	22	23	24	25
26	27	28	29	Prize

15 Merits: On reaching this point the pupil will be entitled to an early lunch pass and a pass for a friend. A postcard will be sent home.

30 Merits: House stationery and a postcard will be sent home.

45 Merits: Pupil is entitled to a free lunch and a postcard will be sent home.

60 Merits: Pupil is entitled to a gift voucher to the value of £5 and a postcard will be sent home.

Year 11 STUDENTS:

15 merits: free lunch and postcard sent home

30 merits: Coffee with Headteacher and Headteacher's postcard home

45 merits: £5 voucher and Headteacher's postcard home

60 merits: £10.00 voucher and Headteacher's postcard home or a driving lesson.

Diploma of Excellence: These will be awarded to any pupil who gains a grade 1 for effort in every subject in every term.

HOW WILL THE REWARD SYSTEM WORK?

The school year will be split into three award stages. During each of these your teachers will take note of how positive your attitude to work has been. You should always come to lessons properly equipped, work to the best of your ability, behave sensibly and produce your homework on time. At the end of each term your teachers will give you an effort grade, which will be converted into House Points.

GRADE 1. FOUR HOUSE POINTS.

Work is always produced on time and is completed to the best of his/her ability.

Will work sensibly even without supervision.

Is always co-operative.

Tackles tasks willingly, does not give up easily.

GRADE 2. THREE HOUSE POINTS

Work is usually produced on time or completed to the best of his/her ability.

Usually works well without supervision.

Is co-operative.

Will always concentrate on the task in hand, does not give up easily.

GRADE 3. TWO HOUSE POINTS

Work is not always produced on time or completed to the best of his/her ability.

Requires a lot of supervision.

Could be more co-operative.

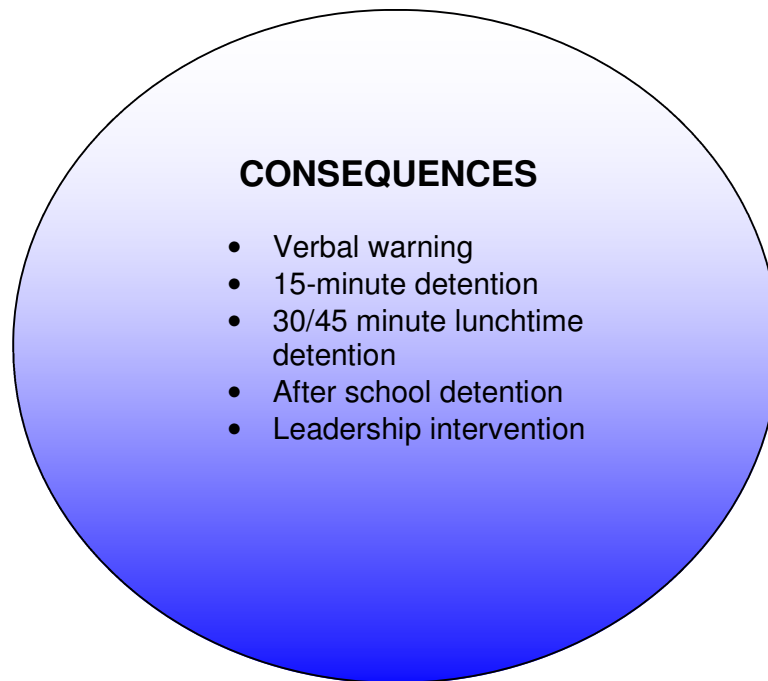
Needs encouragement to undertake or complete tasks.

GRADE 4. ONE HOUSE POINT.

Work is rarely produced on time or completed to the best of his/her ability.

Will do very little work if not under supervision.

Gives up if problems arise.

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 pupils from similar behaviour. It is necessary to make reasonable adjustments in the application of this behaviour code when dealing with vulnerable pupils, including pupils who are disabled, (including dyslexia, autism, speech and language impairments, sensory and physical impairments, and medical conditions such as diabetes, epilepsy or disfigurement), pupils 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?)

Verbal warning

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

15 minute Detention:

This is the responsibility of subject teacher or House Tutor (see later). These will take place during morning break. The member of staff will place a 15 minute detention sticker into Organisers on the day that the detention will take place. It is the responsibility of the pupil to turn up. If they choose not to do so they will move to the next consequence. The teacher who has awarded the 15 minute detention must see the student and give him/her a 30 minute detention sticker for a department detention. Students should not be allowed to talk during detentions. Replacement Organisers can be bought from the Pupils Reception. Failure to produce an Organiser will result in a 30 minute 'lunchtime' detention.

N.B. IF A STUDENT IS SENT OUT OF A LESSON THEN HE/SHE MUST SERVE A DEPARTMENT DETENTION.

**30 minute Lunchtime
Department Detention**

The rota for this will be organised by HOD. This will be supervised by teachers from each department. It may be decided that 2 members of staff should be on detention duty. A 30 minute detention sticker will be placed in Organisers on the day the detention is to take place. Parents must be informed of this detention and they must sign and return the reply slip attached to the letter which will be sent out from the Main Office. The letter must state the original reason for the detention. Parents/guardians do not need to be informed of the detention before the detention takes place. Each faculty will have a specific lunchtime for their 30 minute detentions:

MONDAY:	Humanities
TUESDAY:	Science and Maths
WEDNESDAY:	English and Languages
THURSDAY:	Technology
FRIDAY:	Creative Arts

All detentions start at 12.15. In order to ensure students attend the detention and the 'problem' is not 'passed on' the Head of Faculty must arrange for the students to be collected at 12.10 from lesson 3.

This detention must be recorded in Sims and letters must be sent home so Heads of Faculty must hand in this information to the Main Office using the correct recording sheet.

45 minute Lunchtime Department detention

If the student still does not attend or misbehaves in the 30 min detention then the student will have to serve a detention of 45 min. This detention duty may need to be shared between two members of staff. The same procedure should be followed, a sticker should be placed in organisers, letters sent home, recording sheet completed and handed in to Main Office and collection of the student from lesson 3. In terms of behaviour this detention can also be awarded to students who have behaved particularly badly in lessons.

The key message is for students to serve a detention. In difficult circumstances Heads of Faculty will have to use other strategies to ensure compliance e.g. department report, department internal exclusion or involvement of pastoral/leadership (see below).

Leadership intervention:

On some occasions it may be necessary to involve leadership. Members of the leadership team may decide to issue a leadership detention. The member of the leadership team will interview the student and issue a Leadership detention sticker for the correct Thursday, the day for leadership detentions. These detentions will last until 5pm. Other options include being placed on 'internal exclusion', and/or spending some time in the Learning Enhancement Centre, working with the Pastoral Manager and Pastoral Coordinator and agreeing to an Individual Behaviour Contract, or a Pastoral Support Plan, being placed 'on report', and/or devising support programmes perhaps involving other Children's Services, or contacting parents

After School Pastoral Detention

These detentions are issued primarily by the pastoral staff and leadership. Stickers will be placed in organisers and the **detention will be recorded in Sims**. Parents will be informed and given 24 hours notice of the detention and they must complete and sign the reply slip. These detentions are from 3.45 – 4.30 p.m. BG12 on Wednesdays and are supervised by members of the Pastoral Team.

Internal Exclusion:

A pupil may be withdrawn from lessons and sent to work outside offices belonging to the Leadership team or join other 'safe' teaching groups ('Internal exclusion'). A timetable of suitable lessons is available. Work is available for students and can be collected from the LEC, Pastoral Manager or Pastoral Coordinator or Heads of House. Staff will complete a classroom behaviour sheet (incident form) and give it to the HOH who will inform parents of the incident. The incident report must be filed and a letter sent home. This will be logged on the students electronic file (Sims).

'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.

Staff must escort the pupil to each lesson to join the next 'safe' teaching group. The student will have a timetable of available groups that the students can join. The students will be placed on 'internal exclusion' for the rest of the day.

During morning break the student must be escorted to BG12 for break and at lunchtime to the LEC.

THIS IS FOR EXTREME BEHAVIOUR BECAUSE DISCIPLINE IS STILL THE RESPONSIBILITY OF THE HEAD OF DEPARTMENT WHO WILL DEAL WITH ALL OTHER ISSUES REGARDING BEHAVIOUR FOR LEARNING.

Learning Enhancement Centre:

Ms Katie Batten manages the LEC (BG13). The LEC is designed to enhance pupils' learning and to identify any specific difficulties, regarding access to the curriculum, to offer support and guidance to pupils with social skills shortage or needing help in some area which cannot be dealt with by HOD and overall raise pupil expectations and attainment.

Pastoral Manager and Pastoral Coordinators

Students can work on a programme devised by the Pastoral Manager or Pastoral Team. This programme could focus on developing key social skills, and/or strategies to help modify behaviour and/or anger management. They may also seek the help of other Children's Services e.g. Social Services, Connexions, motivational placements etc

On Report:

This involves a student being given a report card which must be signed by the subject teacher. The teacher will comment on behaviour, attendance, punctuality, uniform etc. as appropriate. Failure to have the report signed or losing the report will result in further sanctions. The teacher must follow the Positive Schooling Code of Practice and will issue students with a verbal warning. If the pupil continues to misbehave the subject teacher records this on the report card and issues a 15 minute detention. This report card will be monitored by the student's form tutor on a daily basis and if the student does not respond appropriately by KS 3 or 4 Coordinators, Head of House or Pastoral Manager/Coordinator, as appropriate. A Positive Report Card may also be used to monitor positive aspects of a pupil's behaviour / attitude / progress. The Main Office should be informed and parents

informed as parents are expected to sign the report card each day.

Department Report

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 the student's electronic file (Sims).

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 students:

- 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 outside the school buildings)
- 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 15-minute detention by sticking a referral detention sticker into Organisers for the morning break that the detention is to be served.
- If a student continues to break this code he/she will be placed 'on report' by their HOH. This will be monitored by the KS 3 or KS4 Coordinator, HOH or Pastoral Manager/Coordinator. Any 'bad' comments on the report card will result in any member of the pastoral team contacting parents and deciding on the next option.
- Where students behave or conduct themselves in an admirable manner, a merit slip can be given to the student.

OFF SITE

N.B. THE HEAD RESERVES THE RIGHT TO PUNISH PUPILS 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 pupils, staff or members of the public;
- provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- provide protection to individual staff from harmful conduct by pupils of the school when not on school site.

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 pupil uses a personal music player in class or uses a mobile phone;
- an item is against school uniform rules: for example a pupil refuses to take off a baseball cap on entering the classroom;
- an item poses a health and safety threat: for example a pupil 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.

A member of staff of the same gender as the pupil must confiscate the item of clothing or jewellery and if possible another member of staff should be present.

SEARCH

A member of the leadership team can conduct a search if they believe pupils have offensive weapons. 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 pupil is suspected of having a weapon and seems likely to resist a search.

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 pupils 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 pupil 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 pupil.

Teaching staff or anyone who is authorised to have control or charge of pupils (teachers, teaching assistants, support staff, midday supervisors, caretakers, voluntary workers, including people accompanying pupils on visits, exchanges or holidays organised by the school) are allowed to use 'reasonable force' in extreme circumstances to prevent a pupil 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 pupil were not under the age of criminal responsibility);
- b. injuring themselves or others;
- c. causing damage to property (including the pupil's own property);
- d. engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

We do not 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 pupil that force may have to be used should be given. Any type of restraint which could result in injury to the pupil, 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.

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 (Pastoral) should support pupils involved and work towards re-building relationships. (BLS will follow national guidelines)

Mr Cliffe will lead a specially trained force team who will be trained 2010-11.

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.

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 Sims.

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 pupil 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 pupils lose as little education as possible. The Pastoral Manager and Pastoral Coordinator provide support services for pupils 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 Head has the right to exclude a pupil. When doing so he must without delay:-
 - inform the pupil's parents (if the pupil is under 18) that their child has been excluded, and explain why;
 - tell the parents (or the pupil 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 Independent Panel (IP) who may set up and Independent Panel.
- b. If the Head decides that an exclusion which was for a fixed or indefinite period should be made permanent, he must inform the parents (if the pupil is under 18). 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 pupil will have been excluded from the school for more than five days, in total, in any term, or that the pupil will lose the chance of taking public examinations, the Head 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 LA/IP

- a. The governing body has the right to direct the Head to reinstate a pupil 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 a IP to deal with such a case.
- b. The governing body has the right to direct the Head to reinstate a pupil 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 pupil 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 pupil 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 pupil 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 pupil who has been excluded for an indefinite period the direction ceases to have effect if the Head decides to exclude the pupil permanently.

CODE OF CONDUCT (STAFF)

At Brine Leas School we will:

- Provide a caring and supportive Pastoral system.
- Report to parents on pupil progress. This includes providing an in depth Pupil Profile each year.
- Maintain accurate records of pupils' progress and attendance.

- Respond to parental enquiries within 24 hours.
- Deal with the discipline of pupils 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 pupils 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 pupils' 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
- Keep everyone occupied and interested
- Extend and motivate all pupils
- Mark all work promptly and constructively
- 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 pupils leave the room in an orderly manner
- Register pupils every lesson on PARS.

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 pupils 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 pupils as individuals
- Carry out any threats you have to make
- 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

FORM TUTORS WILL:

1. Inform:-
 - The general office, within one working day, regarding changes in pupils' details, holidays, etc.
 - The Head of House, or a member of Pastoral Team regarding unacceptable behaviour, attendance or punctuality problems.
2. Distribute and collect letters/reply slips within 2 days, so that this becomes a habit with pupils. This includes absence notes.
3. Be responsible for the dress and behaviour of students when they are in the Tutor Group.
4. Insist on silence when it is appropriate.
5. Check Organisers weekly (on Wednesdays during afternoon registration) and insist that, before they are signed that they have been seen and signed by a parent.
6. Perform duties as specified in the staff handbook.

HEADS OF HOUSE WILL:

1. Ensure that a response is made within 24 hours to any query from a parent
2. Keep each other informed about House business, including pupil information. Communicate with House Tutors any matters affecting them.
3. Praise those who do well. Discipline those who don't conform (in accordance with Positive Schooling)
4. Maintain a register of pupils in their House for whom there is Special Concern over:-
 - Effort
 - Behaviour
 - Attendance
 - Punctuality
 - Referral to outside agencies
5. Oversee that House Council Meetings (Form Reps), Event Committee Meetings (Events Reps) and Prefects Committees meet at least once every half term.
6. Attend at least one School Parliament Meeting a year.
7. Help train and lead the FAITH mentors.
8. Train Prefects.
9. Organise House Events and Competitions.
10. Check pastoral profiles
11. Be responsible for after school detentions

ATTENDANCE/PUNCTUALITY**ATTENDANCE**

All pupils are expected to arrive at school in good time. Registers at Brine Leas School are completed electronically using a computer. 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 OMR SHEET

Pupils' registration forms will be provided to the Tutors with members of the Tutor 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 Tutors should put a line through the code for present (see below) and if they are absent through the code for absent. Do not mark students as 'late' by putting a line through both present and late codes unless pupils have signed in at Pupil Reception and handed you a blue card.

To complete the form a blue or black biro or felt tip pen should be used. A horizontal dash should be made in the box. Do not mark larger than the boxes. Tippex can be used for corrections. **NEVER USE RED PEN OR PENCIL-THE OMR DOES NOT READ THEM.**

The pupil registration forms are in the register **and must be returned to the Main Office in the folder provided IMMEDIATELY after each session.** Once this information is provided the OMR will read the forms. Any boxes, which have been 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.

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 the HOH 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 Main Office who will send a letter to the parent/carer requesting this information. If this information is still not given then the Form Tutor **must** give the details to the HOH or Miss Sarah Wilson the Pastoral Manager/Coordinator.

ABSENCE CODES

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

N.B. The following codes represent unauthorised absence and if used MUST be reported to the HOH

CODE G* Family holiday (Not agreed or days in excess of agreement). A pupil who is authorised to take 10 days holiday during one whole academic year will only attain 94.7% attendance. A pupil who is authorised to take 10 days holiday during the period of September – May (the annual DfES 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 pupil goes on holiday for 10 days, or less, absence is authorised. If the school does not agree absence and the pupil 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 pupil 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 pupil'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.

Form Tutors must monitor pupil attendance and punctuality and refer to the HOH any pupils:

1. whose attendance falls below 80% for any month
2. who has a regular pattern of absence
3. who the Form 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 Pastoral Manager 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 Pastoral Manager, Miss S. Wilson.
- 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 HOH. This record may be used at a later stage to determine whether the child's absence have 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 pupil) 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 a Education Supervision Order issued to parents. The student may also be asked to join the Attendance Club.

- 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 £50 if paid within 28 days and £100 if it is paid after 28days 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 it is necessary for parents to meet Miss Sarah Wilson the Pastoral Manager or Ms. K. Batten, the LEC Manager to set up a pathway for students to be reintegrated back into lessons after the holiday. Failure to attend this meeting could result in the absence being recorded as unauthorised absence. During this meeting the student will be set assignments that must be completed during 'holiday' time. Obviously a holiday form needs to be completed and returned to the Main Office. Students must apply for holiday leave and give at least one month's notice. Please note that holidays taken over and above 10 days will be regarded as unauthorised absence.

PUNCTUALITY

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

The school day commences at 8.50 a.m. Pupils should be in school by 8.48 a.m. There is a morning break from 11.00 a.m. to 11.15 a.m. School finishes at 3.35 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

- Pupils are expected to arrive on time to 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
- 15 minute detention
- 30 minute detention
- If problem persists pupils 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

- Pupils are expected to be at school at 8.48 a.m.
- If the student is late after registration has closed, he/she must report to Pupil Reception. (Failure to do this will result in the session being recorded as unauthorised).
- The Main Office will issue a 15 minute 'detention' sticker which will be placed in the Organiser for students to sit a detention in BG12 at morning break that day and a blue card which they give to their Form Tutor or subject teacher.
- If the student already has a detention then the sticker will be placed on the next 'free' break. 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 pupils 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

All pupils are expected to attend Brine Leas School in school uniform. We regard this as an important element in developing our students' pride in their appearance and in their school. Uniform must be worn correctly inside the building.

Girls' skirts must be a sensible length and both boys and girls must be tidy and smart.

In the interest of safety, students travelling in the dark are advised to wear fluorescent armbands or sashes and all cyclists must wear a safety helmet. Motor cycle helmets are not permitted on site. Fashion handbags are not allowed. Bags must be large enough to carry an A4 folder.

Brine Leas School does not allow pupils to wear any form of jewellery except one plain stud earring in each ear and a watch. Other forms of body jewellery e.g. nose or eyebrow studs are not permitted and may not be covered with a plaster.

Extreme hairstyles are not permitted (for example un-natural colours including two-tone and shaved designs). A discreet amount of makeup may be worn in Years 10 and 11 but not in lower school. The wearing of clear nail varnish is acceptable but bright coloured varnish is not appropriate.

We encourage pride in appearance and expect our students to be a credit to their school and to their family.

A pupil will be sent home to change his/her clothes to comply with uniform regulations without an exclusion but parents will be informed. However, if the pupil continues to breach uniform rules to avoid school, the pupil's absence will be recorded as unauthorised.

GIRLS

Black blazer with school badge*
(school badge available separately)*
Black skirt with school logo* or identical style skirt
Black trousers with school logo* or identical style trousers
Pale blue shirt
House tie*
Sensible black shoes (not trainers, boots or suede shoes)
Black tights or black socks
Black V-neck jumper*
Appropriate outdoor coat. Please note that denim, leather or simulated leather jackets are not suitable
House-coloured craft apron for technology lessons*
(only available from the school)
Trainers required for all Drama lessons

BOYS

Black blazer with school badge*
(school badge available separately)*
Black trousers
Pale blue shirt
House tie*
Sensible black shoes (not trainers, boots or suede shoes)
Black, grey or navy socks
Black V neck jumper*
Appropriate outdoor coat. Please note that denim, leather or simulated leather jackets are not suitable
House-coloured craft apron for technology lessons*
(only available from the school)
Trainers required for all Drama lessons

PE Kit

Compulsory

Royal blue indoor top with school badge (either long or short sleeved)*
Plain black shorts (not cycling shorts)
Plain black football socks*
Trainers (no fashion shoes)
Long sleeved rugby top (boys only)*

Optional

(available to order from the school office)
Plain black tracksuit bottoms
Navy blue hooded sweatshirt
Plain black dance/yoga pants
Plain navy blue cricket hat
Plain navy blue baseball cap

(with school badge)

Plain navy waterproof rain jacket

We strongly recommend that all pupils use protective equipment, as appropriate, during lessons. Shin pads and football boots are compulsory (gum shields are highly recommended). Due to Health & Safety implications pupils will not be allowed to adopt the role of performer or player in football or rugby without football/rugby boots. They will still be involved in the lesson but will only be able to adopt the roles of coach, official or manager.

- *Available from school or school suppliers
- All items (apart from trainers) can be ordered from the school office – please email: heather.radcliffe@brineleas.co.uk or download an order form from the school website or school suppliers.

USED ITEMS

Good quality used items of school uniform, particularly blazers, are often available. Please contact the Main Office for details.

FURTHER HELP AND FINANCIAL ASSISTANCE

If you require help purchasing school uniform please contact the Business Manager for assistance. All requests are dealt with in complete confidence.

Telephone 01270 625663

PUPIL RECORDS

1. **Central Records** – Maintained in House Offices

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

Contents

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

2. **SIMS Data** - Maintained **by Office**.

Personal details of all pupils are held on computer files. It is the responsibility of all Form 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, over sighted by Miss C. Whitley.

- The school doctor will maintain appropriate medical records. A computer print out of medical conditions is available via Main Office and Sims. Please check for details of any pupils 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 pupils 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 pupils through the various phases of their education.

- Communication with Parents
- Primary Liaison
- Medical Services
- Careers Services/Connexions
- Links with Post 16 Establishments

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

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

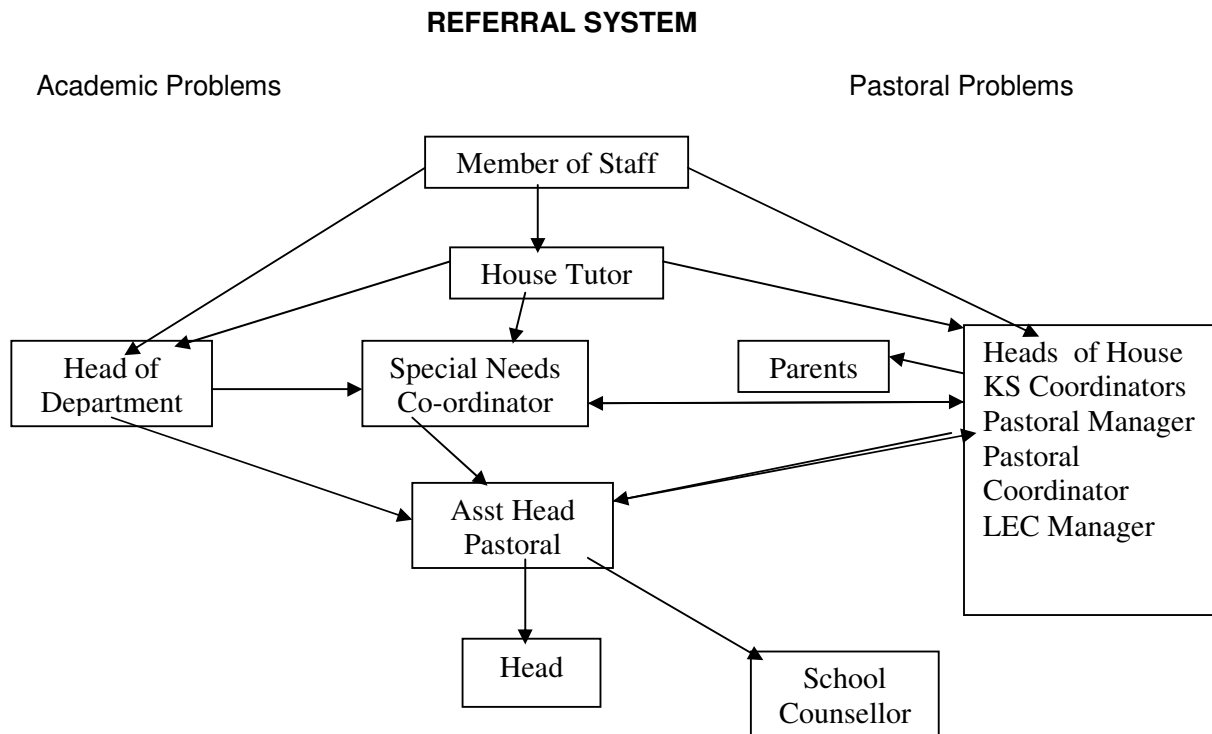
- Learning Support Services
- Educational Psychologist
- The Educational Welfare Officer
- Connexions Advisor

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 pupils, and early identification of problems often leads to early solution.

Concerns are dealt with through the following channels of communication



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 pupils. 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 pupil records.

GUIDELINES FOR STAFF

Watch for early signs of distress in pupils

- 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 Head of House or Pastoral Manager/Coordinator.
- 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 pupil 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 FAITH.
- The parents/carers of the pupils involved should be informed
- Refer the victim to FAITH via, email or contact Sarah Wilson.
- Members of the pastoral team may use 'restorative justice' techniques.
- **REMEMBER!** Complete the Bullying Incident Form

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 pupils
- b. Non – stereotypical activities/tasks for pupils
- c. Group lists/registers list names alphabetically

SMOKING/DRUGS

The whole school site is a non-smoking and the dangers to health and the social implications of smoking and alcohol/drug abuse are covered within our Citizenship and Lifeskills programme. We work with the School Nurse to educate pupils in this area.

Pupils are not allowed to bring cigarettes to school or to smoke in, or on their way to, school. Any pupil 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 pupil 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.

Duty Times:

10 minutes before School in the morning
 15 minutes during morning break
 15 minutes bus duty at the end of School

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 pupils 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 pupils. 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 pupils are expected to be in their Tutor Group rooms for registration. Pupils should arrive in school in time to organise themselves for their first two lessons.

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

On some days there is a brief changeover period between lessons 1 and 2, and lessons 4 and 5. This is sufficient for pupils to go to the toilet, and arrive at their lessons on time. It is not a break and pupils should not go onto the yard. Pupils 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 pupils.

EMERGENCIES

LOST PROPERTY

All property must be clearly marked with pupils' name. All lost property should be taken to Pupil Reception 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. 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 Pupil Reception.

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.

RELATIONSHIP TO OTHER POLICIES:

This policy is linked to the equal opportunities, drug and race equality policies, home-school agreement, safeguarding and extra curricular policies.

Compiled and updated by: S. Cuddihy Sept 2010	Revision Number: 6
Approved by Governors : Dec 8th 2010	For consultation/draft