



## Governors' Policy Statement on Behaviour

Issue No	Author/ Owner	Date Written/Revised	Approved by Governors on	Comments
1	KJM	March/April 2012	25 April 2012	
2	WF	December 2014	14 January 2015	Appx 2 revised in line with Government guidance
3	DE	May 2017	17 May 2017	Policy made more concise and less relevant sections removed

### 1 Introduction

Backwell School seeks to create a positive environment so that all students can become successful, independent learners, confident individuals and responsible citizens. We recognise, reward and reinforce good work and behaviour so that students are encouraged to exhibit self-discipline and respect for themselves and others. This policy supports staff in managing behaviour so that the conduct of all students is carefully regulated, bullying is prevented and assigned work is completed; this allows all students the opportunity to learn in a positive, calm working environment and meet their learning objectives.

### 2 Content

Section 91 of the Education and Inspections Act 2006 states that teachers have the authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction; this power also applies to all paid staff, such as teaching assistants. Teachers can discipline students at any time in school, or elsewhere under the charge of the teacher; they can also discipline students for misbehaviour outside of school as stated in Appendix 4.

Teachers also have a specific legal power to impose detention outside of school hours. The general power to discipline also enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from damage to, or loss of, any confiscated items. The legal provisions on school discipline also provide members of staff with the power to screen and search students as shown in Appendix 5 and to use reasonable force as shown in Appendix 6.

### 3 Procedures

The school rules are shared with students and parents in the school's Handbook and recorded in Appendix 1 as six behaviour for learning codes. The rewards and sanctions procedures (Appendix 2) details the various ways students can be rewarded, the core expectations of behaviour and the framework for all members of staff to manage behaviour. Appendix 3 details the formal exclusion process. Appendices 4, 5 and 6 cover specific processes (as mentioned above) relating to behaviour

beyond the school gate; screening and searching; and reasonable force. Appendix 7 details the recently updated mobile devices policy. Appendix 8 outlines the procedures used to develop staff behaviour management skills.

#### **4 Monitoring**

This policy, together with its appendices, forms part of the Staff Handbook. It is made available to all parents and students via the school website. Monitoring is carried out in formal and informal ways as shown in Appendix 9.

#### **5 Evaluation**

The policy is regularly reviewed. The review will include governors, parents, staff and students. The criteria for the provision and effectiveness of this policy evaluates students' involvement in, and commitment to, the school Behaviour for Learning code; effects of behaviour on students' learning; the extent to which students exhibit good behaviour and complete work; students' self-esteem and self-discipline and aggressive behaviour or bullying.

## **Appendix 1**

### **Backwell School Rules**

Backwell School Rules are shared with students and parents in the school's Handbook, which is given to the parents of every child on entry to the school. The rules are described within the six Behaviour for Learning codes as below:

#### **1 Be prepared for learning**

- Bring all your books, personal planner and basic equipment (a pen, pencil, ruler and rubber) to all lessons, every day.
- Take equipment, books and personal planner out of bag at start of lesson.
- Take any outdoor garments off at the start of the lesson.
- Make sure your mobile phone is switched off and stored in your bag.
- Store your bag under the desk.
- Be ready to start the lesson by being quiet when asked by the teacher – first time.
- Sit where you are told to by the member of staff – first time.

#### **2 Let others learn**

- Be quiet and attentive when asked – first time.
- Listen carefully to the teacher or to others when they are contributing to discussions.
- Do not distract others by talking or misbehaving.
- Do not interrupt the teacher when they are giving instructions or information.

#### **3 Work hard and stay focussed**

- Take ownership over your own work ethos – set yourself high expectations.
- Know what your target levels or grades are and know if you are meeting them.
- Actively seek help from your teacher if you are unsure of the work set.

#### **4 Complete all work**

- Ensure that all deadlines are kept and work is handed in on time.
- Complete all class work as requested by your teacher.
- Attend opportunities to catch up incomplete work.
- Complete all your homework tasks to the best of your ability.
- Work with your teacher to ensure that your work is a true reflection of your ability.

#### **5 Be cooperative and respectful**

- Be punctual to lessons, tutorials and assemblies. If you arrive late you must sign the Late Book in Reception.
- Do not leave the school premises during the school day without signing out at Reception. You will need a signed written note from your parents with the reason and time for departure. Your parent will need to collect you from Reception.

- Keep to the paths around the school – do not walk across the grass to cut corners as it wears the grass out and then it looks unsightly.
- Do not run in the school corridors or on school paths as this can lead to accidents.
- Keep away from ‘out of bounds’ areas at break and lunchtimes:
  - The theatre entrance area
  - Swimming pool area
  - Coach park (except Sixth Form students)
  - The school foyer (except to sign in and sign out)
  - The school Administration Block (unless you are seeing a member of staff or making a payment).
- Do not enter a classroom without permission.
- Do not go to the staffroom unless in an emergency or on request of a member of staff.
- Take all medicines that may need to be taken during the day to Mrs Solomon in the Medical Room.
- If you are feeling ill ask the member of teaching staff if you may see Mrs Solomon.
- If you are absent through illness, ask your parent to phone the school as soon as possible and to provide a note of explanation on your return to school.
- Take any visitors to the school reception to sign in.
- Ex-students are expected to report straight to reception to obtain permission from a senior member of staff to visit the appropriate department. A visitors badge must be worn.

## **6 Contribute positively to the school community**

- Know the school uniform and wear it with pride.
- Do not bring in potentially dangerous or valuable items to school. Examples include: fireworks, alcohol, cigarettes, lighters, matches, illegal drugs, large sums of money.
- Money that is brought in to school to pay for trips or photographs must be handed in officially to the administration team at the start of the school day.
- Have the highest standards of social behaviour – all forms of anti-social behaviour such as chewing gum, fighting, spitting and swearing are unacceptable.
- No smoking in school uniform - at school and on the way to and from school.
- Keep the school site clean – use the bins for your litter or take it home.

## Appendix 2

### Rewards and Sanctions Procedures

#### (a) Rewards Procedures

The rewards system is very comprehensive and supports the positive can-do atmosphere at Backwell School. All staff are encouraged to reward students where appropriate and are given guidance on the positive behaviours that are deserving of a reward.

#### Merits can be awarded for the following type of achievement:

- 1 A piece of work that shows high effort levels: This may include class work and home work.
- 2 Excellent performance within a class test (e.g. meeting or exceeding target level).
- 3 Ongoing excellent contributions in class.
- 4 Outstanding team work.
- 5 A sustained improvement in standard of work.
- 6 A sustained improvement in levels of effort.

The types of behaviors that we do not feel warrant such rewards include:

- 1 Students behaving well in a one-off situation.
- 2 As a persuasion tactic to get students to work well.
- 3 When students complete the expected work to the expected standard.

#### Postcards can be awarded for the following achievements:

- 1 An outstanding piece of coursework.
- 2 An outstanding piece of homework.
- 3 Outstanding effort in class.
- 4 Contribution to the department.
- 5 Significant development of understanding and skills.
- 6 Significant improvement of effort and focus.
- 7 Exam results (meeting or exceeding target grades).

#### Special Achievement Certificates are awarded for the following:

- 1 Sustained involvement in extra-curricular activities
- 2 Being an outstanding ambassador of the school. For example: being a part of an interview panel, supporting staff, outstanding contributions within a department
- 3 Being involved in large-scale school events – shows/concerts etc.
- 4 100% attendance

Students' achievements are collated and result in the reward of certificates as outlined on the table below:

Number of Merits	Certificate	Prize
25	Bronze	-
50	Silver	-
75	Gold	Lucky Dip (prizes such as highlighters/ pencils/ rubbers)
100	Platinum	Backwell School Pen
125	Headteacher's Commendation	A visit to the Headteacher
150	Governors' Commendation	Backwell School Governors' Pen & Pencil set

Rewards are incentivized in the following way:

- Each merit milestone carries points (e.g. 25 merits – 5 points, 50 merits – 10 points, 75 merits 15 points etc.) and each certificate carries a code.
- Students enter the code from their certificate onto the school website so their achievements are logged.

At KS4 the points are all entered into a prize draw. Every student who has entered points has a chance of winning – the more points the greater the probability.

At KS3 there is an end of year prize for the tutor group with the most points (non-uniform day or trip).

## **(b) Sanctions Procedures**

### **The Expectations for Classroom Management**

Expectations for classroom management are shared explicitly in the Behaviour Guidance booklet.

They are:

#### **Core Expectations**

- The register is taken at some point in the lesson in silence, students answer, “Yes Sir/Miss”.
- Coats (including non-school uniform cardigans and hoodies) and scarves are taken off.
- Bags are placed under the table.
- Phones are switched off and are kept in bags unless they are to be used as part of the lesson.
- Silence by class when the teacher is talking (and same expectations for students when responding to questions).
- Chairs are placed under desk at the end of the lesson.
- Students are dismissed on the bell, never before.
- Swearing is unacceptable - any swearing must be logged and reported to the PL immediately.

Within the Behaviour Guidance booklet various strategies are outlined with regard to dealing with negative behaviours in the classroom. Staff are asked to follow certain set procedures if they encounter poor behaviour in the classroom. The booklet also indicates some common behavioural issues that staff may experience, which are laid out under the 6 codes of classroom behaviour.

Within this framework, the booklet shows possible sliding scale sanctions that teachers, SLs, CLs and PLs may take in the instance of poor behaviour. This is given to staff in order to ensure a level of consistency in the management of inappropriate student behaviour.

These procedures are:

- 1 **Spoken to:** If a student’s behaviour becomes unacceptable in a lesson then the suggested first action to be taken is to speak to the student making your expectations clear and putting a clear warning system in place.
- 2 **Moved in Class/Outside:** If behaviour persists after a clear warning then move the student away from friends or any source of distraction. If behaviour still persists send student out for 5 minutes to think about their actions. Speak to the student on their return outlining the behaviour you expect and what will happen if this continues.

- 3 **Staff Detention:** If a student has been sent out or behaved poorly ensure you back up your actions with a break time detention so they understand that actions = consequences.
- 4 **Parked:** If, after being sent out of class, a student returns and is still poorly behaved then park in another lesson within the department with a senior member of staff.
- 5 **Complete behaviour log:** If a student behaves poorly in your lesson you must fill out a behaviour log on SIMS (instructions attached). It is important that student records are kept up-to-date and contain a full picture of the student's behaviour.
- 6 **Refer to SL:** If you have put in place all the actions above and issues persistently occur with the same student, then refer to your SL for advice.
- 7 **EMERGENCY:** In an emergency please ring the Head's PA or send a student to reception. The duty member of SLT will attend to deal with the situation.

There is also guidance given to SLs and PLs about dealing in a consistent way with persistent issues in the classroom:

#### **Subject and Curriculum Leader Guidance**

- 1 **Department Detention:** If a student's behaviour continues to be problematic after teacher intervention then SLs are advised to detain the student in a department detention at lunchtime to ensure work is complete and expectations are reiterated. This should be logged on SIMS.
- 2 **Department report card:** If a student is displaying behavioural issues that are persistent and ongoing, initially contact PL to see if this is across a number of subjects. If it is isolated to your subject area then it is recommended that SLs place the student on a department report card.
- 3 **Meeting/Phone call with parent:** If behaviour is persistent then the SL should arrange a meeting with parents/teacher. Talk to PL to get background first.
- 4 **Advice from PL:** PLs have a very clear 'big picture' of their students and can be useful sources of information, whether to offer suggested ways forward with behaviour management, report card (due to widespread issues), meeting with PL/ teacher/ student. Also seek out advice from PL before contacting home.
- 5 **Request AS detention with SLT link:** Use after school detention for a sanction when a student has persisted in inappropriate behaviour following previous sanctions. After school detentions for code 1 - 5 must be signed off by SLs following a phone call home to parents. After school detentions for code 6 should be signed off by PL/ DPL before being served, ensuring consistency across the school.
- 6 **Request Withdrawal Room parking:** Should behaviour persist after all previous sanctions have been put in place then the SL/CL should request a period of time in the withdrawal room for the student from their link SLT. This needs to be logged by SL.

## Pastoral Leader Guidance

- 1 **PL Lunchtime detention:** It is suggested that for minor offences outside the classroom that PLs will use lunchtime detentions as a sanction, or when an issue persists in a number of different subject areas.
- 2 **PL/Tutor Report:** PL/Tutor reports are to be used when a student is displaying behavioural issues across a number of subjects and when the PL wants to monitor student performance. In the first instance the student should be placed on report to their tutor and moved to PL if problems still persist.
- 3 **Meeting/Phone call with Parents:** When behaviour is persistent or across the board or a student is placed on report or any concern relating to the student's poor attitude to learning then PLs are to arrange a meeting with parents to discuss and when relevant draw up an ISP/ PSP and monitor over a period of time. PLs could refer student to Learning Mentor via the Assistant Head (Inclusion), if it was deemed appropriate.
- 4 **Contact Log:** Contact logs should be completed after phone calls/meeting with parents and all relevant parties copied in.
- 5 **Request After School Detention with SLT:** Use after school detention for a sanction when a student has persisted in inappropriate behaviour following previous sanctions. After school detentions for code 1 - 5 offences must be signed off by SLs. After school detentions for code 6 must be signed off by PL/ DPL before being served, ensuring consistency across the school.
- 6 **Request Withdrawal Room parking/ exclusion:** Should behaviour persist after all previous sanctions have been put in place then PL should request a period of time in the Withdrawal Room for student from their link SLT. This needs to be logged by PL.

## Appendix 3

### School Exclusion Procedures

The school uses internal and external exclusions as sanctions for the most serious breaches of our behaviour code. Students may be excluded for persistent poor behaviour or for specific one-off incidents. The lower levels of exclusion see students in school working in the Withdrawal Room. This is a room with individual cubicles where students work. If placed in the Withdrawal Room students will lose the break and/or lunchtime during the period that they are in there. For a lesser incident the student will be placed in the Withdrawal Room for three lessons, whilst slightly more serious behaviour will see the student internally excluded in the Withdrawal Room for a whole day.

Fixed period exclusions (formerly known as suspensions) are the school's most serious sanction. The school runs a five stage system of external exclusions, with Stage 5 representing permanent exclusion (formerly known as expulsion) from the school. Students will most commonly enter the exclusion stages at Stage 1, but a one-off serious incident could lead to entry further up the stages. The school will consider permanent exclusion for a one-off incident such as violence towards staff or students or possession of illegal drugs on school site.

Actions on each stage of exclusion:

#### Withdrawal Room – 3 lessons

- Decision made by PL. If multi-House incident, lead PL confers with other relevant PLs before decision is made.
- Contact home made via Withdrawal Room (WR) letter, completed by Assistant Headteacher (Enabling Learning).

#### Internal Exclusion – 6 lessons

- Decision made by PL (if multi-House incident, lead PL confers with other relevant PLs before decision made) and agreed by Assistant Headteacher (Enabling Learning).
- Contact home made via WR letter, completed by Assistant Headteacher (Enabling Learning).

#### Stage 1 Exclusion – 1 day

- Decision made by a member of the School Leadership Team (SLT) in conjunction with PL.
- Phone call home to state decision made by SLT
- Exclusion paperwork completed by SLT and passed to Headteacher's PA.
- Re-entry interview with parents to be carried out by PL – either in person or by phone.
- Student on report for two weeks to PL. Any 3s on report – loss of lunchtime. Three 3s on report – after school detention.
- PL emails targets from report to staff.
- Exclusion letter generated by Headteacher's PA and signed by Headteacher.

#### Stage 2 Exclusion – 2 days

- Decision made by Assistant Headteacher in consultation with Deputy Head.
- Phone call home to state decision made by Assistant Headteacher.
- Exclusion paperwork completed by Assistant Headteacher and passed to Headteacher's PA
- Re-entry interview with parents to be carried out by PL.

- Student on report for one week to member of leadership team and if successful the second week on report to PL. Any 3s on report – loss of lunchtime. Three 3s on report – afterschool detention.
- PL emails targets from report to staff.
- PSP may be put in place.
- Exclusion letter generated by Headteacher's PA and signed by Headteacher.

### **Stage 3 Exclusion – minimum 2 days**

- Decision made by Assistant/Deputy Head in consultation with Headteacher.
- Phone call home to state decision made by Assistant/Deputy Headteacher
- Exclusion paperwork completed by Assistant/Deputy Headteacher and passed to Headteacher's PA.
- Re-entry interview with parents to be led at the beginning by relevant Assistant Headteacher, outlining consequences of repeat exclusion. Remainder of meeting led by PL.
- PSP must be completed by PL and copy recorded on SIMs.
- Student on report for two weeks to member of leadership team. Any 3s on report – loss of lunchtime. Three 3s on report – after school detention.
- PL emails staff report targets and PSP action points.
- Exclusion letter generated by Headteacher's PA and signed by Headteacher.
- PL reviews PSP after six weeks.

### **Stage 4 Exclusion – minimum 3 days**

- Decision made by Headteacher who then makes the phone call home to state decision.
- Exclusion paperwork completed by Headteacher and passed to Headteacher's PA.
- Governors' Disciplinary panel held.
- Re-entry interview with parents to be carried out by Headteacher and Assistant Headteacher (Enabling Learning) where future options (managed transfer, EOTAS, improvement, PEX, etc.) are discussed.
- Student on report for two weeks to named member of leadership team. Any 3s on report – loss of lunchtime. Three 3s on report – after school detention.
- PSP must be completed by Assistant Headteacher (Enabling Learning).
- Assistant Headteacher (Enabling Learning) emails staff outcome, report targets and PSP action points.

### **Stage 5 Exclusion – permanent**

- Decision made by Headteacher who then makes the phone call home to state decision.
- Assistant Headteacher (Inclusion) informs Local Authority.
- Exclusion paperwork completed by Headteacher.
- Assistant Headteacher (Inclusion) arranges 6 day provision.
- Governors' Exclusion panel held.

## Appendix 4

### Disciplining Students beyond the School Gate

Teachers have a statutory authority to discipline students for misbehaviour which occurs outside of school in any the following circumstances, where the student:

- is taking part in any school-organised or school-related activity
- is travelling to or from school
- Is wearing school uniform
- is in some way identifiable as a student at the school
- Is involved in any activity that could have repercussions for the orderly running of the school
- is involved in any non-criminal bad behaviour or bullying as witnessed by a staff member or reported to the school
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable." The school's procedures on sanctions will be applied as per Appendix 11.

Incidents where students are involved in any non-criminal bad behaviour or bullying outside of school, as witnessed by a staff member or reported to the school, will be dealt with using the same sanctions as within the school.

## **Appendix 5**

### **Screening and Searching Pupils**

The school's policy takes into account the non-statutory advice given by the DfE in their document "Screening, Searching and Confiscation: Advice for Head Teachers, Staff and Governing Bodies" 2014.

#### **Searching Students**

##### **(a) Searching with consent**

All staff have the right to search students with their consent. Verbal consent from the student is sufficient. This search can be for any item. Staff would only search the outer clothing of the student and/or their bags or lockers. This search would include:

- asking students to turn out their pockets
- asking students to empty their bags
- looking in a student's bag or locker

If a student refuses to follow the member of staff's instructions as above then normal school sanctions for refusal to follow instructions will follow.

##### **(b) Searching without consent**

The school has the legal right to search students without consent if there is reasonable grounds to suspect a student is in possession of a prohibited item. The prohibited items include:

- Weapons or knives
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article where there is reasonable belief that it has been, or will be, used to commit an offence
- Any article banned by the school rules

The Headteacher has authorised the Deputy Headteacher and Assistant Headteachers to lead searches in these circumstances.

The search will be carried out by two members of staff with at least one of these staff being of the same sex as the student being searched.

As with searches carried out with consent, staff will search the outer clothing of the student and any other relevant possession that the student has control over (such as lockers, bags etc.). Outer clothing includes coats, hats, shoes, scarves and boots.

Reasonable force may be used by the person carrying out the search.

## **Screening**

The school reserves the right to screen students using a hand held metal detector. The school can do this even if they do not suspect the student of having a weapon. Consent from students or parents is not required. If a student refuses to be screened the school has the authority to ask the student to leave the premises. This would be an unauthorised absence from the student rather than an exclusion.

## Appendix 6

### The Power to use Reasonable Force

All staff members are issued with Backwell School's Physical Contact Policy, which is part of the Staff Handbook. The policy clearly states how all members of staff (teaching and non-teaching) have a legal power to use **reasonable force** to:

- Prevent a student committing a criminal offence.
- Prevent a student injuring themselves or others.
- Prevent a student from damaging property.
- Maintain good order and discipline.

It is an expectation that any member of staff observing a student exhibiting such behaviours would intervene. This **initial intervention should be verbal in nature**, and eventual escalation to use of reasonable force should be carefully considered.

A member of staff would not be seen to be failing in their duty of care by not then using force, if doing so threatened their own safety. **Members of staff should never put themselves at risk**, but do need to seek the help of colleagues/SLT to deal with a situation that they feel is beyond their control.

The use of reasonable force should always be a last resort and what constitutes 'reasonable force' will always depend on the particular set of circumstances surrounding the incident. However, the degree of force used should always be the **minimum needed** to achieve the desired result, and will also depend on the age, gender and understanding of the student.

Staff **should not** act in a way that might reasonably be expected to cause injury, for example by:

- Holding someone around the neck, or by the collar, or in any way that might restrict the student's ability to breathe.
- Slapping, punching or kicking.
- Twisting or forcing limbs or digits against a joint.
- Tripping or tying anyone up.
- Holding or pulling anyone by the hair or ear.
- Touching or holding anyone in a way that might be considered indecent.
- Seclusion (isolating or locking a child in a room).

Physical restraint of a student could be considered reasonable force if the circumstances warranted such force. In most circumstances it would be possible (with the help of colleagues) to avoid this action, or wait after calling for assistance until a colleague who has had training in appropriate techniques arrives on the scene.

Some students with special circumstances may react in an unpredictable way if physical interventions were used to control or restrain. These students will be identified by the Child Protection Officer or SENCO and a risk assessment will be carried out and communicated to all staff.

All behaviour related incidents that have required the use of force will be considered 'serious incidents' as the use of force is a last resort. As such the same procedure should be followed as would be the case for any serious incident. This will ensure that the member of staff and student is fully protected and that the student's parents are informed as soon as possible.

## Appendix 7

### Mobile Devices Policy

Backwell School embraces new technologies and acknowledges the school's key role in promoting their effective use. In all areas of new technology the school seeks to educate students and support them in improving their learning. The school also protects students from any dangers new technology might pose, for example in using the SW grid for learning filters on internet access. Mobile devices are one particular sub-section of new technology and can be used effectively in school. However, the nature of mobile device use is more individual, especially outside lessons, and this affects the balance between the potential value and the potential risks involved in their use. The nature of mobile devices is also changing quickly.

#### Definition of Mobile Device

A 'mobile device' is any digital small device capable of supporting learning. This would include (but not be limited to) smart phones, tablets, smart watches, iPods and other mp3 players.

#### Policy overview

All mobile devices must be switched off and in student's bags from when they arrive on school site until school finishes at 3.30 pm.

#### Learning Time (including Tutor time and Assemblies)

Mobile devices can be of great value in the classroom and enhance the learning experience of our students. However we need to ensure our use of mobile devices does not affect our ability to safeguard students or to provide them will equality of opportunity in the classroom. Therefore, devices may be used in lessons, but **only** at the discretion of the classroom teacher.

- Devices must be switched off and in bags unless the teacher states that they can be used for that part of the lesson.
- Devices should only be used as part of a planned learning activity.
- Teachers must consider equality of opportunity for students when deciding to allow the use of mobile devices.
- Students should never be allowed to access the internet via their mobile devices, bypassing the school's filters and controls.
- With teachers' permission, students may use cameras to photograph work or the whiteboard but may not photograph or film another individual without their permission.
- Student may not use mobile devices to listen to music.

#### Social Time (break and lunchtime)

- Students may **not** use mobile devices in social time.
- Devices should be switched off and in students' bags at all times.
- Sixth Form students may use mobile devices out of lessons in the Sixth Form Common room and its surrounding area and in private study areas, including the library.

### **Home-Student communication**

Parents and guardians should contact the school, via telephone, if they need to deliver an important message.

Students who need to contact home can do so in the following ways:

- Use the payphone in Reception during Social Time.
- See their Tutor, Pastoral Leader or other member of staff and ask to use a school telephone.
- Students should not contact their parents directly if they feel unwell. They should report immediately to Student Services. Our trained first aider will then decide if the child is too ill to remain in school.
- Students may use their mobile devices after 3.30pm to check any messages or contact home.

### **Staff**

Staff should only use their Mobile Devices in offices or the Staff Room.

### **Confiscation Procedure**

If a student is found to have their mobile device turned on, or upon their person (for example in their pocket) it will be confiscated. The device will be taken to the PA's office and students will be able to collect their phone from PA's office at the end of the school day. For a second offence, the phone will stay in school until the following day when the student must return a form signed by a parent.

*(Reviewed July 2016)*

## **Appendix 8**

### **Procedures used to Develop Staff Behaviour Management Skills and Provide Support**

In this context “staff” means teaching staff and support staff working in the classroom. During each academic year staff are given many opportunities to develop their behaviour management skills.

#### **General**

All staff are given a Behaviour Guidance booklet which is presented annually during INSET at the start of each academic year. The booklet clearly outlines expectations of behaviour management across the school and how behaviour management is the responsibility of all staff at Backwell.

The school has six behaviour codes (mentioned in Appendix 1). These were created by the Behaviour Working Party, in consultation with students at the school, (updated in 2011) and are displayed in all classrooms.

The booklet outlines the following and provides general guidance to support the consistency and development of consistent behavioural management skills:

- Core Expectations within the classroom.
- The rewards system – an overview.
- School Rules.
- Guidance on Code 1: Be prepared for learning.
- Guidance on Code 2: Let others Learn.
- Guidance on Code 3: Work hard and stay focused.
- Guidance on Code 4: Complete all work.
- Guidance on Code 5: Be cooperative and respectful.
- Guidance on Code 6: Contribute positively to the school community.
- Teacher Actions – Procedures.
- SLs Actions – Procedures.
- PLs Actions – Procedures.
- Students with Special Educational Needs.
- Expectations for student’s uniform and equipment.

#### **INSET Time**

Each year INSET time is given in September to refresh staff about our Behaviour Guidance booklet and setting high expectations. For new staff that join the school we give a more detailed training session on the development of the guidance booklet and the important ‘essentials’ that lie within it.

#### **Performance Management**

All staff are observed as part of their performance management and any issues of behaviour management quickly picked up and support put in place via the Head of Department, Head of Unit or the SLT link for that department.

Should any serious concerns about behaviour management arise then a coaching programme is implemented to ensure that progress is made.

Heads of Unit hold regular year group, house group meetings where students' behavior is also discussed and acted upon should behaviour be an issue across subjects.

## **CPD**

Staff are supported in their choice of CPD training as part of their performance management reviews. The school responds to individual requests and where possible supports these requests through our Third Thursday training programme.

Behaviour management strategies are also addressed in our ongoing staff INSET days.

Newly Qualified Teachers are fully supported throughout the year by our AST in CPD who coaches and guides staff in their first year of teaching towards achieving the core standards. Staff in their 2<sup>nd</sup> and 3<sup>rd</sup> year of teaching also have the opportunity of support should they wish to pursue it also through our AST.

## Appendix 9

### Policy monitoring procedures

- Record of exclusions – Leadership Team.
- Record of those students removed by SLT Call Out – Leadership Team.
- Comments in Personal Planners – Tutors.
- Behaviour logs in SIMS.net - Assistant Headteacher (Inclusion) / Heads of Units.
- Achievement logs in SIMS.net - Assistant Headteacher (Inclusion) / Heads of Units.
- Referral to outside agencies – Assistant Headteacher (Inclusion).
- Students on report – Tutors / Heads of Units / Leadership Team.
- Key stage assessment data.
- Reports – Heads of Units / Leadership Team.
- Attendance – Assistant Headteacher (Inclusion).
- Medical Information – Nicola Solomon.
- Direct observation of behaviour in lessons and tutorials – Headteacher (Performance Management paperwork) / Leadership team / Subject and Curriculum leaders / Pastoral leaders.