



Anthony Gell
— School —

Behaviour for Learning Policy

	Date	Minute No.	Review date
Approved by Governors	13/11/2019	1462/19	November 2021
Reviewed by Governors	07/12/2021	1588/21	December 2023
Reviewed by Governors	April 2023	1682/23	April 2025
Reviewed by Governors	_____	_____	_____

Review and Evaluation

This policy will be reviewed by Governors every two years.

The policy will be discussed with staff and students and their views will be taken into account in discussion with governors.

All staff who teach or support students will be responsible for implementing the policy.

Principle

There should be a safe, calm and purposeful atmosphere in the school. Students will be expected to work to the best of their ability and behave sensibly at all times, including when representing the school off-site. Students, staff and visitors should always treat others with courtesy and respect.

Outstanding pastoral care, coupled with the most appropriate curriculum, underpin and support responsible behaviour; creating well-ordered working conditions and enabling excellent student achievement.

Aims

- to actively promote and foster high standards of personal conduct.
- to create good working relationships, both in and out of the classroom.
- to provide students with the opportunities and encouragement to make the most of their abilities and aptitudes in order to develop a sense of self-respect and a respect for others.
- to recognise student individuality, achievements, needs, opinions and feelings and to reward equally the effort and achievement of all students.
- to enable students to take personal responsibility for their own work and progress.
- to monitor student progress and performance in all aspects of school life.
- to enable the tutor to take a central role and provide students with a personal point of contact
- to treat parents/carers as partners in encouraging the personal and academic development of their children.
- to ensure that all staff in the school know that they have a responsibility to ensure that care and support of students is a central concern of all aspects of school life.
- to develop positive links with external support agencies.

Overview

Students are expected to behave well in school and follow the guidelines laid out in the student planner. Students are expected to show respect to all staff and to follow all reasonable instructions given by any member of staff.

A rewards structure, achievable for all, is an effective way of improving and maintaining good behaviour and should be applied consistently by all staff.

All staff are expected to behave in a way that sets a good example to students and follow the guidelines set out in the Teacher Standards, the Staff Handbook and the Guidelines for Adults Working with Young People. It is the responsibility of all staff to maintain good order and behaviour in the school and to follow guidelines to deal with any unacceptable behaviour which they encounter. Staff should always act within the law and particularly within the advice given in the document "Behaviour and discipline in schools" published in July 2013.

Both staff and students should treat each other with respect in all circumstances, using appropriate language and appropriate means of address. Swearing, use of demeaning languages or sarcasm used to ridicule are not acceptable.

Students come under the authority of the school in the following circumstances:

- During the normal school day including lunchtime both onsite and offsite
- On journeys to and from school, including walking or on school transport
- On any school trip including residential trips
- When they are clearly identifiable as school students
- When their behaviour outside school has repercussions inside school, threatens the safety or well-being of another student or member of staff, or adversely affects the reputation of the school.

Staff should only use punishments that are legal, reasonable, proportionate and are outlined in this policy. Corporal punishment is illegal in all circumstances and should never be used.

When staff use detentions or isolation, students must always be given reasonable time to eat and to use the toilet. [see page 16]

Staff have the legal power to confiscate and retain items from students as a punishment or to maintain good order. Items taken should be stored securely and the students told on what terms and when the items will be returned or if they will not be returned. [see page 17]

Staff have the legal authority to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property. Staff should try to avoid using physical intervention whenever possible. Staff should not use physical intervention to stop a student leaving a room unless they consider that the student could be in danger or endanger others if they do so.

Please note:

It is important that staff understand that students may have specific needs and that sensitive approaches should be taken. A child with additional needs may require a more flexible approach to behaviour management. A child who is known to have suffered at the hands of an adult may be more difficult to engage and may require a more sensitive understanding of how to meet their needs.

Teachers must use professional judgement when dealing with classroom behaviour, information contained within this policy on pages 21 & 22 offers a guide on how to manage the consequences of behaviour in a structured and progressive way but should not replace the need for staff to judge the situation carefully and to use good Behaviour for Learning strategies to prevent behaviour from escalating.

Students who are experiencing behavioural and emotional difficulties will be supported through the school's pastoral, counselling and multi-agency work.

It is not always necessary to go through all stages of intervention sequentially. Serious escalations in behaviour may require immediate intervention at Stage 4 or beyond.

Rewards Policy.

The Behaviour for Learning Policy aims to:

- Enable effective teaching and learning.
- Promote positive behaviour.
- Good behaviour will be promoted through the establishment and maintenance of good relationships within the school community built upon mutual respect. In order to recognise good behaviour, academic progress and wider contributions to the school community, rewards should be obtainable by all, and should be applied consistently across all areas of the school.
- Our goal is to award 7 positive rewards points for every negative behaviour point issued.

The Structure of the rewards system is shown on fig.1 illustrates the type of event/behaviour which can be used to issue rewards points. Reward thresholds need to be managed as number of points awarded to students can be variable from year to year. The Assistant Headteacher (Pastoral) will, in conjunction with the Headteacher, reduce the points thresholds during an academic year if necessary, to better ensure students are being rewarded at a level deemed appropriate.

Examples of rewards given to students as follows:

- £1 - £4 voucher to be spent in the local community or school cafe
- Entry into raffle for grand prize of an iPad at the end of the year
- Positive rewards trip eg trip to the Northern Lights Cinema
- Free Prom Tickets

Figure 1: Behaviour rewards and points award system

Level	Behaviour	Frequency	Reward	Points Award
1 All Staff	Every day achievements; Good work, effort, behaviour, positive attitude, supporting others	Daily	Verbal/written (in work book) praise Award points on PARS	1
2 All staff	Repeated every day achievements or a single major achievement; Consistent good work, excellent effort, behaviour, improvement, achieving targets, maintaining consistent standards, contribution to school life	Daily	Award points on PARS Postcard/Phone call/email home	2
3 Teachers/ Faculty Heads	Outstanding work and contribution to the classroom or wider school community e.g. sports activity, school performance (drama, dance, music), helping out at events (e.g. Y6 parents evening). Helping others.	As appropriate	Award points on PARS Give profile to student and their work to be displayed where appropriate Promote achievement through school newsletter, local press	3
4 Tutors/Teachers Pastoral Managers	Exceptional (excellence) prolonged effort and attendance and progress. Out of school contributions. Charity fund-raising efforts. Outstanding contribution to the House or Tutor Group Or in support of fellow students No negative points received for a week Very good attendance	As appropriate Half termly	Award points on PARS Communicate with home (email, phone-call) Assembly celebration	4/5
5 Headteacher	Outstanding contribution to the community Outstanding achievement Overcoming adversity	As appropriate / termly	Award points on PARS Communicate with home (email/phone-call)	10

As students reach thresholds in the number of reward points they receive they are entitled to a range of rewards.



House System	Student of the week	Best TG of the Term	Best Overall TG of the Year	Best House of the Year
	Certificate	Edible prize to share out in tutor	Tutor group shield	House Points shield
	End of Year Celebration			
	Year 11 leavers' buffet lunch - certificates	Celebration assembly to recognise e.g. achievement, organisation, contribution to school community etc.		

Attendance	<p>95% attendance: students receive 10 points per half term</p> <p>98% attendance in a half term receive 20 points</p> <p>100% attendance in a half term receive 30 points</p> <p>100% attendance at the end of the year receive, Headteacher letter and placed into the iPad prize draw</p>
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Rewards System: Roles & Responsibilities

Staff issue reward point(s):

Enter reward point using the software provided by PARS

DTLs and ADTLs monitor department rewards

Feedback of report results to department/faculty
Lists of students meriting postcard home/e-certificate (half-termly and termly)

Pastoral Managers (PMs) monitor Tutor Group rewards

Feedback of report results to Tutors. Ensure equitability.
Organise end of year certificates and Y11 leavers' lunch

Attendance Officer/ Pastoral Manager

Tutors receive attendance data sheets fortnightly
Tutors award positive points every half term for attendance (as shown on p8)
Organises certificates for attendance assembly (termly)

Inclusion Manager (Behaviour)

Monitors effectiveness of rewards system, making changes accordingly
Reports to Governors
Oversee complaints and concerns
Facilitates student voice

School Business Manager:

Keeps accounts of expenditure
Purchasing of vouchers

PM prepares rewards

Prepare list of students for certificates (Admin to mail merge a certificate to go home)
Links with local businesses for rewards
Keep records of students issued with rewards involving cash prizes/raffle entry

Sixth Form

Rewards are monitored by the Pastoral Team and awards made to sixth form students

Student Voice eg. student parliament:

Feedback relating to the rewards system (link to reviewing practice)

Awarding and Reviewing Rewards Points

- All rewards points will be awarded using appropriate software eg PARS by the member of staff who issues the reward.
- The class teacher will issue postcards and emails home where appropriate. Subject certificate templates can be found with DTLs/ADTLs.
- DTLs and ADTLs should ensure departmental colleagues are issuing rewards points on a regular basis and with consistency.
- Fortnightly rewards reports will be generated by a Pastoral Manager and forwarded to tutors (share with tutor teams at weekly tutor meetings).
- The tutor will award positive points for those students who have achieved a half-termly good attendance (see p8). The attendance statistics will be provided by the Attendance Officer/ Pastoral Manager.
- PM will generate:
 - Printed certificate and sent home
 - Collate points and rewards issued
 - Forward the vouchers to tutors
- The Pastoral Manager of the winning tutor group (half term and end of year) to organise prizes
- The Inclusion Manager (Behaviour) and Head of Pastoral Care will oversee the rewards system and inform leadership team and governors of key issues.

Student Behaviour Code of Conduct

We want you to do well in school and we have high expectations of all our students. We want to see the highest possible standards of work and behaviour.

We expect all students to be polite to all staff and each other. We expect cooperation with all other members of the school. We also expect sensible behaviour at all times.

We want everyone to be safe in school and to do well in lessons. To make sure this happens we expect you to:

- Arrive on time and be ready to work, be equipped and with the correct books and equipment for the day
- Listen to and follow instructions as this will allow you and others to learn effectively; put up your hand if you have something to say
- Behave in a way that is courteous and respectful. Respect the views of others so we can all contribute to school life.
- Join in and give others the chance to do the same. Support others and teacher and be positive with each other to allow our community to thrive.
- Do your best to complete the work set and make the progress you can.
- Treat books and equipment with care and keep our school tidy.
- Only leave the school site if you have permission to do so.

We want our school to be a healthy place for all staff and students. We do not allow smoking on site for any adult or child, regardless of age. If found, any smoking paraphernalia - including vapes - will be confiscated and sanctions will be issued.

We have rules for the safe and appropriate use of mobile phones and other digital media. We expect this equipment to be used sensibly and within the school rules including staying safe online. Any inappropriate behaviour will result in consequences.

We expect good behaviour from students but we also expect staff to recognise your achievements and reward you throughout your time with us.

Behaviour Stages

	Examples of Incidents	Possible Consequences	Who deals with the concern?
Stage 1	<p>Non-negotiables</p> <ul style="list-style-type: none"> Lack of progress with work Disruption to learning of others Rudeness towards staff 	<ul style="list-style-type: none"> Verbal Warning 	Class Teacher
Stage 2	<p>Non-Negotiables:</p> <ul style="list-style-type: none"> Over 5 minutes late without valid reason (e.g. bus late/ with pastoral) 2nd /3rd warning for any offence at Stage 1 	<ul style="list-style-type: none"> Log incident on software eg PARS Intervention such as: <ul style="list-style-type: none"> <i>Move to different seat in classroom.</i> <i>Student leaves classroom for brief time-out and teacher advises student on appropriate behaviour</i> Central Curriculum detention after 3rd warning 	<p>Class Teacher resolves and informs DTL/ADTL, tutor and parent.</p> <p>Tutor – monitor and contact home where these behaviours are a cause for concern</p>
Stage 3	<ul style="list-style-type: none"> Continued disruptive behaviour outlined in Stage 1 & 2 Pastoral Manager triangulates information from Faculties about a student's behaviour 	<ul style="list-style-type: none"> Department buddy – student moves to a different classroom/location agreed with Department/Faculty. Log incident on software eg PARS Central curriculum detention as in Stage 2 Phone call home to parents by class teacher/ADTL. Over 3 buddies from one faculty in a fortnight results in an after school detention. 	<p>Class Teacher / Departmental buddy.</p> <p>Tutor review with student.</p> <p>Pastoral Manager where behaviour displayed across curriculum</p>
Stage 4	<p>Escalation in behaviour:</p> <ul style="list-style-type: none"> Insulting/intimidating/ threatening behaviour to others Damaging equipment Persistent defiance of authority in class/learning area and failure of stage 3 	<ul style="list-style-type: none"> On-Call from classroom/learning area Teacher provides work to be completed by student. Departmental Report (if a repeat offender) Phone call home to Parents 	Pastoral Manager –if presenting behaviours are believed to be beyond the one curriculum area.

		<ul style="list-style-type: none"> Log on PARS – After school detention staffed by LT, organised by Pastoral Managers Pastoral Manager to build link with class teacher 	DTL – if isolated to curriculum area
Stage 5	<ul style="list-style-type: none"> Serious escalation of behaviour and defiance of On-Call staff At risk behaviour (e.g. alcohol, banned substance use, fighting) Multiple On-Calls per day (3 or more) 	<ul style="list-style-type: none"> Isolation or Fixed Term Exclusion (FTE) dependent on incident and escalation Behaviour referral on software eg PARS Pastoral Manager informs parent and collected and distributes isolation or FTE work to complete If FTE, formal reintegration process with a member of SLT, parent(s), student, PM (or designated staff) Student’s mobile phone banned for 5 days or designated period time at the discretion of the Head teacher On report (if deemed appropriate) 	Senior Leader Pastoral Manager Head of Pastoral Care Teacher – Provide isolation work Inclusion Manager for Behaviour
Stage 6	<ul style="list-style-type: none"> Persistent stage 5 behaviour resulting in serious disruption to learning and defiance of Senior Staff. Dangerous behaviour including e.g. assault of students, use of banned substances on-site. 	<ul style="list-style-type: none"> FTE Parents called in to school to meet identified Governor and HT to agree the PSP. PSP monitoring by PM and Assistant Headteacher (Pastoral) (period of 12 weeks), regular meetings with Governor. Failure of PSP can result in Managed Move/Permanent Exclusion Referral to Inclusion Manager for Behaviour and programme of in house alternative support. 1:1 mentoring and intensive support offered through students timetabled to spend time to work on specific behavioural plan. Time available in this area to regulate and have a period of quiet reflection in a safe and supervised space. 	Headteacher, Deputy Headteacher, Assistant Headteacher, Head of Pastoral Care, Governor(s) Inclusion Manager for Behaviour

		<ul style="list-style-type: none"> Additional support and pathways for students may involve Tailor Made Programmes and the use of Alternative Provision. 	
Stage 7	<ul style="list-style-type: none"> Permanent Exclusion. Failure of all behaviour modification strategies detailed above. Single incident of behaviour causing high level concern to include e.g. assault of staff, sale of banned substances on site, bringing onto site or obtaining a weapon. Governors support is required 	<ul style="list-style-type: none"> Meeting of the Governors' Disciplinary Committee. 	Headteacher, Governors

CLASSROOM MANAGEMENT TO ENSURE BEHAVIOUR FOR LEARNING

Classroom management needs to be a progression before you get to a Buddy removal.

1. Ensure you have a seating plan
2. Be positive with the class – creating a positive ethos at the same time enforcing high expectations of how students should behave and progress.
3. Do not talk over students if some continue to talk. Use your behaviour strategies such as 5 second count, hands in the air, stand silently.
4. Give the student a verbal warning and use a visual aid to ensure they are aware of their escalation on the behaviour policy
5. If students keep talking, intervene; move seat/speak to them outside.
6. Second warning verbally and visual
7. Have a conversation with the student 1:1. This can be done outside the classroom.
8. Give them their 3rd warning resulting in a central curriculum detention
9. If behaviour continues Buddy removal.
10. If a student refuses to leave, the DTL or ADTL may be called to intervene if able to in terms of the location.
11. On-Call: one of the Pastoral Managers timetabled will remove the student.
12. Remember to use de-escalation strategies.
13. Use your department's technique list for further strategies

Peak 11 Pastoral Panel (Local Area Inclusion Group)

Students who are experiencing elevated and persistent behaviour concerns will be referred to the Peak 11 Pastoral Panel. The Panel comprises of leaders from the 11 Secondary Schools in the Derbyshire Dales and High Peak regions, who work together to support students who are experiencing difficulties in any of these schools. This can include identifying pathways to prevent exclusion and ensure students, wherever possible, are included in mainstream schooling. The main tools are:

- Solution Circle – the referring school presents a structured overview of the behaviours causing concern to include background on family, ability and triggers.
- Managed Move – the referring school is concerned the student is at risk of permanent exclusion. The school, in agreement with the student and family seeks a 12 week trial at a partner school. If the trial is agreed and successful, the receiving schools takes the student permanently on roll and the student ceases to be on roll at the sending school. Should the trial be unsuccessful the student is returned to the sending school to resume their education. At this point it is likely the student enters a PSP agreement to ensure the best chance of success.

N.B. Managed Moves are a Derbyshire County Council strategy and the school can identify potential moves to schools within the county along with schools within the P11 partnership.

Family of Schools Worker (FOSW)

The FoSW will work closely with the Assistant Headteacher: Pastoral and Pastoral Managers and members of staff responsible for Early Help in our primary cluster. School works closely with a range of professionals to ensure appropriate support and safeguarding is put in place where appropriate. It is often the case that the triggers for behaviour are systemic and reflect wider issues within a student's life.

Mobile Phone and Electronic Device Use in School

Students are allowed to bring personal mobile phones into school under the following conditions:

- Mobile phones should not be used in lessons/tutor time or between lessons 1&2, or lessons 4&5, without the expressed permission of a member of staff.
- Mobile phones should not disrupt learning or put at risk another person's safety (including videoing, threats, name calling or offensive commentary).
- Earphones should not be worn within learning areas, during tutor time or between lessons 1&2, 4&5, and all equipment should be put away out of sight.
- If a student uses a mobile phone or other electronic device inappropriately the device will be confiscated by a member of staff under rights set out by the Department for Education. The phone will be delivered to the Pastoral base and be stored in the safe (in a sealed envelope with the child's name clearly identifiable) and will be returned to the student under the following rules:
 - First time of misuse (per half-term): device collected at the end of the day from the Pastoral Base's safe.
 - Second offence (per half-term): parent attends to collect the device from the Pastoral Base. If this is not on the same day the device will remain in the safe until a parent can collect.
 - Repeated misuse may result in the loss of privilege of bringing devices into the school environment for a period defined by the school Leadership Team.

If the device is used to harm another person or is used for unsafe purposes (e.g. sending inappropriate or harmful images) the school will confiscate the device and may contact the Police and other services such as Social Care. Should the school contact the Police, return of the phone to its owner will be dependent on the advice from this professional service and be subject to any further needs they may have for the device.

The student's Pastoral Manager or a member of the Senior Leadership Team will make all reasonable attempts to contact the parent(s) if a student uses the phone in school inappropriately.

Detentions

Any teacher or teaching assistant may require a student to attend a break time or lunchtime detention. Students should always be allowed sufficient time to eat and to use the toilet but staff may change a student's normal lunch arrangement and require them to stay in school rather than be allowed out. If a student is expected home for lunch then a parent should be contacted.

Although the law allows detention without notice after school, the school will always give parents notice of after school detentions. Pastoral Managers will contact parents to organise the time and day. However, we do not have to give 24 hours notice of an after school detention.

Consideration should be given to transport arrangements, but the school does not have to move the detention because it causes inconvenience to parents or students.

Although the law allows detention at weekends, the school will not use these without a change in this policy. Under some circumstances, and in agreement with parents, students may be required to attend school on INSET days.

Reports

A student may be placed on a report when necessary to track behaviour and/or progress with learning. When a student is placed on electronic report, staff complete with relevant information, commenting on progress and attitude toward learning. A student may be placed on report by their DTL/ADTL, Pastoral Manager or a member of the Leadership Team. The member of staff who places a student on report is responsible for reviewing and responding to comments left by staff. When a student is placed on report the parent(s)/carer(s) should be informed and kept up to date with progress by the member of staff responsible for its implementation.

Students can also be placed on a punctuality report if they do not arrive in time to school or lessons. Students who leave the school site without permission at lunchtime will be placed on lunchtime report.

Should a student fail to show improvement whilst on a report, staff will escalate the situation in line with the policy.

Class reports will be considered very infrequently to identify the behaviour across the class and the subjects. This will be organised by the PM – parents will be informed and consequences be given on analysis of the class report.

Confiscation

Teachers have the legal power to confiscate an item from a student and to retain it or dispose of it as long as it is reasonable in the circumstances.

Teachers may confiscate any item from a student if it is being used to disrupt the learning in a lesson. This includes mobile phones and any other electronic equipment. When an item is confiscated, the teacher should ensure it is stored safely or given to another member of staff for safe keeping. The law protects teachers from liability for loss or damage provided they have acted legally but teachers should take all reasonable steps to secure the item and to ensure that it is not damaged.

Mobile phones and other electronic devices which are being used inappropriately will be confiscated according to the school policy. However, for other items it is at the teacher's discretion as to when an item will be returned but this will normally be at the end of a lesson, session or day. It should be made clear to the student how and when they can collect an item and teachers should ensure that this happens if at all possible. The teacher may decide that an item will only be returned to a parent/carers and should liaise with the Pastoral Manager over this.

If the item confiscated is illegal for the student to possess, then it should not be returned and should be passed to a member of the Senior Leadership Team. Items in this category would include:

- Knives and weapons
- Alcohol
- Stolen items
- Tobacco or any smoking paraphernalia
- Fireworks
- Pornographic images
- Any item that is likely to be used to commit an offence or cause damage or injury

Such items may either be returned to the parent/carers, passed to the police or destroyed.

Searching students

Teachers only have the power to search a student if he/she agrees. This should only involve asking a student to turn out their pockets or permission to look in their bag and no force should be used. If a student denies permission, the teacher should not get into conflict with the student but they should be referred to a member of the Senior Team.

Only the Headteacher, or member of staff delegated with this responsibility by the Headteacher, has the authority to search students or their possessions without consent, where the Headteacher (or delegated member of SLT) has reasonable grounds for suspecting the student may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or smoking paraphernalia
- Fireworks
- Pornographic images
- Any item that he reasonably suspects has been or is likely to be used to commit an offence
- Any item that could be used to cause damage or injury to a person including the student themselves.
- Any item banned by the school.

No member of staff other than the Headteacher should search a student without their consent without the permission of the Headteacher. If this is not readily obtainable and they fear a crime may have been committed then the police should be contacted. The Headteacher may in any event decide that he/she prefers the police to perform a search. All reasonable efforts should always be made to contact parents where the police are called. Force may be used to search for the items listed above, but unless the immediate safety of a person is involved, it is most unlikely that the Headteacher will do this and the police will be contacted.

A search must be performed by a member of staff of the same sex and with a witness present. If at all possible, the witness should also be of the same sex.

Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult. Parents should always be informed by a staff member once a strip search has taken place. Schools should keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

The student can only be required to remove outer clothing. This includes hats, shoes, coat, jackets and gloves, but not any item worn next to the skin or immediately over a garment that is worn as underwear. Desks, lockers and bags may also be searched.

Nobody should perform an intimate search and if this is required a police officer should be summoned.

If electronic items are found then data, files and images may be examined if there is good reason to do so. Such files can also be viewed when shown willingly by the student. Files may be deleted if there is good reason to do so. 'Good reason' includes use to cause harm, to disrupt learning or to break the school rules. This therefore includes any image that could be used to bully or tease another student.

Alcohol, tobacco or fireworks found can be disposed of, but any other illegal items (drugs, weapons etc.) should be passed to the police. Pornographic images can be destroyed or deleted, unless they are extreme images (including of child abuse) in which case they should be passed to the police.

All reasonable efforts should be made to inform parents if anything is found as a result of a search.

Record keeping

The school uses PARS to record information from referrals and it is the responsibility of leaders including Pastoral Managers, to ensure that this information is analysed, discussed and relevant policy and practical decisions made. This could include:

- Staff training
- Intervention with individual staff
- Changes in policy or the introduction of new systems
- More detailed analysis of certain areas
- Interventions with certain students
- Information given to or intervention with the whole student body about emerging issues

Important Links with other Key Policies

The school's behaviour policy very much links to the Child Protection and Safeguarding Policy, as well as Child on Child Abuse Policy, Harmful Sexual Behaviour and Anti-Bullying Policy .

Staff are asked to make sure they read all of these key policies at the beginning of the year and when they are updated to ensure they are up to date with any changes or amendments. Staff receive training on Keeping Children Safe in Education (KCSIE) and updates every September and there is an on-going dialogue and communication with regards to individual student's needs and behaviours.









Appendices:

Appendix 1 Initial concerns pathway

Appendix 2 Faculty Detentions pathway

Appendix 3 Mobile phone poster









Appendix 1

INITIAL CONCERN: TEACHER RESPONSIBILITY	ONGOING CONCERNS: ADTL/DTL RESPONSIBILITY
<p>1. LOG CONCERNS ON APPROPRIATE SOFTWARE EG PARS</p> <p style="text-align: center;"></p>	<p>1. Teacher record Buddy on appropriate software eg PARS</p> <p style="text-align: center;"></p> <p>Auto email generated to parents and tutor</p>
<p>1. Consistent low level disruption communicate between teacher and THE TUTOR first regarding</p> <p style="text-align: center;"></p>	<p>2.DTL – Contact parents if behaviour continues</p> <p style="text-align: center;"></p>
<p>3. Teacher CONTACT PARENTS if continual disruption and ADTL to be informed</p> <p style="text-align: center;"></p>	<p>3.DTL – ARRANGE MEETING WITH STUDENT</p> <p style="text-align: center;"></p>
<p>4. Triage with tutor, if disruption within a couple of curriculum areas, tutor or Pastoral Manager contacts parents.</p> <p style="text-align: center;"></p>	<p>4.DTL – ARRANGE A MEETING WITH PARENT</p> <p style="text-align: center;"></p>
<p>5. Pastoral staff to intervene when consistently disruptive behaviour demonstrated across several areas of the curriculum.</p>	<p>5.DTL – REFER TO PASTORAL</p>

Initial Concerns Pathway

Appendix 2

Faculty Detentions Pathway

FACULTY DETENTION	FACULTY HOMEWORK DETENTION
<p>BUDDY: two in week = DTL sets a faculty detention on software such as PARS</p> 	<p>1st Homework missed within a half term: Teacher gives new deadline and ask to complete.</p> 
<p>DTL AND ADTL to run faculty detentions.</p> 	<p>2nd Homework missed within a half term: Teacher emails parents. Student to complete work by new deadline.</p> 
<p>DTL: Set an after school detention if Faculty detention/s are missed. Tutors to be informed</p> 	<p>Further offences within the same half term: Teacher to place student in a Faculty homework detention. DTL will follow-up on any missed detentions.</p> 
<p>Buddy: four in a half term = DTL set after school pastoral detention</p> 	<p>Serious Concerns: DTL to make contact with parents. Meeting arranged with student and parents.</p>
<p>Buddy refusal: DTL/ ADTL to intervene and on-call used if needed</p> 	
<p>On-Call: Pastoral managers to remove student. Teacher sets a Pastoral after school detention on PARs.</p>	

Appendix 3



Anthony Gell School

Mobile Phone and Electronic Device Use in School



We understand that mobile phone technologies are an increasingly important part of everyday life and, when used well, keep us up to date and informed.

Students are allowed to bring personal **mobile phones and other electronic devices** into school under the following conditions:

- Mobile phones should not be used in tutor time, between lessons 1 & 2, between lessons 4 & 5 or in any lesson without the express permission of a member of staff.
- Mobile phones should not **disrupt learning** or **put at risk** another person's safety (including videoing, threats, name calling or offensive commentary).
- Earphones should not be worn in **tutor time, between lessons 1 & 2, 4 & 5 or in lessons** and all equipment should be put away out of sight.

If you use your mobile phone inappropriately **your phone will be confiscated**. The phone will be delivered to the Pastoral Base and will be returned to you under the following rules:

- First time of misuse (per half term): phone collected at the end of the day from Pastoral Base.
- Second offence (per half term): parent/carer attends to collect the phone. If this is not on the same day, the phone will be locked away for safe-keeping until a parent/carer can collect.

If a phone is used to harm another person or is used for unsafe purposes (eg sending inappropriate or harmful images) the school will confiscate the phone and may contact the Police and/or other services such as Social Care.

Parent(s)/carer(s) will be informed by Pastoral Manager or a member of the Senior Leadership Team if a mobile phone has been used inappropriately in school.

Appendix 4 – Behaviour policy for classroom

Stage 1 – The teacher

Low level disruption/ behaviour issues – Verbal warning to the student.
Other visual reminders may be used as teachers see fit e.g. name on board



Stage 2 – The teacher

2nd Low level disruption/ behaviour issue
2nd Verbal warning and visual reminder as teacher sees fit e.g. tick name –
Method used to support student with behaviour modification e.g. Short
conversation outside room, move seat.



Stage 2 – The teacher and beyond

3rd Low level disruption/ behaviour issue
Central curriculum detention set (personal detention still available) ***Ensure
student is told about this detention***
Student will be spoken to about how the behaviour was to be modified by
first or second warning so please ensure they are followed.



Stage 3+4 – Beyond the teacher

**These stages are not a sanction. It is to be used to allow the behaviour in
the room to be appropriate for learning of all the students. Therefore, a
central lunch detention is still set even if the behaviour is escalated to
stage 3 or 4.**

Low level disruption/ behaviour issues continue
Stage 3 – Buddy system used (do not send to pastoral)
Stage 4 – On-call used if students unwilling to follow buddy system