



The Telford Park School
Ensuring Excellence

Behaviour Policy

Approved: September 2023

Date for review: September 2024

Behaviour Policy

Policy Name:	Behaviour Policy
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Date:	September 2023
Date for policy review:	September 2024

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Behaviour Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes and achieves excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline **the expectations and consequences of behaviour**

Provide a consistent approach to behaviour management that is equally applied to all pupils

2. Legislation and Statutory requirements

This policy is based on latest advice from the Department for Education (DfE) on:

- [Behaviour in schools](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- This policy complies with our funding agreement and Articles of Association.

3. Definitions

At The Telford Park School we provide an orderly, caring learning community where ALL pupils have the right to learn, and ALL teachers have the right to teach. To be successful a school must promote good behaviour among its pupils and create a calm, safe and supportive environment for learning. This policy sets out the ways in which we will achieve this. This policy should be read in conjunction with our ensuring excellence document.

At The Telford Park School misbehaviour is defined as:

- Disruption in lessons
- Disruption on corridors between lessons, at break and lunchtimes
- Non-completion of classwork
- Poor attitude

- Incorrect uniform
- Rudeness
- Late to school/lesson
- Use of mobile phone in lesson
- Leaving lessons or learning activities without appropriate permission

At The Telford Park School serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Repeated breaches of the school Code of Conduct including defiance
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos or, sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Unsafe behaviour which creates a serious safety risk
- Physical or verbal abuse to staff
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco or cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been or is likely to be, used to commit an offence, or to cause personal injury, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, and over a period of time
- Difficult to defend against
- The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Attacking property	Damaging, hiding, or stealing someone's possessions
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling. Sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying can happen to anyone, and this policy is inclusive of the bullying of school staff, whether by pupils, parents, or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture
- Social class or socio-economic background
- Gender (sexist bullying)
- Sexual orientation (homophobic/biphobic bullying)
- Trans identity, including non-binary identity (transphobic bullying)
- Special educational needs, additional learning needs, additional support needs or disability
- Appearance
- Related to home or other personal situation
- Related to another vulnerable group of people for example young carers

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-bullying Policy](#).

5. Roles & Responsibilities

5.1 The School Standards Committee/Education Advisory Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this Behaviour Policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, including rewards
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships, including ensuring 'fresh starts'
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording/logging behaviour incidents promptly (including lateness) on the schools MIS system (Bromcom)
- Communicate clearly with pupils when a consequence is issued
- Requesting assistance when a pupil needs to leave a classroom
- Challenging pupils to meet the school's expectations

5.4 Teachers

In addition to the listed staff responsibilities, teachers are responsible for:

- Implementing the 'Welcome to your lesson' routine consistently

- Implementing the 'See you next lesson' routine consistently
- Seeking regular opportunities to reward and praise both staff and learners
- Creating a welcoming, warm, calm and purposeful environment
- Liaising with curriculum leader where further support and training is required
- If on break duty leaving 2 minutes before the end to ensure a prompt start to tutor time/lesson 3
- Ensuring lessons taught are sufficiently well planned and delivered so as to ensure they are accessible to students and interest levels are maintained

5.5 Middle Leaders

Curriculum Leaders are responsible for:

- Taking the lead in supporting staff and pupils in their departments
- Meeting and greeting pupils at the start of the day (8.20am) (department corridors)
- Meeting and saying goodbye to pupils at the end of the day (until 3.15pm) (department corridors)
- Being a visible presence in the department encouraging appropriate conduct
- Seeking regular opportunities to reward and praise both staff and learners
- Ensuring staff training needs are identified and targeted in relation to behaviour

Heads of Year are responsible for:

- Taking the lead in supporting staff and pupils in their year teams
- Meeting and greeting pupils at the start of the day (8.20am) (car park/school entrance/school canteen)
- Identifying uniform issues at the 1st gate meaning that any issues are resolved by the pupil entrance/items of non-school uniform are removed by the pupil entrance
- Meeting and saying goodbye to pupils at the end of the day (3.15pm) (car park/school entrance/school canteen)
- Being a visible presence at lesson changeovers, break and lunchtimes encouraging appropriate conduct
- Supporting a positive behaviour culture at breaktimes and lunchtimes
- Ensuring a timetable is in place for SSO/HOY to visit year group lessons during **every** lesson of every day
- Seeking regular opportunities to reward and praise both staff and learners
- Ensuring training for staff where needs are identified
- Facilitating pastoral follow up, ensuring staff retain ownership of reflective and restorative conversations with pupils
- Using behaviour data to target and assess interventions

5.6 Senior leaders are responsible for:

- Assuming a supportive role for staff, demonstrating a consistent approach to all pupils.
- Meeting and greeting pupils at the start of the day (8.05am) (car park/school entrance/school canteen)
- Meeting and saying goodbye to pupils at the end of the day (3.25pm) (car park/school entrance/school canteen)
- Being a visible presence around the school site
- Seeking regular opportunities to reward and praise both staff and learners
- Regularly sharing good practice
- Supporting middle leaders to support pupils with more complex needs or those in negative behaviour cycles
- Using behaviour data to assess and drive school policy and practice

5.7 Parents and Carers

Parents and carers are expected to:

- Support the school and its pupils by knowing the school's Behaviour Policy and reinforcing it at home where appropriate

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the child's class teacher or form tutor promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The Telford Park School will endeavour to build positive relationships with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

6. Pupil Code of Conduct (appendix a)

Our core values are, be ready & resilient, be respectful, be responsible and safe.

From their first day at The Telford Park School pupils are expected to adopt these values.

Ready & Resilient

- Approach learning with a positive 'can-do' attitude.
- Persevere when something is difficult.
- Immerse yourself in learning, be present.
- Accept that failure is necessary for success.
- Work hard.

Respectful

- Be polite and well mannered.
- Be kind and considerate.
- Listen to others without interrupting.
- Respond quickly and positively.

Responsible & Safe

- Keep yourself and others safe.
- Look smart (adhere to our uniform expectations).
- Accept responsibility for the choices you make.
- Take pride in your work and the environment.
- Be an independent, conscientious learner.
- Attend, be punctual and equipped.

Our ethos and behaviour systems are supported by routines and visible consistencies exhibited by all staff at The Telford Park School.

Pupils can expect the following in their lessons:

- To be met and greeted warmly at the start of each lesson
- A recall/Do Now task will be ready for each pupil on arrival to each lesson
- A calm and purposeful atmosphere
- A seating plan for each group
- Frequent reference to be ready and resilient, be respectful, be responsible and safe
- Consistent use of behaviour strategies and systems
- Poor behaviour to be dealt with discreetly, fairly, and calmly
- Relentless positivity from staff
- A clean slate every lesson

- A restorative approach to behaviour whereby all professionals and pupils listen, reflect and understand their role and accept responsibility for their actions
- Recognition for getting it right or going above and beyond
- Recognition through praise points
- Teachers will build positive relationships and communicate kindness
- SEND protocols and reasonable adjustments to be applied as required
- High expectations from all staff
- Considered use of language (e.g. – language of choice – ‘If you ... then...’)
- Their teachers to use language of de-escalation - ‘I have noticed that.... I need you to’
- Bad behaviour will not be ignored
- To be dismissed politely by their teacher, with a goodbye at the classroom door

7. School Behaviour Curriculum

A Telford Park School pupil has the right to achieve ‘more than they ever dreamed possible’. As part of our commitment to ‘ensuring excellence’ in everything we do we believe in the core values of **‘be ready & resilient, be respectful, be responsible & safe’**.

Good behaviour is central to a good education.

We use be **ready & resilient** to be the **best that I can be**. If I am not on time for school/lessons or ready to learn, valuable learning time will be lost. I will dress smartly in the correct uniform and follow the schools’ routines as expected so that in class all pupils can learn. I will complete my classwork and respond to feedback maturely knowing that it will help me get better.

We use be **respectful** to uphold the **collective school rights** by showing respect to members of staff and each other. I will move quietly around the school treating the school building and school property with the respect it deserves.

We use be **responsible & safe** to create a **safe school community**. I will by behave in an orderly and self-controlled way. I will accept sanctions given to me and will not behave in a way that brings the school into disrepute, including when in the wider community or online. This will help me to **respect the rights of others**.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

8. Managing Behaviour in Lessons

At Telford Park School, we believe that pupils deserve rewarding whenever they are ‘getting it right’.

All pupils like to be praised for their effort and achievement. There are many ways in which the academic, sporting, social and cultural achievements of pupils are celebrated.

At The Telford Park School, we offer a range of rewards to:

- Recognise the value of pupils' regular attendance, achievement, effort, service, and leadership within the school.
- Recognise students' achievements within school and contributions to their wider communities.
- Give positive encouragement to pupils to succeed and to contribute.
- Enhance staff-pupil relationships within the school.
- Improve pupils' sense of worth and self-confidence.

All staff should use the reward systems to acknowledge positive behaviour as well as achievement and should encourage pupils to value and participate in the reward systems. In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on the **positive aspects of behaviour**. Staff will record positive behaviour in the form of R1 / R2 on Bromcom by the end of each lesson to ensure that students are being recognised for their positive contribution to our school ethos and culture.

When pupils behave inappropriately staff will provide a cool, mechanical, emotionless response. Thus, saving emotion, passion, enthusiasm, and excitement for when it has most impact - **when pupils behave appropriately.**

Telford Park 'Reward Points'

To allow consistency with the consequence system, we have adopted a 5-tier reward points system.

R1 (1 reward point) – Every student will receive an R1 for every lesson / tutor / reading / intervention session where they have demonstrated good behaviour for learning (ready, respectful, resilient, responsible, and safe)

R2 (2 reward points) – Students who have demonstrated behaviour that exceeds minimum expectation will receive an R2; teachers in each lesson/session will be actively looking to award R2s for those students whose behaviour is outstanding. This can be for great work in a group, great effort, great participation in the class, etc. An R2 can also be given for great behaviour outside of the classroom and during social times, such as: being helpful, tidying away after themselves, etc. Students who receive an R2 will also receive a **Star card** posted home, encouraging further praise from home.

R3 (3 reward points) - Every week, each teacher will award a '**Star student**' (S – Successful, T – Tries hard, A – great attitude, R – Respectful) award for students that they think have worked especially hard. Students receiving an R3 will be entered into termly department draws to win a prize.

R4 (4 reward points) - These rewards will be given out by Directors of Learning, members of SLT and Heads of year for exemplary behaviour and attitude towards their learning. These can also be awarded for representing the school at events outside of school and achievements and contributions outside of school. Students who receive an R4 will also receive a golden ticket to enter into a draw to win a free VIP ticket for the end of year rewards celebrations.

R5 (5 reward points) - These rewards will be given out by Mrs Rigby, our headteacher, once every term. Students who receive an R5 will be entered into a yearly draw for a VIP prize.

Pupils will receive rewards and prizes throughout the academic year when they reach a reward milestone. This will refresh at the start of each new academic year.

100 Praise Points	Certificate in House Colour and a letter home from their tutor
250 Praise Points	Bronze certificate, badge, and a letter home from their Head of Year
500 Praise Points	Silver certificate, badge, and a letter home from the Deputy Headteacher
1000 Praise Points	Gold certificate, badge, and a letter home from the Headteacher
1200 Praise Points	Platinum certificate, badge, and a letter home from the Headteacher and Chair of the Standards Committee

Assemblies

- Pastoral leads should use the weekly year group assembly to celebrate individual and/ or group achievements/ successes/ positive activities.
- Pastoral leads should review pupils' attendance weekly and announce and congratulate the tutor group with the highest attendance for the week.
- Attendance certificates should be awarded half - termly to those pupils with 100% attendance

Display of pupils achievements

- Department displays - pupils' work should be praised and displayed to their peers at time of completion. All staff should display outstanding pupils' work on their department celebration board.

- Newspaper coverage - outstanding or unusual achievements should be referred to the Headteacher's P.A, in order that local newspapers can be invited to cover the story, to acknowledge the achievement of individuals and to reinforce the positive profile of Telford Park School.

Annual Celebration Evening

Pupils achieving significant personal success in any aspect of the school curriculum will be invited with their parents to join in our Celebration Evening in the Summer Term.

Curriculum leaders are asked to nominate high achieving pupils in each year group to receive prizes – two achievement prizes per subject per year group (one boy and one girl).

Heads of Year / SLT will nominate one boy and one girl for the 'Pupil of the Year Award'.

Annual Presentation Evening

This is held in November when former pupils are invited to school to celebrate all of their successes during their time at The Telford Park School and to receive their GCSE Certificates. Prizes are awarded on this occasion to pupils for their academic, creative, social and sporting achievements throughout their time at The Telford Park School and also to those pupils who have made a significant contribution to the school community.


All staff are invited to contribute nominations for these prizes.

Setting the scene for positive behaviour is key.


Our 'Professional Best' exemplifies and describes what we expect from each other as professionals in terms of excellent behaviour management. With these in place, there will be a limited need for the Consequence system.

All staff are familiar with the consequence system and apply it fairly and consistently.

We will wherever possible adopt the approach '**praise in public, reprimand in private**'.

Consequence	Behaviour Management Dialogue/Strategies	Intervention
Warning - In class Rule Reminder	State what is happening and give rule reminders. Try and identify behaviour that is proactive/positive. <i>"Philip you are talking, what is the rule about talking? If you choose to keep talking that is a C1".</i>	A warning is given to an individual or a group/class. Staff do not have to write the pupil's name on the board at this point.
C1	A C1 is entered for: <ul style="list-style-type: none"> • A first disruption linked to contravening 'be ready, be resilient, be respectful, be responsible and safe'. <i>"Philip you are on the verge of leaving the lesson because you are not behaving reasonably."</i>	<div style="text-align: right;">  </div> A C1 is entered. Following the issue of a C1 the following in class interventions will be offered: <ul style="list-style-type: none"> • Set a time marker for completing work, "You are here now and when I come back you should be here", mark with the time. • Moving seats - if this is possible • Offer different activities • Ask them to take a minute to think about their behaviour

		<ul style="list-style-type: none"> Offer support when a pupil is struggling with the work to ensure they understand the task
C2 (During a lesson)	A C2 is entered for: <ul style="list-style-type: none"> A second disruption linked to contravening ‘be ready, be resilient, be respectful, be responsible and safe’. <i>“Philip, you have now moved to a C2 because ... ‘I have placed an alert and you will be collected and taken to room 5’”.</i> <p>The pupil will attend their next lesson with a clean slate.</p>	A C2 is entered. <p>Pupils will receive a 20-minute detention.</p> <p>An ‘alert’ is sent for the pupil to be collected and taken to room 5.</p>
C2 Other	REASONS FOR a C2 other (following a verbal warning and/or support from the pupil support officer/behaviour): <ul style="list-style-type: none"> <i>Being late to school (after 2 minutes)</i> <i>Being late to lesson (Teacher discretion)</i> Repeated uniform issues Poor behaviour in the canteen or on corridors in-between lessons Refusal to follow staff instructions. 	20-minute detention.
C2 NO PE KIT	<p>If a pupil has forgotten their PE kit the following sanctions will be put in place:</p> <ul style="list-style-type: none"> The first time that the PE kit is forgotten the student will get a strike on the class register. The second and subsequent time that the PE kit is forgotten the student will be issued with spare kit to wear. If they refuse to wear the spare kit, they will be issued with a C2 and a 20-minute detention. <p>In cases where it is suspected that financial hardship has resulted in a pupil not complying with this uniform policy, staff will take a mindful and considerate approach to resolving the situation.</p> <p>In cases where it is suspected that financial hardship has resulted in a pupil not complying with this uniform policy, staff will take a mindful and considerate approach to resolving the situation.</p>	20-minute detention.
C3	Reasons for a C3 might include: <ul style="list-style-type: none"> Misbehaviour in room 5 whilst on a C2 Truancy Health and Safety (unsafe behaviour) Threatening behaviour towards others Violence towards others Verbal abuse to others Smoking/Vaping Rudeness Refusal to follow staff instructions Multiple C2’s issued in one day C2 60-minute detention not attended Sexual Harassment/assault Racial and homophobic bullying 	<p>A DAY OR PART DAY WORKING IN ROOM 5 (including loss of a social time to complete the C2 detention)</p> <p>Pupils will return to lesson once the behaviour manager/SLT/Head of Year feels they are ready to learn.</p>

C4	Reasons for a C4 might include: <ul style="list-style-type: none"> • Physical and/or verbal abuse to staff • Physical and/or verbal abuse to a pupil • Persistent truancy • Repeated refusal to follow staff instructions • A pupil has worked their way through all of the consequences • A serious breach of the school's behaviour policy 	 A suspension is issued by the Headteacher.
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Detentions	<ul style="list-style-type: none"> • C2 (20 minutes) - Departments/Faculty detention will be given • C2-30 (30 minutes) - for missed C4-20 in the consequence room (Room 5) • C2-60 (60-minute detention) - for missed C4-30 with a member of the Senior Leadership Team • Next day consequence room (Room 5) and a 60-minute detention • More than one C4-20 detention in a day will trigger a C4-60
Re-integration meeting	Reintegration meetings are held by the SSO/Head of Year and when requested for a serious breach of the behaviour policy, the Headteacher and/or a member of SLT, the staff member affected by the incident, the pupil and the parent/carer when a pupil returns from suspension. This meeting should take place in person.

9. Zero Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include a C3 or C4 fixed term suspension.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to early help

Refer to children's social care

Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information.

10. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection and safeguarding policy](#) for more information.

11. Detentions

The majority of pupils complete their school careers without ever receiving an after-school detention. However, if a pupil does not meet the school expectations a

- C2 (20 minutes) – Departments/Faculty detention will be given
- C2-30 (30 minutes) – for missed C2-20 in the consequence room (Room 5)
- C2-60 (60 minute detention) – for missed C2-30 with a member of the Senior Leadership Team
- Next day consequence room (Room 5) and a 60 minute detention
- More than one C2 detention in a day will trigger a C2-60

Pupils will be supervised and given a reflective task or class work to complete. The gatekeeper will inform parents/carers. All detentions must be completed.

12. Room 5

Pupils who receive a C2 and C3 will attend room 5. Pupils will spend a whole or part day working in room 5. This can be extended via the Senior Leadership Team. Parents/Carers will be notified at the end of the day if their child has been in room 5 to invite a conversation regarding the pupils' behaviour. This communication is vital to embed long term changes to behaviour rather than short term compliance.

Pupils will also complete school work set by their class teachers in line with that of their peers to ensure that all pupils receive a broad and balanced curriculum which is bespoke to their individual learning needs. This curriculum could include nurture and 'Kooth' mental health support.

13. Managed Move

In extreme circumstances the school may discuss with parents/carers the need to carry out a Managed Move for their child. This is suggested as a way of avoiding a Permanent Exclusion and of providing pupils whose behaviour has either been repeatedly below expectation or has been extreme; an opportunity to have a fresh start. A Managed Move is dependent on another local school agreeing to take the pupil and a place is usually offered on a six week or twelve week trial basis before the pupil is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure that the move is successful.

14. Fixed Term Suspensions

The formal suspension of a pupil as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought.

The school should provide pupils with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, and calm and ordered. The sanction of suspension will only be used when a pupil threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of suspension means that it should act as a deterrent to those pupils who do not meet the standards of behaviour expected in School.

A pupil can be excluded from the school for a maximum of 45 days (90 sessions) in any one school year.

If any pupil receives 15 days suspension within a term a Pupil Discipline Meeting (PDC) will be held.

Parents/carers will be expected to attend a meeting, usually with the Head of year or SLT, on the day of the pupil being readmitted, this could take place in school or over the phone, during this meeting a reintegration package will be put into place to help support the pupil.

Where possible, work will be set for pupils to complete at home during the suspension period. Heads of year are expected to co-ordinate this, liaising with curriculum teachers.

Any pupil considered to be at risk of permanent exclusion will be referred to the Head of year, who will review support strategies on offer to the pupil.

15. Permanent Exclusions

This is the most severe sanction available to a school. As such it is very rarely used at The Telford Park School and is reserved for the most grave or repeated breaches of discipline, where the Headteacher feels that the relationship between the school and pupil has entirely broken down, or that the pupil represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Parents have the right to appeal against the Headteacher's decision to a panel of Governors. Work will be set for the excluded pupil until the appeal has been heard.

Appeals

Parents have the right to appeal to the Governors at all stages of exclusion from School. The School Standards Committee has the power to reinstate a pupil who is excluded where the exclusion is for more than five days or is permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the governing body. If the pupil is excluded permanently, parents have a formal right of appeal to an independent appeals committee.

This policy should be read in conjunction with the Exclusions Policy.

16. Pupil Transfer Within the Community Academies Trust

To avoid a permanent exclusion parents may be offered the opportunity to transfer their child to another school within the Community Academies Trust. If this is agreed between the school and the parent the pupil will move onto the new school roll with immediate effect.

17. Poor Behaviour Outside of School

The Telford Park School has the authority to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

When dealing with an 'out of school' incident, the pastoral team will investigate and consult the Deputy Headteacher (Pastoral) regarding action to be taken.

Out of school incidents include when:

- Taking part in any school-organised/school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- They are in some other way identifiable as a pupil at The Telford Park School.
- Their behaviour could have repercussions for the orderly running of the school.
- Their behaviour poses a threat to another pupil/member of the public.
- Their behaviour could adversely affect the reputation of the school.

18. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

19. Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. Where reasonable adjustments are required, further transition will be offered. All year 6 pupils will be invited to two transition days in July and one-week summer school in the summer holidays prior to starting school.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new provider. In addition, staff members hold transition meetings where appropriate.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

20. Supporting Pupils with Additional Needs

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

When anticipating and removing triggers of misbehaviour staff will adopt strategies to help support pupils. Strategies may include:

- Short, planned movement breaks for a pupils with SEND who finds it difficult to sit still for long periods of time.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism, dyslexia or ADHD.
- Use of separation spaces (Focus or Thrive) where pupils can regulate their emotions during a moment of sensory overload.
- Use of Teaching Assistants to help support pupils in the classroom.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school work very closely with the local authority to achieve the best outcomes for all learners. Parents, carers and pupils are signposted to the SEND Local Offer which can be found [here](#).

21. Home and School Communication

The huge majority of our pupils receive rewards throughout their time at The Telford Park School because they continue to be well-motivated, self-disciplined and hard-working. However, some pupils do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour can have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage we can usually sort out the problem.

22. Mobile Phone Policy

Whereas many schools ban pupils from bringing mobile phones to school, we have never felt this to be an appropriate approach for our pupils. We appreciate that many parents want their children to have phones for safety reasons and ease of contact. We also want to encourage our pupils to embrace new technologies, recognising that smart phones can and do have their place in 21st century education.

However, while we are happy to encourage our pupils to make the very most of such technology as an aid to learning, we also make it clear to them that phones should be switched off and not visible during lessons, unless the class teacher specifically gives permission for them to do otherwise.

On occasions, teachers may permit pupils to use their mobile phones for educational purposes, such as researching a topic on the Internet or using the calculator. However, pupils are not permitted to access or send messages or to email during lessons. They are also not permitted to record/video or photograph parts of lessons without the express permission from the teacher.

If a teacher feels that a mobile phone is being used inappropriately in a lesson and is not contributing to learning, the teacher should confiscate the phone and the pupil will have to collect it from Pupil Reception at the end of the school day. This sanction will be recorded on the pupil's school behaviour record and a C2 other will be issued.

If a pupil chooses to bring their phone into school the school accepts no liability for loss or damage.

23. Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

24. Suspected Criminal Misbehaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Headteacher/Deputy Headteacher Pastoral/Behaviour Manager/Behaviour Support Officer will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

25. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. DfE guidance states that all members of staff have the power to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

26. Confiscation and Searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Deputy Headteacher Pastoral or Headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/Carers

Parent/Carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present for a strip search

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

27. Solving Problems

We believe that by working together, we can solve the majority of problems related to behaviour and discipline. If you feel there is such a problem, please contact us immediately; don't wait and hope that it will sort itself out. If you have concerns about under-achievement, misbehaviour, bullying or reluctance to come to school, please let us know. If you are a pupil, talk to a member of staff – your tutor, the pastoral team, or whomever you feel most comfortable. If you are a parent, please ring us and ask for the pastoral team for your Childs' year group or, if subject related, the appropriate Head of Department. Bottling up a problem will only make it worse than it is – talk to us, and together we will find a way to put things right.

Key contacts:

Year Group	Head of Year	Student Support Officer
7	Mrs Kerr	Miss Barton
8	Miss Hipkiss	Mrs Barton
9	Mr Dolphin	Mrs Watson
10	Mrs Perry	Mrs Bray
11	Mr Phillips	Miss Marsh

28. Equality

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

29. Staff Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log will be maintained by the Deputy Headteacher Pastoral.

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspension
- Use of alternative provision and managed moves
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Deputy Headteacher Pastoral.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Deputy Headteacher Pastoral least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the school standards committee.

Links to other policies

This policy is linked to our:

- Anti-bullying Policy
- Uniform Policy
- Child Protection and Safeguarding Policy
- Exclusions Policy
- Physical Restraint Policy
- Parental Code of Conduct Policy
- Equality information and objectives statement

- Staff code of conduct
- Appendix a. pupil code of conduct

The Telford Park School



Pupil code of conduct

Our core values are, be **ready & resilient**, be **respectful**, be **responsible and safe**.

From their first day at The Telford Park School pupils are expected to adopt these values.

Ready & Resilient

- Approach learning with a positive 'can-do' attitude.
- Persevere when something is difficult.
- Immerse yourself in learning, be present.
- Accept that failure is necessary for success.
- Work hard.

Respectful

- Be polite and well mannered.
- Be kind and considerate.
- Listen to others without interrupting.
- Respond quickly and positively.

Responsible & Safe

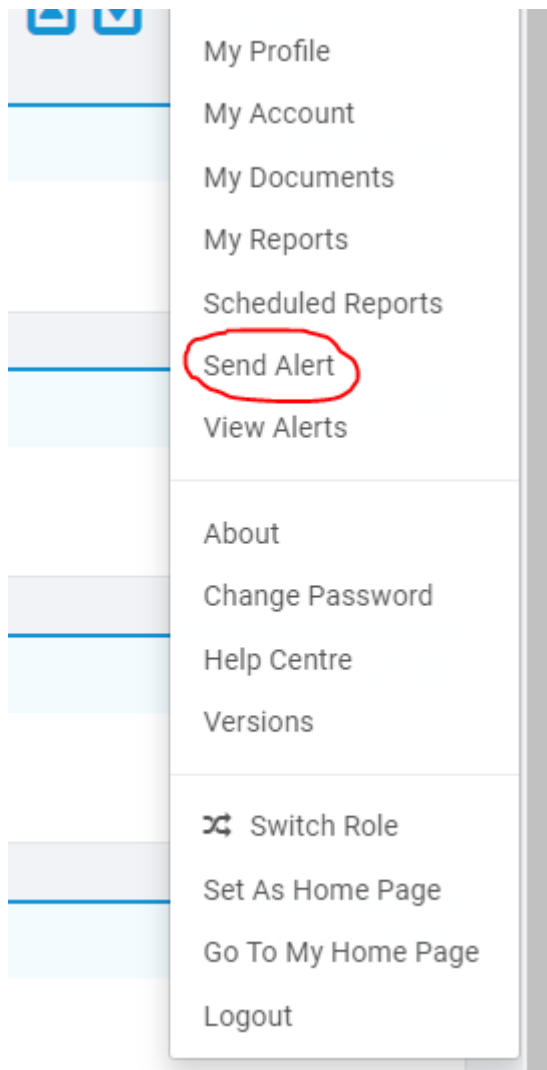
- Keep yourself and others safe.
- Look smart (adhere to our uniform expectations).
- Accept responsibility for the choices you make.
- Take pride in your work and the environment.
- Be an independent, conscientious learner.
- Attend, be punctual and equipped.

Signed: _____ (Pupil)

Date: _____

Appendix b. Requesting assistance

Staff click on their bromcom profile image at the top right of the page and then 'send alert':



The following window then appears:

A screenshot of a 'Send Alert' window. The window has a title bar with a bell icon and the text 'Send Alert'. Inside the window, there is a form with the following elements: a text input field labeled 'Where should assistance be sent ?', a text area labeled 'Comment:', a checkbox labeled 'Request Reply', and a section titled 'What kind of alert ?' with five buttons: Security, Medical, Fire, General, and Event Notification. At the bottom of the window, there are three buttons: 'Send Alert' (green), 'Cancel My Alerts' (red), and 'Close' (dark blue).

Alerts are configured so that relevant people are notified for alerts e.g. all first aiders medical, site fire (for use only as alert of fire hazards e.g. blocked fire exit. **Any sign of fire must be signalled via fire alarm call points).**

For behaviour/classroom collections, **general** is to be used which will alert the behaviour team.

Send Alert

Where should assistance be sent ?


Comment:

☐ Request Reply

What kind of alert ?

☒ Security
☒ Medical
☐ Fire
☐ General
☐ Event Notification

Once processed, this will immediately send an automated email and notification (via Bromcom and teacher app) to all staff who are part of the relevant groups, providing the location and comment:



SECURITY ALERT

Raised By: Mr B Goodall

Location: Test

Comment: Test

If 'request reply' is clicked, a relevant member will be required to respond to the alert by clicking and typing in the reply. This then notifies the staff member who posted the alert.

Note – to process via teacher app, staff go to home > send alerts and follow the same process above

WELCOME TO YOUR LESSON

1

Welcome

You will be met at the door and welcomed into your classroom.

2

Smart

Your uniform will be checked as you stand silently behind your chair.

3

Ready

Please sit down and be ready to learn. Get out your pens, pencils and other equipment to be checked.

4

Start

Silently, begin your recall activity and enjoy your learning.



Appendix d – See you next lesson slide

SEE YOU NEXT LESSON

1

Pack and Check

Please pack away tidily and check if you have homework

2

Stand

Stand silently behind your chair

3

Smart

Your teacher will check your shirt is tucked in, tie is on and shoes are correct

4

Depart

You will be dismissed row by row and leave the room sensibly and silently



The Telford
Park School
ENSURING EXCELLENCE