



**BURTON
BOROUGH
SCHOOL**

Behaviour Policy

Policy Reviewer	Ben Morgan Senior Vice Principal	Date of Review	January 2023
Date Presented to Governors	1 st February 2023	Date of next Review	September 2023

1. Policy Statement

Burton Borough School is committed to creating an environment where exemplary standards are at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their conduct and encourage others to do the same. This policy guides staff to teach self-discipline, independent decision making, and not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, courtesy and manners, a partnership approach to managing poor conduct and dynamic interventions that support staff and students. We place a huge emphasis on positive Mental Health support and building strong attachments with students to allow them to flourish and feel they belong at Burton Borough School. As a school we are focused upon creating a constructive classroom culture and focus upon this. Although excellent behaviour is of utmost importance, we avoid using this term where possible due to the negative connotation it holds.

We see the importance of communication with home and therefore the vast majority of our behaviour policy can be found within the school's Home School Agreement Policy, which is included as an appendix (1) to this policy.

2. Aim of the Policy

- To create a positive constructive culture where students feel that they belong.
- To maintain a calm, safe school ethos where students can learn free from the distraction of others.
- To ensure that all students are treated fairly, shown respect and to promote good relationships.
- To help students take control over their conduct and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that good behaviour is not merely the absence of bad behaviour.

3. Purpose of Policy

To provide simple, practical procedures for all staff and students that:

- Recognise our Burton Borough cultural norms.
- Positively reinforces expected norms.
- Promote self-esteem and self-discipline.
- Teach appropriate conduct through positive interventions.
- Help promote British Values.

Introduction

The Governing Body believes that in order to enable effective teaching and learning to take place, a positive constructive culture in all aspects of school life is necessary and seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good conduct and discipline.
- Promoting manners, courtesy and respect for each other.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment including sexual harassment, sexual violence, and harmful sexual behaviour.
- Promoting early reflection and intervention.
- Ensuring a consistency of response to both positive and negative conduct.
- Encouraging a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encouraging students to take responsibility for their conduct.
- Explaining unacceptable conduct.

Roles and Responsibilities

Governors

The Governing Body will establish in consultation with the Principal, staff and parents/carers the policy for the promotion of good conduct and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear.

- The Governing Body will challenge SLT on its level of incidents, notably phase 3's, phase 2's, and suspensions. It will monitor strategies for groups of students such as PP and white boys, and scrutinise data pertaining to issues of inequality such as racism or bullying, and sexual abuse.
- Governors will support the school in maintaining high standards of conduct.
- The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
- The Governing Body, Principal and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. (See Equality Policy).
- Parents/carers will take responsibility for the conduct of their child both inside and outside the school. They will be encouraged to work in partnership in maintaining high standards of conduct and will have the opportunity to raise any issues arising from the operation of the policy.
- Students will be expected to take responsibility for their own conduct and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. (See Anti-Bullying/Harassment Policy and Anti-Racism Policy).

Within the classroom, students are expected to:

- Arrive punctually to lessons.
- Arrive in an orderly and calm manner.
- Be wearing the full uniform correctly.
- Sit where they are told to according to the seating plan.
- Follow instructions that are given.
- Have all the correct basic equipment (pen, pencil, ruler, eraser, sharpener, Personal Study Diary and reading book) and any special equipment.
- Have completed homework on time and to the best of their ability.
- Listen to any person addressing the whole group without interruption, in expectation that they themselves will be listened to in turn.
- Treat everyone in the room with manners, courtesy and respect.
- Work hard and do their best.

Students - around the school and the local community students are expected to:

- Do **whatever it takes** to help create a safe school and local community which respects the rights of others.
- Listen to members of staff and follow instructions politely and calmly
- Walk in single file, not running or shouting and maintain calm in corridors.
- Be punctual to lessons and hold doors open for others when the corridors are busy
- Keep the school clean and tidy.
- Remember they are always an ambassador for the school.
- Leave school and go home in an orderly, responsible way.

- Be respectful when travelling on public transport, speaking to members of the public quietly and politely.
- Respect the local environment, by being considerate to our local community, obeying shop rules, and never dropping litter, defacing or trespassing on private property e.g. sitting on the front walls of private gardens.
- Understand that there will be consequences if the above guidance is not followed.
- Whilst they are wearing BBS uniform they are still representing the school and therefore should act accordingly. This is from the minute they leave the house to the minute they arrive home.

All staff

1. Refer to **Manners, Courtesy and Respect, the Conduct PP slide and the Community Code.**
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all students.
4. Ensure **praise** outweighs anything negative.
5. **Meet and greet** at the door.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with students.
8. **Never ignore** or walk past students who are behaving inappropriately
9. Log all incidents on BROMCOM.
10. Follow the behaviour pyramid.

Tutors

The role of Form Tutor is vital to the efficient running of our school, successful pastoral care, conduct and the delivery of the P1 programme. Tutors are accountable to the School Manager. The Form Tutor should be proactive in supporting a student. The Tutor is the first person (Do all students do this? If not should the wording set the expectation that they should? So 'should be' as opposed to 'is the' to whom a student will turn to for help or advice and the first person that contacts home if there is a concern although it may sometimes be necessary to refer the matter to the School Manager, if it is of a serious nature or for Safeguarding, the designated members of staff.

Middle Leaders

Middle leaders are not expected to deal with conduct referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle Leaders will:

- Meet and greet students at the beginning of the day.
- Be a visible presence in the department to encourage appropriate conduct.
- Support staff in returning students to learning by sitting in on conduct reflection meetings and supporting staff in conversations with students where possible.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of Reward Points, Positive Notes, Postcards and Phone Calls.
- Regularly share good practice within the Learning Area.
- Support Cover Staff.
- Update the departmental referral rota for phase 3 events.
- Ensure staff training needs are identified and targeted.
- Use conduct data to target and assess interventions.
- Be expected to resolve the majority of incidents within their area of responsibility.

Senior Leaders

Senior leaders are not expected to deal with conduct referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- Meet and greet students at the beginning of the day.
- Be a visible presence around the site and especially at changeover times.
- Celebrate staff, leaders and students whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing students with more complex or entrenched negative concerns.
- Use conduct data to target and assess school wide behaviour policy and practice.
- Regularly review provision for students who fall beyond the range of written policies.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment.

Training

The School will ensure that appropriate training on our Burton Borough Culture is provided.

Monitoring, evaluation and review

The school will review this policy every 3 years and assess its implementation and effectiveness.

Involvement of outside agencies

Burton Borough School holds a half termly Inclusion Panel which draws together all internal and external agencies to put in place strategies for the most vulnerable and challenging students.

Procedures

The Principal in consultation with staff will develop the procedures from this policy.

The procedures will make clear to the students how acceptable standards of conduct can be achieved and will have a clear rationale, which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally. Each member of the school community has a responsibility towards the whole community in which we live.

The Support Teams**The Small School Office:**

This is the central place where all the pastoral care and conduct support and intervention takes place and the Tutor plays the main role in communicating the conduct of their students to the small school office. Any enquires should be directed to the relevant small school.

Emotional support team:

Based within our engage provision there are a range of support staff and resources available to try and be proactive with student concerns before they escalate and develop into more complex needs. At our disposal we have a Mental Health lead, two ELSA trained staff, a mental health practitioner, art therapist, anger management councillor, and two student councillors.

Lunchtime Supervisors, Duty Staff and Senior Status Students

A team of lunchtime supervisors, duty staff before school, break, lunch and after school and Senior Students support the monitoring of conduct during social time and report to the School Manager in charge of social time duties.

Duty staff and Lunchtime staff must challenge poor conduct during social times.

The Behaviour Pyramid

This sets out the steps that the school takes when a student's conduct is unacceptable. The Behaviour Pyramid is in all student's diaries, displayed in all classrooms. Consequences are issued in conjunction with a phased system: (See 'Behaviour Pyramid' in Appendices). They are recorded in PSDs and electronically on Bromcom as a sanction along with the reason. These can be viewed by staff. If a student receives lots of Sanctions on a regular basis, they will be monitored on a Tutor Record Card.

Classroom/Teaching Space

We believe that engagement with learning is always the primary aim. For the vast majority of students a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a student is out of a lesson is one where they are not learning. We encourage staff to ensure steps are gone through with care and consideration, taking individual needs into account where necessary and praise the conduct we want to see. We encourage staff not to pander to attention seekers but that all students must be given 'take up time' in between steps.

Consistent Culture

At Burton Borough school we believe there is no alternative to the hard work in changing conduct: building relationships with those who would rather not, resetting expectations with those who trample them, remaining composed when confronted by challenging conduct. We believe that consistency lies in the conduct of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. We aim to deliver a constancy that ripples through every interaction on conduct. Where students feel treated as valued individuals they respect adults and accept their authority.

Phase 1

A clear verbal caution 'Phase 1' delivered privately to the learner and taking their PSD to your desk making them aware of their conduct and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged.

Phase 2

- Gentle approach, personal, non-threatening, a side on, eye level or lower.
- State the conduct that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequence of their action is that they will be moved within class and receive a Phase 2 which will be input in behaviour events in Bromcom. Once settled in a new seat, walk away from the learner; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.
- **We resist endless discussions around conduct and spend our energy returning learners to their learning.**

Phase 3

- The student is asked to speak to the teacher away from other students.
- Boundaries are reset; the student now needs to move to the HLA or via the HLA to the internal support classroom within the Learning Area.
- Before the learner leaves the room the learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning.
- The learner is given a final opportunity to reengage with the learning/follow instructions in the new classroom.
- The teacher should meet with the student before the next lesson to reset the boundaries.

If the step above is unsuccessful, or if a learner refuses to go to a Phase 3 consequence then contact the Small School to ask for support to take the student to the HLA. SLT can be called for additional support if necessary. **Students should not stand outside classrooms.**

For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. If learners choose to ignore early interventions, then a more formal process is required. Staff will always deliver Phases calmly and with care. It is in nobody's interest to confront poor conduct with anger.

Phase 4

The student is sent to the Small School and a conduct reflection discussion and consequences are discussed and actioned.

Rewards for positive conduct and effort

We recognise that a Behaviour policy has to be backed up by consistent and robust rewards during lessons and around school and reward students who go 'over and above' our standards. Although there are reward points, positive notes and postcards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. ***'It is not what you give but the way that you give it that counts'***. The use of praise in developing a positive atmosphere is the key to developing positive relationships, including with those students that are hardest to reach. Praise and rewards are used to motivate students and helps to build up a culture of achievement and success.

Students are grouped into Vertical Tutor groups and they learn together and are responsible for each other. Positive rewards support each group's learning and raise self-esteem, by tracking and recognising appropriate behaviours of the group. We also hold Celebration Evenings for each Small School when parents and their children celebrate achievements and students are rewarded for commitment in different aspects of their school life.

Consequences for poor conduct

Conduct Reflection

Conduct Reflection meetings at Burton Borough School are a core part of repairing damage to trust between staff and students. Our Conduct Reflection meetings are structured in 5 steps and take place in the Reflection Centre:

- What's happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?

The student also reaffirms their commitment to building a trusting relationship. Staff will take responsibility for Conduct Reflection meetings. Learners may have their conduct monitored by teachers to show progress towards agreed targets. At Burton Borough School we make sure

that this is done discreetly. We do not use coloured reports, advertise poor conduct to other learners or give fame to those who choose not to meet our high standards of conduct. We use white Report Cards.

Partnership Stage with Parent/Carer Engagement – Record Card

The partnership stage will be implemented where there is a cause for concern e.g. attendance, conduct or progress issues. The student will be allocated a Learning Mentor, who is either their Tutor, School Manager, SLT or member of staff from Engage who will:

- Support, monitor the Record Card and if necessary, facilitate the Conduct Reflection meeting between the member of staff and student.
- Develop an appropriate action plan with the student.

Small School after school detention

This is used for students who fail to attend conduct interventions or gain phase 4's. It is an hour after school.

Pastoral Support Plans

PSPs are used by the Small School as an option when it is felt that a more collaborative approach needs to be tried between the school, the student, and home to try and improve outcomes for students.

Modified timetables:

This may be appropriate when students are continuing to display challenging conduct and this is done in consultation with parents/carers/LA and student in order to support individual needs and their inclusion within school.

Suspension

Suspensions will be conducted in accordance with the Department for Education's suspension guidelines: A suspension is where the student is sent home from school. Given how seriously the school takes attendance at school, this is something that the school works hard to avoid. It is employed for incidents where an extremely serious consequence is necessary. Suspensions can either be internal (Within Re-integration), or External/fixed term (the student is educated elsewhere for one or more days), or permanent (the student does not return).

Fixed-Term Suspension

Fixed-term suspension means that the student is kept at home for one or more days. Excluded students will receive a work pack to complete. This work must be completed and returned to the school for review. The offences listed below may lead to fixed-term suspension. In exceptional circumstances, they may lead to permanent exclusion.

- Extreme or pre-meditated physical violence towards another student and staff
- Derogatory and/or discriminatory verbal violence towards another student and staff
- Racial/sexual/homophobic harassment
- Extreme or persistent bullying
- Drug abuse or possession of drugs or the use of any illicit substances or materials
- Bringing weapons onto the school site

Fair Access Panel

There may be times and circumstances when a student presents a particular set of behavioural, emotional, or social needs which cannot be met within the school setting. This may be because the student is a school refuser, has particular behaviour needs, or needs additional emotional support. At this point the school will apply to the Local Authority to present this student at the Fair Access Panel (FAP) to try and gain either advice or support for this particular student. This decision is not taken lightly and is usually used as a last resort when all other in-house avenues of support have been exhausted. A student is also presented at FAP when they are permanently excluded.

Managed Move:

In exceptional circumstances, when a student is not making acceptable progress in changing their conduct, the school can apply for a Managed Move and the student can be placed in another school and have a fresh start.

Permanent suspension

We seek every opportunity to ensure that students do not reach a point where permanent exclusions are necessary and the decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour.
2. The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or one off offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff.
 - Sexual abuse or assault.
 - Supplying an illegal drug.
 - Carrying a weapon.
 - Arson.

The school will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

Appendices

Investigating incidents, searching and confiscation

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance, and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Investigation incidents

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Principal and/or the Designated Person for child protection as appropriate. In situations where other services need to be informed, the Principal or their designate will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Principal as soon as possible. In the event that this is not possible then the staff member should refer it to the SLT. The Principal or their designate will decide the nature of investigation required, usually including conducting an initial interview with the student/students concerned and by arranging for the student/students concerned to produce a statement relating to the matter.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgements are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the student/students concerned to be supervised by a member of staff or in extreme cases isolated from other students. Any investigation should be conducted away from the public gaze.

When a student is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that students are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful contemporaneous notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed and dated by the student concerned.

Searches and confiscation

If a member of staff suspects that a student is in possession of a prohibited object the student may be searched. This search of a student should be conducted by the Principal or a member of staff authorized by the Principal (usually Senior Vice Principal, Vice Principal, School Manager and Heads of School). The search should be conducted by the same gender as the student, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from students. If consent is refused, the student will be asked to say why s/he has refused. Where there is suspicion of knives or weapons, alcohol, illegal drugs, illegal / legal highs (these will be regarded the same as illegal drugs) or stolen items (referred to in the legislation as 'prohibited items'), the student may be searched without their consent. When a search is conducted where there is a suspicion of a 'prohibited item' this can be conducted without the consent of the student. When being searched, students cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the student's possessions includes searching a student's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress. When items of concern are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police. It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual student's parents or guardians should be contacted where what is found constitutes a significant breach of the school rules, and especially where a "prohibited item" is found.

Police involvement in school

As a school BBS believe it is important that they work closely with the Police and where appropriate share information in order to ensure the safety and wellbeing of our community.

Informal conversations with students

Occasionally the Police may need to informally speak to our students to give advice around safety issues or concerns. In this case, although it is not compulsory, the school will endeavour to ensure that the student will be accompanied by a member of school staff. It is also good practice to contact parents so that they are aware that this is taking place.

The meeting will be recorded on Bromcom, and their parents/ carers notified as soon as possible.

Formal police interviews

The school act in "loco parentis" and must be satisfied that such an interview is necessary and by ensuring that, will not be guilty of wilfully obstructing a police officer in the execution of their duty.

The Police Codes of Practice make it clear that (as far as practical), children and young persons under the age of 17, whether suspected of crime or not, usually should only be interviewed in the presence of a parent or guardian, or in their absence, someone who is not a police officer. A reasonable time should be allowed to enable an appropriate adult to be present at the interview.

If the suspected offence does not involve the school the Principal or their nominee will act as the appropriate adult for purposes of the interview. (If waiting for a parent or guardian would cause unreasonable delay.)

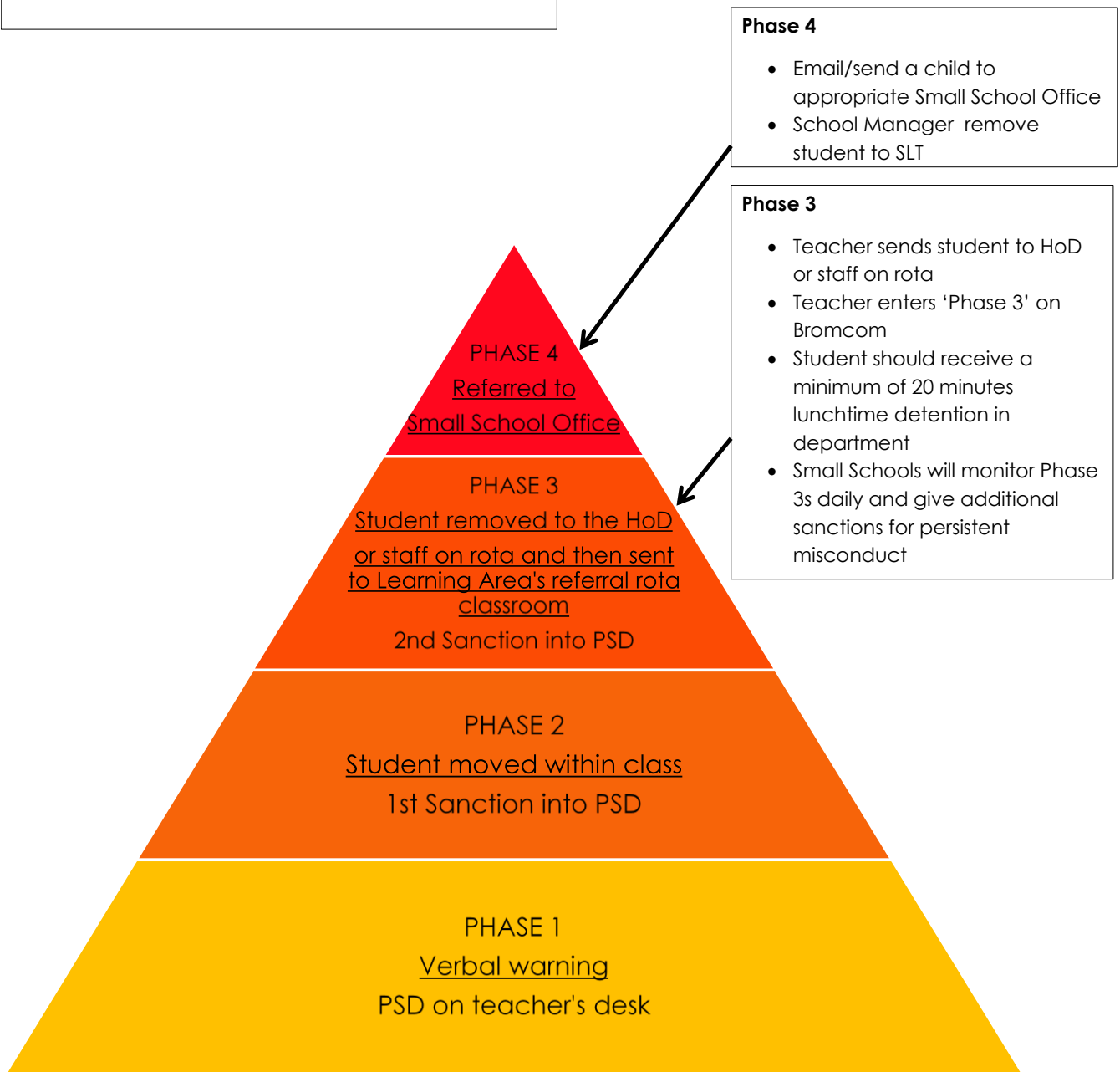
A child or young person should not be interviewed or arrested at school if such action can possibly be avoided. If it is essential to conduct the interview at school, it should be done only with the consent, and in the presence, of the Principal or their nominee.

Consequences for Poor Behaviour for Learning

TUTOR LOG:
3 Rules for Learning and punctuality.

TEACHER LOG:
Ds on subject record card, phases 2, 3 and 4, no homework. 3 rules for learning and punctuality.

SCHOOL MANAGER LOG:
Late or truancy (on/off site), borrowed uniform, poor behaviour at lunchtime, standards cards, mobile phone misuse, SLT referral, Small School detention, internal and external exclusion.





Home School Agreement Policy

Policy Reviewer	Ben Morgan	Date of Review	June 2021
Date Presented to Governors	22 nd June 2021	Date of next Review	Annually – Summer 2022

This document lays out the agreements held between school, parents and students for the coming year. It will collate basic personal information and emergency contact details.

It will also cover agreements regarding:

- Social time code of conduct.
- Mobile device consequences & agreement.
- Media.
- Web publication of work and photographs.
- School performance protocol.
- Prior consent for the administration of paracetamol.
- Privacy notice – Data Protection Act 1998.

All of these will be required to be completed annually and form part of the school's Behaviour Policy.

Home School Agreement

The Home School Agreement is an important part of the home school partnership we have for your child's education. Please take the time to read and understand this with your child and both should sign the agreement page at the end of this document to show acknowledgement of this agreement.

Aims

The Burton Borough School is dedicated to giving each student the highest quality education. We aim to be a happy community which is secure, orderly and civilised. We want our students to enjoy learning together so that individually they discover and achieve their maximum potential.

As a parent/guardian you can support your child by getting involved:

- Don't let your child skip breakfast. It gives them energy to learn.
- Keep pens, pencils and calculators handy at home.
- Use a dictionary for checking meanings and spellings of unusual words.
- Check bags regularly for letters and other forms of communication from school.
- Talk about your child's work and look through his/her books together.
- Take opportunities to meet teachers and see school work.

The Parent/Guardian agrees to work in partnership with the school to:

- Support and encourage my child in maintaining this agreement.
- Ensure my child attends regularly, punctually and refreshed for learning.
- Ensure no family holidays during term time.
- Contact the school on the first day of any absence of my child.
- Support the school's policies and guidelines for behaviour and personal study.
- Support the school's uniform policy.

- Support the school's policies on appropriate use of mobile phones and electronic devices and appreciate that the school is unable to take responsibility for the loss or damage of such items.
- Ensure that the school's policy on piercings and extreme hairstyles is followed.
- Inform the Community Learning Lesson Tutor of any events or concerns which may affect my child's education.
- Attend Parent Evenings, return reply slips and participate in the life of the school as fully as possible.
- Pay for a replacement of any lost or damaged loaned items from the Learning Resource Centre at Burton Borough at the current cost.

The Student agrees to be a positive, active member of the Burton Borough School, and will:

- Attend school regularly and on time.
- Wear the correct school uniform and be tidy in appearance.
- Accept that the only piercings allowed to be worn are one pair of gold or silver ear studs, with one in each ear.
- Arrive at lessons on time, fully prepared and with the correct equipment.
- Behave in class so that everyone can make the best use of their time, and will do all the classwork and personal study to the best of my ability.
- Be a good home/school communicator,
- Think before I act and look out for others who may need my help.
- Support and encourage others and share my own concerns and problems.
- Respect everyone's rights to hold their own beliefs and viewpoints.
- Treat other people's belongings with care.
- Help to keep our school a clean and pleasant place.
- Behave properly and with consideration from the minute I leave home in the morning to the minute you return home after school.

Burton Borough School agrees that it will work in partnership with parents to:

- Create a happy, well-disciplined and safe learning environment.
- Provide a broad balanced curriculum and opportunities for your child to reach his/her full potential.
- Keep you informed of your child's progress and value your participation in his/her education.
- Uphold everyone's rights to hold their own beliefs and viewpoints.
- Encourage students to treat everyone's belongings with care.
- Enable your child to become a confident, responsible and independent person.
- Value your child as an individual and expect him/her to do well.
- Work hard to achieve the objectives set out in our Aims Statement.

Top Tips to Help Your Child

- Children need a place to do homework.
- Help with homework but do not do it for him/her. Ask for explanations to encourage your child to think things through more clearly.
- Use everyday activities, like going to the shops, to help your child put his/her learning into practice.
- Go out and about on visits to places of interest together. Enjoy learning together.
- Look out for TV programmes, videos and DVDs which have something to do with school work.
- Educational games, books and things to do on the internet can make learning really enjoyable, but please monitor usage and be aware of cyber bullying.
- Help keep your child safe online.

Social Time Code of Conduct

Social time at Burton Borough School is an important part of school life. It gives us all a break from our studies, a chance to refuel and refresh, and allows us the opportunity to form lifelong friendships in a safe and secure environment.

As a school, we promote these times of the school day as important for social development and provide various places to eat, a large contingent of committed duty staff to support and also places to go for all should the weather be inclement.

With over 1100 students all having social times together it is vital that we all follow the school rules to ensure everyone feels safe and secure in school. This code of conduct has been written following discussions with the student council.

As a Burton Borough Student I will	As a Burton Borough Student I will not
Respect all staff.	Ignore, confront, or be rude towards any member of the school staff.
Respect all students.	Behave in a way which may be intimidating to others, particularly those younger students. Bully another student by any means.
Move around the school building in an orderly way.	Behave in an anti-social way such as congregating in big groups, running around the school building, or chanting.
Respect the school environment.	Leave any room or designated social area/wet weather room in an untidy way. Drop litter.
Demonstrate Burton Borough values through my behaviour during social times.	Be intolerant to others; show a lack of good manners or politeness.

Mobile Device Consequences & Agreement

Mobile devices cannot be used or seen anywhere on the school site. If they are used or visible anywhere on the school site they will be confiscated regardless of whether the phone belongs to the student or not.

Phones should be 'Off and away until the end of the day' from the time they enter the gates until they leave the gates at the end of the day. We recognise that many students use their phones to contact home as they travel to and from school, or if they are stopping for a club. For that reason, we do not ban them from the site completely but do not want to see them.

For any emergency contact then students should speak to their tutor or visit their small school office

There is a "ratchet" of consequences should the phone be confiscated which are:

- First confiscation: Available for student to collect **from small school** at the end of the school day
- Further confiscation: Parent/Guardian to collect from reception at the end of the school day

Please note: In order to help us to uphold this policy if you wish to contact your child during the day then please contact the main reception or email the small school who will relay the message on.

Media Agreement

The Burton Borough School may develop, participate in or be the subject of media and/or electronic based (Internet) presentations such as the school web site and events that highlight various educational activities that take place during the school year. These presentations/events are of two types:

1. Those developed by The Burton Borough staff and /or students which may include but are not limited to: videos, computer generated presentations which may include scanned photographs and video clips, computer based productions transmitted via telecommunications, photographs, slide/tape presentations, web pages designed at school. These media based presentations may be used in: staff presentations, the school web site, the school prospectus, parent programs, staff development activities, media festivals, public relations (newspaper articles, TV presentations etc) etc.
2. Those produced by commercial media for use in news or feature story presentations or articles. (Note: professional media presentations may require an additional release.)

Parent's Consent for Web Publication of Work and Photographs

Burton Borough School request your consent to use your child's photograph/film and/or publish their work and/or other personal information in any school or other school related publicity material.

From time to time, for one reason or another there may arise the need to include individual student's *pertinent personal information, including photographs, in the school's own publications or other school related publicity. On occasions this may be the press or other media reports/articles, publicising achievements, school facilities and amenities.

(*Pertinent information would include information such as name, age, class, successes, school teams, etc. It would not include private addresses, telephone numbers, medical needs, special needs or any other similarly sensitive information).

School Performance Protocol

Burton Borough school allows its parents/guardians, grandparents and other close family members the privilege of being able to take photographs and/or videos of their children when involved in School performances, events and other activities that are the subject of an invitation to attend to the School's 'parent body' only. The privilege is given on the strict understanding that such photographs and/or videos are taken for the personal use only of the family as described.

This privilege is not, however, given to anyone in respect of any School performances, events and other activities that are open to the 'general public' for which there is no permission given to take photographs or videos.

This privilege is given on the strict understanding that:

- 'For personal use only' means restricted solely to the family as described above (viz parents/guardians, grandparents and other close family members only).
- Any such photographs or videos taken are, therefore, for the personal use of the family only, as described above.
- Whilst the family, as described above, may share such photographs and videos amongst themselves they shall not publish any photographs and/or videos taken of school performances, events and other activities on any 'social networking' websites (eg. Facebook, Snapchat, Twitter, Instagram, Bebo, Myspace, You Tube etc) unless the website controls to restrict access only to the family as described (viz - parents/guardians, grandparents and other close family members only) are put in place and maintained thereafter.
- Should there arise a need, for any justifiable reason only, to publish any such photographs and/or videos taken more widely than the above conditions allow the consent of the parents of any other students captured in the photographs and/or videos must be sought and obtained before doing so and if such consent cannot be obtained publication will not take place.
- If, I the undersigned or, any member of my family, as described above, abuse this privilege in anyway including not abiding by these conditions, I understand that this privilege will be withdrawn from the whole of my family as described above until such time as the Principal can be satisfied that such abuse will not recur.
- I also understand that if the privilege is subject to widespread abuse by parents and their families as described it will be withdrawn from the parent body as a whole until such time as the Principal can be satisfied that such abuse will not recur.

In signing this document, I confirm that I have read and understood fully the School's privilege protocol in relation to the taking of photographs and videos of my child when involved in School performances, events and other activities to which the parent body of the School have been given invitation to attend. I also understand that this privilege does not extend to performances, events and other activities open to the general public for which permission to take photographs and videos is **not** given.

Prior Consent for the Administration of Paracetamol

Schools have now been permitted to stock a reasonable supply of Paracetamol to administer to students with the prior consent of parents/carers. We therefore require you to indicate **whether or not** you give consent for the school to administer Paracetamol to your child.

Following consent from parents/carers paracetamol may be administered by members of staff who have received the required First Aid training in the event of: headaches, earaches, toothaches, stomach cramps or muscular pains. This letter of consent will be effective for the duration of your child's education at Burton Borough School.

Normally **one** tablet will be given to your child. For hygiene reasons we do not break tablets in order to administer a half-tablet dosage. However, in giving your consent

you are authorising the school to administer the recommended dosage of Paracetamol for their age. If paracetamol is requested often, we will contact you in case there is a medical reason for this.

Recommended dosages are as follows:

- Children 6-12 years ½ to 1 tablet every 4 hours.
- Adults & Children over 12 years 1-2 tablets (500 mg to 1 g)

These doses are to be taken orally with water every 4 hours.

If your child is unable to take tablets please supply either soluble or liquid forms of paracetamol as neither are kept at school.

Privacy Notice - Data Protection Act 2018

We Burton Borough School are a data controller for the purposes of the Data Protection Act. We collect personal information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data to:

- Support your learning.
- Monitor and report on your progress.
- Provide appropriate pastoral care.
- Assess how well we are doing.

Information about you that we hold includes your contact details, national curriculum assessment results, attendance information¹ and personal characteristics such as your ethnic group, any special educational needs you may have and relevant medical information. *If you are enrolling for post 14 qualifications the Learning Records Service will give us your unique learner number (ULN) and may also give us details about your learning or qualifications.*

In addition for Secondary and Middle deemed Secondary Schools

Once you are aged 13 or over, we are required by law to pass on certain information to providers of youth support services in your area. This is the local authority support service for young people aged 13 to 19 in England. We must provide the names and addresses of you and your parent(s), and any further information relevant to the support services' role. We may also share data with post 16 providers to secure appropriate support on entry to post 16 provision.

However, parent(s) can ask that no information beyond names, addresses and your date of birth be passed to the support service. This right transfers to you on your 16th birthday. Please tell Mrs Wycherley, Assistant Business Manager, if you wish to opt out

of this arrangement. For more information about young people's services, please go to the National Careers Service page at

<https://nationalcareersservice.direct.gov.uk/aboutus/Pages/default.aspx>

We will not give information about you to anyone without your consent unless the law and our policies allow us to.

We are required by law to pass some information about you to our Local Authority (LA) and the Department for Education.

If you want to receive a copy of the information about you that we hold or share, please contact Mrs Wycherley, Assistant Business Manager.

If you need more information about how the LA and DfE store and use your information, then please go to the following websites:

<http://www.telford.gov.uk/>

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

If you cannot access these websites, please contact the LA or DfE as follows:

- Telford & Wrekin Council, Addenbrooke House, Ironmasters Way, Telford, Shropshire TF3 4NT. Telephone 01952 380000
- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT

Website: <https://www.gov.uk/government/organisations/department-for-education>

Email: <http://www.education.gov.uk/help/contactus>

Telephone: 0370 000 2288

Student Personal Information

PLEASE

Student Details

Surname		Date of Birth							
Forename (s)		Male/Female							
Home Address									
			Postcode						
Home Tel No.									
Religious background			Home Language						
Ethnicity									
Travels to school by:	Walk / School Bus / Cycle / Car / Public Bus / Taxi / Other <i>(please circle)</i>								
Currently receive Free School Meals?	Yes / No		Eligible for Free School Meals previously?	Yes / No					
Medical Conditions / Regular Medication (please continue on a separate sheet if required)									

Parental/Guardian Details

Name of Parent/Guardian					Name of Parent/Guardian				
Mr/Mrs/Miss etc					Mr/Mrs/Miss etc				
Surname					Surname				
Forename					Forename				
Address If different from above					Address If different from above				
Home Tel No.					Home Tel No.				
Mobile No.					Mobile No.				
Work No.					Work No.				
Email					Email				
Do you serve in the Armed Forces?		Yes / No			Do you serve in the Armed Forces?		Yes / No		

Daytime Emergency Contacts

1 st Contact		2 nd Contact	
Mr/Mrs/Miss		Mr/Mrs/Miss	
Surname		Surname	
Forename		Forename	
Address		Address	
Home Tel No.		Home Tel No.	
Mobile No.		Mobile No.	
Work No.		Work No.	
Email		Email	
Relationship to student		Relationship to student	
3 rd Contact		4 th Contact	
Mr/Mrs/Miss		Mr/Mrs/Miss	
Surname		Surname	
Forename		Forename	
Address		Address	
Home Tel No.		Home Tel No.	
Mobile No.		Mobile No.	
Work No.		Work No.	
Email		Email	
Relationship to student		Relationship to student	

If you would like to add further contact details, please submit these on a separate sheet, which is clearly marked with your child's name.

Also, if any of these details need to be changed at any time, please let school know immediately via Centraladmin.bbs@taw.org.uk or your child's tutor.

Consent Forms

Student Name						
Date of Birth						

I have read and understood the information regarding the below. Yes / No

I agree in that taking advantage of the Performance Protocol, I and my family will abide by the conditions of the privilege protocol as set out.

I do / do not give my consent to:

	Yes	No
Home School Agreement		
Social time Code of Conduct		
Media Agreement		
Parent's Consent for Web Publication of Work and Photographs		
School Performance Protocol		
Prior Consent for the Administration of Paracetamol		
I confirm that I have completed the Student Personal Information as is currently correct and will inform School of any changes as they arise.		

You can withdraw consent at any time by contacting the school or by emailing Dataprotection.bbs@taw.org.uk. Please see our privacy notice at:- <https://www.burtonborough.org.uk/parents/data-protection-and-privacy-notice> on how we look after your data

Parent/Guardian Name						
Parent/Guardian Signature						
Student Name						
Student Signature						
Date						