

Handbook for Parents & Carers 2016 - 2017



*To teach and inspire; to reach and transform.
Every student. Every year.*



Brannel School



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INTRODUCTION

The purpose of the Brannel School Handbook for Parents and Carers is to provide a reference of information for parents and carers so that you are able to support your children during their time at the school.

We have provided you with the term dates for the coming year as well as the dates for any events at school which you will be invited to. Further information will be sent to you by letter closer to the time.

The information in this handbook is a collection of information which can already be found on the school website (www.brannel.com). We recommend regularly visiting the website for up-to-date information and for recent news of events and activities. You can also follow our Twitter pages (@BrannelSchool and @BrannelPE) or our facebook page for information.

Please contact us if there is more information that you would like about the school or if you have any feedback about the content and usefulness of this Handbook.

Thank you for all that you do to support your child and the school. May I wish you and your family all the success for the coming academic year.

Mr Andy Edmonds
Headteacher

STAFF BY DEPARTMENTS / TEAMS 2015-2016

Leadership Team

AED	Mr A Edmonds	Headteacher
NBY	Ms N Byrne	Deputy Headteacher
MCO	Mr M Cooper	Assistant Headteacher
MGO	Mr M Goodwin	Assistant Headteacher
EFL	Ms E Fletcher	Business and Enterprise Manager

English & Performing Arts

LHO	Mrs L Hocking	Head of English
RBE	Mr R Beattie	English
CBE	Mrs C Berry	English
EBU	Mrs E Burnett	English
LHN	Mrs L Harrison	English
AIR	Mrs A Ireland	English
KNE	Mrs K Neethling	English
KVI	Ms K Vincent	English
KWH	Mrs K Wherry	English
CWO	Miss C Woudberg	English
VRO	Mrs V Rolls	Head of Music
MCO	Mr M Cooper	Drama
LHE	Mr L Howe	Drama
KRO	Mrs K Ross	English HLTA

Mathematics

DKI	Mrs D Kite-Williams	Head of Mathematics
ABL	Mr A Blizzard	Mathematics
AFR	Miss A Frew	Mathematics
SHI	Mr S Hickie	Mathematics
GMA	Mrs G Matthews	Mathematics
STH	Mrs S Thomas	Mathematics
JWE	Mr J Webb	Mathematics
JWO	Mr J Worthington	Mathematics
DMO	Mr D Morse	Mathematics HLTA

Science

RBL	Mrs R Blizzard	Head of Science
GCO	Mr G Coles	Science
SCR	Mrs S Crossland	Science
JDO	Mr J Doolan	Science
REL	Mr R Ellis-Davies	Science
MGO	Mr M Goodwin	Science
JHI	Mrs J Hickie	Science
CPE	Mrs C Pearson	Science
JLP	Miss J Le Page	Science HLTA

Modern Foreign Languages

LWA	Mrs L Wake	Head of MFL
KEL	Mrs K Elford	Spanish/French
RLE	Mr R Leo	Spanish
LTR	Miss L Trula	Languages Assistant

ICT

EDO	Mr E Dourass	Head of Computing
NBY	Ms N Byrne	Computing

Humanities

HMU	Mrs H Muskett	Head of Humanities
TWH	Mrs T White	Head of Geography
KMI	Miss K Millatt	History
RMA	Miss R Mayes	History
NRI	Mr N Richards	Geography
RLE	Mr R Leo	Humanities
TBA	Mrs T Banfield	Humanities HLTA

Art, Design, Technology and Business

PBE	Mr P Bearham	Head of ADT
ADI	Mr A Di Maio	Design Technology
CDU	Mr C Duenas	Design Technology
PHO	Miss P Hoggett	Art/Textiles
NAS	Mrs N Ashwood	Design Technology Technician
SKI	Mrs S Kitts	Design Technology Assistant

Physical Education

AHA	Mr A Harris	Head of PE
MBR	Mr M Bright	PE
CDY	Mrs C Dyer	PE/Child Development
RFA	Mr R Farrar	PE
KWI	Miss K Williams	PE

ARB/Learning Support

KVI	Ms K Vincent	SENDCo/ARB Co-ordinator
LDO	Miss L Doyle	ARB Teacher
ZER	Miss Z Errington	Assistant SENDCo
AOL	Mrs A Oleszynski	Team Leader
VAL	Mrs V Allen	HLTA
BGR	Mrs B Griffiths	Assistant Teacher
MGR	Mrs M Grigg	Assistant Teacher
JHO	Mrs J Howard	Assistant Teacher
JLE	Miss J Lees	Assistant Teacher
JRO	Mrs J Rowden	Personal Care Assistant
AWO	Mrs A Wood	Personal Care Assistant
HRI	Miss H Richards	Apprentice

Heads of House

CBE	Mrs C Berry	Head of Halviggan House
MBR	Mr M Bright	Head of Meledor House
KWH	Mrs K Wherry	Head of Retew House
CWO	Miss C Woudberg	Head of Karlake House
NRI	Mr N Richards	Head of Goonamarth House

Assistant Teachers

ZBA	Miss Z Bailey	Assistant Teacher
JBE	Mrs J Brodie	Assistant Teacher
LBR	Mrs L Brooks	Assistant Teacher
LDI	Mrs L Dingle	Assistant Teacher
JHA	Mrs J Hazelton	Assistant Teacher
CRE	Mrs C Reigate	Assistant Teacher
STU	Miss S Turner	Assistant Teacher

Cover Supervisors

ATR	Mr A Trudgian
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Pastoral Support Team

MCO	Mr M Cooper	Assistant Headteacher/Overall Team Lead
MAN	Mr M Anderson	Pastoral Officer (Behaviour)
CHU	Mrs C Hunt	Student Welfare Officer
AHE	Mrs A Hearn	Student Counsellor
JNA	Mrs J Nash	Inclusion Mentor
TLU	Mrs T Luke	Inclusion Mentor

Administration

EFL	Ms E Fletcher	Business and Enterprise Manager
CTH	Mrs C Thomas	Headteacher's PA/Senior Administrator
MMA	Mrs M Matthews	Administrative Assistant
TBE	Mrs T Behn	Administrative Assistant
KCO	Mrs K Cotton	Administrative Assistant
ASH	Mrs A Shillaber	Finance Officer
MME	Mr M Metherell	Finance Assistant
MHA	Mrs M Harris	Data Manager
EWK	Mrs E Wilkins	Exams and Data Assistant
KCZ	Miss K Czajkowska	Business & Admin Apprentice

Technicians

DPH	Mr D Philp	ICT Network Manager
LPI	Mr L Piper	Assistant ICT Manager
NAS	Mrs N Ashwood	Design Technology Technician
SKI	Mrs S Kitts	Design Technology Assistant
MRE	Mr M Reid	Science Technician
DML	Mr D Morrell	Performing Arts Technician
CBY	Mr C Bradbury	ICT Apprentice
BRO	Miss B Rowe	Performing Arts Apprentice

Extended Schools Project Manager

LPE	Miss L Pedlar	Extended Services Co-ordinator
AHI	Mrs A Hiscock	Social Media and Marketing Assistant

Learning Resource Centre

RSA	Mrs R Sargent	School Librarian
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Facilities Manager

LHA Mrs L Hawkey

Catering Team

KAD Mrs K Adamson
CBR Mrs C Bradd
MHU Mrs M Hudson
LHK Mrs L Hancock
ARU Ms A Russell-Smith

Fitness Instructor

EW E Miss E Webb

Lunchtime Supervisory Assistant

SKI Mrs S Kitts

Cleaners

BAU Mr B Auchinachie
JMO Mrs J Morse
MWI Miss M Williams
JGR Mr J Grimshaw
BTA Mrs B Taylor-Hore
TTR Mrs T Trethewey

TBE Mrs T Behn
APH Mr A Phillips
CRO Mrs C Robinson

JSI Mr J Sidebotham

TIMES OF THE SCHOOL DAY

08:00	Building open to students
08:15	Learning Resource Centre opens. Breakfast available (until 08:45)
08:40	Staff Briefings (see weekly planner)
08:55	Registration / Tutorial / Assembly
09:15	Lesson 1
10:30	Morning Break
10:50	Lesson 2
12:10	Lesson 3
13:25	Lunch Break (Clubs etc)
14:10	Lesson 4 (13:50 on Wednesday for Brannel Challenge)
15:25	End of School Day Extra-Curricular Activities etc

SCHOOL CLOSURE PROCEDURES

Local Authority guidance is followed should the school need to be closed (for instance, should the weather be particularly adverse). The decision to close the school will ultimately be made by the Headteacher, having full knowledge of the local circumstances and seeking advice from the Governors.

Notice of any school closure will be placed on www.brannel.com and on official networking sites (www.twitter.com/BrannelSchool). Furthermore, BBC Radio Cornwall and Pirate FM will broadcast official updates. The Capital Strategy Team will have direct contact with BBC Radio Cornwall and will be providing up to the minute advice through the time of any closure.

Parents/Carers should make the website their first port of call.

TERM DATES 2015-2016

Autumn Term 2016

Begins: Wednesday 7th September 2016

Half term: Monday 24th October 2016 – Friday 28th October 2016.

Ends: Friday 16th December 2016

Please note that the school will not be open to students on Friday 2nd December 2016

Spring Term 2017

Begins: Wednesday 4th January 2017

Half term: Friday 10th February 2017 – Friday 17th February 2017 inclusive

Ends: Friday 31st March 2017.

Summer Term 2017

Begins: Thursday 20th April 2017

Half Term: Monday 29th May 2017 to Friday 2nd June 2017 inclusive

Ends: Wednesday 26th July 2017.

Professional Training Days

Monday 5th September 2016

Tuesday 6th September 2016

Tuesday 3rd January 2017

Tuesday 18th April 2017

Wednesday 19th April 2017

Parents Evenings

28 th September	Open Evening
1 st November	Year 10 and 11 Parent/Tutor Evening
8 th November	Year 7, 8 and 9 Parent/Tutor Evening
26 th January	Year 11 Subject Evening
2 nd March	Year 7 Subject Evening
16 th March	Year 9 Subject Evening
27 th April	Year 8 Subject Evening
11 th May	Year 10 Subject Evening

Other Events

14 th September	School Photographer
21 st October	Non-uniform day for Cancer
18 th November	Student Takeover Day
23 rd – 25 th November	School Production
1 st December	Class of 2016 Presentation Evening
7 th December	Christmas Fayre
15 th December	Christmas Carol Concert
w/b 20 th February	Clays Gorsedh
28 th March	Options Evening
30 th June	Year 11 Leavers Day
w/b 3 rd July	Work Experience/Challenge Week
10 th July/11 th July	Sports Day Heats and Final (weather permitting)
17 th July	New Year 7 Start/Timetable Rollover
20 th July	JulyFest

STUDENT DRESS CODE AND EQUIPMENT

A high standard of personal appearance is expected of all students. Every student is expected to wear full school uniform and PE kit.

Girls

- School tie
- Low heeled plain black shoes or all black trainers with black laces
- Smart black knee length skirt or full length tailored trousers. Skin tight or figure hugging trousers are not appropriate. Jeans, leggings or other garments which are not school trousers are not allowed.
- White shirt
- School jumper or plain black v-neck jumper (no logos)

Boys

- School tie
- Plain black shoes or all black trainers with black laces
- Black full-length tailored trousers. Skin tight or figure hugging trousers are not appropriate. Jeans, leggings or other garments which are not school trousers are not allowed.
- White shirt
- School jumper or plain black v-neck jumper (no logos)

PE

- School black PE top
- School black PE fleece
- School rugby shirt
- Black shorts/tracksuit bottoms
- Trainers and football boots
- Long black football socks
- Shin pads

Please note that no 'hoodies' or non-school sweatshirts are allowed at school at all. Students may wear a plain outdoors coat to school in cold and wet weather and this must be removed on entering the building and remain off whilst inside.

Where parents/carers have specifically asked for consideration regarding uniform (for example, where a student has injured his/her foot or has a neck rash) we will accommodate according to our understanding of the situation.

We recognise that occasionally items of uniform are lost or are broken beyond being able to be worn. In the case of ties and shoes, the school has invested in loan ties and good quality shoes which can be borrowed by students. Parents/Carers and students should expect for these to be worn.

Equipment for PE is provided - however many students prefer to buy their own hockey stick, cricket bat, tennis and badminton racquet. A gum shield is recommended for playing hockey/rugby and should be provided by the parents/carers.

Equipment

All students should come to school prepared to learn and be equipped for the activities expected of them during the day. We ask that parents and carers please ensure that their children come to school with the minimum of their planner, pen, pencil, and ruler. Sharpeners, rubbers and other equipment are recommended

SCHOOL REPORTS ISSUED

Friday 16TH December 2016
Friday 31ST March 2017
Monday 24th July 2017

INTERNAL EXAM DATES

12 th -14 th September 2016		CATS Testing
w/c 28 th November 2016		Year 11 Mock Exams
11 th January 2017		Year 11 Mock Results Day Core
9 th -13 th May	Year 7/8	Subject Exams
19 th – 23 rd June	Year 10	Mock Exams
w/c 2 nd May and w/c 8 th May	KS 3	Core Subject Exams

EXTERNAL EXAM DATES

7 December 2016	Summer Entries Marsksheet Opens
27 th January 2017	Deadline for exam entries
16 th May 2017 – 26 th June 2017	Summer Exam Series
24 th August 2017	Results Day

BEHAVIOUR FOR LEARNING POLICY

School Principle

We believe that all people have equal value and that showing respect to others –adults and classmates – is the foundation of good behaviour.

Children have a responsibility for their own behaviour and for their own learning. Our expectation is that they will always be considerate to each other and will be respectful and co-operative in the classroom. We are determined to build a culture among staff and students which enables the very best learning to take place. Students' role and participation and attitudes towards their learning determine, in part, the quality of learning in the school.

Rules and codes of conduct help maintain standards and teach about good behaviour. We expect teachers and support staff to uphold school rules and we ask parents and carers to reinforce these basic expectations.

Our school rules and codes of conduct help:

- Make everyone feel valued and safe
- Protect the quality of learning for all children
- Instruct everyone about expected behaviour
- Set out what is acceptable behaviour
- Prepare children for successful membership of society

Objectives

- To help support effective learning and teaching
- To promote high standards of behaviour, self-discipline and responsibility
- To operate a clear and effective system of rewards and sanctions
- To reinforce good behaviour by the appropriate use of praise and encouragement
- To maintain regular communications between home and school by various means, including use of the student handbook

Home School Agreement

Brannel School has a home school agreement which it asks parents and students to sign annually. This is a statutory requirement.

Celebration and Reward of Effort

Students are motivated to learn when they are involved in the teaching and learning process. When subject teachers ensure that this is a feature of their teaching, students will almost certainly behave appropriately. Raising self-esteem, resilience and independence is crucial to enhancing learning.

Effective teaching will place importance on reinforcing success through celebrating and rewarding effort.

The school places great emphasis on the celebration of student's efforts. Its power to enhance student self-esteem and to improve the engagement of students is substantial.

Student effort can and should be celebrated in a variety of ways and is formally acknowledge in celebration assemblies and award ceremonies.

Sanctions

In an environment where teaching is effective and there is an ethos of mutual respect and support, students are highly likely to behave appropriately and make good progress. However, there is always the potential for a student to fail to improve their behaviour as a result of normal routines and teacher strategies. In these cases, sanctions may need to be imposed.

It should be remembered that students often exhibit inappropriate behaviour because they have low self-esteem, personal challenges or special educational needs. All members of staff should take the context of the individual into consideration when managing the behaviour of children.

The 2006 Education and Inspections Act gave the school power to respond to the behaviour of students when they are off school premises.

Bullying

Bullying is the physical or emotional intimidation or abuse of another person. Bullying is not acceptable behaviour. All students and adults have rights and responsibilities in the way they behave towards each other and in the way they make others feel.

Any instance of bullying must be reported immediately, when it will be dealt with quickly and efficiently. (See school's Anti-Bullying Policy)

Racial or homophobic bullying or harassment should be reported and dealt with swiftly.

Consistency

The consistent application of any policy is crucial to its success. It is essential that all staff, teaching and non-teaching, apply the principles of this Behaviour for Learning Policy consistently to ensure fairness with students.

This policy is closely linked to all other policies in the school which consider the behaviour management and safety of students.

Rewards

Rewards are used in school to recognise the efforts of students and to encourage students to give their best in every aspect of their schooling.

We aim to recognise all students for their efforts, remembering that each student has different strengths, all can try new things, take risks and seek to grow and learn. We deliberately do not reward simple achievement because when students try their hardest any achievement is a huge success.

Merits

Merits for giving significant effort will be awarded to students in each year group. When awarding a merit staff should ensure that they do the following:

1. Inform the student verbally they have achieved a merit and congratulate them for working hard and trying new things.
2. Record the merit in SIMs

It is essential that the value of the merits system is maintained so that students see merits as valuable and fair. Staff should follow these guidelines in issuing merits:

- Merits should only be given to students who have demonstrated exceptional effort and challenged themselves in new ways. Merits given to a whole class should be an exception.
- A maximum of two merits per lesson may be awarded to a student for exceptional effort.

Awards

The number of merits achieved by students should be tracked by tutors and will be monitored using SIMs. Students will then have the opportunity to receive awards for the merits they have obtained.

Certificates

Bronze, Silver, Gold and Platinum Certificates are presented during House assemblies for students achieving 25, 50, 100 and 200 merits.

Termly Draw

At the end of each term, students will be entered in to a draw and will have a number of entries equivalent to the number of merits during that term.

A number of winning entries will be randomly selected with a prize being awarded to each student. Students may only win one prize per term.

We will seek sponsorship from the local community to enhance the range of prizes available.

House Points

Each merit awarded will contribute to a student's House.

Reward Trips and Activities

Regular opportunities will be offered to students as a reward for making a positive contribution to the school. These may take the form of trips or special activities within the school.

Year 11 Rewards

In order to motivate year 11 students to fully participate in the rewards system, particular rewards will be offered to them.

Discretionary Rewards

Some students need reward systems to help them develop the cognitive control necessary to keep school rules. Decisions regarding these kinds of rewards are made carefully, balancing the needs of the student against the needs of the rest of the student body. Generally, rewards should be linked to engagement targets rather than achievement targets e.g. attendance, completing homework etc.

BEHAVIOUR MANAGEMENT/SANCTIONS

Rationale:

1. It is the responsibility of each teacher to manage the behaviour of students in their teaching groups and tutor group, including the appropriate use of rewards and sanctions, so that effective learning can take place.
2. Issues relating to behaviour should be dealt with, as far as possible, by the teacher concerned. This would include following up students who failed to respond in the first instance to their instructions/detentions etc.
3. The Head of Department is responsible for the management of behaviour within their subject area and should be the first port of call for any difficulties that a member of that team is unable to resolve themselves.
4. The Head of Department should work with the member of staff concerned and the student in resolving the concerns.
5. It is important for the Form Tutors and Heads of House are to be kept informed of concerns as they arise, both formally through SIMs and, when possible, informally.

Boundaries must be made explicit to students and it is essential that high expectations of behaviour are clearly defined. Clear and high expectations of behaviour are essential. Boundaries must be made explicit to students. Professional judgment should be used to impose sanctions appropriate to the misdemeanour. Intervention by the teacher must clearly indicate the consequences of misbehaviour.

Sanctions should be:

- Immediate
- Related to the behavioural targets of the student
- Focused on the behaviour, not on the student as a person
- Perceived as fair
- Aimed at giving the student an opportunity to put things right - bearing in mind the student's capabilities.
- The minimum level of sanction possible to have the greatest impact

Afterwards:

- The slate should be 'wiped clean' and the student given a fresh start.

Consequences System for misbehaviour

Description of Behaviour	Sanctions
<p>Good relationships with staff Contributing to lessons Working hard Completing homework Wearing correct uniform and being prepared for learning</p>	<p>Rewards</p>
<p>Off task behaviour Initial low level disruption Lack of work</p>	<p>Encouragement Verbal & non-verbal warnings Change of seating</p>
<p>Continued off task behaviour Low level disruption continuing Minor rudeness</p>	<p>S1 Formal warning Recorded on Sims Student may be removed from class for maximum of 5 minutes</p>
<p>A continuation of any previous behaviour which was not improved by S1 Rudeness to staff Significant disruption HOD intervention Repeated failure to wear full uniform or bring correct equipment Missed homework</p>	<p>S2 Break or lunchtime detention Recorded on Sims Departmental report if needed Community Service Particularly used in the case of incidents outside of lessons</p>
<p>Major behaviour incident requiring HOH or SLT intervention Swearing at or in the presence of a member of staff Smoking Failure to attend S2 Three S2s in one term Leaving a lesson without permission from the teacher Walking away from staff</p>	<p>S3 After school detention (See guidelines for after school detentions)</p>
<p>Significant incident requiring student to be withdrawn from lessons Failure to attend S3 Three S3s in one term</p>	<p>S4 Isolation Room (Only actioned by HOH and SLT) Head of House Report</p>
<p>Lack of response to previous behaviour interventions Behaviour incident which places staff and students at risk of harm</p>	<p>S5 Fixed Term Exclusion (up to 5 days) Re-integration meeting with parents</p>

Detention Guidance

Detentions, although designed to be an inconvenience to students, should allow for students to continue their learning. Work of value should be set for each detention and students should be expected to complete that work.

Break or Lunchtime Detentions should be at least 15 minutes and should allow for the student to be able to visit the toilet and eat some food at lunch. Students who have a break/lunchtime detention would be expected to complete class work or a Reflection Sheet (see Appendix 1). Reflection sheets not only allow students to think about why their actions are out of step with the school policy but also allow learning discussions to take place with their tutor. The aim of the conversation is to implement coping strategies which are focused on producing a different more acceptable response next time a similar situation arises. Reflection sheets will be kept on file in the Tutor's room.

After School Detentions should be set using the following procedure:

1. Member of staff to inform student that their misbehaviour has been of sufficient concern for an after school detention. Staff must ensure that the appropriate steps have been taken to ensure that other sanctions have been used or ruled out.
2. The member of staff issuing the after school detention must phone the parents or carers to inform them of the detention and agree as much as possible a date for the detention to be completed.
3. The member of staff should then inform the Inclusion Mentor and the Head of House for that student of the details of the detention.
4. Staff should ensure work is set for the student to complete during the S3
5. Pastoral administrative staff will send a letter to parents and carers confirming the arrangements being made for the after school detention and will keep an attendance register.

Pastoral administrative staff will ensure that all pupils doing an After School Detention complete the classwork set or the Reflection Sheet and will return it to the pupil's Tutor for filing.

Community Service

We believe that students should be encouraged to be active contributors to the school community. When a student's behaviour damages the community or the environment, they may be asked to undertake community service to repay that damage.

Community Service projects could include picking up litter, cleaning, or other administrative tasks during break time, lunch time or after school.

Exclusions

The exclusion of students from school is always a difficult and important decision. Brannel School will only make the decision to exclude a student when there is sufficient evidence to do so and where no other sanction is suitable.

Parents and carers will be kept fully informed of the decision to exclude throughout and will be informed of opportunities to appeal if they feel the school has acted unfairly.

Guidance relating to breaches of behaviour code - in relation to:

Abusive language
Physical or verbal aggression
Open defiance

It needs to be clearly understood that consistency in the way that we deal with behavioural issues is crucial. However, it must equally be clear that dealing with individuals requires skill, judgment and awareness that each situation is different.

Abusive language

This involves swearing, name-calling or other forms of insult. This should not be tolerated. Professional judgment needs to be used to determine the difference between a fairly harmless remark and one which is genuinely insulting.

Where a student has been dealt with regarding abusive language (a S3 may have been issued) and it continues to an extent that the learning activity is further disrupted, then emergency support should be called for.

Where a student swears at a member of staff or in response to what has been said to them by a member of staff, then Emergency Support should be called.

Physical or verbal aggression

Any student who strikes another in the classroom should be removed, using Emergency Support. Wherever possible the reasons for the action(s) should be determined and recorded.

Where a student threatens another and it is felt to be a genuine threat, then a S3 may be issued.

A number of staff at Brannel School have been trained to handle situations which require the restraint of students using the Team Teach approach. Where possible, these trained staff should intervene in these situations.

Open defiance

Where a student refuses to follow the instructions of a member of staff, in the first instance the instructions should be repeated. Whenever possible, remove the student from their audience to attempt to resolve the situation. Speak calmly, giving the student the opportunity to "see sense". Be clear on the consequences of refusal and the reasons behind your instructions. If the student's behaviour has warranted a S2 detention and this can be the end of the matter, so much the better. If, however, the student continues to defy you, request Emergency Support.

Emergency Support

This is available to staff to help them resolve an emergency i.e. a particularly disruptive student, violence, etc. It should only be called for when the Head of Department or others within the Department are unable to provide support.

It should be used sparingly - a teacher who over uses this form of support is likely to considerably weaken their position in the minds of the students.

Sequence of events

1. Teacher contacts reception by telephone or 'runner' requesting Emergency Support stating their name, room number and the student's name. It may also be useful to describe the incident.
2. Reception/Admin locates a member of senior staff available, records incident and provides details.
3. **The teacher responsible for the class must always follow this with a call to parents to inform them of the behaviour and to arrange an after school detention.**
4. If the student is removed then the teacher should provide enough work for the student for the rest of the lesson.
5. Unless the student is likely to be excluded they will return to their next lesson. However, the staff on duty must make a judgement about the student's state of mind and the advisability of returning to lesson. It should be presumed that a return will normally take place.

It is essential that Emergency Support is only used for the above purpose.

Appendix 1

Thinking Time Reflection



What I did:

What happened?

Why was it wrong?



Next Time...



What will I do?

What will happen?

Why will it be good?



Students Who Cause Frequent Disruption to Learning

Students who demonstrate regular behaviours which are causing disruption to their own learning and the learning of others will be identified under a specific policy which aims to support them in making improvements.

Uniform and Appearance

We ask all students to uphold the same standards of uniform and appearance. Specifically:

Shoes: must be black and plain. Girls must not wear shoes with high heels. Students must wear school loan shoes if they do not wear the correct shoes unless they have a medical condition.

Trousers: must be black and tailored. Jeans, leggings or other garments which are not school trousers are not allowed. Trousers must be full length and must not be rolled up at the feet. Trousers must be worn so that they entirely cover underwear.

Skirts: Girls may wear a skirt if they wish. Skirts must be black and knee length. Skirts made out of lycra or that are 'form fitting' are not allowed.

Shirt and Tie: From June 2015, students will only be allowed to wear the school clip-on ties. Students must have white shirts with a top button and this button must remain done up. Students must also have their shirts tucked in.

Jumpers and Coats: Only school jumpers or plain black v-neck jumpers are allowed. Girls may wear a plain black cardigan if they wish. Non-school jumpers or hoodies are not allowed at school. In inclement weather, students should wear weatherproof coats.

Earrings, Piercings and Jewellery: Students may only wear one pair of stud earrings, with one stud in the lower lobe of each ear. No other visible piercings are allowed including blanks. Students who wear any type of stud, bar or ring will be asked to remove it regardless of how recently it was installed. Other than a watch, students may only wear one simple bracelet. Any necklaces must be worn under the shirt so as not to be visible.

Hair: Students' hair must not be extreme in style. Students may colour their hair but only in natural colours.

Students who attend school without the correct uniform will be asked to correct it and will receive a formal warning (S1). Repeated failures to wear correct uniform will incur greater sanctions.

School Trips, Educational Visits and Events

Only students who follow the expectations of the school should be allowed to participate in educational visits, reward trips, sports teams and other school events. If a student refuses to follow the school code of conduct and uniform expectations, they may be removed from some or all events.

Mobile Phones

Students are asked not to bring mobile phones to school unless absolutely necessary. If they do, the phone should be switched off whilst in the building and kept in a bag or pocket. Students must not use phones in lesson time or in the building for any purpose unless directed by the teacher for a specific learning activity. If a phone rings or is seen in the possession of a student, it should immediately be removed from the student.

Mobile phones and other devices which have been confiscated from students should immediately be taken to reception where they will be placed in an envelope for safe keeping. The incident should be recorded on SIMs and a letter sent to parents. They will be returned on the following conditions:

1. Where this is the first occasion in an academic year, the student may collect their device at the end of that day.
2. On the second occasion, they will be released to a parent only at the end of the school day
3. On third and subsequent occasions, each device will be held securely in the school safe for one week and may then be collected by the parent or student.

Communication between students and parents or carers during school time should only take place through the school office.

School Transport

Where misbehaviour occurs on school buses or taxis, drivers should report this misbehaviour to members of staff on duty. Students who do not behave appropriately and are reported will be sanctioned appropriately using the guidance given above. In each case letters will be sent home outlining the concerns raised.

The school will work with Cornwall Council to removed students from school transport where misbehaviour continues to be a concern.

Tobacco and Other Banned Items

Tobacco and other items banned by the school must not be brought to school. If a student is suspected of bringing a banned item into school, they will be searched and any banned items found will be destroyed.

Items banned by the school include:

- Tobacco or cigarettes, including e-cigarettes
- Any form of drug unless that which prescribed by a doctor for that student (the school should be made aware of any medication being taken)
- Knives, including pocket or camping knives
- Lighters or cigarette paper
- Energy drinks
- Any form of weapon, either real or 'pretend'

Students who bring substances which are classed as dangerous drugs, including cannabis, are very likely to face permanent exclusion regardless of the purpose for bringing them into school. The school will always inform law enforcement agencies about illegal items brought in to school.

The Deliberate Activation of the Schools Emergency Systems

When a student deliberately acts to cause the school to evacuate the building or initiate any other emergency procedure, the first consideration the school will make will be to permanently exclude that student. These actions may include activating the school fire alarm or calling emergency services from the school without authorisation.

Dealing With Alleged Victims and Offenders Whilst Under Investigation

We will do all we can to ensure all students feel safe whilst at school. Where an allegation of an incident between two students has been reported, we will investigate as quickly and efficiently as possible. We may withdraw students temporarily from lessons while we do this.

If an incident is being investigated outside of the school, we will work alongside other agencies, including the police, to help with a fair and swift outcome.

CLUSTER POLICY FOR ATTENDANCE

Rationale

The Brannel Cluster of schools is committed to providing a full and efficient education to all children and embraces the concept of equal opportunities for all.

We want to do our best for all our children and believe that regular attendance at school is vital for children as it promotes good learning, positive attitudes and maintains continuity in their education and in their friendships. Children should be at school, on time, every day the school is open unless the reason is unavoidable. The 1996 Education Act makes it clear that parents must ensure that compulsory school-age children receive a regular full-time education and that if any child of compulsory school age fails to attend regularly then the parent of the child is guilty of an offence.

We will endeavour to provide an environment where all children feel valued and welcome.

For a child to reach their full educational achievement, a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to children and their parents or carers the importance of regular and punctual attendance.

School attendance is subject to various Education laws and this policy is written to reflect these laws and the guidance produced by the Department for Education and Skills.

Each year we will examine our attendance figures and set attendance/absence targets. These will reflect both national and Cornwall attendance targets. The schools will discuss the attendance figures and the success of this policy on an annual basis and will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals. Attendance figures will be monitored on a monthly basis.

This policy will contain within it the procedures that each school will use to meet its attendance targets.

Procedures

Any child who is absent from school at the morning or afternoon registration period must have their absence recorded as being authorised, unauthorised or as an approved educational activity [attendance out of school]. In law only the Governors can grant leave of absences for a child but Governors will delegate this responsibility to the Headteacher or designated Deputy in their absence. If there is no known reason for the absence at registration, then the absence must be recorded, in the first instance, as unauthorised.

Lateness and Punctuality

Morning registration will take place at the start of school. The registers will remain open for 30 minutes. Any child arriving after 30 minutes will be marked as having an unauthorised absence, unless there is an acceptable explanation such as delayed school transport. In cases, for example, where the absence at registration was for attending an early morning medical appointment, the appropriate authorised absence code will be entered. Medical evidence may be requested to support the absence e.g. appointment cards; prescriptions, Doctors notes; hospital appointment discharge letters.

Children arriving after the start of school but before the end of the registration period will be treated, for statistical purposes, as present, but will be coded as late before registers close.

Where a child misses part of a school day for an unavoidable medical or other appointment, we expect parents and carers to take reasonable steps to ensure the child is able to be at school for the remainder of the day. Children who are not at school when they could have been will be recorded as unauthorised absence.

At Brannel School, children are expected to arrive to each of their lessons on time. Children who are late without a good reason will be recorded late (L) in Lesson Monitor and their minutes late recorded. Persistent lateness will be treated as a breach of the behaviour code.

First Day of Absence

On the first day of an absence, parents or carers should contact their child's school before the registration period closes. If no contact has been made, the Attendance Lead will endeavour to contact parents or carers as quickly as possible during the school day and will transfer information to the registers, alerting the Headteacher or other key staff to any wellbeing issues.

If no contact is received from parents or carers by the end of the morning of absence, we will make daily contact until a response is received. We will also make general enquires during this time and try other contact numbers.

Frequent Absence

It is the responsibility of all staff to be aware of, and bring attention to, any emerging attendance concerns.

We monitor attendance periodically. When a child's attendance falls lower than 90% or causes concern, their parents or carers will be contacted by the school. We will look for patterns and reasons for absence, making parents or carers aware of the number of absences and the importance of attendance. Additional support may be available from outside agencies such as the school nurse or family support workers. In other cases the school will seek advice from the cluster's Student Welfare Officer (SWO). Action may include the use of the Fast Track system and/or Fixed Penalty Notices. Monitoring will continue and a Common Assessment Framework meeting could be considered.

Any child who is absent, without an explanation, for 20 unauthorised session out of 100 will be notified to the Local Authority by submitting a referral to Education Welfare Services. This is a legal requirement. The school will include details of the action they have taken.

A Welcome Back

It is important that on return from an absence, all children are made to feel welcome. This should include ensuring that the child receives help to catch up on missed work and updated on any information which has been passed to other children.

Absence notes

Notes of telephone calls received and written notes from parents or carers explaining absence should be kept for the remainder of the time which the child attends a particular school. If there are attendance concerns about the child, then further medical evidence may be required (eg doctor's note, prescription, medicine label). The Headteacher retains the right to not authorise absence without medical evidence.

Promoting attendance

We will work actively to improve attendance in our area and give consistent messages about the importance of good attendance. The schools will use opportunities as they arise to remind parents or carers of their responsibility to ensure that their children receive education and will make clear the links between attendance and attainment.

Attendance Awards

The school will reward children who have good or improving attendance, in particular through praising the individual child and, for example, by awarding certificates and prizes for 100% attendance regularly.

Holidays in Term Time

Recent changes to guidance issued to accompany the Education (Pupil registration) (England) Regulations 2006 make it clear that parents/carers **do not have a legal right to take their child out of school for holidays in term time.**

Applications for leave must be in exceptional circumstances. Parents or carers will be reminded of the effect absence can have on a child's potential achievement.

Requests for holidays will not be authorized except for in exceptional circumstances. These requests should be made at least two weeks in advance, using the 'Request for Leave of Absence' form. Schools in the Cluster will confer if there are siblings in more than one school.

If the school refuses a request for term-time leave and the child is still taken out of school, this will be recorded as **unauthorised absence.**

The school will not consider more than one leave of absence request per academic year.

Warning

If parents or carers take their child(ren) out of school without permission they will be committing an offence under the Education Act 1996. We may refer the matter to the Education Welfare Service who may decide to prosecute. A conviction may result in a fine of up to £2,500, a prison sentence of up to three months or both. Alternatively a penalty notice may be issued under Section 444A and 444B of the Education Act 1996. This carries a fine of £60 if paid within 21 days or £120 if paid after this but within 28 days. Failure to pay the penalty notice may result in court action.

The Registration System

The School will use a computerised system for maintaining attendance records. The following national codes will be used to record attendance information.

CODE	DESCRIPTION	MEANING
I	Present (AM)	Present
\	Present (PM)	Present
B	Educated off site (NOT Dual registration)	Approved Education Activity
C	Other Authorised Circumstances (not covered by another appropriate code/description)	Authorised absence
D	Dual registration (i.e. pupil attending other establishment)	Approved Education Activity
E	Excluded (no alternative provision made)	Authorised absence
G	Family holiday (NOT agreed <u>or</u> days in excess of agreement)	Unauthorised absence
H	Family holiday (agreed)	Authorised absence
I	Illness (NOT medical or dental etc. appointments)	Authorised absence
J	Interview	Approved Education Activity
L	Late (before registers closed)	Present
M	Medical/Dental appointments	Authorised absence
N	No reason yet provided for absence	Unauthorised absence
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
P	Approved sporting activity	Approved Education Activity
R	Religious observance	Authorised absence
S	Study leave	Authorised absence
T	Traveller absence	Authorised absence
U	Late (after registers closed)	Unauthorised absence
V	Educational visit or trip	Approved Education Activity
W	Work experience	Approved Education Activity
X	Untimetabled sessions for non-compulsory school-age pupils	Not counted in possible attendances
Y	Enforced closure	Not counted in possible attendances
Z	Pupil not yet on roll	Not counted in possible attendances
#	School closed to pupils	Not counted in possible attendances

Registers by law must be kept for at least 3 years. Computer registers must be printed out at least once a month and bound into annual volumes. Alternatively electronic back-ups or micro-fiche copies can be made. These should also be retained for at least three years.

CONTACTING THE SCHOOL

Communication between school and home is critical and we encourage parents and carers to contact us early if there are any questions or issues which you feel you would like to raise.

Please use the following guide to assist you in making contact.

Contact by telephone

The school number is 01726 822485. There are a number of options which will help you reach the correct person as quickly as possible. These options are:

1. Member of the office staff
2. To report a student absent
3. Mr Anderson – Pastoral Support
4. Finance Team
5. Mrs Hunt – Student Welfare Officer
6. Mrs Thomas – Headteacher's PA
7. IT services

Contact by email

The main school email is enquiries@brannel.com.

Individual members of staff can be contacted by email by using their first initial and last name followed by @brannel.com. For example, to contact Mr Anderson by email please use manderson@brannel.com.

The Headteacher can be emailed by using the head@brannel.com address.

Questions in Relation to Subjects and Lessons

Please contact the class teacher in the first instance followed by the Head of Department.

Questions about Pastoral Issues

Please contact your child's tutor in the first instance. If the tutor is not available or not able to help, please contact Mr Anderson who will put you in contact with your child's Head of House. As Heads of House also fulfil significant teaching roles, Mr Anderson will often be able to respond to your query much more quickly. He is available from 8am each morning.

Questions about your Child's Attendance or Welfare

Please contact Mrs Hunt, our Student Welfare Officer. Mrs Hunt will be able to provide information about services available to help you and your family. Mrs Hunt's email address is chunt@brannel.com.

When things appear to have gone wrong

If there is an issue at school where there seems to be a problem, please contact the member of staff concerned to begin with to seek clarification as this will nearly always resolve the issue. If you would like to speak to another member of staff about your concerns please contact the school office to explain your concern and a member of staff will be allocated to help you.

In some cases, you may feel that you would like to contact the Headteacher or a member of the Governing body about a concern. If this is the case, please contact the school office and ask to speak to Mrs Thomas.

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