

PENSBY SPORTS COLLEGE

PASTORAL CARE & CODE OF PRACTICE

POLICY DOCUMENT

April 2006.

This document has been designed for all members of staff to give a clear indication as to the values, which underpin the system of Pastoral Care in School. It aims to explain the philosophy behind the system the roles of the key players and the procedures available, all of which it is believed will combine to create a framework of support and guidance in which every pupil can feel secure and valued.

Pensby Sports College aims to create a caring community, in which all members display trust, concern and support for each other. Pastoral Care has a tremendous importance in contributing to the quality of education that takes place in a school. It is essential that all members of staff promote the spiritual, moral, social and cultural development of all pupils. We aim to encourage positive attitudes towards academic work and the development of personal interests and responsibilities. The PSHCE Programme, Collective Act of Worship, Assemblies and Tutorial sessions have an important key role to play in furthering these objectives. Strategies for delivery are to be found in PHSCE documentation.

Whilst the quality of teaching in all facets will inevitably influence academic development, pupils themselves should be encouraged to understand that their achievements will also depend upon their own attitude to learning. The highest standards of work and behaviour are expected so that all pupils may achieve their full potential. The regular monitoring of pupil progress by Heads of Department and Pastoral Staff is intended to support this objective.

PENSBY SPORTS COLLEGE BELIEVE IN:

Studying hard

Working together

Doing one's best

Having fun

Working for the future

Offering challenges

Being prepared for life

Working independently

Setting and achieving goals

Taking responsibility for one's actions

Respecting and understanding one another

Valuing and caring for all members of the community

Understanding ones cultural and physical environment

PENSBY SPORTS COLLEGE, BELIEVES THAT EVERYONE, REGARDLESS OF SEX, RACE, CREED, ABILITY, DISABILITY OR NEED, IS OF EQUAL VALUE AND IS TO BE EQUALLY RESPECTED AND THAT A SECURE AND HARMONIOUS ENVIRONMENT WILL ENHANCE SELF-CONFIDENCE AND THE ACHIEVEMENT OF INDIVIDUAL POTENTIAL.

At Pensby Sports College, we recognise that every area of School Life plays a part in promoting equal opportunities. Therefore we aim to:

- Provide a safe and caring environment, which encourages everyone to develop a positive self-image and respect for others
- Ensure equal access to all subjects and option choices
- Create a wide range of learning experience appropriate to the needs of individuals
- Value the different contributions of all members of the school community
- Challenge any form of discrimination, which damages people's self esteem

REWARDS SYSTEMS

Rewarding students for academic work, behaviour, attendance and participation in the life of the school and the community is central to the positive ethos of Pensby Sports College. Rewards are great motivation for our students and are used to recognise their achievement. For staff rewards present a feel good factor by helping to refocus our perception when working with young people who can present difficulties.

The following system should ensure that most students within the school receive a level or award for attendance during the school year.

We should never forget that often the most effective reward for pupils is to hear those personal words of praise and encouragement from a teacher, regarding a piece of work, nor should we ever underestimate the value of praise and rewards for good behaviour.

At Pensby Sports College there are several strands to our rewards system, all aimed at celebrating pupils achievements, whether they be academic success, displaying a positive attitude to work, showing responsibility; working to their maximum potential; achieving excellent attendance and punctuality and in general being good members of our school community.

Good Attendance and Punctuality

Pupils must realise the necessity for good attendance and punctuality, in order for them to achieve their potential and enjoy school life. This is promoted through the pastoral system and celebrated whenever possible. Attendance is recorded in registration on a twice daily basis, at the start of each lesson and subsequently monitored by Heads of Year. Subject teacher and Heads of Year randomly check internal truancy.

Good attendance patterns are encouraged even before pupils start at Pensby Sports College, by being stressed to new parents at Induction Evening and through the Attendance Information Booklet. Attendance is constantly highlighted to both pupils and parents, throughout the year and at all major events, including Parents Evening. Figures are also included on reports.

There are several procedures to promote good attendance

- a) Form tutors display monthly attendance figures graphically in the form room and discuss the figures with pupils.
- b) Names of pupils who have zero absence are displayed in the form room by the form tutor, monthly.
- c) Assemblies in Year 10, 11, 12 and 13 are used to promote the connection between attendance and exam success, backing up work done in PSHCE and our personal effectiveness programme.

ATTENDANCE AWARDS

The following system should ensure that most students within the school receive a level of award for attendance during the school year. Heads of Year manage the system.

Certificates are to be presented in the pastoral assemblies.

1. **TERMLY ATTENDANCE RECOGNITION**

a) 100% Termly Attendance.

Each term all students achieving 100% attendance will be awarded a Termly Attendance Certificate at the Pastoral Assembly.

Mr. Stenhouse will inform Head of Year of the students achieving them. In addition Mr. Stenhouse will produce the relevant certificates for presentation to Head of Year. A letter to Parents will also be generated by Mr. D. Stenhouse and sent home to parents.

b) 98-99% Termly Attendance Commendation letters

Each term all students achieving 98-99% attendance will receive a commendation letter – sent home to parents. Mr. Stenhouse will identify and produce the letter – Head of Year to be informed.

2. **END OF YEAR CERTIFICATE**

All students achieving 100% attendance for the year will receive a PLATINUM AWARD CERTIFICATE. A letter to parents will also be generated by Mr. D. Stenhouse and sent home to parents.

3. **END OF TERM COMMENDATION LETTER**

At the end of the school year all students achieving 98-99% attendance will receive an Attendance Commendation Letter sent home to parents. Mr. Stenhouse will identify and produce the letter. Head of Year to be informed.

ACADEMIC AWARDS

MERIT CARDS

These Merit Cards are the major day-to-day reward system in school and as such is the primary award system for academic achievement.

The Merit Cards are presented for a very good effort in academic work in class, at home or course work relative to the students ability. Hence any student in school regardless of ability can achieve these awards.

The Merit Cards are not intended to be issued for good behaviour.

The rationale for these awards is to encourage students to work to the best of their abilities. The award is a formal recognition of this.

Procedure for Subject Teachers

1. Merit Cards are to be used across Key Stages 3 & 4.
2. Merit Cards are presented for 2 pieces of outstanding/excellent classwork/homework related to the students ability and motivation.
3. If a teacher feels that a single piece of work deserves a Merit Card then this will be left to professional judgement but this use should only be employed sparingly.
4. Staff to log the achievement of Merit Cards and comment upon them in the summative reports.

Procedure for Students

1. On receiving a Merit Card the student takes the card home for the parent's signature.
2. The student returns the card and the form tutor notes the award.
3. Certificates received to be stored in students Achievement File.

Procedure for Form Tutor

1. All Merit Cards returned with a parents signature should be logged.
2. A form room display showing the number of Merit Cards received by each student should be displayed.
3. When students receive the following number of Merit Cards a level of certificate will be awarded in the pastoral assembly.

| | |
|-----------------|----------|
| 15 Merit Cards | Bronze |
| 25 Merit Cards | Silver |
| 50 Merit Cards | Gold |
| 75 Merit Cards | Platinum |
| 100 Merit Cards | Honours |

4. Ensure all certificates received are stored in students Achievement File.
5. Form Tutors can employ the Form Captain to administer this.

Procedure for Head of Year

1. Head of Year to award relevant certificate in Pastoral Assemblies. A Member of SMT to be present.

AWARDS EVENING

Students from each year group who achieve Honours will receive an award at the Awards Evening.

COLOURS

Junior, Half and Full Colours will be awarded to students using the following criteria:

| | |
|--------------------------------|--------------------|
| Junior Colours at year 9 | = Badge |
| Half Colours for Years 10 & 11 | = Half Colours Tie |
| Full Colours for Year 11 | = Full Colour Tie |

Colours will be awarded at Awards Evening

Non-Academic Colours

Colours will be awarded to students who show continued voluntary commitment to the life of the school. This may be sporting, musical, drama, library and community involvement. These will be awarded at the end of term assemblies.

Academic Achievement Colours

| | |
|----------------------------|--|
| Junior Colours in Year 9 - | for achieving their T.M.G. in English Mathematics and Science in the KS3 SAT examinations. Awarded at Presentation Assembly |
| Half Colours - | These will be awarded to Year 10 students who achieve 5 or more T.M.G. in their Internal Examinations. Awarded at Presentation Evening |
| Full Colours - | These will be awarded to Year 11 students Who achieve 5 or more T.M.G. in their Trial Examinations. Awarded at Christmas presentation Assembly. |

- Poor behaviour in school will prevent students from being awarded their Colours.
- Colours may also be withdrawn for poor behaviour after their receipts.

GOOD CONDUCT AWARDS

Rewarding good behaviour aims at marginalizing poor behaviour in school and gives formal recognition to the students.

The awarding of these certificates will be linked to the termly reviews as conduct is commented upon.

The criteria for these awards is as follows:

| | |
|--|------------------|
| A student achieving grade 1's in all subjects | = Gold |
| A student achieving 50% and above Grade 1's and the rest Grade 2's | = Silver |
| A student achieving 50% or above grade 1 & 2 and the rest 3's | = Bronze |
| A student achieving 50% 3's/4's | =no certificate |
| Any student achieving at least 1 grade 4 | = no certificate |

Form Tutors and Head of Year to collate these certificates.

Gold Certificates are to be awarded in Pastoral Assemblies. A member of SMT to be present.

Students achieving 4 Gold or Silver Certificates will be entitled to go to Alton Towers.

AWARDS EVENING

The following awards will be presented at Awards Evening.

Every department will nominate students to be presented with an award for Academic Achievement and Effort over the past academic year in each year group. This award will be a certificate.

The nomination will be selected in order to spread the award across as many students as possible and to ensure that no student accumulates more than 1 award.

(see appendix 2)

WHOLE SCHOOL CODE OF PRACTICE

This section of the Policy Document outlines the agreed Code of Practice that all staff implement with regard to classroom operational procedure.

Attendance/Truancy Procedures for Form Tutors

To ensure pupils do attend regularly and to prevent any pupils absenting themselves from school, attendance/truancy procedures are strictly adhered to:

- The daily monitoring and checking of registers by form tutors, Mr. Stenhouse and Year Heads, including checking validity of 'suspicious' absence notes, means pupils are aware that any absence will be closely checked.
- Mr. Stenhouse contacts parents via Truancy call on the first day of absence.
- Persistent attendance problems are reported to the ESW service by Mr. Harrison and via the absence referral book in reception.
- The Head of Year can meet with Education Social Work Officer to discuss any attendance problems (and other welfare problems). The ESWO will make home visits if deemed appropriate and/or see individual pupils in school. The ESWO is also available on a daily basis to assist in contacting parents when Pastoral Staff are unable to do so.
- Pupils who truant are seen by Head of Year and if necessary the ESWO on return to school. On these occasions, parents are invited to school to discuss the possible reasons for the pupil not attending school. Appropriate strategies can then, hopefully, be employed co-operatively to offset the possibility of the truancy recurring. All unauthorised absence is recorded in the register and records kept.
- The involvement of the Learning Mentor may also occur if deemed appropriate.
- In order to record future attendance Report Books may be used, not only to check on attendance, but as a record of the pupils positive performance in this direction. On all occasions, the use of Report Books should be utilised positively. The pupil should be encouraged to see as proof of success in any area – not merely as a record of failure.
- Mid session attendance checks also take place and staff inform the Head of Year of pupils absent from lessons so they can be checked against registers.
- Absence enquire letters are sent home to parents by the Head of Year when an absence has not been explained. Mr. Stenhouse prints these from the attendance module.
- Mr. Stenhouse will also contact parents on a first day absence for pupils identified as having attendance problems via truancy call.
- The parents are aware that the school also has an absence hotline, which they should ring to inform the school of their child's absence.
- In addition, Heads of Year and ESWO can have access to the Attendance Module to allow them to obtain up to date statistics regarding individual pupils attendance. This information is used when communicating with parents. It is used to generate letters when a pupil's attendance has fallen below a specific percentage.
- Authorised and Unauthorised absence statistics are collated on a weekly basis following the completion of OMR register forms by Form Tutors and Head of Year and are used on reports to parents.
- Outside agencies are involved with individual pupils when deemed appropriate.
- All new parents are issued with an understanding attendance pamphlet on Induction to the School.

Punctuality

All boys should enter the building between 8.45 – 8.50 and be no later than 8.55 for registration in the morning and 1.25 in the afternoon.

Boys arriving after this time will be marked as late. Boys not arriving at registration will be marked absent.

Boys arriving after registration has closed must report to reception receive their mark.

Two late arrivals in any week will incur a Form Tutor/Head of Year detention – a Year Rota for the detention to be organised by the Year Team.

1. Arrival at Lessons

Punctuality

- Staff will arrive at their classrooms on time and be present to greet the arrival of students and therefore be able to observe corridor behaviour and remove the class from the corridor and prevent congestion.
- Morning briefings to begin at 8.40 and end by 8.55 a.m. – all staff to attend.
- Staff to take a class register and note late arrival of students.
- Lateness must be challenged by the subject teacher and appropriate sanctions given.
- Staff must dismiss students punctually at the end of a lesson.
- Staff keeping students late must provide a covering note.
- No student to be served at the canteen after 11.20 a.m. and 1.15 p.m.

Classroom Entry

- Students must line up orderly outside classrooms
- Single file entry to be monitored
- All students will stand quietly behind their desks to create an orderly environment before being told to sit down at KS3
- KS4 students will only need the above if their behaviour is considered inappropriate.

2. Classroom Practice

a) Student Equipment

- Students will be expected to have pen, pencil, eraser, exercise book, homework diary and any relevant specialist equipment
- Spare equipment will be made available
- Repeat offenders who persistently arrive ill equipped will receive an appropriate sanction
- Standard letters will be sent home when sanctions are ineffective

3. **Student Responses in Class**

- No shouting out to be permitted
- Students will attract attention by raising their hands and wait to be addressed
- Written work must be conducted in a purposeful working environment

4. **Addressing Students**

This is of primary importance as it sets the tone of a relationship i.e. not too 'pally' and not too disrespectful.

- In all normal instructions a students first name to be used.

5. **Requests by Students to Leave the Classroom**

- No student should be allowed out of class at any time without a written request from another member of staff (except when going to the toilet - see below)
- If a student is allowed out this must be on their own unless there is a real need for them to be accompanied.
- No student should be allowed out to go to the office, Head of Year etc. unless the need is paramount
- All students out of class must possess an out of class permission card

- **Toilet requests**

Students must not be allowed to go to the toilet within 30 minutes of the start of lesson 1,3 and 4.

Requests in lesson 2 & 5 and after 30 minutes of Periods 1, 3 & 4 should not be encouraged, but permission is at the teachers professional discretion.

It is advisable to allow the student to go to the toilet but that the student should make up the time at break, lunch or after school. This ensures that the student makes the decision to go to the toilet knowing the consequences.

6. **Class Dismissal**

- All students to pack away prior to the end of the lesson
- Dismissal in an orderly manner e.g. row at a time at the first bell
- All classrooms should be left tidy i.e. no litter, chairs under desks and correct order

CLASSROOM PRACTICE FOR DEALING WITH TRANSGRESSIONS

This section of the policy document outlines whole school classroom procedures in order to address challenging behaviour. It is important that all staff adopt the same system so that all students are fully aware of expectations and consequences of their behaviour. It must be remembered that new staff/supply need whole staff support and not seen as different therefore the system must be adopted by all staff.

The Code of Conduct will be on view in all Classrooms.

- i) One verbal warning
- ii) Name on board
- iii) Cross next to name means a detention (10 minutes)
- iv) Further cross requires subject teacher/departmental detention with 24 hours notice – in diary. Standard letter home.
- v) If a student is to be removed from the room no more than 5-10 minutes cooling off – This would incur a subject teacher/departmental detention as in point iv).
- vi) Three crosses on the board, the pupil will be sent “on-call”.

CLASSROOM MANAGEMENT SYSTEM

Inappropriate behaviour 1 – Warning 1 – No further action

Inappropriate behaviour 2 – Warning 2 – No further action

Inappropriate behaviour 3 – Detention given – Day/Time/Duration and place is set by Class Teacher

Inappropriate behaviour 4 – Sent to “On-call” teacher with detention information and work.

“On-call” teacher – use school records to contact Parent/responsible adult by phone, with detention information (as set by class teacher).
If Parent/responsible adult unavailable, complete appropriate letter to Parents.
“On-call” system 1

Detention is given. Detention takes place in the Hall after school. Class teacher attends the detention. Senior staff will be present.

Inappropriate behaviour during detention – complete “On call” system 2 and send home immediately. Senior staff telephone Parent/responsible adult to inform of exclusion.

Failure to attend – Telephone Parent/responsible adult to inform of exclusion. Letter of exclusion posted following day. Appointment made for return to see PS, RGH, PDM, AFP, PD, EMT, Head of Year. If Parents cannot be contacted, the exclusion may need to be postponed for one day.

If “On-call” member of staff is absent, pupil sent to Senior Members of staff (PS, PDM, RGH, AFP, PD).

Serious or Continued Escalation of Behaviour

This is seen as

- Verbal or physical aggression to students and or staff by a student
 - Refusal to follow instructions in a confrontational manner
 - Students continuing to cause disruption when the above steps i – v above is successful in modifying the student behaviour
- a) Student should be removed from the class and sent to on-call teacher
 - b) It may be necessary to send to on-call member of staff or, in the most serious case, Assistant Headteachers, Headteacher.
 - c) In all cases students sent to another member of staff must be accompanied by a note and/or a reliable student.
 - d) A Referral Form must be completed and used in the agreed way (Appendix 1) for other offences (e.g. no homework, misbehaviour etc.)

Offences of this nature will be sanctioned as outlined below and be dependent on the severity of the offence and the discretion of Head of Department, Head of Year, Assistant Headteacher, Deputy Headteacher and Headteacher.

- Departmental Detention
- Head of Year Detention
- Headteachers Detention
- Parental contact/interview
- Fixed term exclusion
- Or in the most serious of cases permanent exclusion
- A combination of these sanctions may occur i.e. Head of Year Detention and parental contact.

MOVEMENT AROUND THE SCHOOL

The orderly conduct and movement of students around the school is paramount in fostering a respectful, quiet purposeful working environment. It is important that all staff are vigilant and challenge any behaviour that is inappropriate.

Inside School

- All students must walk on the left
- No running, pushing, tripping etc
- All students out of class must have a staff permission card
- All students in corridors in lesson time must be challenged by staff
- It is every member of staffs responsibility to challenge poor behaviour
- There must be a highly visible presence on the corridors by SMT, HOY and HOD at lesson change
- Staff must be at their classroom doors at the change of lesson
- No eating, chewing, drinking on the corridors
- No dropping litter. Students caught should be given sanctions and referred to Head of Year
- Major indiscipline to be referred to Head of Year via Referral as outlined in Appendix 1.

Open Access at Lunchtime and Break

The facilities provided for our pupils are intended to encourage the positive behaviour of pupils by allowing them to take responsibility for their own actions in the designated area.

Pupils wishing to stay in the building for the whole of lunchtime and break must go immediately to the room allocated.

Pupils are not to walk around the building as this creates difficulties for staff and prefects on duty.

Anyone abusing the system will be banned from the building and parents informed. Any further violation of rules will result in pupils being banned from school premises during the lunchtimes.

Sanctions

Despite all our efforts to reward good work and behaviour and create a positive learning environment, regrettably there will be occasions when sanctions become necessary for certain pupils in order to assist them in meeting agreed acceptable standards of conduct. The use of appropriate sanctions should be viewed positively in that they provide a further opportunity for pupils to demonstrate their ability to behave in an appropriate manner.

The punishments should be applied fairly and consistently but allow for flexibility to take account of individual circumstances and there should be a distinction between minor and serious offences. When disciplinary problems do arise, parents will be involved at an early stage.

As outlined in Staff Duties and Responsibilities, it is the classroom teacher who is responsible for ensuring a working atmosphere in their lesson, one which is conducive to learning. When problems arise in the classroom, disciplinary procedures in Pensby Sports College are seen as part of the Academic systems.

If the incident involves violence towards another pupil the incident should be referred to the appropriate Head of Year, Pastoral Leader, Deputy Headteacher or Headteacher. A period of exclusion may be warranted for such behaviour.

If the incident involves violence with an implement of any nature, this must be referred to the appropriate Head of Year, Pastoral Leader, Deputy Headteacher or Headteacher. A period of exclusion may be warranted for such behaviour and the Police may be notified.

Disciplinary Procedures

CLASSROOM TEACHER

If a pupil infringes school rules, he can be punished in one of the following ways by the classroom teacher:-

- Verbal reprimand
- Extra written work
- Cleaning desks (if related to misdeed)
- Brought back at breaks
- Detention
- Three reprimands send on-call

Formal Referral. Staff must use the Teacher Referral Form (see appendix 1) which will be passed onto the Head of Department, who, after taking action will pass on the referral to the Head of Year who may deem it necessary to take further action.

HEAD OF DEPARTMENT

The Head of Department should deal with the individual using the following sanctions:

- Verbal reprimand
- Extra written work
- Brought back at breaks
- Brought back at end of school to discuss issue
- Departmental detention
- Refer on to Head of Faculty
- Refer on to Head of Year

If a Head of Department feels the pupil is not responding to these sanctions and continues to offend, then the name should be passed on to Head of Year.

This referral may highlight pupils have begun to misbehave in several/all areas, which in itself may indicate a deeper problem (personal, domestic, academic, social etc).

HEAD OF YEAR

Heads of Year should deal with the pupil using the following sanctions:-

- Verbal reprimand
- Extra work
- Report book (see additional information)
- Pastoral Support Plan/Behavioural Support Plan
- Letter home
- Parental visit
- Head of Year detention
- Any other appropriate sanction
- Refer to Assistant Headteacher (Pastoral)

ASSISTANT HEADTEACHER (PASTORAL)

If pupils fail to respond, they should be referred to Assistant Headteacher, who in addition to the above sanction, could decide to involve external agencies (perhaps internal assessment by SEN) or refer to the Headteacher if a fixed term exclusion is warranted.

The Assistant Headteacher will keep the Head informed of developments. He can also use the following sanctions.

- Verbal reprimand
- Extra work
- Report book
- Letter home
- Parental interview
- Place on Headteacher's Detention
- Refer to learning mentor
- Refer to SS, ESW
- Call multi-agency meeting (Child Concern Model)
- Refer to Headteacher for fixed term or permanent exclusion

Should pupils again fail to respond, the Assistant Head would interview parents and try to introduce other appropriate sanctions/suggestions. Failure of the child to improve would result in an interview involving the Headteacher and parents, and may lead to fixed term or permanent exclusion. The Headteacher can also employ all of the sanctions illustrated previously on page 15.

Finally, if all else fails, Governors will be involved as the next stage – a Warning Interview to express their concerns to parents and the fact that future misconduct is likely to result in exclusion.

Detentions

Twenty-four hours notice is required of any detention over 10 minutes Headteacher's or otherwise. This must be recorded in the homework diary and standard letter sent home. It is important to remember how late children may be in arriving home after a short detention. It is not unusual for a child to have to wait for an hour for a bus once the main school feeder buses have left. It is therefore easier to punish a boy over break or lunchtime, than to hold him back after 3.35 p.m.

Whole class detentions should not occur.

The following system of detention:

1. Subject Teacher Detention
 - For lack of homework or offences in class that were not referred on to Head of Department or Head of Year
 - Written in student diary
 - Formal letter sent to parents, with Head of Department's agreement

2. Departmental Detention

- For offences that were referred on via subject teacher
- Written in diary
- Formal letter sent to parents
- Timetable of evenings to be published after negotiation at Head of Department meeting

3. Head of Year Detention

- For offences referred to HOY use white referral system
- For other pastoral reasons
- Written in homework diary
- Letters home

4. Headteachers Detention

For more serious disciplinary offences, boys are put on Headteacher's Detention. These detentions take place on Tuesday and Thursday evenings between 3.40 and 4.40 p.m. Only the Assistant Headteacher's or the Headteacher can make a referral for this detention.

5. Late Detentions

Students arriving late 2 or more times to registration in one week will be kept on a 1 hour detention in a Year group detention. The Year Head may wish to organise a rota with the team in order to supervise a late detention.

The aim being flexibility for individuals but consistency in that 'some' punishment/sanction will be applied.

Incidents around School Building or Outside School

If a member of staff witnesses a pupil misbehaving, it is their responsibility to impose appropriate sanctions.

However if the pupil's actions are considered a serious breach of school rules, then the individual teacher should inform the pupils Head of Year.

They in turn will impose sanctions, counsel the pupil and or refer the matter to a Senior Member of Staff.

Dependent upon the offence, the matter may be referred to the Headteacher, particularly if the misbehaviour includes bullying, harassment (including racial comment) as this may warrant a short period of exclusion.

If the incident involves violence towards another pupil the incident should be referred to the appropriate Head of Year, Pastoral Leader, Deputy Headteacher or Headteacher. A period of exclusion may be warranted for such behaviour.

If the incident involves violence with an implement of any nature, this must be referred to the appropriate Head of Year, Pastoral Leader, Deputy Headteacher or

Headteacher. A period of exclusion may be warranted for such behaviour and the Police may be notified.

In all of the above cases a Yellow Teacher Referral Form must be completed but handed to the appropriate Head of Year not the Departmental Head.

Internal Exclusion

This form of exclusion will be used only for those pupils whose conduct is so poor as to warrant being removed from all contact with other pupils and normal lessons for the length of a school day. It is therefore only one step away from a full exclusion.

Pupils will only be given this exclusion when full consultation has been made with Senior Staff and parents have been interviewed about the pupil's offences or conduct.

Exclusions

If pupils are excluded parents should have a clear understanding of their rights and also the provision made for pupils whilst excluded and when re-admitted.

Letters to parents will be clear and explain the criteria used for the exclusion and their right of appeal.

On re-entry, the Headteacher or Assistant Headteacher will interview parents and pupil and agree strategies for the future.

Should these prove ineffective, the Headteacher will invite parents into school to discuss the matter.

Short term exclusions will be used (taking into account the circumstances at the time) for incidents including physical abuse of pupils or staff, verbal abuse of staff, bullying or racial harassment, conduct outside school which bring the good name of the school into disrepute.

SUPPORT FOR STUDENTS EXPERIENCING DIFFICULTIES

Students can sometimes experience difficulties in school. These difficulties may be academic, domestic, social, emotional or behavioural.

In addition to the rewards, sanctions and procedures outlined above the school also operates a substantial support network sometimes involving outside agencies, but always in partnership with their parents.

All Staff

Every member of staff at Pensby Sports College endeavours to deliver a very supportive approach to the students. All staff are also aware of the various procedures and policies, which must be followed if they are unable to supply the level of support required for the students.

Form Tutor

The Form Tutors is obviously a pivotal member of staff within the school. He or she is responsible for the general welfare of their form as a family within a family. As such they are often the first point of contact for students experiencing difficulties. Other difficulties are resolved at this stage or referred on to the Head of Year.

Head of Year

The Head of Years involvement in the support of students is usually employed when a child requires help over and above that which can be supplied by the Form Tutors. The Head of Year may use a report booklet to monitor any academic or behavioural issues. Heads of Year can also make referrals to the following external services.

- ESW Service
- Police
- School Nurse
- Response
- Educational Psychologists via the SENCO
- Social Services
- LACES
- Kilgarth Outreach
- Child and Family Support Service via the Assistant Headteacher (Pastoral)
- Connexions

They can also call on the support of the schools SENCO, Learning Mentor, (via the Assistant Headteacher Pastoral) and Learning Support Assistants (via the SENCO).

The Head of Year will also work in close partnership with the parents in such circumstances.

Assistant Headteacher

The Assistant Headteacher, Mr. R. Harrison is the Child Protection and Looked After Children Co-ordinator. When the level of support offered via the Form Tutors and Head of Year cannot meet a student's needs the Assistant Headteacher will become involved. At this stage after consultation with parents the Assistant Headteacher may decide on monitoring any academic or behavioural difficulties by a report book.

However he/she may also make referral to outside agencies especially if a Child Protection or Children in Need allegation is made. These agencies include:

- Police
- Educational Psychologist
- Response
- Social Services
- Child and Family Support Service via G.P or ESW
- ESW Service
- School Nurse/Health
- Laces
- Kilgareth Outreach
- Connexions

In addition a referral may be made to the Learning Mentor or SENCO.

Learning Mentor

Referrals of students to the Learning Mentor can only be made by the Assistant Headteacher or Headteacher this occurs following Form Tutor and Head of Year intervention and parental interview. The Learning Mentor will work with a variety of students on an individual or group basis. The prime objective is to help the student overcome any barriers to Learning via individual discussion and target setting or group work e.g. communication, anger management and self-esteem. The Assistant Headteacher and Learning Mentor will meet monthly or more regularly if needed.

SENCO

The SENCO's involvement occurs when students exhibit learning difficulties over and above the norm. He/she will also be involved with students exhibiting emotional and behavioural difficulties over and above the norm.

This will involve students being placed on the SEN register at:

School Action
School Action Plus
Or Statemented

(see Pensby Sports College Special Needs Policy Document and SEN Code of Practice)

The SENCO will write a generic IEP or IBP outlining SMART targets. Each subject teacher will then enhance the IEP/IBP with subject specific targets and strategies. These IEP/IBP's will be reviewed twice a year. In the case of statemented students Annual Reviews and Transition Planning meetings also occur.

The SENCO will be the Co-ordinator for assessing and collecting data for the correct assessment of students. He/she may liaise with the following support agencies

- Education Psychologists
- Aspergers Advisory teacher
- CFSS
- Health
- Learning Support Service
- LACES
- Social services

All of the above intervention will occur with shared partnership with the parents and discussions with the students.

Harassment

Bullying, Sexual or Racial harassment challenges the aims outlined on page 3. Bullying is the deliberate, or on occasions unintentional, intimidation of another person. This can be physical or verbal and includes hitting, name-calling, teasing, and excluding from a group. It can also include threatening gestures and looks.

It is our aim at Pensby Sports College to create a climate where pupils feel secure and confident to tell teachers of incidents of bullying in the knowledge that sympathetic and appropriate action will be taken.

Bullying

Staff are to be vigilant and receptive to incidents of bullying and are to take immediate action if this is deemed appropriate, but on all occasions to report incidents to the Year Heads or a member of the SMT.

If any teacher is in doubt as to the action to be taken, the Year Head will provide advice and assistance.

Parents of the bully and victim will be informed of the action taken.

Practice which help to reduce the incidents of bullying in school include ensuring pupils are aware of:

A high profile from all staff during lesson transfer and at other 'unstructured times'.

Staff on duty should be vigilant and aware of any pupils appearing upset or distant.

The curriculum too has a role to play. Awareness raising in PSHCE, Assemblies and Form periods help to create a climate where pupils feel able to talk to staff about their concerns and one in which bullying is unacceptable.

All incidents, including those that may appear trivial or petty, will be taken seriously and appropriate action will be taken.

If the incident involves violence towards another pupil, the incident should be referred to the appropriate Head of Year, Pastoral Leader, Deputy Headteacher or Headteacher. A period of exclusion may be warranted for such behaviour. If the incident involves violence with an implement of any nature, this must be referred to the appropriate Head of Year, Pastoral leader, Deputy Headteacher or Headteacher. A period of exclusion may be warranted for such behaviour and the Police may be notified.

Child Protection and Children in Need– See Pensby Sports College Policy Document April 2003 and Lea Child Protection and Children in Need Guidance – Spring 2003.

Children have rights of their own, independent of their parents, in particular the right to satisfaction of basic needs (for food, warmth, clothing, shelter, health care and emotional security) and the right to protection from harm or abuse. A child has a right in law not to be subjected to assault, ill treatment, neglect or sexual exploitation. Children have a right to be raised by their parents as their parents think fit within the law, and children should normally group up within their families.

We believe that it is important to obtain the child's views and feelings when planning action taking into account their age, race, religion, culture and language and to respect these as far as possible. All child protection work should be child centred and focus on the needs and best interest of the child. In any conflict of interests the

protection of the child must take precedence over the rights of the parents and the welfare of the child must be the paramount concern.

Any suspicion of child abuse must be reported to the Child Protection Co-ordinator (Mr. Harrison) who will have regard to the LEA Child Protection and Children in Need Procedures.

PSHCE Lessons

During PSHCE lessons, discussions between members of staff and pupils will be used to ascertain pupils' views.

Pupils should feel free to express and explore their views honestly and will be encouraged to:

- understand the difference between right and wrong
- show respect for other people, truth, justice and property
- make responsible and reasoned judgements on moral and social issues

Pupils whenever possible will be given the opportunity to take on appropriate responsibilities throughout their school career e.g. for monitors, library assistants, and prefects. They may also become involved in various acts of Collective Worship. In this way it is hoped pupils will become caring, thoughtful members of the school community.

THE ROLE OF PARENTS

If we are to provide the best possible education for our pupils, we must work closely with parents.

1. Communications

For school policies to be effective, parents' co-operation is essential. We at Pensby Sports College, believe parents have a vital role to play in their children's education. Schools and parents need to work in partnership if pupils are to achieve their full potential. There will be effective induction arrangements for parents of new pupils' including a clear description of the school's behaviour policies. There will be regular communication with parents informing them of their child's progress, attendance and behaviour. Communications will include positive and constructive comments on all these items. It will be clear and easy to understand, and, if necessary, in language other than English.

During the child's time at Pensby Sports College, parents will be regularly informed of any changes or developments regarding schools procedures or policies and wherever possible their views will be sought either by questionnaire or at PTA in order to improve the planning process.

2. Contact

Parents will be encouraged to visit the school to discuss all matters relating to their child's development and needs. School will provide a welcoming environment for all parents and encourage their support and involvement in various school functions particularly Form Tutor evenings and Parents Evening.

We believe it is vital that parents discuss their child's progress in the school with the relevant members of staff. If parents are not able to attend the official organised events, they will be contacted and asked to come into school at a time convenient to them to discuss with the Head of Year their child's progress. Opportunities will also be provided, if possible, for parents to speak briefly to subject teachers.

3. Responsibilities

Parents and carers have a powerful effect on children's behaviour and have a legal duty to ensure that their children receive an efficient education. Parents and carers should also ensure that pupils arrive at school regularly and on time, that they have suitable clothing and that they have with them, any books or equipment needed for their work at school.

We will look to parents for co-operation and support in maintaining good standards of behaviour and discipline at the school.

THE ROLE OF THE STAFF

All staff, particularly Form Tutors, have an important role to play in promoting high standards of achievement and good quality learning as well as high levels of attendance via the schools monitoring and reporting systems.

There are several strands to these systems.

Student Diary – these contain important information required by all pupils e.g. key words, timetable, homework timetable etc.

Any problems regarding pupils and planners are to be reported to the Head of Year who will deal with this. If it is a question of homework not being set, the Head of Year should report this to appropriate faculty sponsor who will consult the appropriate Head of Department.

Form Tutor will check student diaries weekly and sign if satisfactory.

Detentions are to be recorded in student diaries and standard letters sent home.

Senior Staff Involvement

As a back up to the work of form tutors and to assist in ensuring high standards of achievement, form inspections will be carried out by Heads of Year and a member of the Senior Management Team on a termly basis for Years 7-11.

It is vital that pupils treat their diaries with respect, as they are essential to maintain high academic standards as well as re-inforcing the schools behavioural policies.

Form Tutors should therefore inspect the planners weekly ensuring:

- They are graffiti free
- Homework for each day is indicated in the rows provided and task set for each subject to be recorded
- The length of time to complete homework is placed in the final column
- This column should be totalled at the end of the week
- A copy of homework timetable is placed at the front of the student planner
- The date of week should be indicated correctly e.g. week ending
- Pupils rule a line over their entries to indicate the completion of a homework
- Inform pupils that the cost of a replacement planner is £2.00 (all money collected to be recorded and paid to the Resource Manager).

Homework

It is the view of the school that meaningful homework plays an important part in the education of all pupils. Homework timetables will be sent out at the start of the school year and all pupils are expected to enter their homework in their planner. The co-operation of parents in helping pupils to get the maximum benefit from this exercise is much appreciated. Parents are asked to check daily that the homework has been completed and to sign the planner at the end of the week. In the first year homework should also no more than one hour per night but this time will of course, increase as pupils progress through the school.

Appendix 1

PENSBY SPORTS COLLEGE

Teacher Referral Form

Teacher's Name

Date

Pupil's Name

Form

Subject

Period

Head of Department Informed?

Yes/No

If "Yes", what action was taken?

Head of Year Action Taken

Teacher's Report

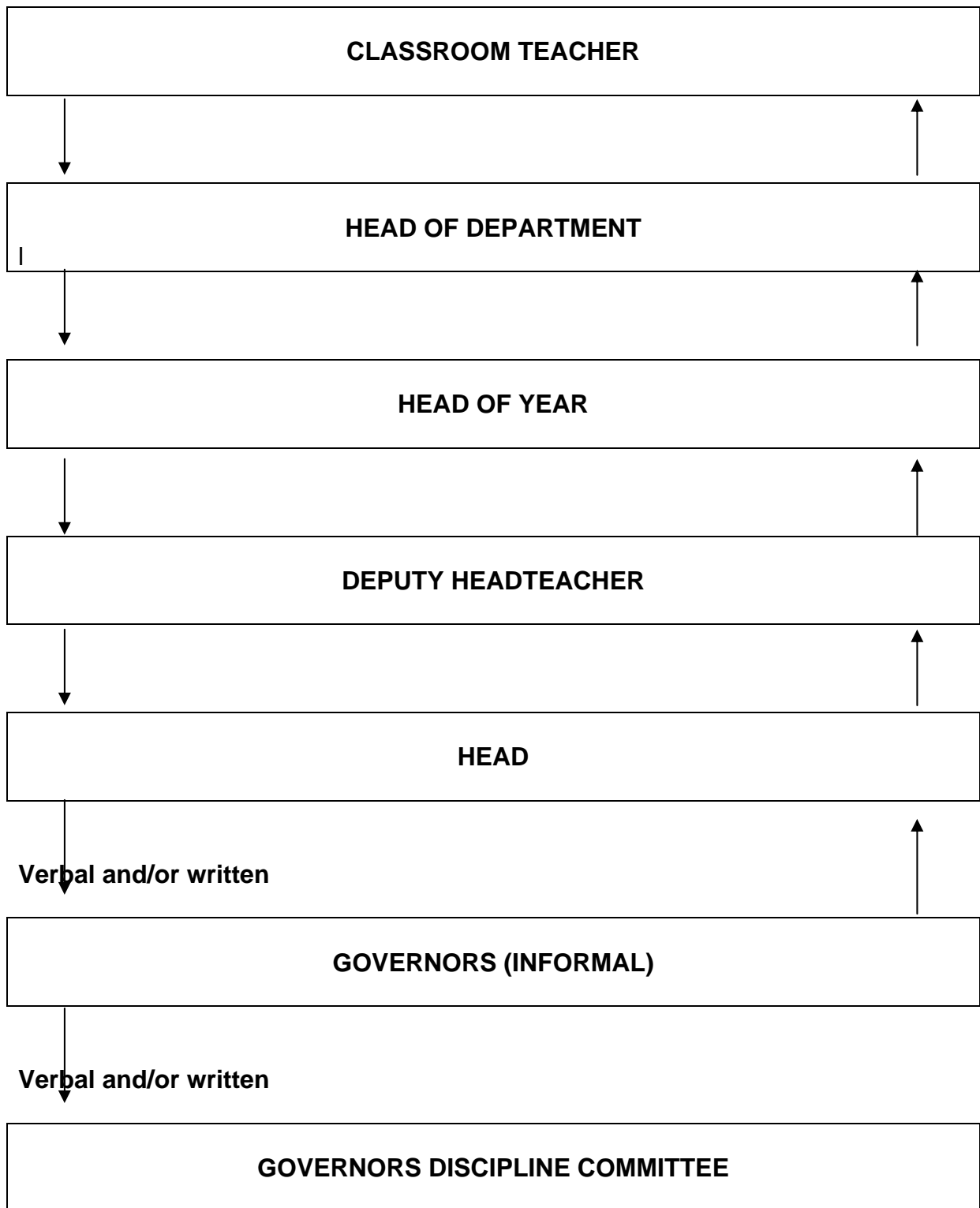
Signature _____

Date _____

**Top Yellow Copy to Head of Year Via Head of Department
Middle Blue Copy kept by Head of Department
Bottom White Copy to be kept by Teacher**

Appendix 1 (cont)

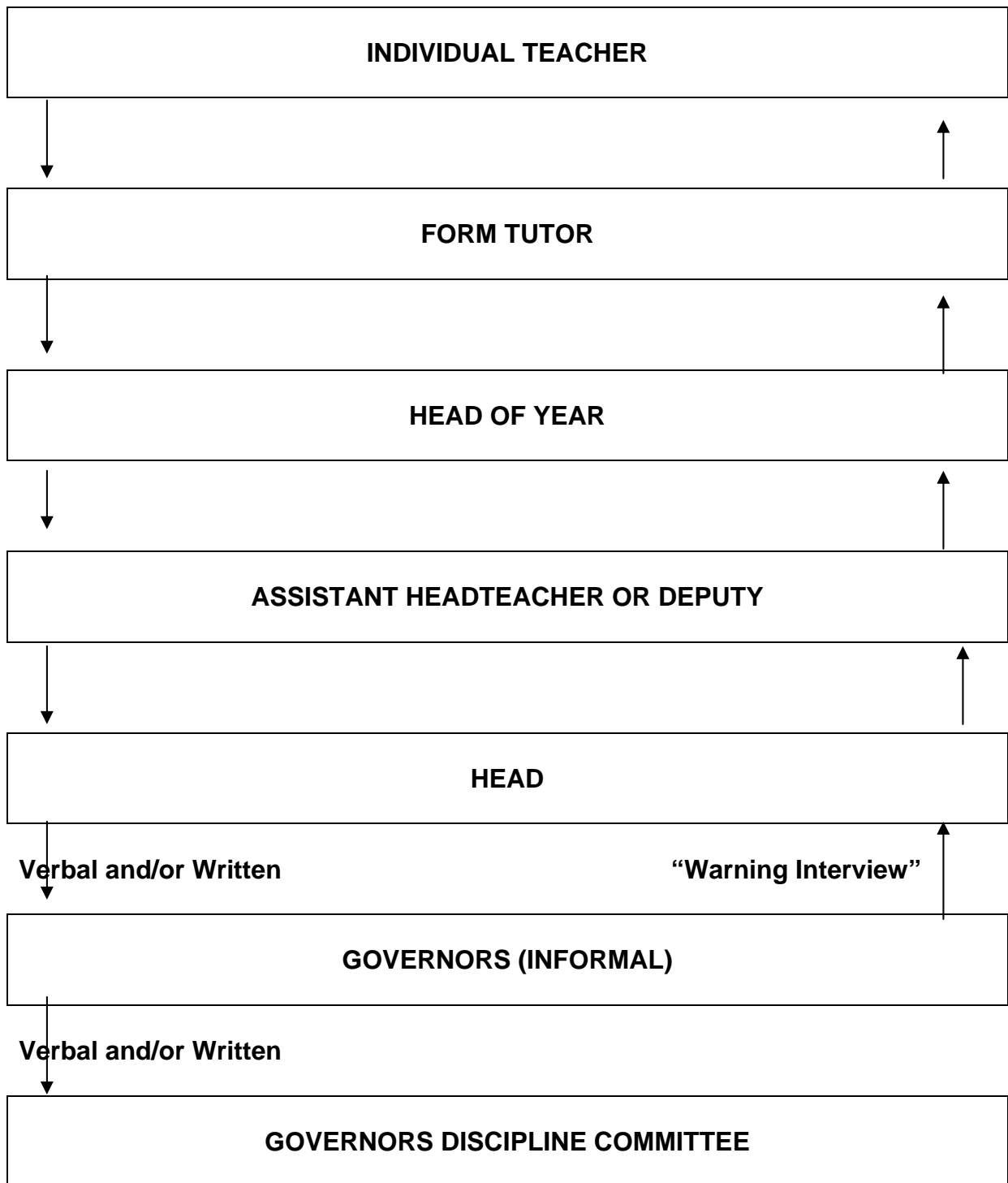
Structure for Dealing with Disciplinary Incidents in the Classroom Feedback



Appendix 1 (Cont)

Structure for Dealing with Incidents around the Building

Feedback



Appendix 2

ACADEMIC PRIZES AND COMMENDATION LETTERS **END OF TERM AWARDS**

These are awarded to formally acknowledge achievement and effort in academic areas on presentation evening.

- All subject areas will be able to award a Prize (Certificate and Gift Token) to students for Achievement and Effort for Years 7-9. Year 10 and 12 prizes are awarded for GCSE, AS/AVCE.
- One student for each year group per subject will be presented with an achievement award.
- One student for each year group per subject will be presented with an effort award.
- Other students can be nominated for a commendation letter for achievement and effort.

Procedure

- Staff from subject areas nominate students for Achievement and Effort
- Staff from subject areas also nominate students for commendation letters
- These are handed to Heads of Department
- HOD's collate all nominations and prioritise 3 students for Achievement and Effort awards. (All other nominated by staff are then placed into the commendation letter lists)
- Prioritising is necessary so that any one student does not gain all of the awards
- HOD's pass on lists to HOY
- HOY organises allocation of prizes so that no student achieves more than one prize. All unsuccessful nominees are then added to the commendation lists.
- Office staff receive lists from HOY and organise awards and commendation letters
- Awards to be presented at Awards Evening.

Appendix 2 (Cont)

ALLOCATION OF ACHIEVEMENT AND EFFORT PRIZES

Mathematics

1 Attainment and 1 Effort Prize for each year group 7-10

English

1 Attainment and 1 Effort Prize for each year group 7-10

Media Studies

1 Attainment and 1 Effort Prize for Year 10

Science

1 Attainment and 1 Effort Prize for each year group 7-9

Year 10 Dual Award Higher 1 Attainment
 Dual Award Foundation 1 Attainment
 Dual Award 1 Effort Prize

Geography

1 Attainment and 1 Effort Prize for each year group 7 + 10

History

1 Attainment and 1 Effort Prize for each year group 7-10

R.E.

1 Attainment and 1 Effort Prize for each year group 7-10

Modern Foreign Language

French

1 Attainment and 1 Effort Prize for each year group 7-10

Spanish

1 Attainment and 1 Effort Prize for each year group 7-10

Technology

1 Attainment and 1 Effort Prize for each year group 7-9

In Year 10 1 Attainment and 1 Effort Prize in each Technology area Food Resistant Materials and Graphic Products

PSHCE

1 Effort Prize in each year group 7-9

1 Attainment and 1 Effort Prize for Citizenship in Year 10

ICT

1 Attainment and 1 Effort Prize for each Year Group 7-10

Business Studies

1 Attainment and 1 Effort Prize for Year 10 only

Art

1 Attainment and 1 Effort Prize for each group from 7-10

Music

1 Attainment and 1 Effort Prize for each year group from 7-10

P.E.

1 Attainment and 1 Effort Prize for each year group 7-10

1 Attainment and 1 Effort Prize for GCSE PE Year 10

Drama

1 Attainment and 1 Effort Prize for each Year group 7 & 10

GSCE Engineering

1 Attainment and Effort Prize for Year Group 10

Work Related

1 Effort Prize for Year Group 10