



Malbank School and Sixth Form College

Behaviour and Attendance Handbook 2018-19



BEHAVIOUR FOR LEARNING POLICY SEPTEMBER 2018

Aims

Malbank School aims to provide a safe and structured environment in which teachers can teach and students can learn.

This policy aims to:

- Ensure adherence to an agreed set of principles of behaviour.
- Support effective teaching and learning.
- Contribute to a culture of mutual polite, courteous respect.
- Gain the support of parents, students and all members of staff.
- Help pupils to take responsibility for their own behaviour.
- Help pupils to understand the consequences of both good and poor behaviour and be accountable for the choices they make.

Principle

At Malbank School we believe that everyone has the right to enjoy school life in a safe, friendly environment. We encourage respect for others and their property and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, sexual orientation, gender, disability or social status.

Our shared expectations are that we will have a school where...

- **Learning and teaching experiences are interactive, engaging and varied, both inside and outside of the classroom.**
- **Relationships are based on mutual respect, harmony and shared values.**
- **The learning environment is safe and all resources are used to their fullest extent to promote achievement for life.**
- **Everybody can achieve their potential and feels valued for what they are good at.**
- **Every voice is heard and every individual matters.**

Students are required to follow the Code of Conduct and be good ambassadors for the school at all times. They are expected to behave responsibly on their journey to and from school and on school trips. This is outlined in the Bus Code of Conduct (Appendix 1).

Parents are asked to actively support all school policies and encourage their sons/daughters to contribute positively to the learning environment.

The Code of Conduct states as a student of Malbank School you are expected to:

- Arrive to all lessons **on time**, with the **correct equipment**, wearing the **correct uniform** as indicated in the uniform guide and student planner
- **Be respectful of others** opinions, beliefs, property and the contributions of others
- **Be polite** and **cooperative** at all times
- Ensure that they do not use **a mobile phone** or device with access to the internet whilst on the school site.
- Move around the school in a **quiet and orderly** manner, **keep to the left** in corridors and stairways
- **Wait outside classrooms** until instructed to enter by a member of staff

- **Not to eat in classrooms**, unless you have the permission from a member of staff.
- Take pride in yourself and your environment
- **Be responsible** for your possessions at all times
- Students are expected to be in the designated areas at break and lunch times.
- **Stay on site** unless you have obtained an 'out of school pass' eg for a medical appointment
- **Put litter in the bins** provided and **recycle** wherever possible

As a school we will not tolerate:

- **Physical or verbal abuse of another member of the school community**
- **The use of mobile phones / electronic devices whilst on the school site in accordance with the school's mobile phone policy.**
- **Students bringing to school chewing gum, cigarettes, e-cigarettes (including e-liquids) alcohol, illegal substances or fizzy drinks/energy drinks or any form of weapon.**
- **Interference with other people's property**
- **Vandalism, graffiti or theft**
- **The selling of items for profit on the school premises without the permission of a member of the Senior Leadership Team**

All members of staff must insist upon high standards of behaviour, discipline and uniform from all students and must follow and consistently apply the Behaviour for Learning (BfL) policy, as laid out in the BfL Handbook.

The criteria for our Lesson Monitor systems is displayed in all classrooms, in student planners and in the BfL handbook (See Appendix 2).

Rewards and Sanctions

The school uses 'Lesson Monitor' to grade individual's behaviour in lessons as;

1=Outstanding

2=Good

3=Unsatisfactory

4=Unacceptable

It is assumed that student's behaviour in lessons is good, as all pupils are initially marked with a grade 2.

The grades must be monitored and reviewed on a daily and weekly basis so that pupils can be rewarded or sanctioned as appropriate.

Culture of Praise:

As a school we believe that Quality First Teaching creates a positive atmosphere where children feel valued and successful and effort is celebrated.

Praise should be personal, specific, credible and differentiated, fair and consistent.

We consider it is important not just to praise and reward good work and behaviour but also to recognise positive contributions to school life. Staff should make at least 2 contacts a week home to praise pupils. An Assistant Head teacher is responsible for overseeing the school's culture of praise.

The following praise mechanisms are used:

- Awarding 'Lesson Monitor' grades 1 and 2

- Notes in planners
- Stickers in books
- Phone calls home
- Entry into the weekly 'golden ticket' draw.
- Postcards of praise
- Certificates
- Attendance badges
- Vouchers for extra-curricular involvement
- Prizes and trophies
- Privileges e.g. Year 11 Prom attendance
- Praise assemblies which reflect achievements such as Student of the Week for citizenship, successes in competitions, excellent attendance and A2L achievements
- Whole school Celebration of Achievement Day

Additional rewards are linked to the 'Lesson Monitor' system and a 'House system' is going to be put into place across the whole school community to further raise the profile of praise and reward.

Sanctions

At Malbank when a pupil's behaviour is giving cause for concern staff must follow the procedures laid out in the BfL handbook, which illustrates the 'Lesson Monitor' guidelines.

Staff must accept responsibility for behaviour in their lessons and take action to facilitate this. **All staff should plan for good behaviour.**

Staff interventions must be incremental and range from;

- A teacher warning
- Moving the pupil within the classroom
- Speaking to the pupil privately about their behaviour choices. If a pupil is sent out of the room, this discussion must take place promptly and readmission to the lesson should take place.
- Issuing a teacher detention at break or lunch time
- Contacting home
- Issuing the appropriate Lesson Monitor code and actioning as outlined in the BfL handbook.
- Liaising with their Curriculum Leader

Class teachers issuing a '3' or '4' on the Lesson Monitor system must communicate clearly the reason for this and the action they have taken. If a teacher gives a '4', they must contact home. Students must always be informed if they have received a '3' or a '4'.

Should a pupil continue to fail to follow a member of staff's instructions or disrupt learning, the pupil may be removed from the lesson using the departmental SOS system and set work in another classroom, according to the department's SOS timetable. Should a student's behaviour continue to be disruptive, defiant or abusive the member of staff may call a **red card**.

In this instance the student will be removed from the lesson by a member of the Senior Leadership Team and placed in the school's seclusion room for the remainder of the day, or the following day if appropriate. Parents will be contacted and a mediation meeting must take place as soon as possible between the student, class teacher and Head of Department to restate expectations and move forward.

Students who receive two or more '3's or '4's in a day will automatically be red-carded and spend the remainder of the day in seclusion.

Should a student's behaviour fall below expectations in one particular subject area, as indicated by Lesson Monitor' the Curriculum Leader may use a Curriculum Leader report (**Green report**) with subject specific targets to help support the improvement of behaviour choices.

BfL within the department will feature as an agenda item in Critical Friend meetings with SLT.

When a student's behaviour does not meet our expectations students may be asked to provide either a verbal or written account to represent their views. Other students present at the time of the poor behaviour may also be asked for a verbal or written account to inform staff to ensure that an appropriate sanction is put into place.

The Role of Progress Managers

Progress Managers for each year group monitor Lesson Monitor scores on a daily and weekly basis. Students who accrue three or more of '3's and '4's in a week will be detained at break and lunch as a sanction from the Key Stage team. Any departmental sanctions issued will take priority and the Key Stage sanction will follow.

Check in/report	Sanction	
Single	3 = 10 mins	4 = 20 mins
Double	3 = 15 mins	4 = 25 mins
Triple	3 = 20 mins	4 = 30 mins
Red alert report	Failed lesson = break and lunch	
PSP	Seclusion	

The Key Stage teams clearly communicate to all staff which students they are prioritising each week via a weekly email.

Detentions

In some circumstances a student's choice of behaviour may result in lunchtime detentions which are run voluntarily by some departments. These detentions are recorded on the behaviour wizard and monitored by an Assistant Head.

After school detentions are part of the school's BfL system. Whilst parental consent is **NOT** required, parents will be informed if the detention is to take place after school via letter and text at least 24 hours prior to the detention. After school detentions are generally awarded for such things as infringements of the Code of Conduct, persistent failure to complete work, smoking, theft, vandalism, or disruption of teaching and learning but this list is not exhaustive.

After school detentions take place on Tuesdays and Thursdays between 3.00 and 4.00 and are supervised by members of staff under the direction of a member of SLT. Staff must escort pupils to detention at the end of period 5. At the detention students will either access Doodle to improve an area of weakness in their learning or be required to complete some Community service. The

use of the latter will help to encourage citizenship and allow the pupil to give back to the school community.

Uniform

All students are expected to wear correct uniform. Items of incorrect uniform will be confiscated by members of staff and held in student services until the end of the school day. The nature of the incorrect uniform will be recorded by student services and this information will be reviewed on a weekly basis by Key Stage teams and SLT.

Seclusion

Pupils may be referred to spend a day in the seclusion room by a member of the Senior Leadership or Key Stage Team. Reasons for placing pupils in seclusion include defiance, bullying, truancy and persistent disruption of teaching and learning. Parents will be notified about the reasons for the sanction.

Whilst in seclusion pupils must adhere to the strict rules laid down by the Seclusion Manager. Pupils will be supplied with academic work for them to complete between 10am and 4pm daily.

Depending on the severity of the problem, some pupils may be referred to seclusion for a number of days or asked to attend seclusion in a partner school. Where a pupil's behaviour has resulted in fixed term exclusion from school for more than 5 days, alternative provision will be put into place.

High Order Sanctions

Repeated failure by an individual to respond to support offered within school and/or by external agencies in order to turn behaviour round and improve behaviour choices, could lead to one or more high order sanctions being put into place. These include shadowing members of the Senior Leadership Team for a period of time, fixed term exclusions, being placed on a governor contract, a managed move to a partner secondary school, alternative provision or being placed on a Pastoral Support Programme (PSP).

A PSP involves being placed on a 16 week support programme. The student is supervised by a member of the Senior Leadership Team daily. A member of the Governing Body will attend the initial meeting as well as interim and final review meetings, along with parents and any representatives from external agencies who have been involved. A pupil only does one PSP. If the behaviour of the pupil remains unacceptable, the pupil will be referred to a Governor Disciplinary Panel and a parenting contract will be negotiated and signed. Failure to modify behaviour can lead to permanent exclusion.

Off-site behaviour

The Head reserves the right to punish pupils for actions off the school site in order to: maintain good order on transport, educational visits, or other placements such as work experience or college courses; secure behaviour which does not threaten the health or safety of pupils, staff or members of the public; provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school; provide protection to individual staff from harmful conduct by pupils of the school when not on site.

Bullying

Bullying of all kinds is unacceptable whether it is between students and students, staff and students or staff and staff. The school has a clear anti-bullying policy which has been written and regularly updated by a cross section of the student community. The policy is made available to pupils and parents via the Student Planner and website. The school is proactive in preventing and dealing with bullying through such things as curriculum lessons, drama workshops, surveys, the

Buddy and Anti-Bullying Ambassador team and Access Team personnel such as the Inclusion Mentor and Inclusion Resource Centre Manager. (See the Anti-Bullying Policy).

Search and confiscation

A member of the Senior Leadership Team can conduct a search if they believe that a pupil has offensive weapons, alcohol or drugs in his/her possession. This can be made without consent if there are reasonable grounds to suspect a pupil may have these items in their possession. The search must be carried out with another member of staff present and will usually be carried out by a member of the same sex. Parental permission is not required. If staff believe there is a risk involved they must call the police.

A teacher can confiscate and retain the item for one day if: it poses a threat to others e.g. a laser pen; it poses a threat to the good order of learning e.g. a mobile phone or personal music player is being used in lesson; it is against school uniform rules e.g. a hoodie; it is a health and safety threat e.g. inappropriate jewellery; it is counter to the ethos of the school e.g. offensive literature, or it is an item which it is illegal for a child to have e.g. racist or pornographic material.

The member of staff must make the item available for collection from Student Services at 3.00pm by the pupil or, if appropriate, by the parent.

Items brought into school for the purpose of making a profit (including fizzy drinks, cigarettes, alcohol and sweets) will also be confiscated and the parents contacted in order to make arrangements for their collection. Illegal items will be handed over to the police.

Reasonable force

The school reserves the right to use 'reasonable force' where necessary. This may include using reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Examples of reasonable force can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight. (See the Safeguarding and Child Protection policy).

The DfEE circular dated 10/98 states 'the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.'

Restraint should only be used in circumstances where there are grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property.

Before intervening physically a teacher should, where practicable, tell the pupil who is misbehaving to stop and should continue to attempt to communicate with the pupil throughout the incident to the extent of informing the pupil of the fact that force is about to be used and why.

The following forms of physical intervention might be construed as reasonable in cases described above where all methods have failed:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm
- Shepherding a pupil away with a hand in the centre of the back

It is illegal to lock a pupil in a room or cupboard which they cannot leave of their own volition. Reasonable force must be in proportion to the circumstances of the incident and the potential proceedings. It must be reasonable in the circumstances meaning using no more force than is

needed. There is a legal duty to make reasonable adjustments for disabled children and children with SEN.

The following actions would **not** be seen as reasonable:

- Holding the pupil around the neck or by the collar or in any way that might restrict the ability to breath
- Slapping, punching, tripping or kicking a pupil
- Twisting or forcing limbs against the joint
- Holding or pulling a pupil by the hair or ear
- Any touching that might be considered indecent

At Malbank physical force should **not** be used in situations where:

- A pupil persistently refuses to obey an order to leave the classroom
- A pupil insists on leaving the room (unless the adult thinks that they would come to harm)
- A pupil is behaving in a way that is seriously disrupting a lesson
- A pupil walks away from a member of staff

In such cases a member of staff would issue a Red Card to call for assistance.

Any complaint from a parent will be dealt with by the Headteacher in accordance with the School's complaints policy.

In cases of physical restraint, a written report will be kept on the child's file. It is recommended that it is written within 12 hours of an incident occurring. It is strongly recommended that a member of staff independent of the incident ascertains if injuries have been sustained.

It is recommended that staff familiarise themselves with the document "Use of Reasonable force in schools' July 2013.

Malicious allegation made against a member of staff

Any allegation made against a member of staff will be investigated thoroughly and on an individual basis. If an allegation has been found to be made up by a pupil, this will be sanctioned as appropriate. This may include the use of seclusion and / or exclusion. Parents will be kept informed throughout the investigation.

Exclusions

Exclusions can only be carried out on the authority of the Head teacher or a Deputy/Assistant Head teacher acting on behalf of the Head. The school will comply with all statutory guidelines governing exclusions. (See Exclusions Policy).

If a student failed to respond to fixed term exclusions, the Headteacher has the right to insist that a student is educated off site and given alternative provision. In extreme circumstances, students can be permanently excluded.

Implementation

- A copy of the school's Behaviour and Attendance Handbook detailing the practical implementation of our BfL policy is made available to all staff in electronic form and a paper copy is held within Departments.
- A copy of the Code of Conduct and Lesson monitor grades are displayed in all classrooms.

- The Student Planner contains up to date information about key aspects of the BfL policy and practice e.g. Anti-bullying policy; Shared Expectations, Code of Conduct and Lesson Monitor criteria..
- Staff training on aspects of the BfL policy is provided annually.
- The Deputy Head teacher (Behaviour & Standards) develops and implements strategies which secure high standards of behaviour in partnership with all staff, SLT and the Access (Pastoral Support) Team. He collates and analyses BfL data and reports to SLT and the Governing Body. He acknowledges the responsibilities and celebrates the achievements of individuals and teams.

Links to other policies

Equality policy
 Anti-bullying policy
 Exclusions Policy
 Safeguarding and Child Protection Policy
 Mobile phone policy
 Code of Conduct

Date:Sept 2018.....

Signed:

Headteacher

Chair of Governors

Date for renewal: Sept 2019

Appendix 1

Malbank School and Sixth Form College Bus behaviour – Code of conduct

Principle

At Malbank School we believe that everyone has the right to enjoy school life in a safe, friendly environment. We encourage respect for others and their property and we strive to ensure that everyone is valued equally and treated with respect, regardless of aptitude, ethnic origin, sexual orientation, gender, disability or social status.

Students are required to follow the basic rules and codes of conduct and be good ambassadors for the school at all times. They are expected to behave responsibly on their journey to and from school. The aim of this code of conduct is to ensure that all parties are clear of the behaviour expectations whilst waiting for and travelling on a school bus.

All students who travel on buses must follow the bus code to ensure safe travel.

Student responsibilities;

- All students must line up as directed by the members of staff on duty if they are waiting for a bus to arrive. Students must get on the bus in an orderly way and must not push in.
- Students must make sure that they are using the correct bus – the bus that they have a pass or ticket to use.
- Passes / bus tickets must be shown to the bus driver as students get onto the bus. If students do not do this, they may be asked to pay a fare.
- Students must be polite to the bus driver.
- All students must remain in their seat until the bus stops. If standing is allowed on a bus, students standing must remain still while the bus is moving. Students should not stop other students from sitting down.
- Where they are available, seatbelts must be worn by all students.
- Students must not distract the driver, this is not safe.
- Students should not throw any objects on the bus and must make sure that any litter is picked up before getting off the bus.
- If students see poor behaviour on the bus, they must report it. This can be reported to form tutors, the Key Stage team or to Mrs Miller.
- Treat one another with respect.
- Students who chose to use their mobile phones must do so responsibly.
- To follow the main school code of conduct.

Should a pupil behave inappropriately and not follow the code of conduct then the following sanctions may be put into place;

- Warnings may be given by the bus company that continued poor behaviour may result in a ban from using the bus.
- Bans may be issued by the bus company, either a time fixed ban or a permanent ban. If the behaviour of a student is deemed to be putting the health and safety of others at risk a warning may not be issued.
- Sanctions may be put into place by the school including; detentions, seclusion or fixed term exclusions in line with the school behaviour for learning policy.

To help students to follow the code of conduct;

School;

- There will always be a team of staff who are on bus duty at the front and the back of school.

- The staff on duty will ensure that students are lining up when waiting for a bus and ensure that students get on the bus without pushing.
- The staff on bus duty will ensure that any inappropriate behaviour is dealt with as soon as possible.
- The school will liaise with the bus companies to investigate any reports of poor behaviour.

The bus driver;

- Will check all passes / tickets as students get onto the bus.
- Should try to develop positive relationships with students by greeting them as they get onto the bus.
- Will ask students to use the seats when they are available and ensure that students are not standing if this is not permitted.
- Will not use personal headphones or any mobile devices that could have a negative effect on the health and safety of the passengers. All speed limits will be adhered to.
- Should speak to students in an appropriate way when informing them of expectations on the bus and always use safety as a reference point.

The bus company;

- Will ensure that only suitably qualified drivers will be employed and that appropriate training is given.
- Where possible CCTV will be used and shared with school as necessary to help investigate incidents of poor behaviour.
- Will investigate when there are reports of inappropriate driver conduct, such as using headphones when driving and follow company procedures regarding this.
- Will communicate clearly with school and parents when issuing a ban from the bus, providing reasons for the ban.

Parents;

- Should reinforce the importance of the bus code of conduct.
- Support the school in ensuring that the safety of students is paramount
- Report any issues relating to bus behaviour to the relevant Key Stage team or Angela Miller (Strategic Business Manager)

This Code of Conduct was written by;

- The student Council of Malbank School and Sixth Form College
- Staff representatives
- Parent representatives
- Bus company representatives
- Local Authority representatives.

QUALITY FIRST TEACHING

As far as managing behaviour is concerned, members of staff are the most important people in the classroom. A teacher's behaviour and attitude will influence and affect how pupils behave.

'I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I have a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised.'

Hiam Ginnot, between teacher and child: A book for parents and teachers

The following are common examples of skills and strategies that are known to be effective in promoting positive behaviour:

- **Quality first teaching** – plan; make clear your learning outcomes; use a range of teaching styles; ensure all children are clear about their learning targets; personalise learning so that all needs are catered for; foster independent learning; involve pupils in self-assessment, setting targets, establishing learning style and reviewing learning etc.
- **Model good behaviour** – arrive on time, meet and greet at the doorway, know the children as individuals, call them by their first name, model the standards of courtesy expected from pupils, say thank you following each instruction, avoid sarcasm, keep to time in the lesson and finish on time, ensure an orderly exit.
- **Create a positive atmosphere** – treat the children with respect, create an atmosphere whereby children feel important, known, valued and successful, celebrate effort, give positive reinforcement and praise, praise should be personal, specific, credible and differentiated, be fair and consistent, make your expectations positive and clear, make good use of rewards, use humour.
- **Deal with difficult situations in a quiet and confident manner** – talk to a child quietly and privately, don't shout or humiliate, remove the struggle for power, provide choices so that children take responsibility for their own behaviour, make mistakes a normal part of learning, follow up on issues which count, be a good listener and give a right of reply, be prepared to apologise after a mistake.
- **Separate the behaviour from the person** – don't make it personal, don't bear grudges, treat every lesson as a fresh start, don't issue threats which are not then carried out, never give whole class punishments, look for a compromise.
- **Ensure that the classroom environment re-enforces good behaviour** – follow the boy/girl seating plan, use Kagan, co-operative learning strategies, display work done by the pupils and keep it up-to-date, keep the room tidy and interesting.

Lesson Monitor

The school has adopted a 'Lesson Monitor' system.

The aim of the system is to ensure consistency in applying rewards and sanctions across the school.

How does it work?

- Rather than marking a pupil as present or absent, in each lesson all pupils will get a mark for their behaviour.
- At the start of every lesson, registers should be taken identifying pupils that are present with a '2'. It needs to be made clear to pupils that the register is being taken.
- '2' indicates that the pupil's behaviour is good.
- If a student's behaviour is better than good, the '2' should be changed to a '1' on the register.
- If you right click on the students name you can enter the reason for awarding a '1'.
- You must tell the student concerned that their mark has been changed.
- The '2' can be altered to either a '3' or a '4' on the register if behaviour is less than good.
- You must right click on the students name to enter the reason for awarding a 3 or a 4 and the sanction that you have imposed.

The following information includes the lesson grade criteria and what happens when different grades are awarded – the role of the teacher, department, form tutor and that of the Pastoral teams including the Progress Managers.

Progress to be the Best

1

- Your behaviour is **excellent**
- Your **behaviour motivates** others to behave well
- You are highly **considerate and supportive** of others
- You actively **contribute** to the lesson



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Progress to be the Best

- Have the correct **equipment**
- **Respect** for other people's learning
- Take **responsibility** for your own behaviour
- Remain **on task** throughout the lesson
- Work to the **best of your ability**
- **Do not talk** when others are talking
- **Follow** all instructions

7 = Good behaviour without homework

8 = Good behaviour, incorrect uniform

9 = Good behaviour without the correct equipment



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Progress to be the Best

- You arrive **late** without good reason
- You take yourself or others **off task**
- You **speak when others** are speaking
- You use **unacceptable language**
- You are **slow to respond** to prompts or instructions
- You are **moved** due to poor behaviour
- You use your phone in a 'no phone zone'



You cannot negotiate back to a 2!

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Progress to be the Best

- Your behaviour is **disruptive** and has a **negative effect on learning**
- You **continue to ignore/defy** a specific instruction
- You **directly challenge any member of staff** or demonstrate a lack of respect
- You are **sent out** to another classroom
- A **red card** is issued

You cannot negotiate back to a 2!



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Praise

Praise and reward is the most effective tool in behaviour management.

Praise helps to build positive relationships which are central to success in the classroom.

It is important not to just praise good work but also to recognise good behaviour and positive contributions to school life.

Make a point of catching students doing well.

REMEMBER – PIP & RIP - Praise in public, Reprimand in private.

All staff should make at least 2 positive contacts with parents each week. This may include a call home or a postcard of praise.

Other examples of good practise are:

- Notes in planners
- Stickers in books
- Certificates
- Emails to tutors
- Using student of the week in assemblies
- Making every effort to engage with pupils both inside and outside the classroom
- Using displays to celebrate students work.

Rewards and Sanctions - Progress to be the Best

Behaviour grade	Form tutor response	Teacher and / or faculty response	Pastoral team / SLT response.																		
3	<ul style="list-style-type: none"> ✓ Conduct weekly checks of BfL grades to issue 'Golden Tickets' to those students who have at least a 2 in every lesson that week. Use 'edit marks' to do this. ➤ Monitor BfL grades on a daily basis when taking the register in a morning. ➤ Suggested actions for BfL concerns: <ul style="list-style-type: none"> • Note in planner • Contact home • Referral to Progress Manager 	<p>The minimum expectation is that the BfL 3 is recorded on the register, the teacher must right click and enter the reason and the sanction. <u>The student must know that they have received a BfL 3.</u></p> <p>At least one of the actions must have taken place;</p> <ul style="list-style-type: none"> • Teacher warning • Teacher detention • Referral to a departmental detention • Referral to an after school detention for failure to attend a departmental detention. • Targets set by CL <p>A teacher must incrementally increase their sanction.</p>	<ul style="list-style-type: none"> ➤ Students who receive 3 BfL 3's over the week will be sanctioned at break and /or lunch by their Progress Manager. The sanctions will be incremental as indicated below; <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Check in/report</th> <th colspan="2">Sanction</th> </tr> </thead> <tbody> <tr> <td>Single</td> <td style="text-align: center;">3 = 10 mins</td> <td style="text-align: center;">4 = 20 mins</td> </tr> <tr> <td>Double</td> <td style="text-align: center;">3 = 15 mins</td> <td style="text-align: center;">4 = 25 mins</td> </tr> <tr> <td>Triple</td> <td style="text-align: center;">3 = 20 mins</td> <td style="text-align: center;">4 = 30 mins</td> </tr> <tr> <td>Red report</td> <td colspan="2" style="text-align: center;">Failed lesson = break and lunch</td> </tr> <tr> <td>PSP</td> <td colspan="2" style="text-align: center;">Seclusion</td> </tr> </tbody> </table>	Check in/report	Sanction		Single	3 = 10 mins	4 = 20 mins	Double	3 = 15 mins	4 = 25 mins	Triple	3 = 20 mins	4 = 30 mins	Red report	Failed lesson = break and lunch		PSP	Seclusion	
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Red report	Failed lesson = break and lunch																				
PSP	Seclusion																				
4	<p>BfL 4 should have been recorded in the student's planner. If this has not happened it should be referred to the Head of School.</p>	<p>The minimum expectation is that BfL 4 is recorded on the register, the teacher must right click and enter the reason and sanction.</p> <p>The student must know that they have received a BfL 4 and WHEN their department detention is to take place.</p>	<ul style="list-style-type: none"> ➤ See table above for the sanctions put into place. ➤ Head of School to discuss all BfL 4's at Critical friend meetings and/or STAR meetings. 																		

		<p>Staff must contact parents / carers. At least one of the following actions MUST have taken place;</p> <ul style="list-style-type: none"> • Department detention • Removed into another classroom for a maximum of 3 subsequent lessons. <p>Failure to attend the department detention;</p> <ul style="list-style-type: none"> • Referral to an after school detention • Failure to attend the after school detention = referral to Head of school. 	
<p>4 - Red card</p>		<p>Red cards to be issued where a pupil has;</p> <ol style="list-style-type: none"> 1. Become engaged in a serious fight with another pupil 2. Physically abused a member of staff 3. Refused to leave the room following persistent misbehaviour / disruption of the lesson. 4. Used verbally aggressive and confrontational language against a member of staff or pupil, including the use of homophobic, racist or sexualised language. <p>Further details of how to issue a red card and guidance on follow up are detailed later in this BfL handbook.</p> <p>When a red card is issued;</p> <ul style="list-style-type: none"> ➤ The teacher who issued the red 	<ul style="list-style-type: none"> ➤ SLT/Pastoral team collect the student from the classroom and organise with the pastoral team for the student to be isolated ➤ SLT/Pastoral team contact home.

		<p>card should contact parents at the end of the day to follow up on the initial phone call made by SLT and to inform parents of the meeting that will take place the following morning.</p> <ul style="list-style-type: none"> ➤ The CL must ensure that a reintegration meeting is organised to discuss behaviour choices and restate expectations in line with the 'progress to be the best criteria' and the school 'Shared expectations' 	
<p>7 Homework Progress Managers will monitor students who are receiving 3 or more '7's' in a week.</p>	<ul style="list-style-type: none"> ➤ Monitor Bfl grades in registration ➤ On the first occasion the Form tutor should interview the student ➤ A further 3 '7's' results in a referral to the Progress Manager. 	<p>For students who are repeat offenders in a subject, subjects are to contact home. Homework should be completed in departmental detention.</p>	<p>Heads of school will action referrals and ensure that parents are contacted.</p>
<p>9 Equipment Progress Managers will monitor students receiving 3 or more '9's' in a week</p>	<ul style="list-style-type: none"> ➤ Monitor Bfl grades in registration ➤ On the first occasion the Form tutor should interview the student ➤ A further 3 '9's' results in a referral to the Progress Manager 	<p>The minimum expectation is that the BfL 9 is recorded on the register and ensure that the student has recorded it in their planner. The student must know that they have received a BfL 9.</p>	<p>Heads of school will action referrals and ensure that parents are contacted</p>

RED CARDS

Red Cards are for emergencies only and should not be used if pupils are actually complying with your requests e.g. to stand outside the room for a cool down. They should not be used as an alternative to the Department Support system.

If a pupil is persistently disrupting teaching and learning the member of staff should put in place alternative strategies or make alternative arrangements with the Curriculum Leader or departmental colleagues.

If a red card is issued this must be recorded as a '4' on lesson monitor.

WHAT CONSTITUTES AN EMERGENCY

Where a pupil has

1. Become engaged in a serious fight with another pupil
2. Physically abused a member of staff
3. Refused categorically to leave the room following persistent misbehaviour/disruption of the lesson (Department SOS)
4. Used verbally aggressive and confrontational language against a member of staff or pupil, including the use of homophobic, racist or sexualised language.
5. Been awarded a second Lesson Monitor grade of 3 or 4 in a day.

HOW TO ISSUE A RED CARD

The member of staff either:

- Sends a pupil to the Main Office/ Student Services to ask for a red card procedure to be put in place – preferably using their laminated red card. It should be made clear what the red card is being issued for. The office will indicate on the red card that they have been informed.

OR

- Contacts the Main Office via phone NOT email with the reason for the red card.

OR

- Asks for support from a colleague in an adjacent classroom to activate the red card procedures.

What happens next?

- The office will contact the member of SLT / KS team who are on red card duty and based in the Seclusion room. The reason for the red card will be shared with the SLT / KS team member.
- The pupil will be removed and will be isolated for the remainder of the day. Parents will be informed that their child had received a red card and that they will be out of circulation for the remainder of the day. Appropriate work will be provided. (If the red card is during period 5 a referral to seclusion the following day will be made).

- The member of staff issuing the red card must email an account of the incident to the attending member of SLT / KS team and their Curriculum Leader ASAP. Further follow up may be required.
- The teacher who has issued the red card should contact parents at the end of the school day to follow up on the initial phone call and to inform the parents of the meeting that will take place the following morning.
- The red card will be recorded on the behaviour wizard and on the pupil's record on SIMS.

CURRICULUM LEADER INTERVENTION – GREEN REPORT

If a pupil continues to cause problems for a member of staff in an isolated subject area there may be a need to ask the Curriculum Leader for support.

The curriculum leader must devise a Department support timetable either within the department or across departments if necessary. The support timetables must be shared with all staff in the department and displayed in the classroom. Copies of all support timetables must be shared with Vicki Denny so that cover supervisors and supply staff also have access.

Should a pupil be referred to a Curriculum Leader by their teacher the following must take place;

- The Curriculum Leader will discuss the problem with the teacher, review lesson monitor and check that all the intervention strategies have been adopted.
- The Curriculum Leader will then put the pupil on Green Report (see attached). The CL should meet with the pupil and negotiate 2 targets for the report over a minimum of 5 lessons – these should then be shared with parents and the pupils form tutor.
- The Curriculum Leader must inform the Key Stage Administrator that a pupil is to go onto CL report and share the targets, these will be put onto the report. The Key Stage administrator will also record the sanction on SIMS and send the standard letter home.
- The Curriculum Leader will collect a green form from the Key Stage Office. The CL report will be kept by the CL.
- After the successful completion of the Green Report, the Curriculum Leader will contact home and return the Green Report to the Key Stage Administrator for filing. A copy of the report should also be sent home.
- If the pupil fails to improve whilst on Green Report, the Curriculum Leader should contact parents and invite them in for a meeting in school if appropriate. The report should be extended for a minimum of 5 lessons. The department's critical friend should be informed.
- The CL should liaise with the KS team to ensure that there are no other issues.

- If behaviour is only an issue for this department, the procedure remains in this loop. Additional strategies should be used to support staff might include: team teaching, pupil moved into a different group, use of the Seclusion Room via agreement with the Critical Friend, discussion with the departmental Critical Friend.

If poor behaviour is an issue in a range of subject areas this will be identified by lesson monitor and the Progress Managers will intervene as indicated in the lesson monitor guidance.

DETENTIONS

Departmental

- Failure to attend a departmental detention may trigger an after school detention. It is the responsibility of the department to follow it up and deal with it e.g. by contacting home.
- Should a department need to refer a pupil to an after school detention this must be done via the Curriculum Leader.
- A department which wishes to put multiple numbers of pupils into a homework/coursework catch up detention should use administration support to issue the paperwork and staff it themselves.

Reasons for placing a pupil in an afternoon detention

- Assault involving pupils
- Bullying
- Code of Conduct infringement
- Department escalation by Curriculum Leader
- Defiance – out of lesson
- Disruptive behaviour – out of lesson
- Vandalism
- Persistent lateness to lessons
- Persistent lateness to school – monitored by the KS teams.
- Smoking
- Theft
- Persistent failure to comply with uniform code
- Verbal abuse of teacher
- Out of bounds
- Report failure

How to place pupils in detention

- Before putting a pupil in an after school detention the member of staff must consult their Curriculum Leader; it might be more appropriate to use Green Report.
- **Any member of staff issuing an after school detention MUST first inform the pupil concerned and be prepared to respond to parental enquiries.**
- The member of staff issuing the detention must fill in the WIZARD record log **explaining in clear terms** the reasons for the sanction. If swear word/threats have been used, use direct quotes rather than generalisations. **This log WILL BE SENT**

HOME WITH THE DETENTION LETTER and will have the issuing staff's initials on it.

- The Behaviour Administrator will generate a generic parental letter and send it home, together with the Detention Record. She will log it on SIMS. She will refer any parental enquiries to the issuing member of staff.
- Response to parental enquiries by the member of staff issuing the detention must be met within two working days. Failure to do so may result in the detention being rescinded.
- The Behaviour Administrator, together with a member of the ICT support team will provide half termly reports to the Deputy Head (Behaviour & Standards) and Key Stage Leaders indicating the number of detentions issued by year group, ethnicity, SEN, FSM, gender, reason, year and form group. Personalised interventions will be put in place by Key Stage Teams and the STAR group.
- The Deputy Head (Behaviour & Standards) will monitor detentions termly, liaise with the Behaviour Administrator and provide an annual report to SLT and the governors.

Detention Duty

- After school detentions take place on a Tuesday, with catch up on a Thursday, 3.00-4.00.
- The Behaviour Administrator must text home to remind parents about the sanction, giving 24 hours' notice. They will supply all staff with a working list on Tuesdays and Thursdays.
- Students are expected to attend the detention on Tuesday in the first instance.
- All staff members are requested to remind pupils throughout the day to attend detention.
- **To ensure the smooth running of the sanction system all staff must escort the pupils who are on the detention list to detention at 3.00.**
- A missed Tuesday detention will result in an automatic Thursday detention.
- The Duty SLT supervisor will follow up missed detentions and any misbehaviour in detention with the pupil concerned and contact parents as appropriate.
- The staff detention rota is in the Staff Planner. It is the responsibility of the member of staff to find a replacement should they know in advance that they cannot attend.

Detention Activities

- Use of Doodle to address any areas of weakness in their learning
- Use of Community service

SECLUSION

- Referral to seclusion can be done by members of SLT and Key Stage Teams only via the Wizard.
- HODs should consult the Key Stage Team for advice.
- The Deputy Head (Behaviour & Standards) will gate keep referrals via the Wizard and is the line manager of the Behaviour Administrator/Seclusion Manager
- The Seclusion Manager is responsible for the smooth running of the room.

Reasons for placing a pupil in seclusion may include

- Persistent disruption of teaching and learning
- Theft, vandalism
- Bullying
- Physical assault of a fellow pupil
- E grade on a PSP report (at discretion of SLT)
- Red Card (at discretion of SLT)
- Parental refusal of after school detention
- Emergency referral by member of the KS team or SLT
- Verbal abuse of a member of staff
- Alternative to exclusion/part of extended 10 or 15 day package
- Arranged transfer with a neighbouring secondary school

Procedure for placing a pupil in seclusion

- Member of SLT, HOD or Key Stage Team contact home to inform parents of the sanction. They then contact the relevant Key Stage Team who will record it on SIMS.
- The Wizard is used to make the referral.
- The Key stage teams will hold the Seclusion room diary and must liaise with the Seclusion room manager.
- Seclusion room rules are explained clearly to all students who are placed in seclusion.

Academic work

- It is the responsibility of subject staff, NOT the Seclusion Manager, to ensure that appropriate work has been set for each child entering seclusion.
- Requests for work and reminders will be sent by email.
- The Seclusion Manager will collect work from relevant staff between 9am and 10am on the day of seclusion. Staff who cannot meet this deadline should send work to the Seclusion Room before their scheduled lesson with the child.

PASTORAL SUPPORT PROGRAMME

- A pupil can only be placed on a PSP following referral by the STAR group.
- The PSP is essentially an instrument of support.
- The Key Stage Administrator will notify the parents of the PSP and record it on SIMS.
- The letter which will be personalised and written by the PSP Lead, will be sent home along with a copy of the PSP information pack.
- Information gathered for the PSP meeting will include tracking data, an ILP/IBP and a behaviour log.
- The PSP induction meeting will in most cases be a multi-agency meeting attended by key support workers eg the School Nurse, EWO, Connexions PA, SENCO, CAMHS, a member of the KS Team, SLT and the form tutor, parents and a nominated governor. The parent may choose to be accompanied to this meeting.
- It involves a 16 week programme on YELLOW report. A maximum of 3 targets are set and are monitored on a daily basis. One target must be linked to lesson monitor and it must be made clear to pupils and parents that should they be graded a 3 or 4 on lesson monitor, this would lead to seclusion. An interim review is held after 8 weeks. The same or different targets might be pursued. A governor will be invited to the review. There will be a final review meeting at the end of the programme.
- If after a successful completion of the PSP, behaviour returns to being unacceptable the pupil should be seen by Governor Disciplinary Panel. A parenting contract will be negotiated and signed.
- A pupil only does one PSP. A period of additional monitoring might be done by a member of SLT to review progress.
- Failure to modify behaviour can lead to permanent exclusion.

HIGH ORDER SANCTIONS

The following list indicates the pathways down which a pupil may be taken in light of their failure to respond to repeated attempts by both the school and external agencies to turn behaviour around. A pupil may not necessarily be subjected to all such sanctions before a permanent exclusion can be made.

Stage 2: Student reports to Key Stage at breaks and lunchtimes on Check-in or Red Alert report

Stage 3: Half termly behaviour review meeting with student, parents, progress manager and SLT. Formal Lesson Monitor targets for the following half term.

Stage 4: Failure to meet Stage 3 targets results in an additional parental meeting and cycle of Lesson Monitor targets for the following half term, with implications of PSP discussed at parental meeting.

Stage 5: PSP initiated.

Stage 6: Governors Disciplinary panel meeting with student, parents, Key Stage representatives and SLT.

Stage 7: Alternative provision for education of student established.

Stage 8: Managed move to another school.

Stage 9: Permanent exclusion.

GUIDANCE ON OUT OF LESSON BEHAVIOUR

- **Members of staff are requested to be proactive at all times in maintaining good order around the site.**
- **Do not ignore bad behaviour.**
- Prompt arrival to your duty area is essential, accidents do occur in school and if such accidents occur in a duty area where a member of staff is missing we are culpable.
- When on duty, actively monitor your area to ensure the safety and welfare of the pupils. Eg ask for litter to be put in the bin.
- On most occasions a verbal warning will be sufficient to stop inappropriate behaviour.
- For serious breaches of the code of conduct e.g. smoking, violence, bullying, damage to school property, the member of staff should issue a detention or an appropriate sanction and the incident should be reported to the duty team leader and appropriate Key Stage Learning Manager.

Malbank School and Sixth Form College **Mobile Phone Policy**

Rationale

Malbank School and Sixth Form College takes its responsibility of keeping all children safe seriously. The Keeping Children Safe in Education (KCSIE) statutory guidance (September 2016) states that schools must ensure that children are safeguarded from potentially harmful content on the internet, including the need to consider mobile phones and devices which can access 3G and 4G.

This policy applies to the main school, students in Years 7 – 11. The Sixth Form College has a separate policy on the use of mobile phones etc.

Strategy

Mobile Phones or any device which has access to the internet must not be used on site during the school day. Pupils who choose to bring their phones into school for the purposes of travelling to and from school must have their phones switched off and out of sight in their school bag during the school day.

Should a pupil need to contact a parent during the school day, this must be done via the relevant Key Stage Office. Should a parent need to make contact with their child during the school day they should contact the school office directly.

Any pupil found using a mobile phone or device during the school day will:

- Have the item confiscated by a member of staff and it will be placed in a labelled envelope in the school safe in the main school office and it should be collected at the end of the school day.
- Pupils who repeatedly use mobile phones or devices during the school day will have the item confiscated as above and will need a parent / carer to collect it from school. Repeated use of mobile phones will be considered to be defiance and this will be dealt with in line with the Behaviour for Learning Policy.
- Pupils who refuse to hand over a mobile phone or device when requested to do so will be referred to a member of the Senior Leadership team through the red card system outlined in the Behaviour for Learning policy.

Use of mobile phones on school trips

In the initial trip letter it will specify whether pupils will be allowed to take a mobile phone on that trip. If a mobile phone is not permitted and a student is using their phone or device it will be confiscated for the remainder of the school trip.

Pupils are responsible for their own belongings. Malbank School and Sixth Form College accepts no responsibility for any loss or damage to mobile phones or devices.

Links to other policies

Behaviour for Learning
Safeguarding
Code of Conduct
Acceptable use policy

MALBANK SCHOOL AND SIXTH FORM COLLEGE

SCHOOL ATTENDANCE POLICY 2016-2018

Mission statement

Malbank School is committed to providing quality education in a friendly environment, characterised by support for the individual and high achievement amongst students of all ages, aptitudes and abilities. Malbank School recognises that punctuality and regular school attendance are essential to social inclusion and a prerequisite to effective learning.

The school aims to achieve good attendance by operating an attendance policy within which staff, pupils, parent(s)/carer(s), local community and the Education Welfare Service can work in partnership. The school will monitor attendance and ensure quick and early intervention if a problem is identified.

Statutory Duties

The school takes account of:

- The Education Act 1996
- The Education (Students Attendance Records) Regulations 1991
- The Education (Student Registration) Regulations 2006(as amended)
- The Education (Penalty Notices) regulations 2007 (as amended)
- Guidance for Local Authority & schools on Behaviour and Attendance in place of circular 10/99 & 11/99

Aims of the Attendance Policy

1. To improve the overall percentage attendance of students at school to above 95%.
2. To make attendance and punctuality a priority for those associated with the school including students, parents, teachers and governors.
3. To provide support, advice and guidance to parents and students.
4. To develop a systematic approach to collating and analysing attendance related data.
5. To further develop positive communication between home and school.
6. To work effectively with the Education Welfare Team and other services and agencies.

Targets

- To ensure that all staff take responsibility for student attendance.
- To achieve a whole school average attendance rate of 95% and over.
- To reduce the number of persistent absentees (PA) pupils.
- To ensure that data is available and used effectively by school managers and staff in conjunction with the EWO.
- To keep parents, carers and governors informed of policy and practice.

Parental Responsibilities

Section 444 of the Education Act states that: ***'If a child of compulsory school age who is a registered student at school fails to attend regularly at the school, the parent is guilty of an offence.'***

Parents (or the person with parental responsibility):

- Are primarily responsible for ensuring that children attend and stay at school.

- Should ensure that their children arrive at school on time (**before 8.45am**), correctly dressed and prepared to learn.
- Should avoid making non-emergency medical/dental appointments for their child during school hours.
- Should be aware that medical or dental appointments made for the early morning which result in the pupil arriving in school after 9.15am when registers close, will result in an absence being recorded for the morning session whereas an appointment made in the afternoon will not have the same effect on absence as long as the child has registered for pm registration. (This is how national policy is made).
- Should not, except under exceptional medical circumstances, keep their child off school all day for a medical appointment.
- Should phone the school daily for the first 3 days of their child's absence. On the fourth day they should provide full medical details of the absence and explain any likely further absence beyond the initial 3 days. A written note in the student planner to confirm details of the absence is required to reconcile the register.
- Should be aware that the school may **not** grant any leave of absence unless there are exceptional circumstances.
- Should understand that **only the school**, within the context of the law, can approve or authorise absence. Parents have no entitlement to take their child out of school for a holiday during term time.
- Should provide the school with full written medical documentation confirming any medical condition that is likely to impact on attendance upon their transition to Malbank.
- Should work closely with the school and Education Welfare Officer (EWO) to resolve any problems which may impede their child's attendance.

Students' responsibilities

Students:

- Should attend school and all of their lessons on time, equipped and ready to learn.
- Must bring a note to explain their absence on the day of their return, or in advance if known.
- Must follow correct procedures when arriving late to school after the close of registers.
- Should understand that records of attendance and punctuality are included on all references.
- Should understand that failure to comply with policy and practice will result in sanctions e.g. truancy will result in a period in seclusion.
- Should discuss any problems concerning attendance with their form tutor or a member of the Key Stage Team.

School responsibilities

The school will:

- Identify a member of staff with specific responsibilities for attendance.
- Endeavour to provide an environment that is conducive to educating every pupil.
- Fulfil its statutory obligation to record and monitor the punctuality and attendance of pupils for both morning and afternoon sessions.
- Give high priority to punctuality and attendance.

- Develop procedures that enable the school to identify, follow up and record unauthorised absence, patterns of absence and parent condoned absence with effective monitoring and intervention.
- Consistently record authorised and unauthorised absences within the guidance of the Student Registration regulations 2006 (as amended) and the EWS Best Practice Guide.
- Use a variety of strategies to promote good attendance and punctuality among parents and carers.
- Develop a range of strategies to follow up intermittent and long term absenteeism and promote good attendance.
- Encourage open communication channels between home, school and the Education Welfare Team.
- Work with the EWO to monitor attendance, especially of persistent absentees.
- Apply for a Fixed Penalty Notice when appropriate.
- Promote good attendance via a range of rewards.

Staff responsibilities

Staff:

- Will ensure that they accurately mark their registers using SIMS Lesson monitor or a paper copy at morning and afternoon registration.
- Will ensure that they follow the school's attendance and lateness procedures.
- Will be proactive in providing a positive ethos which places a high value on attendance and punctuality.

The Education Welfare Team

The Team:

- Will discharge the Local Education Authority's legal duty to ensure that all registered students of compulsory school age attend school regularly and punctually.
- Will appoint an EWO who will work with the school to monitor pupil attendance on a regular basis and pursue unauthorised absence by incorporating appropriate strategies.
- Will liaise with the member of staff designated the School Attendance Lead to share good practice, discuss annual targets and monitor progress.

SCHOOL PROCEDURES FOR RECORDING AND MONITORING ATTENDANCE

Registration

- Form tutors will register their forms at 8.45am and 12.20pm by recording attendance and absence using either SIMS Lesson Monitor or a paper copy accessed from the Main Office.
- If a form tutor, supply teacher or cover supervisor does not have access to SIMS they must collect a paper copy of the form list from the Main Office and return it straight away to the Main Office.
- The following codes only can be used by the form tutor:

/	=	present
I	=	illness
L	=	Late (arriving up to 9.15am) and enter minutes late

- U = Late after 9.15am
M = Medical eg appointment with doctor, dentist,
Hospital
N = No reason yet provided for absence

- Form tutors should not leave registers blank, with a ? or an O
- Form tutors should not enter a C unless they have liaised with the Key Stage Team
- During an assembly a register must be taken either on SIMS or by using a paper copy and returned to the relevant Key Stage office straight after.
- Pupils who arrive late to school should report to the Main office to sign in.
- Form tutors should chase up letters for absence and reconcile registers on a weekly basis.
- Form tutors will ensure that pupils have a clear understanding of the link between absence and attainment.
- Form tutors will ensure that attendance statistics and criteria are regularly discussed with their form groups as a whole and with individuals on a one-to-one basis, where appropriate.
- Form tutors will liaise with the Key Stage Team about pupils who have long terms illnesses/issues which might affect their attendance.

Subject registration

- Staff will register their classes every lesson using SIMS lesson monitor

Key Stage Teams

- The Key Stage Administrator will initiate first day absence calls after the close of registers on a daily basis; ensure that late procedures are carried out; meet with the EWO on a regular basis to discuss PAs; flag up attendance issues at STAR meetings; arrange attendance meetings with parents for the Key Stage Leader/Learning Manager; send out half termly letters to parents of pupils whose attendance is under 90%; liaise with the Assistant Head teacher (Inclusion) to review data and policies.
- Key Stage Leaders/Learning Managers/Progress Mangers will monitor attendance by forms, groups eg SEN pupils and individuals eg LAC; apply the BfL policy where appropriate to deal with persistent latecomers; lead small group intervention work to improve attendance and punctuality; promote good attendance via assemblies, attendance leagues and competitions, reports and the pupil progress file; have attendance and punctuality as a regular agenda item at Key Stage Meetings; meet with parents and pupils to discuss attendance and punctuality issues.

Attendance Administrator

- Co-ordinates whole school attendance data and provides the Assistant Head teacher (Inclusion) with termly reports.
- Collates all data and contacts parents by phone and letter.
- Chases up missing registers and unexplained absences with individual form tutors and pupils.
- Prepares reward data and certificates.

School trips and residentials

- It is the responsibility of the trip organiser to arrange for their departmental administrator or the key stage administrator to mark the register with a V.

Lateness

- Students are expected to register with their form tutor at 8.45am and in lesson 4 at 12.20pm daily.
- Students arriving after 8.45 must sign in at the Community Entrance. They will be signed in as late.
- A pupil who signs in late after 9.15am will be recorded as absent for that session.
- Pupils who are persistently late will be given an after school detention or day in seclusion, as appropriate. Parents will be informed. Pupils may be required to register with the relevant Key Stage team so that punctuality can be closely monitored.

School criteria for attendance

For the purposes of monitoring attendance within school and with the EWO, report writing and job references we record attendance statistics as follows:

97%	=	Outstanding
95%	=	School average
94%-90%	=	Below average, causing concern
Below 90%	=	Persistent Absentees, Intervention by EWO

Monitoring pupil absence

The school recognises the need to monitor all student attendance closely and to put in place strategies to ensure that it meets our targets.

Strategies include:

- Publicising our attendance criteria and the link between attendance and attainment to parents via the website, the student planner, parents evenings and reports.
- Publicising our attendance criteria and the link between attendance and attainment to pupils via form notices, the student planner, pupil log on screens, Large screens around the school, assemblies, competitions, rewards and Celebration of Achievement Day.
- Providing parents with attendance and punctuality data at every Tracking Point.
- Operating a first absence call via the Key Stage Administrator.
- Reviewing attendance regularly with the EWO
- Providing form tutors with attendance data on a monthly basis
- Monitoring attendance and punctuality data at STAR meetings every half term
- Contacting parents by phone and letter
- Arranging meetings with parents to discuss their child's attendance and set targets.
- Holding 'Late Gate' checks
- Putting students on attendance/punctuality report.
- Holding multi-agency/CAF meetings, where appropriate.
- Close monitoring of persistent absentees with the EWO using a variety of intervention strategies to reintegrate e.g. time in the IRC, referral to Home Tuition etc.
- Applying for a Fixed Penalty Notice

Persistent Absence (PAs)

The school recognises that pupils who are persistently absent from school require particularly close monitoring as, not only will their attainment be adversely affected but they may also be putting themselves at risk.

- Separate spread sheets will be kept by Key Stage Administrators to monitor PA attendance and intervention strategies.
- The Key Stage Administrators will meet regularly with the EWO
- The STAR group will monitor and put into place strategies to improve attendance such as, set targets; reintegrate into the IRC; hold an attendance meeting; referral to mini-Respect Group
- The Assistant Head teacher (Inclusion) will review data on a termly basis

Unauthorised absence/Leave of Absence

- Authorised absences include illness and emergency treatment during school hours, funerals of close family.
- Absences which will not be authorised include: looking after siblings, birthdays, shopping, general trips
- Only the school, within the context of the law, can authorise or approve absence – not parents. The fact that a parent has submitted a note does not mean that the school must accept the explanation as a valid reason for absence. Absence without a valid reason, or where there is no explanation is offered at all is recorded as unauthorised absence.
- Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Any request for a leave of absence under exceptional circumstances should be made in writing to the Head teacher.

Where children have unauthorised absences as a result of a family holiday in term time, legal action may be taken against each parent under the following legislation:
Section 444(1) of the Education Act 1996 provides that a parent commits an offence if his or her child, being of compulsory school age, fails to attend regularly the school at which he or she is a registered pupil. Section 444A allows for a penalty notice to be issued to parents who commit such an offence. The penalty is £60 if paid within 21 days or £120 if paid within 28 days. Failure to pay may result in prosecution; if convicted you may be likely to face a higher fine and a criminal record.

May 2016 – following the court case on the Isle of Wight the Council is reviewing its practice with regards to the issuing of Penalty Notices for term time holiday absence as a matter of priority and is seeking urgent guidance from the DfE.'

Reintegration of pupils after long term absence

- Pupils who have been absent from school for personal, social and emotional reasons will be reintegrated on a flexible timetable via the Inclusion Resource Centre.
- The school will continue to support pupils who become pregnant by personalising their timetable and putting risk assessments in place. Upon their return to school

arrangements will be put in place for a phased return in accordance with their needs. No more than 18 calendar weeks absence will be authorised to cover the time immediately before and after the birth. The school will liaise with external agencies such as the Education Welfare Service to facilitate the smooth running of the process.

Rewards

- The school offers a variety of rewards for good attendance, including termly certificates, vouchers and attendance badges for 100% and most improved attenders; and form prizes for best form attenders in the year.
- On Celebration of Achievement Day certificates are awarded to all pupils with over 97% attendance throughout the year; those with 100% also receive a badge and gift token.
- The Annual House Competition incorporates the attendance cup.
- The Year 11 Student Prom Committee determines the attendance criteria for tickets for the Prom.

Accountability

- The Assistant Head teacher (Inclusion) is responsible for overseeing attendance by chairing the weekly STAR meetings; reviewing data and intervention strategies with members of the Access and Admin Teams; setting targets and reviewing progress with the EWO, SLT, Governing Body, Local Authority Personnel and Ofsted and ensuring that legal requirements are fulfilled.

Links to other policies

Single Equality Policy

Anti-bullying

Behaviour and Attendance handbook

Safeguarding and Child Protection