

1. WHOLE SCHOOL POLICY ON STUDENT BEHAVIOUR

THE DEVELOPMENT OF STUDENT SELF-DISCIPLINE IS THE GOAL THAT ALL STAFF WORK TOWARDS BY APPEALING TO THE BEST IN THEIR STUDENTS.

OUR AIM IS TO encourage students to develop and take ownership of their learning, in the context of social responsibility, by :

- *applauding achievement*
- *encouraging effort*
- *clarifying the means whereby learning may be developed*
- *setting goals to modify behaviour*
- *influencing by negotiation*
- *providing support*
- *discussing and applying the Home-School Agreement*

2. THE ROLE OF THE FORM TUTOR

All documentation and other information pertaining to the student's behaviour should be channelled through the Form Tutor.

This information will form part of a comprehensive record kept by the Form Tutor on each student and for the sake of continuity can be passed on to any succeeding Form Tutors. Copies will also be held in the student's central file.

Where any contact is to be made with the student's home, then the Form Tutor should be contacted. The Form Tutor will then liaise with the Year Manager to discuss any necessary follow-up. The contact must be documented using 'Yellows' and passed to Year Managers to be placed in students' central files.

The Form Tutor will also be responsible for monitoring any targets set and will have an opportunity to review them during the Professional Period.

The Homework Diary is monitored by the Form Tutor and can prove a most valuable means of communication with the home : rewarding achievement, addressing concerns, enlisting parental support.

3. POLICY FOR PROMOTING AND REWARDING EXCELLENCE

Introduction

This policy has been formulated in response to the diverse practice that currently exists at The Appleton School. Whilst it is appreciated that there is much excellent practice, there is a need to have a consistent reward scheme that runs across the whole school. Some initiatives currently specific to individual subject areas could be incorporated into the scheme outlined below.

Philosophy

The Appleton School is committed to sustaining, developing and applauding effort, endeavour, excellence and community-based work. If students are to work to their best, they must feel that their efforts are recognised and appreciated both at home and at school. The school recognises that there are three main areas that it wishes to promote. These are :

- a) **Progress in subject areas**
- b) **The development of community spirit**
- c) **Attendance**

As such, separate but parallel rewards systems will operate. Three levels of achievement will exist for each – Bronze, Silver and Gold. The rewards in all cases are to be given by the teacher, not requested by the student, so the reward system cannot be used as a bargaining tool. Year teams may use the individual rewards system to create a sense of team, such as inter-form competitions. These schemes are to be shared with all staff in order that they can give their support and encouragement.

Subject Based Rewards

These will be given to students meeting the criteria outlined below, using the Reward Currency for that year group. (See Format of Rewards). Other criteria may be added at a later date.

- a) **THREE good pieces of classwork or homework in relation to expectation [linked to the Target Grade (TG) or Target Level (TL)]**
- b) **AN outstanding piece of classwork or homework**
- c) **OUTSTANDING effort or behaviour**
- d) **FIVE attendances at an extra-curricular activity. These may be totalled and an extra-curricular certificate awarded stating the number of sessions completed.**

Community Based Rewards

These can be awarded to students in all year groups using the agreed Currency. They will be awarded for :

- a) **Voluntarily attending a community based activity**
- b) **Assisting beyond the call of duty**
- c) **Being an excellent ambassador for the School**
- d) **Participation in a Form activity such as an assembly or inter-form**

Attendance

These are awarded to individuals each term for the following attendance achievements :

- Bronze 100% Attendance for one term**
- Silver 100% Attendance for two terms**
- Gold 100% Attendance for the whole year**

General Procedures

Students will gain these rewards by presenting their completed cards to the person responsible for rewards in the Area. Student names will be added to the Roll of Honour which will be published in The Appleton Bulletin. This is an up-to-date list, which will be sent home from the Headteacher each term. A certificate will be written, and presented in assembly by a Senior member of staff. A standard certificate has been designed but areas are welcome to produce their own. Finally, the names will be added to the relevant display area. Bronze and Silver will be displayed on Area or Year boards. A designed area in the Foyer will be used for the Gold Award Holders. The highest achievers in all aspects can receive awards at the end of term assemblies, along with the other rewards such as School Colours, Cups and Endeavour Prizes.

Students involved with Learning Support can earn achievement slips. These are usually awarded by the Teaching Assistants. Three of these would equal a general merit in Year 7 and a subject specific reward in the other years. The subject specific reward would be given by the class teacher when the student presents the 3 achievement slips. These slips would be stored in the back of the Homework Planner. This enables frequent rewards to be gained without devaluing the achievements of other students.

Format of Rewards

Year 7

Year 7 will be rewarded through the use of Merit Marks. These will be **non-specific**. 20 for the Bronze, 40 for Silver, and 80 for Gold. These will be stuck to the Year 7 Card.

Year 8 and 9

Year 8 and 9 will be rewarded through the use of the same stickers which will be stuck to the Credit Card. These will be **subject specific** which will allow comparisons to be made. 5 for Bronze, 10 for Silver, and 20 for Gold. Credit cards will be issued (1 card will house 4 subjects) and the stickers used to fill them. This will be stored in the back of the homework diary.

Year 10 and 11

Year 10 and 11 will be rewarded through the use of Green Slips. These again will be **subject specific**. 5 for the Bronze, 10 for the Silver, and 20 for Gold. One copy will be kept by the student, one by the Form Tutor and one for the file. Students will be asked to transfer the marks to a Histogram which will allow comparisons between subject areas to be made.

In Key Stage 4, the results of the individual competition will count towards the Inter-Form Reward Competition which is run by the Year Managers. Each Tutor Group will begin each term with 500 points. These can be increased or decreased depending on student performance in relation to Green Slips, and aspects of performance or conduct which impact on the individual and Tutor Group (e.g. Prefecting; detentions).

The Tutor Group with the highest score will be the end of term winners, the current prize for which is an afternoon doing an activity of the group's choice.

There is also a weekly Inter-Form attendance competition in place. The Form with the highest percentage of attendance is awarded a trophy. This is presented in assembly on a weekly basis. There is an 'improvers' trophy also awarded.

This policy should retain and promote the best of current practice while providing a framework which is positive and consistent.

In all cases, the Currency is year specific. In terms of worth, the merit marks would have the same value as they do at the present time. The credits and the green slips would be slightly easier to come by than their present green slip system.

The practice resulting from this Policy is anticipated to be positive, rigorous and consistent, so that rewards are challenging but achievable and the determined pursuit of excellence the result.

4. POSITIVE LEARNING ENVIRONMENT : Strategies

Set out below is a list of suggested actions which may be used to help establish a learning environment.

1. *Provision of purposeful, interesting, well-organised lessons with clear, articulated learning targets and a variety of stimulating resources.*
2. *Consistent prioritising of the tasks in hand, to promote learning.*
3. *Negotiation of ground rules between individual groups and their teachers – ideally from the outset.*
4. *Discussion of difficulties with group or individual student.*
5. *Recognition by the subject tutor of potential problems and sharing the concern with colleagues; in particular Area Adviser.*
6. *Consideration of advice. Development of personal strategies and teaching skills.*
7. *Negotiation of targets with groups or individuals to facilitate behaviour modification.*
8. *Further consultation with Area Adviser.*
9. *Consultation with the Form Tutor, Year Manager and Assistant Headteachers.*
10. *Discussion, if necessary, between Form Tutor and Learning Support Adviser regarding Code of Practice (See Page 25) which can also be used for recording and reviewing students with behavioural and learning difficulties.*

NOTE : Documentation on Yellow slips must be provided for Form Tutor records, Area and central student files.
Communication with parents may take place at any stage, but only after discussion with the Area Adviser in subject matters and the Form Tutor.

Year Managers will be kept informed by Form Tutors.
Phone calls and meetings with parents should also be recorded briefly on Yellow slips.

5. BEHAVIOURAL PROBLEMS : Strategies

Poor punctuality for school :

1. One off : Warning/discussion.
2. Regular/Frequent :
 - Involve parents
 - Detention from Year staff
 - Document for file
 - Referral to EWO : Form Tutor to Year Manager

Failure to complete homework :

This should be dealt with as an Area matter. Where repeated offences occur, the problem should be discussed with the Form Tutor.

- Detention
- (i) in the first instance with subject tutor who will keep a record of detentions. Area Adviser to be informed (See Page 4). **(School detention slips are in Staff Room).**
 - (ii) If offence recurs or student fails to complete a detention, then further detentions will be necessary – matter to be discussed with the Area Adviser. If persistent, Form Tutor should be informed/involved.

Truancy :

1. Try to find out where student was/why.
2. Involve parents.
3. Students are expected to see subject staff and address the missed work.
4. Detention given to make up time/work missed.
(School detention slips to be used – in Staff Room)
Negotiation between Year and Area may be necessary.
5. Attendance Report, if appropriate, to Form Tutor.
6. Document for file, using Yellow slips.
(Letter to parent available in Q2).

Disruptive behaviour in class :

1. **For ‘one off’ cases :**
See *Stepped approached to discipline across the school* in Section 7.

2. **For continued disruptive behaviour over a period of time :**
 - Area Behaviour Policy should identify strategies/processes
 - discuss strategies with Area Adviser
 - implement strategies and monitor closely
 - ensure the Yellow triplicates inform tutor of the strategies used by Area and outcome.

Strategies may include :

 - student to be interviewed by Area Adviser
 - “on report” for subject to Area Adviser
 - a period of time in another class with work for the lesson
 - alternative approaches to modify behaviour
 - curriculum area detention
 - to review appropriateness of curriculum materials/learning and teaching styles.

3. **When the above strategies have been implemented and disruptive behaviour continues :**
 - one Yellow triplicate form to summarise problems and strategies used to date to Form Tutor
 - involvement of Form Tutor and Year Manager/Adviser in setting up the following :
 - assessment of student behaviour in all curriculum areas
 - case conference where appropriate
 - involvement of parents
 - closely monitored behaviour contract
 - Stages of Assessment (see SENCO).

Damage to school property :

1. Parents to be contacted.
2. Where suitable, damage to be “made good”.
3. If necessary, payment to repair to be negotiated.
4. Documentation necessary for files.
5. Appropriate punishment might be ‘collection of litter’.

Bullying :

Bullying is unacceptable behaviour and will not be tolerated at The Appleton School.

Bullying is behaviour that deliberately tries to cause anxiety, fear or hurt. It can include being hit, pushed around, being teased, threatened, called names or having money or possessions taken or damaged. At Appleton, any unkind actions or comments are called bullying, if the perpetrator is in a more powerful position than the victim (e.g. stronger, more confident, part of a group).

Appleton staff ask students to support each other by sharing any knowledge about bullying. Students are assured that bullying will be treated seriously. Students are encouraged to feel that Appleton is a “telling” school, that bullying is seen as a significant issue and that they should always talk to someone about it.

**(Taken from The Appleton Anti-Bullying Code – Project Fairplay –
Section 13)**

Action

1. Form Tutor and Year Manager must be informed (via ‘yellow slips’).
2. The “victim” must be taken seriously and provided with support.
3. The “bully” must be dealt with – and this can be effected in a number of ways :
 - (i) investigating the circumstances (and recording the outcome on the ‘Yellow slip’)
 - (ii) isolation (if appropriate)
 - (iii) contacting the parents (when necessary)
 - (iv) a reconciliation meeting could be arranged.
(This may take the form of ‘No-Blame’ meetings – Section 13 for detailed account of the philosophy and procedure of ‘No-Blame’ meetings).
 - (v) In the longer term, the possibility of involving outside agencies, such as the Educational Psychologist and the Education Welfare Officer, would be considered.

Fighting

May or may not be the result of bullying.

1. Remove students from the class teaching group/situation by sending to SSA, Year staff or the Senior Management Team (SMT), as appropriate.
2. Students to be isolated for remainder of the day.
3. Investigate situation – both students to write accounts.
4. Involve parents at any stage as necessary.
5. Documentation required for **both** files. **“ISOLATION SLIPS” MUST BE COMPLETED FOR STUDENT’S CENTRAL FILE.** (See Sanction 8).
6. In serious cases, especially persistent problems or unprovoked assault, exclusion may be necessary.

Harassment/Equality of Opportunity :

The harassment of others in relation to their gender or ethnic or cultural background would be seen as an abnegation of the school's equality of opportunity stance and sanctions applied in accordance with the nature of the offence.

Swearing at a member of staff :

1. Isolate student concerned, via SSA system. Inform Assistant Headteacher or other member of SMT immediately by sending a Yellow slip.
2. SMT/Year staff action : In virtually all cases, an exclusion will follow. Discussion will then take place, as to how to retrieve the situation, with parents.
3. Year staff to document for files, 'Isolation Slip' to be used prior to exclusion. **(See Note on Sanctions).**

Swearing in class :

1. Expectations of the school to be made clear.
2. Yellow slips to be used.
3. Area Adviser to interview the student.

Swearing around the school :

1. Expectations of the school to be made clear.
2. If appropriate, student to be told that Form Tutor will be informed.
3. If appropriate, use a yellow slip.

Assault on a member of staff :

1. Isolate student concerned, via SSA system. Inform Assistant Head or other member of SMT immediately by sending a yellow slip.
2. Nature/circumstances of the assault would probably result in permanent exclusion, or a very long exclusion.

Smoking :

NOTE : Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or students are under school supervision, i.e. smoking is not permitted. Students may not possess smoking equipment.

First offence :

1. Contact parents in writing – pro-forma letter available, in Q2.
2. Confiscate smoking materials and only return directly to parents.
3. Make detention appropriate, regarding time and task.

Repeated offence :

1. Contact parents by telephone,
or
2. Send student home with proforma letter at the end of the day.
3. Arrange interview if appropriate.
4. Document case for file.

NOTE : If offences continue, formal exclusion will be necessary.

Other school issues

e.g. those concerning uniform, hairstyles, (fashion trends to be discouraged), jewellery or other issues. School expectation to be made clear.

1. Student to be interviewed and informed of action to follow.
2. Phone call and/or letter to parents to express concern for the disregard of standards. Support to be sought by negotiation. School's disapproval to be made clear.
3. Students must be told to place jewellery/valuable items in their locked locker, or hand in to Main Office. Confiscation of items should be done in consultation with a member of SMT, following the procedure of packaging, labelling and giving to Main Office, with arrangements for collection.

6. SERIOUS LUNCHTIME INCIDENTS

Refer to Senior Staff lunchtime rota.

SERIOUS BREAKTIME INCIDENTS

1. Students should be taken to stand in silence near the doors to the Main Office suite. The duty Co-ordinator should be contacted.
2. At the end of break, the duty Co-ordinator allows the student to return to class.
3. Yellow triplicate slips should be provided in due course to initiate normal disciplinary procedures.
4. If the offence is serious and requires immediate further attention, the next SSA should be contacted.

7. STEPPED APPROACHES TO DISCIPLINE ACROSS THE SCHOOL

[Also see Section 5 ‘Behavioural Problems: Strategies’]

Aims:

- To reduce classroom disruption thus improve the quality of learning for all students
- To empower staff to utilise a stepped approach to behaviour management in their classroom
- To reduce the number of fixed term exclusions
- To reduce the number of referrals from lessons
- To achieve an improvement in behaviour and academic performance of targeted students
- To consolidate the role of the home-school partnership in reinforcing behaviour for learning expectations

Objectives:

- To help students recognise and understand the consequences of their actions
- To equip students with an understanding of how their conduct effects their own and other students’ learning
- To encourage positive changes in behaviour and attitude
- To improve consistency in whole school discipline
- To improve home-school liaison over rewards and sanctions

Stepped approaches to discipline across the school

- *Inappropriate behaviour/ low level disruption of learning environment by student [e.g. calling out, talking when teacher is speaking]*

Stage 1) Normal stepped approach, tactical warning/ reminder given by classroom Teacher, followed by discussion during or at the end of lesson to positively reinforce conduct expectations.

- **A further incident of disruption occurs [e.g. calling out again]**

Stage 2) Formal verbal warning given, followed by discussion during or at the end of lesson positively reinforce conduction expectations.

- *Student's poor conduct continues [e.g. failure to follow instructions]*

Stage 3) Student's name written on whiteboard and reminds them of sanctions Stage 3 and 4 if poor behaviour continues

- *If the Student fails to respond to warnings Stage 1-3*

Stage 4) The classroom teacher issues a 20 minute after school detention with the student and reminds them of sanction Stage 5. [Please see Section 9 'Detentions' on page 18 of the school's Behaviour policy for further details of the administration of detentions]. In the case of students who use the school bus, or other local service links, **it should be noted that the detention takes precedence over transportation arrangements.**

In the event of continued disruptive behaviour over a period of time in a subject area:

- *Area Behaviour policy should identify strategies/ processes*
- *Strategies should be discussed with the Area Adviser*
- *Ensure the yellow triplicates are completed and inform the form tutor of the strategies used by the Area and their outcome*
- *Sending copies of detention slips/ yellow slips to Area Advisers*

Other strategies may include:

- *Student interview with Area Adviser*
- *Student placed on Area report*
- *Student isolated within the Area for*
- *Review of appropriateness of curriculum materials/ learning and teaching styles*
- *Liaison with Learning Support*
- *Involvement of parents*

- **Disruption of learning environment continues**

Stage 5) SSA referral + Stage 4 detention with classroom teacher. A yellow slip must be completed and sent to the SSA room along with work for the student.

Another student could be used to send work/Yellow referral slip down to C9. A letter from the Area should be sent to parents to inform them that their child had to be sent into isolation for severe disruption to the learning environment.

Standard letters for this are available on the school system.

[Please refer to the Section 11 of the School's Behaviour Policy document page 18 for further details on Senior Staff Availability (SSA) procedures].

- ***The student's misconduct leads to more than one Stage 5 referral in one week***

Stage 6) More than one SSA referral in a week

- 1st multiple referral in 5 school days - community punishment
- 2nd multiple referral in 5 school days - isolation with Year staff
- 3rd multiple referral in 5 school days – student referred to Stage 7 [fixed term exclusion]

If subject area concerns continue:

One Yellow triplicate form to summarise problems and strategies used to date should be forwarded to the Form Tutor.

Implement involvement of the Form Tutor/ Year Manager/ Area Adviser/ Learning Support in using the following possible behaviour support programme strategies:

- *Student interview with Form Tutor/ Year Manager*
- *Student placed on Yellow report to Tutor/ Year Manager*
- *Student isolated with Year staff*
- *Liaison with Learning Support/ SENCO/ Behaviour Management Adviser*
- *Meeting with parents*
- *Note to all staff from Pastoral Co-ordinator*

- ***The student's misconduct leads to more than one Stage 5 referral in one day***

Stage 7) 2 or more referrals in one day - Fixed term exclusion

- *The student's misconduct leads to more than one Stage 7 referral in one term*

When the above strategies have been implemented and disruptive behaviour continues:

One yellow triplicate form to summarise problems and strategies used to date should be forwarded to the Year Manager.

Involvement of Form Tutor/ Year Manager/ Assistant Headteacher of Key Stage/ Area Advisers/ Learning Support in setting up the following:

- *Assessment of student behaviour in all curriculum areas*
- *Case conference of professionals*
- *Involvement of parents*
- *Behavioural contract*
- *Liaison with SENCO*
- *Input from Behaviour Management Adviser*
- *Note to all staff from Pastoral Co-ordinator*

Stage 8) After 2 fixed term exclusions in the same term [or a fixed term single issue exclusion of 6 days or more] a student would be referred to the offsite Behaviour for Learning Centre for a 6 week intervention programme and placed on a Pastoral Support Programme.

Offsite Inclusion unit: Behaviour for Learning Centre

The single aim of the centre's programme is to address behaviour for learning. This will be achieved through the use of trained staff working with a small group of students on a six-week programme, which address behaviour issues inside and outside the classroom. Parents will be invited to one evening meeting per fortnight whilst their child is attending the Behaviour for Learning Centre to investigate ways they can support their child's learning of behavioural skills.

At the end of the six-week programme, the student would be reintegrated into school with support for a two-week period during which a Pastoral Support Programme will be initiated.

It would be anticipated that any individual student could only be referred to the Behaviour for Learning Centre on two separate occasions. Should this fail the school would consider permanent exclusion.

Footnote -

Any referral to SSA should have covered stages 1-4 through the classroom teacher BEFORE the Senior Staff support sanction is used. [Exceptions to this are physical violence towards other students or staff and use of foul language towards staff – step 5 should be implemented immediately. In this instance, the Senior Staff on the referral room must contact a member of SMT – the SSA protocols for dealing with serious incidents would then apply].

Students who fail to attend the 20 minute Level 4 detention would have an extended 30 minute detention the Area Adviser on a Tuesday evening, or in the event of clashes, another evening at the discretion of the teacher. Students who fail to turn up to this detention would be returned to parental care until they are seen by link SMT for the Area. Students who are absent on the day a detention is set would sit the detention on their return to school.

8. SANCTIONS

The choice of sanction should reflect the nature, severity and frequency of the offence.

1. Detention – 24 hour notice must be given to parents for after school detentions. It is recommended that in all cases – Form, Area, or Year – a record of detentions is kept centrally with the relevant Adviser. The school detention slips should be used in all cases. It is essential that parents are aware of all formal detentions so that they can work with the school to improve the situation. If there is any doubt about this, it is recommended that detentions are posted home.
2. Setting firm, written targets. *
3. Parents to be notified of offence and invited to school for further discussion.
4. Formal monitoring systems.

The following sheets are available centrally in Staff Room :

- a) “On report” positive – green.
 - b) Student self-monitoring.
 - c) “On Report” – yellow.
 - d) Equipment record.
 - e) Punctuality to lessons.
 - f) Lunchtime check.
 - g) Uniform “On Report”.
5. Short-term sanction for specific incidents within the classroom.
 6. Community Service at the discretion of the teacher, e.g. litter duty, chewing gum removal, etc.
 7. Work on subject tasks in isolation within curriculum area, e.g. in an alternative classroom (Curriculum Adviser to be informed).
 8. Work on subject tasks in isolation **by arrangement of Senior Staff** – in which case an “Isolation Slip” must be completed for the student’s central files by the Senior Staff involved.

Should circumstances be extreme, the School reserves the right to return student to parental care pending discussions.

* Consideration of Code of Practice.

9. DETENTIONS

Curriculum Areas

Criteria, management and consistency issues are the responsibility of the Area Adviser. This should include responding to SSA referrals within own Area of the Curriculum.

Detention criteria

The Area handbook should include or make reference to :

- (1) This school detention statement.
- (2) Area Behaviour Policy, i.e. details of the sanctions.
- (3) Area detention criteria and administration arrangements. (Note there should normally be 2 levels of detention with (a) subject tutor,
(b) Area Adviser.

Administration of Detentions

- The Area Detention system and criteria should be explained to staff and students at the start of the year. The use of detention slips should also be explained.
- The person issuing the detention needs to :
 - (i) Record the detention in the relevant Area Detention record book or mark book as per Area policy.
 - (ii) Complete the detention slips.
One copy to be given to the student. One copy to be given to the Form Tutor.
- The student must bring back the signed detention slip to the detention. The slips then be filed within the Area records.
- Communication with parents is essential in order to enlist their support. Therefore, it may well be necessary to post home the detention slip.

Year Detention

Detention criteria

- Behavioural problems – Form Tutor discussion with Year Manager. (Yellows to be written).
- Truancy – including non-attendance in lessons, Area detention and Review Period.
- Homework default in a number of curriculum areas or where there is repeated refusal to comply with the Curriculum Area system. (Discussion MUST take place with Year Manager first).
- **Persistent** failure to comply with uniform requirements. Letter available for sending home. Student to be ‘On Report’ for uniform (Lilac) if appropriate.
- Offences at lunch time/non lesson time/travelling to and from school as appropriate following discussions with the Year Manager.
- Smoking.
- Persistent lateness.
- Refusal to attend an Area detention.

Administration of Detentions

- **The Year Detention system**, criteria and use of the duplicate slips to be explained to students at the start of year by Form Tutors.
- The Tutor or Year Manager issuing the detention needs to :
 - (i) Complete and give out the detention slips.
(Both copies to be given to the Form Tutor).
 - (ii) Ensure that the Form Tutor keeps one copy and gives the student one copy to take home.
- The Detention will be supervised by the Year team.
The student detention slips, duly signed by the parents, should be collected and filed according to the phase policy.
- Normally, an Assistant Headteacher or Year Manager will supervise the Year Detention.
- **Subject Detention** (Stage 4, 20 minutes) - these will take place in the first instance with the classroom teacher. Students who miss this Detention will be notified by the Area and placed in a 30 minute Detention.
- Students who fail to turn up for an Area Detention will be returned to parental care, until they are seen by a senior member of staff.
- Students who are absent on the day a Detention is set, would sit the Detention on their return to school.
- Students will work in silence in desks at suitable tasks.

It should be noted that the detention takes precedence over transportation arrangements.

10. INFORMATION (*YELLOW*) SLIP PROCEDURES

1. SUBJECT AREAS

The following procedures are intended to facilitate swift responses and consistency of action following any significant incident. Comments and disciplinary matters should be recorded on Yellow slips at the earliest opportunity. Almost without exception, the whole procedure should take no more than 2 or 3 days.

Top section only to be completed by the staff writing the report, to include subject, room, or other location, date and time, incident and action taken by the writer.

- (a) **THREE COPIES** to be given (on the same day) to Area Adviser who will decide on Area follow-up action re. student and colleague. If the matter has been **resolved** by the writer the “For Information Only” should be used.
- (b) Adviser to complete Area Action section of the Yellow slip or simply sign to indicate awareness on “For Information Only” cases, recording the incident in keeping with Area procedures.
- (c) **THIRD COPY either** to be given back to the member of staff who wrote the referral, after discussion with Curriculum Adviser **or** to be retained by Curriculum Adviser (see Area Handbook for policy).
- (d) **TWO TOP** copies to be placed in Form Tutor tray by the Area Adviser as soon as possible and certainly by the following day.

The **Form Tutor** can then record in the lower section of the slips, the response or action taken and details of discipline, support or behaviour modification strategies intended, or can merely sign the slip.

The **TOP COPY** is passed to the Year Manager and the other copy is retained by the Form Tutor in student individual envelope in ring binder. In some cases, further Yellow slips may need to be added. The Form Tutor will again keep a copy as part of the record for each student.

If appropriate, the Form Tutor may request that the student be seen by the Year Manager for action indicating this on the lower section of the Yellow slip. (Y/N).

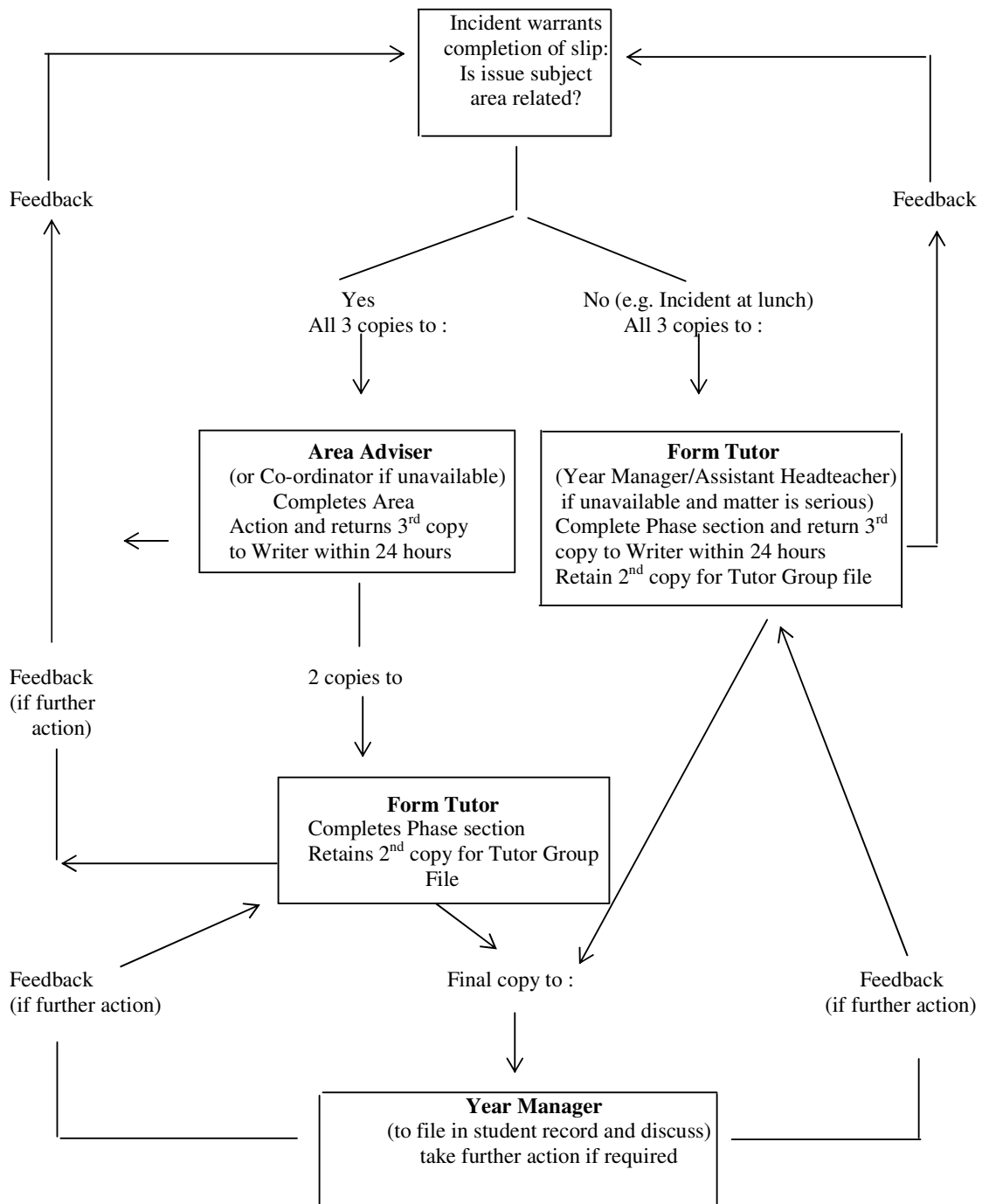
In serious cases, the Year Manager may need to discuss the problem as a matter of some urgency.

2. FORM TUTOR

Yellow slips (Form Tutor/Year type) should be used to record **concerns**, home contact (‘phone calls and interviews) and on-going strategies being used with the student. One copy should be passed to the Year Manager for action or filing in the student’s central file, one other to be retained within the Form Tutor’s file for the student. The third copy is superfluous.

All other documentation – “Round Robins”, on report forms, etc. should be filed in the **student’s central file**.

Information (Yellow) Slip Referral System



WHILE THIS ILLUSTRATES STAFF MANAGEMENT OF THE SYSTEM SWIFT ACTION WITH THE STUDENT (WHETHER SUPPORTIVE OR PUNITIVE, WITHIN 24 HOURS) IS THE MAIN DETERMINANT OF SUCCESS

11. SENIOR STAFF AVAILABILITY (SSA) TO BE USED FOR SERIOUS OFFENCES ONLY DURING LESSON TIME

Clearly, this is intended for those students who seriously impede the learning of others or where attitude is untenable and where normal Area procedures are inappropriate.

- 1) Stages 1 to 4 of Stepped Approach to Discipline Across the School.
- 2) Normally work **must** be provided by the teacher at the time.
- 3a) SSA is normally a HOLDING action only.
The student will be retained throughout that period.
- b) There can be **no** expectation that SSA will deal with paperwork nor follow up in normal circumstances. The triplicate Yellow slip will normally be passed back to the instigator of the referral in order to determine further action.
- 4) However, if the incident is extremely serious (physical injury, serious abuse, stealing, etc.) or constitutes the second SSA referral that day, the SSA should contact a member of SMT **immediately**, and will result in a fixed-term exclusion (Stage 7 – Stepped Approach to Discipline across the School).
- 5) The SSA must enter the student name and incident in the SSA referral book held in the office.
- 6) The class teacher must complete a Yellow slip in the normal way at the time or as soon as possible after the lesson indicating that the SSA procedure was used and detailing the events. If possible, the three copies should be sent to SSA at the time of the incident. These will normally be returned to the instigator to follow the usual procedure. (See Section 9 of this document). In the case of a very serious incident, they will be required by the SMT member involved. (See Point 4 above).
- 7) Area Advisers will regularly check the SSA book to establish patterns, ensure Yellows were written and contact parents to make them aware that SSA had been employed.

SENIOR STAFF AVAILABILITY (SSA)

Referral Guidelines

1. A fundamental aim is to meet the learning needs of all students in their timetabled lessons. The vast majority of students will never be sent to SSA throughout their school career. SSA should only be used as a last resort for a minority of students and only after stages 1-4 of the Stepped Approach to Discipline have been completed.
2. SSA referral cannot be seen as a punishment in itself. Although the guidelines for those who manage SSA emphasise the need to make the experience unpalatable, there will always be some students who regard the situation as preferable to that of the scheduled lesson. To be supervised in the class of a colleague of the same subject area can prove very effective in enabling the student to be removed from a destructive situation while maintaining area control of the situation.
3. Any student sent to SSA is recorded in the SSA Book, with reasons for the referral. As explained elsewhere, Page 19, a Yellow referral slip should accompany the student or be completed as soon as possible after the event. Follow-up with parents will be influenced by the nature and frequency of SSA referrals. Given the seriousness of the SSA situation, repeated referrals, or more than one in a day, are regarded as a major problem. See Stage 6 - Stepped Approach to Discipline.

The types of behaviour which may give rise to the subject area looking to SSA for support might include :

- **Abuse**
- **Assault**
- **Disruption, destructive and sustained**
- **Aggression**
- **Defiance**

SSA CONSISTENCY

PRINCIPLES AND PRACTICE

1. Students should find SSA less palatable than being in lessons.
2. Students should be asked to state the ways in which they have misbehaved and complete an SSA referral sheet. This will ensure they understand what is to be entered into the SSA book.
3. Many will attempt a narrative which excuses or defends their behaviour. If so, this shall be interrupted. They may, of course, choose to arrange such a discussion in their own time with the teacher who referred them.
4. Depending on the timing of the SSA, the student may be returned to the teacher referring them at the end of the lesson, providing this would not pose problems for the teacher concerned. They should have the yellow slip, or note, with a comment on their work in SSA and the time they left the SSA teacher. Follow-up is decided by the instigator of the referral.
5. Students guilty of a serious offence which should result in immediate follow-up should be referred to a member of the appropriate Year team or SMT, depending on who is available. Such a student should be kept out of lessons until action is decided. This may also apply to a student who has had several recent referrals to SSA.
6. Students should pursue written work throughout the SSA session. If the relevant subject work is difficult to access, then they could :
 - (i) Write an account of the incident, **emphasising the extent to which they were at fault** and how they might retrieve the situation.
 - (ii) Write a report on each of their school subjects, including their successes, and their targets for improvement.
7. In keeping with No. 1 above, it must be clear that the student is working to the staff's agenda. In the case of several referrals, colleagues' help may be required to avoid communication amongst the students involved.
8. The ideal SSA scenario is clinical, focused and task-orientated, in which the student has to confront the reasons for the referral without any excuse or self-indulgent explanation. It should be a sobering learning experience to which they have no wish to return.

12. EXCLUSION

These processes must be discussed in the first instance with the Assistant Heads of Key Stages. In the majority of cases, there will be a record of serious incidents and strategies used prior to the incident necessitating exclusion. It is likely that the student will be on Code of Practice and/or be considered for a Pastoral Support Programme to encourage more positive behaviour.

Fixed term exclusion

Letter to be sent to parents detailing reasons and explaining the right of a hearing before Governors.

Up to 45 school days can be imposed in any one academic year.

Chair of Governors and LEA informed.

Meeting between parents, staff and student to be arranged.

Meeting Outcome

If satisfactory :

State and agree conditions of return. The Home-School Agreement should be referred to, to clarify precise requirements.

Set targets within a time frame. Consider Code of Practice (if not yet commenced).

Return to school – on report.

Review.

(Further exclusion could be considered if necessary).

If unsatisfactory :

Further Fixed Term exclusion.

Further meetings to be arranged with parents.

Multiple Fixed Term exclusions will result in a referral to the Behaviour for Learning Unit which is located off site. See Section 7 – Stepped Approaches to Discipline Across the School.

Permanent Exclusion

- i) This should be considered a last resort because :
 - limited resources in Essex for this problem
 - detrimental to students and school image
- ii) Parents are informed of :
 - reasons for permanent exclusion
 - their right to attend the hearing with the Governors' Disciplinary Committee (students)
- iii) Parents are sent the School's report recommending permanent exclusion which forms the basis of the School's case in requesting that Governors uphold the Headteacher's recommendation
- iv) If the recommendation is upheld, then parents can appeal to the Statutory Appeals Committee via the Clerk based in the school office.

13. CODE OF PRACTICE

THE IDENTIFICATION, ASSESSMENT AND REVIEW OF STUDENTS WITH BEHAVIOURAL OR LEARNING DIFFICULTIES – SPECIAL EDUCATIONAL NEEDS.

The identification of students with special educational needs at Appleton is based on approach to assessment outlined in the Code of Practice (2001) following the 1993 Education Act and the SEN and Disabilities Act 2001 and regulations.

Identification

- concerns re behaviour raised
- if these not addressed through usual rewards and sanctions, SENCO informed
- student put on SEN register at **School Action**

Assessment

- BIGS documents circulated to staff
- meetings are convened with student and parents to review the situation, negotiate targets and agree actions

Action

- Information is used to formulate an individual education plan (i.e.p.) which is negotiated with students and shared with parents and all staff who teach the student.
- If necessary student moved to **School Action Plus**. SENCO responsible as at SA with the additional benefit of advice from specialists in outside agencies (in particular the Behaviour Support Team, Assistant Educational Psychologist and Educational Psychologist attached to school).
- Individual Behaviour Plan or Pastoral Support Plan may be put in place involving above plus a member of Senior Management Team.
- SENCO submits advice to the LEA who consider whether to make a statutory assessment.
- The LEA prepares a **Statement** of Special Educational Needs. Statement recommendations will be resourced by the LEA, but must be organised, monitored and reviewed by the SENCO and school.

NB Further details of this procedure, of the philosophy which underpins it and of the resources entailed are contained in Appleton's Special Needs Policy (a copy of which is in staff handbooks, is summarised in the school prospectus and is available on request to parents and any outside agencies).

14. ANTI-BULLYING CODE : *Project Fairplay*

Bullying is unacceptable behaviour and will not be tolerated in our school.

Bullying involves persistent behaviour that deliberately tries to cause anxiety, fear or hurt. It can include being hit, pushed around, being teased, threatened, called names or having money or possessions taken or damaged. At our school, unkind actions or comments will be called bullying, if the perpetrator is in a more powerful position than the victim (e.g. stronger, more confident, part of a group).

Students should support each other by sharing any knowledge about bullying.

Bullying will be treated seriously.

We are a ‘telling’ school – bullying is important and we must always talk to someone about it.

Guidance on procedures for handling bullying situations :

1. Always take the student seriously.
2. The ‘no-blame’ approach is an effective way of handling bullying situations. All parties are invited to a meeting; all are listened to and no blame is apportioned to either side. The aim is to induce empathy and, in an atmosphere of honesty and mutual respect, to get all parties to take responsibility for improving the situation.
3. Recording of these reconciliation meetings should take account of this ‘no-blame’ approach and should include only the bare essentials (date, participants and a brief outline of the presenting situation) and should preferably be written on white paper. This record should be passed to the Year Manager who will file it.
4. Monitoring and further recording of this reconciliation process should be undertaken by the person who initiates it.
5. Follow-up sessions may need to be offered to individual parties in addition to reconciliation meetings.
6. Individual incidents, such as fights, should be dealt with according to the School’s usual disciplinary process.

Suggestions for handling ‘no-blame’ meetings with students to investigate bullying incidents.

1. Have the “victim” present.
This may seem cruel, but remember that s/he has already endured suffering without you present – and that this is the most effective strategy in the long term.
Allay the “victim’s” natural fears about possible repercussions by stressing that this will be a **no-blame** meeting – that no-one will be getting into trouble on this occasion – and that, therefore, they are unlikely to be accused of “grassing”.
2. Start the meeting by emphasising that there will be no Yellow slips filled in as a result of this meeting – that this meeting has been called to explore the situation and hear **all** sides.
3. Try to defuse the initial tension by speaking briefly about what you know as objectively as you can, and state that you are seeking everybody’s help to try to resolve it.
4. Invite all parties to have their say in turn – do not allow any interruptions at this stage. It is usually best to start with the “victim”.
5. After everyone has had their turn to speak, allow “rights of reply”. Again, try to ensure that everyone who wants to speak has the opportunity and that they are not interrupted.
6. By the end of the session, there may be no universal agreement – but, hopefully, all sides will have gained a greater understanding of each other’s viewpoints. (I have, however, on more than one occasion, had students spontaneously stand up and shake hands at the end of this type of meeting!) You may need to reinforce the idea that you are not asking them to be friends – but hope that they will cease to be enemies. Suggest strategies such as avoiding each other, if that is appropriate. Refer back to any constructive suggestions that have been made by the group.
You may need to remind them that future fights, etc. will still be handled in the “usual” way (i.e. with Yellow slips, parental involvement, etc.).
7. Thank them all for coming and for being so honest with each other.
8. Record the fact that the meeting took place – by listing participants’ names, the date and a brief outline of the presenting situation – on **white** paper, and put this into the Year Manager’s pigeon hole for filing.