



Pastoral Care & Guidance of Pupils Policy

Reviewed by: Well-being Committee

Version: 1

(1) **OVERVIEW**

The education provided at Holywell High School is based on four main pillars:-

1.1 **THE CONCEPT OF EQUAL VALUE**

All pupils, whatever skills or abilities they possess are considered to be of equal value.

1.2 **CHALLENGE**

It is essential that all pupils are challenged to produce their best at all times and in all areas of the curriculum.

1.3 **CARE AND GUIDANCE**

The school undertakes to ensure that all pupils receive appropriate care and guidance to help them to fulfil their potential.

1.4 **HOME-SCHOOL PARTNERSHIP**

All aspects of school work are seen as being the product of this partnership. Parents have the opportunity to be involved in all aspects of school life. Parents are invited to sign a Home/School Agreement.

This document is concerned mainly with the Care and Guidance programme in operation in the school, but also inevitably contributes to the other areas mentioned above.

(2) **AIMS**

To provide within the school an infra-structure which is both supportive of and complementary to the academic structure. The structure should help the pupils to make the most of the opportunities available and to help their personal and social development. It should form an important aspect of the caring environment of the school.

(3) **GOALS**

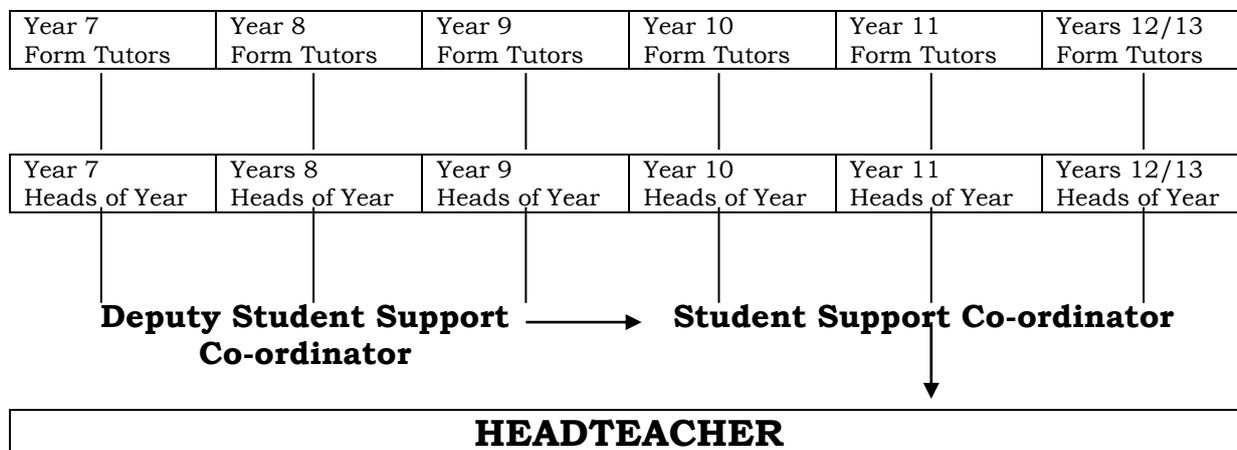
- 3.1 To facilitate the education of all pupils with special reference to their attendance, personal adjustment, behaviour, and general social interaction.
- 3.2 To promote the development of the school as a cohesive social unit.
- 3.3 To promote and develop home/school links.
- 3.4 To provide support and advice for pupils on an individual basis as required.
- 3.5 To provide and collate information for various out of school agencies (courts; social services etc).
- 3.6 To provide a support system for staff when problems arise with pupils.

(4) **SCOPE**

- 4.1 All staff have a pastoral role in fulfilling the aims and goals set out above.
- 4.2 Form Tutors have a particularly important role to play, and on their shoulders rests a heavy responsibility for the success or failure of any Pastoral Care System.
- 4.3 The main point of delivery is during the form and PSE period.
- 4.4 Heads of Year have an organising role under the direction of the Co-ordinator. The Pastoral Care System can, therefore, be seen to involve all members of staff.
- 4.5 The close involvement of parents adds a wider dimension to the work.
- 4.6 Various outside agencies play an important role.

(5) **STRUCTURE**

The main Pastoral Care System is organised on a year basis. The structure is as follows:



NOTE

Rotation of form tutors takes place to improve continuity.

- Years 7, 8 and 9 - 3 year cycle.
- Years 10 and 11 - 2 year cycle.
- Years 12 and 13 - 2 year cycle.

A system of regular, formal meetings has been established. These are held in addition to the regular informal inter changes.

They are as follows:-

5.1 **YEAR MEETINGS**

These are meetings between Heads of Year and form tutors. The purpose of these meetings is to discuss and disseminate information about pupils and any additional administrative tasks which need to be done. In addition, the meetings give form tutors an opportunity to discuss matters which directly affect them, the pupils in their forms, and the future development of their role.

A report of matters discussed at these meetings is given to the respective Co-ordinator.

Non-form tutors are nominally attached to a year group so that they can be involved in any discussions which take place.

5.2 **CO-ORDINATING MEETINGS**

These are meetings of Heads of Years, School Nurse, E.S.W. guidance staff and Co-ordinator.

The purpose of these meetings is to co-ordinate the work of the year meetings to ensure that all interested parties are kept in touch with developments taking place within the system. Apart from discussions concerning pupils, matters of a general nature which affect the Pastoral Care organisation are discussed and recommendations made to the Headteacher. Minutes of these meetings are prepared and made available to staff concerned.

5.3 **MULTI-AGENCY MEETINGS**

These involve representatives of all agencies associated with the school. Parents are also invited. Detailed consideration takes place of children giving serious cause for concern. Programmes are drawn up involving appropriate agencies and these are reviewed at the following meetings until the problem is solved or becomes manageable by normal in-school means.

Detailed reports are written and kept in pupil record cards. Parents are always kept informed of discussions.

(6) **PERSONNEL INVOLVED IN THE PASTORAL CARE GUIDANCE SUPPORT INFRASTRUCTURE**

6.1 **THE PASTORAL CARE TEAM**

6.1.1 **Subject Teachers**

Care is a part of every teacher's role.

6.1.2 **Form Tutors**

The tasks undertaken by the staff in their role as form tutors form the backbone of the Pastoral work of the school. (See Appendix 1 for more details).

6.1.3 **Heads of Year**

Members of staff who undertake this role are the middle managers of the system. (See Appendix 2 for more details).

6.1.4 **Co-ordinator**

Assistant Headteacher responsible for oversight of the complete infrastructure.

6.1.5 **Headteacher**

6.2 **OTHER ASSOCIATED ROLES:**

6.2.1 **Head of R.E., Health & Personal, Social Education:**

A major organiser of the school's response to professional, moral and legal imperatives.

6.2.2 **Vocational Guidance Team:**

Of vital importance in the development of all pupils – closely linked to the Pastoral Care organisation of the school.

6.2.3 **UCAS Guidance Co-ordinator:**

Of crucial importance to those students who wish to go on to Higher Education.

6.2.4 **N.R.O.A. Co-ordinator:**

Another field of vital importance for all pupils. This work is carried out using the Pastoral Care organisation.

6.2.5 **School/Industry Liaison Co-ordinator:**

A valuable contribution to school life involving pupils, staff and linking with the wider community and industry.

6.2.6 **Community Development Co-ordinator:**

Long standing links with the local community and community support agencies involving pupils and staff.

6.2.7 **Special Needs Team:**

Although organising the classwork of pupils with special educational needs – this team makes a major contribution to the Pastoral Care System.

6.2.8 **Outside Support Agencies:**

Especially:

- **Education Social Worker:**
Considerable regular input.
- **School Nurse/School Medical Officer:**
Considerable regular input.
- **Counselling Support:**
Child and adolescent service – regular twice weekly input.

- **Educational Psychologist:**
Regular weekly visits.
- **Social Services, Juvenile Support, North Wales Police, Llwyn Onn Adjustment Unit, L.E.A. Representative:**
Involved from time to time as appropriate.

Parents form a very important part of this support infrastructure and are involved at an early stage.

THE ROLE OF THE FORM TUTOR

The form tutor has a crucial part to play in the organisation of the school. The role can best be described as follows:-

(a) **FORM ADMINISTRATION:**

- (i) Marking the register.
- (ii) Follow-up. (Late comers, absentees).
- (iii) Providing a communication channel with pupils/parents.
- (iv) The first line of disciplinary action.
- (v) Fostering a form spirit.
- (vi) Collecting relevant information about pupils in the form, and recording this for future reference.
- (vii) Uniform check.
- (viii) Accompanying forms to morning assembly.
- (ix) Onward referral of problems to Heads of Year where necessary.
- (x) Where appropriate, complete N.R.O.A. documentation.
- (xi) Arranging elections for School Council during September.

(b) **TUTORING:**

This will involve a course of Guidance work which should be carried out during form periods and PSE lessons.

(c) **MONITORING PROGRESS:**

- (i) Completion of school record cards.
- (ii) Completion of academic records.
- (iii) Completion of reports and school leavers' certificates where appropriate.
- (iv) Any anomalies of groups or setting will be referred to the Heads of Year as soon as possible.

(d) **COUNSELLING:**

Dealing with individual personal problems of pupils in the form. Where this proves to be too difficult to carry out, then referral to the appropriate Heads of Year will take place.

(e) **DEVELOPMENT OF ROLE:**

All form tutors will be constantly on the look-out for improvement and changes which can be made to the system. The formalised meetings provide a channel for such suggestions to be discussed fully and acted upon. The system should be looked upon as being an evolutionary one and the general role descriptions will be reviewed and changed, if necessary at regular intervals. This is a vital aspect of the work of the form tutor.

ROLE OF HEADS OF YEAR

In general, the main pupil contact will be carried out by the form tutor. However, the Head of Year will maintain close contact with pupils in the year group through interviews dealing with referrals and consultation with form tutors in year meetings. Heads of Year will support the efforts of the form tutors at all times. This role can best be described as follows:-

(1) **ADMINISTRATIVE/MANAGEMENT FUNCTION:**

- (a) Heads of Year have equivalent status to a Head of Department but in connection with form tutors and the year group. He/she is responsible for organising year meetings; reporting the results of these to co-ordinating meetings; planning and initiating improvements; setting objectives; motivating; controlling; evaluating; training; - aspects of all these together with taking decisions within the framework of the year organisation.
- (b) Liaison with parents (including parents' evening arrangements).
- (c) Record Keeping.
- (d) Liaison with outside agencies (E.S.W.; Nurse; Probation and Social Services – reports etc).
- (e) Uniform supervision.

(2) **COUNSELLING:**

Form tutors/subject teachers will be involved in the first instance. If the form tutor or subject teacher cannot, because of restrictions of time, deal adequately with a pupil's problem, then he should refer the pupil to the Heads of Year. Parental involvement or referral to the Multi-Agency meeting or an outside agency is done at the discretion of the Heads of Year after consultation with the Co-ordinator.

(3) **DISCIPLINARY MATTERS:**

- (a) Heads of Year will use their authority to support disciplinary efforts in connection with their respective year groups.
- (b) Most disciplinary matters will be dealt with by the teacher concerned.
- (c) Teachers will occasionally be obliged to refer some disciplinary or associated problems to other members of staff with particular areas of responsibility. These include Heads of Departments, Heads of Year, Co-ordinator and the Deputy Head. All senior members of staff should be prepared to co-operate in dealing

with these matters. (See “Incentives and Discipline” for more details).

- (d) Heads of Year will be responsible for undertaking further corrective action regarding individual problems affecting pupils when these have been referred to them for consideration by Form or Subject Teachers or Heads of Departments. Such problems include:
- (i) Irregular attendance/persistent lateness.
 - (ii) Absconding from classes.
 - (iii) Personal appearance.
 - (iv) Difficulty with school work.

(See also the Good Behaviour and Discipline Policy Statement).

(4) **FOSTERING YEAR IDENTITY:**

To include assemblies, meetings, extra-curricular activities, fund raising efforts, competitions, social functions, break and lunchtime arrangements. This will involve all pupils and must be an ongoing activity.

(5) **DEVELOPMENT:**

Heads of Year will be constantly aware of trying to find ways of improving the operation of the system. This will be done as a result of regular meetings where ideas will be discussed. The system is seen as an evolutionary one which is in need of constant updating and improvement in response to external influences.

THE ROLE OF THE FORM TUTOR

The Form Tutor has a crucial part to play in the organisation of the school. This can be described as follows:

(a) **Form Administration**

Daily

- (i) Marking the register.
- (ii) Checking uniform.
- (iii) Accompanying form to assembly.
- (iv) Onward referral of problems to Heads of Year where necessary.

Weekly

- (i) Following up absences (Thursdays).
- (ii) Collation of merits for certificates.
- (iii) Checking of homework diaries/planners.

General

- (i) Providing a communication channel with pupils/parents.
- (ii) Attendance at Year Meetings.
- (iii) Collecting relevant information about pupils in the form and recording this for future reference.
- (iv) Following the PSE programme as provided.
- (v) Arranging elections for the School Council during September.

(b) **Tutoring**

This will involve a course of Guidance work which should be carried out during form periods and PSE lessons and fostering form spirit.

(c) **Monitoring Progress**

- (i) Completing school record cards.
- (ii) Completing academic record cards.
- (iii) Completing NRoA documentation when appropriate.

(iv) Being aware of any disciplinary procedures taken against form members.

(d) **Counselling**

Dealing with individual personal problems of pupils in the form. Where this proves to be too difficult to carry out, then referral to the appropriate Heads of Year will take place.

(e) **Development of Role**

All form tutors will be constantly on the look-out for improvement and changes which can be made to the system. The formalised meetings provide a channel for such suggestions to be discussed fully and acted upon. The system should be looked upon as being an evolutionary one and the general role descriptions will be reviewed and changed, if necessary at regular intervals. This is a vital aspect of the work of the form tutor.

6. INCENTIVES & DISCIPLINE

POSITIVE INCENTIVES

Introduction

It is accepted that students perform better when given encouragement. The school ethos needs to stress this aspect and look on the disciplinary procedure as a process only to be employed when positive inducements have failed. Ideally, the climate in the classroom should be positive rather than negative thus fostering a culture of achievement and success rather than reinforcing failure which does nobody's self respect any good. Positive attitudes, therefore, must be part of our school improvement strategy. We must try to create a climate of success where achievement is positively rewarded and recognised.

Principles

The principles of this system are simplicity, consistency and equality of opportunity.

Simplicity	Easy for staff to award Merits. Pupils keep their own record of Merits.
Consistency	All departments participate. All tutors participate. All extra-curricular activities can contribute. Standard guidelines for scale of awards.
Equality	Recognises efforts made by all pupils. Rewards exceptional achievement measured against pupils' own potential.

Merit Marks and Merit Awards are given to pupils in Years 7, 8, 9, 10.

Choice of Merit Award Winners

Subject Areas

Students will be given Merits for:

- (i) Attainment in lessons/homework.
- (ii) Effort in lessons.
- (iii) Exceptional work during class or for homework.

N.B. Subject teachers should aim to award 4/5 merits per week per group.

Pastoral

Students will be given merits for:

- (i) Outstanding contribution to Pastoral lessons.
- (ii) General contribution to Tutor Group activities.
- (iii) Having the 'right' attitude to their studies (e.g. good manners, appropriate uniform, politeness and all round commitment).
- (iv) inter-personal relationships – caring attitude towards the “less fortunate”.

Extra Curricular Activities

Students will be given merits for, for example,

- (i) Participation in a drama activity.
- (ii) Musical activity.
- (iii) Membership of a sporting team.
- (iv) Commitment to out of school activities where excellence has been achieved.

In order to maintain equality for all extra-curricular activity, merits for sports teams should recognise effort over an extended period of time, such as a term, rather than single matches.

Organisation

The scheme will run in the following way:

- (a) At the beginning of the school year, form and class teachers will be given a pack of merit slips.
- (b) Pupils gaining slips will give them to their form teachers who will keep a record of the number of slips received from each pupil on the composite list.
- (c) Slips will be stored in the pupils' RoA/tutorial folders.
- (d) When a student has gained:
 - 25 merits he/she will be awarded a Bronze certificate.
 - 50 merits he/she will be awarded a Silver certificate.
 - 75 merits he/she will be awarded a Gold certificate.
 - 100 merits he/she will be awarded a Platinum certificate.

Merits may be carried over from term to term but not from year to year.

- (e) When a student has attained a Bronze/Silver/Gold/Platinum award, the Form Tutor will notify the Head of Year in order that the achievement be recognised. Heads of Year will keep a record of the merits awarded.

Recognition of Achievement

- (a) At each level, the award will be recognised by:
 - (i) Presentation of an Award Certificate at an assembly.
 - (ii) Letter to parent/guardian.
- (b) Silver Award winners will also receive a £5.00 CD voucher.
- (c) Gold Award winners will also receive a £10.00 CD voucher or a Macdonald's voucher or cinema ticket or Leisure Centre entry voucher or Woolworths vouchers or Bowling Ally vouchers to the value of £10.00.
- (d) Platinum Award winners will be given a free trip to Alton Towers or a voucher of similar value.
- (e) The names of those who have gained Awards at any level will be posted on the Pupil Support and Development noticeboard or on individual year noticeboards. These boards will be used for other students who have made a contribution to school life (e.g. sports teams).

Deducting Merit Awards

In an attempt to discourage aspects of 'negative behaviour' in students it has been agreed that Merit Awards will be deducted for the following:-

- Uniform – 1 per day.
- Sent out of lesson – 1.
- For being on a Card – Green – Amber – Red – 3 per week.
- Arrival at lessons without – Homework completed – Exercise Book – Lack of basic equipment – 1.
- Unauthorised absences – 1 per day.
- Lateness to registration and lessons – 1.
- Serious disruption in lessons (removal to Room 34) – 2.
- Out of Bounds – 1.
- Exclusions – 3 per day.

Subject teachers will be required to fill in the Merit Deduction Slip and to hand it directly to the pupil's form tutor.

DISCIPLINARY PROCEDURES

GENERAL COMMENTS

The maintenance of good order is an essential ingredient in any school. The most important single factor in achieving good order and thereby effective work, is the extent to which all members of staff work together as a team.

Each teacher is expected to deal with problems of discipline as they arise. These should be dealt with at the first level at which a satisfactory solution can be achieved, but it is strongly recommended that unnecessary confrontations are avoided. Details of suitable approaches are listed below.

Teachers will occasionally be obliged to refer some disciplinary problems to other members of staff with particular areas of responsibility.

Heads of Departments will deal with problems involving work done or behaviour in particular areas. Form teachers will need to be informed when continuing problems of any kind occur. Heads of Year will work with other staff to resolve problems of a predominantly behavioural nature. Persistent and serious problems involving work or behaviour will be referred to the appropriate Assistant Headteacher, usually via Heads of Departments and Heads of Year.

It may be necessary to refer directly to the appropriate Assistant Headteacher or to the Headteacher when an urgent matter arises suddenly and other assistance is not immediately available. Full consultation should subsequently take place between the members of staff involved.

Pupils who display persistently inappropriate behaviour may be sent to Room 34 (see separate note).

Many matters of order and discipline can be dealt with without reference to parents but when serious concern is being felt about aspects of a child's work or behaviour in school, it is most important that parents should be contacted, with a view to a co-operative effort being made by school and home to remedy the situation which has developed. Parents will be informed at every stage should a pupil be on a monitoring card.

The 1986 Education Act states that any form of corporal punishment is forbidden. The use of restraint is, however, permissible to avoid danger to other pupils. Every member of staff has been issued with a policy document on this issue.

BEHAVIOURAL EXPECTATIONS – STUDENTS

Principles:

- (1) All members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment.

This means

all pupils should show respect for others by working sensibly in lessons and not disrupting the learning of others;

all pupils should show consideration for others by moving around the building quietly and carefully;

all members of the school community should treat each other with respect and consideration;

all members of the school community should not do anything that encourages bullying.

- (2) All pupils must be punctual and well prepared for their lessons if the pupils are to make the most out of their time at school.
This means:

coming equipped for the day wearing the right clothing and bringing everything needed for lessons;

attending school regularly and arriving in plenty of time for the start of lessons.

Form Tutors are requested to look at the 10 rules noted in the planners with their form at the beginning of each year.

CLASSROOM MANAGEMENT

“Good classroom management is where a situation prevails in which the teacher is able to teach with ease and confidence and where pupils are confident and stimulated to learn and no other factors operate to disrupt this harmonious learning environment.”

Whether working with very young children or with school leavers, the observation by teachers of certain straightforward rules of classroom management is a vital factor in the operation of good classroom control. Class management, implies the way in which individual teachers organise their approach to learning and organise the classroom as an aid to that learning.

Good management allows the children to get a clear picture of what is going on and what is expected of them, and allows them to see more clearly the consistent consequences of their own behaviour, both desirable and undesirable. It also allows teachers to think more clearly about their own work, to identify more accurately the successful and unsuccessful strategies in their teaching repertoire, and to make changes as they appear necessary. Instead of dissipating energies in the sheer labour of keeping on top of things, good classroom management in addition helps the teacher focus more clearly upon the task in hand, maintain a more accurate picture of what is going on in the classroom and develop a more positive and confident image of professional competence.

Aids to Good classroom management:

- (1) Be punctual
- (2) Be well prepared
- (3) Settle the class quickly to work
- (4) Insist on full class co-operation
- (5) Use the voice effectively
- (6) Be alert to what is happening in the class
- (7) Analyse what is happening in the class
- (8) Have clear and well-understood strategies for dealing with crisis
- (9) Allocate teacher attention fairly
- (10) Avoid drawing comparisons
- (11) Keep up-to-date with marking
- (12) Make sure promises are kept
- (13) Make good use of questions
- (14) Ensure adequate opportunities for practical activities
- (15) Wherever practical, delegate routine classroom tasks to the pupils
- (16) Organise the classroom effectively
- (17) Deal with children's problems
- (18) Conclude the lesson successfully

MONITORING PROCEDURES

(a) Parental request

If parents are concerned about the educational progress of a student, then they can request that the individual student is placed on a card/blue book (see below) to monitor progress. The Head of Year will be responsible for checking the card/book on a regular basis and reporting to the parent.

(b) Responsibility of the member of staff

- (i) Problems arising in the classroom should be dealt with by the teacher of the class in the first instance whenever possible. If the situation warrants it, Heads of Departments should be consulted and the incident/behaviour written on a Behaviour Tracking Sheet.
- (ii) Problems arising outside the classroom should be dealt with as and when they occur unless they are of a sufficiently serious nature to warrant the involvement of the Head of Year.

(c) Involvement of the Head of Department

- (i) It is the responsibility of the Head of Department to ensure that disciplinary problems are dealt with efficiently. The nature of the indiscipline should be clearly identified and targets set for the student for improvement. Courses of action which may be taken include: constructive counselling; contact with home (usually after discussion with the Head of Year); reference to the

SEN Department for assessment or extra support; reference to the ESW and Multi-Agency for support (usually in consultation with the Head of Year); discussion in departmental meetings; adjustment of work programme or group placement. If necessary, the Head of Department will fill in an information sheet on the student and pass a copy to the Head of Year.

- (ii) Head of Year should be kept informed of the measures being taken by the department. A copy of the Information Form (see below), which should indicate the nature of the problem and action taken, should be lodged with the Head of Year for information. Any further action necessary should be noted on this form.

(d) **Involvement of the Head of Year**

- (i) The Head of Year will become involved when the individual teacher and/or the Head of Department feel that the problem is likely to extend beyond one subject. If the situation warrants it, the Head of Year will place the student on a monitoring card (see below) after individual counselling and target setting. The Head of Year will make it absolutely clear to the student which aspect of his/her behaviour needs to be modified. If the student's behaviour has not improved after the Card System has been exhausted, the Head of Year may place him/her on a Contract of Good Behaviour. At any stage the support agencies may be involved. In the most serious cases the Head of Year will refer the matter to the appropriate Assistant Headteacher.
- (ii) The Head of Year will liaise at the appropriate times with the parents of the student.

(e) **Multi-agency Group**

If necessary a pupil may be referred to the Multi-agency group in Years 7-9 while Behaviour Planning Meetings will be held for pupils in the Upper School.

NOTES

Pupils who fail to carry out the requirements of any minor sanction should be left in no doubt about the possible consequences. Sanctions may be increased initially but if problems remain unresolved they should be referred to Heads of Year.

DETENTION

There are problems associated with after school detention and careful checks are necessary to prevent potentially serious repercussions. After school detention should be avoided. If it is necessary to keep a student in detention then such punishment should take place at lunch or breaktime.

LITTER CLEARANCE & OTHER TASKS

This type of sanction can be most useful and very suitable for certain types of offences. It should not normally be necessary to call upon other members of staff in the organising of such sanctions.

WRITTEN WORK

Constructive forms of written work should be used including a letter of apology which clearly indicates the misdemeanor.

TIMEOUT

This will vary according to the degree of difficulty experienced.

- (1) Separation of a problem pupil within the class.
- (2) Short term out-placement of a problem pupil in another class/place.
- (3) Removal of the pupil to Room 34.

Arrangements for Timeout Procedure

- (1) This procedure should be used when pupils are disturbing a particular class.
- (2) It should only be used after other avenues have been explored.
- (3) Heads of Departments will make the necessary arrangements.
- (4) This is a short term attempt to solve a particular difficulty. It must not develop into a long term solution. Parents may be contacted at this stage.

EXCLUSION FROM SCHOOL

Exclusion from school is a very serious step:

- (1) Only the Headteacher in conjunction with the Chairman of Governors can arrange for a pupil to be excluded from school.
- (2) There are two main approaches:
 - (i) Where immediate exclusion from school is indicated as a result of a single major incident. This might be of short term duration or might even be permanent. Such situations are not regular occurrences.
 - (ii) When a pupil's behaviour has not adapted despite all procedures being carried out.

- (a) The pupil will only return after agreeing to the terms of a contract of behaviour. Parents will also have to agree to the conditions.
- (b) If misbehaviour continues then a second longer period of exclusion will be instituted.
- (c) If misbehaviour continues then the Headteacher will decide on the next step. However, the options will now be very narrow and the possibility of exclusion pending placement in another establishment or permanent exclusion will be carefully considered. This is a very serious step and parents have the right to appeal. We must be sure that all other avenues have been explored and that the law has been complied with.

N.B. A pupil can only be excluded for a period of 45 days in any one year before exclusion is made permanent.

REFERRAL PROCEDURES

The basic criterion for defining such pupils will be unsatisfactory access to the National Curriculum either for themselves or, as a result of their actions, for others.

Pupils giving cause for concern will include the following:

- (a) Those unable to do the work adequately despite differentiated tasks.
- (b) Those involved in **regular** misbehaviour in class.
- (c) School attendance problems (either lengthy absences or a regular pattern of shorter absences).
- (d) Class attendance problems.
- (e) Punctuality difficulties (school or class).
- (f) Long term relationship difficulties (pupil/pupil – pupil/teacher).
- (g) Emotional difficulties.
- (h) Health problems (hearing, vision, tired, worried, etc).
- (i) Other problems of a persistent nature giving cause for concern.

MONITORING CARD (Green- Amber – Red)

All of the report cards are issued by Heads of Year. However, members of staff need to be aware of the purpose. The most important factor is that parents are made aware of the issue of the card and its purpose. This will be via colour of card and an explanatory letter home.

All information regarding which pupils are on which colour cards will be on Pastoral noticeboard in Upper Staffroom and announced in briefing.

The specific reasons for issuing the card will be made clear to the pupil and noted on the card. This will give the pupil a clear focus for behavioural improvement.

A Pastoral Check Card will be issued for the following reasons:-

(1) **Academic Work/Progress/Underachievement**

This is to concentrate attention on an unsatisfactory work pattern. Members of staff are required to comment on work done and effort put in by the pupil concerned.

(2) **Behaviour in School**

This is to concentrate everyone's attention on an unsatisfactory behaviour pattern. The method of completion is indicated on the card. It must be supervised twice daily by the issuing teacher. The formteacher must be made aware of the presence of the card. The card will be issued for a limited period of time (10 days). It will be withdrawn when the behaviour pattern under review has improved.

(3) **Truancy/Attendance Problems**

This merely requires a signature to indicate presence in class.

(4) **Punctuality** – to monitor lateness to school/lessons.

Pupils will be placed at first on a green card and then, if appropriate, on an amber card. If necessary, the red card will be used. They will spend two weeks (ten days) on each card.

Cards must remain looking smart, attractive, official and be carried in a plastic cover.

The card will make monitoring by Year Tutors easier and yet more systematic. The card and procedures involved will only be used after looking at simpler sanctions – verbal rebuke, positive encouragement, discussion with pupil to focus on his/her difficulties.

The period of time on a card is extensive giving:-

- (i) every pupil placed on one the opportunity to improve;
- (ii) the Pastoral team time to work and encourage a positive response and improvement.

The parents' role will be hopefully one of positive reinforcement and support for the measures taken. They also will have been informed of developments at every stage.

Parents should play a vital part in the monitoring process and to be informed by a standard letter prior to the issue of each colour. The letter will explain clearly the reason(s) for the card being issued and our expectations of the part the parent needs to play.

Parents should also be informed when a child has responded well to the use of a card and staff feel that the pupil can now cease to be monitored further.

Following a six week period on a card next pastoral procedures will come into play. The three two week periods need not be successive for this to happen.

Should the pupils lose the card then at the discretion of the Head of Year/Year Tutor he/she could be moved on to the next colour. Pupils must see that these cards are to be viewed with great seriousness and that they are part of a pathway to possible exclusion.

Head of Year/Year Tutor will attach a report to each card colour at the end of the period and file it. MONITORING AND RECORD KEEPING WILL BE AN ESSENTIAL COMPONENT OF THE SYSTEM.

Absence for whatever reason should not be allowed to reduce the working period of the card.

This system will enable the documentation regarding pupil difficulties to be monitored and recorded in a structured manner and will dovetail with Multi-Agency procedures and the Code of Practice.

BLUE BOOK

On a parental request or when returning from an exclusion a pupil may be placed on a Blue Book for long term monitoring.

ON-CALL ROTA – Removal to Room 34

- (1) This back-up is only to be used in extreme circumstances.
- (2) Class teacher is expected to fill in a Referral Sheet so that the incident can be logged in the detention book.
- (3) Heads of Subject and Years should be aware of removals to Room 34 and follow up incidents in the usual way.
- (4) The on-call rota senior member of staff has no disciplinary part to play. He/she is only expected to log the events for others to deal with.