



Elfed High School Ysgol Uwchradd Elfed

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Teacher Workload Impact Assessment

High impact: Policy implemented by teachers on a daily / weekly basis
Medium impact: Policy implemented by teachers on a monthly / termly basis
Low impact: Policy implemented by teachers on an annual basis
n/a Policy is not implemented by teachers.



ELFED

Wellbeing Policy Polisi Lles

2017 – 2018

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Introduction

Our purpose is to be an Outstanding Learning Community

Elfed High School recognises the importance of a positive classroom and whole-school atmosphere, where all feel secure, valued and confident to achieve their potential. Our priority is for excellent relationships between people, based on clear expectations and shared values.

The *E L F E D Wellbeing Policy* has at its heart a desire to encourage young people and motivate them to make positive choices about all aspects of their lives.

Excellence in teaching and learning

We motivate, challenge and support students across a range of individual learning pathways, so that:

- Students are engaged in learning
- Students concentrate and learn effectively
- Students reach high levels academic achievement, including literacy, numeracy and digital competency.

Positive attitudes to behaviour and attendance

We have clear expectations, rewards and consequences to provide positive learning opportunities that students want to attend

- Students behave well in the classroom and there is high level of attendance;
- Students learn to avoid conflict and confrontation;
- Students are involved in school life and have a say in what happens;
- Students have high self-esteem, resilience and confidence.

Self confidence and respect for all

We have developed strategic approaches to promote the resilience of all students to deal with adverse events and circumstances

- We identify and support students who may be vulnerable, disadvantaged or at risk;
- We listen to each other and take notice of student's views and opinions;
- We encourage students to treat one another with respect and to look out for each other.

Positive emotional health

We praise and reward students and recognise personal achievements, encouraging students to feel positive about themselves

- Pastoral and academic support for groups and individuals.
- Links with external agencies for extra support.

The E L F E D Wellbeing Policy includes the wide range of strategies and activities that promote the wellbeing of our students.

1 Building positive attitudes to learning, behaviour and attendance

Key Principles:

- Effective management of students' behaviour is crucial to positive learning
- Praise is more effective than punishment

- Students should be given a choice to conform, a restorative approach rather than punitive.
- Consistency in the operation of the policy is crucial
- Partnership between all stake-holders lead to success
- An assertive approach to managing behaviour is the most productive approach
- Asking for support is not a sign of weakness – a ‘no blame’ culture among all colleagues should exist.

There are a number of key aspects to encouraging positive behaviour in lessons as well as in other aspects of school life:

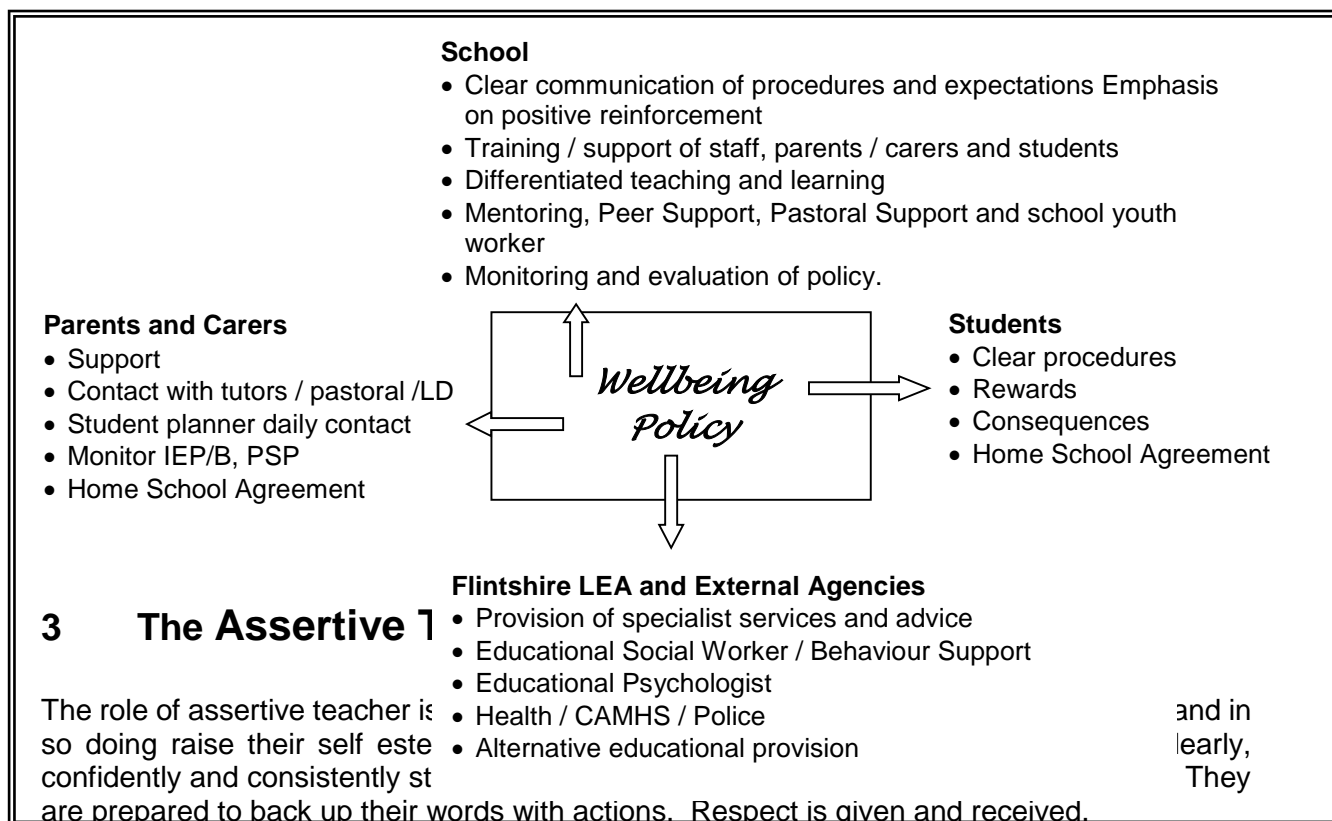
- Clear procedures so students know what is expected of them
- Assertive teaching style to minimise the risk of confrontation
- Differentiation in lesson planning so all students can achieve their potential

Operating fair and consistent procedures means that no colleague should feel isolated and all students will understand the implications of their choices. By operating the rewards and agreed consequences themselves the teacher retains ownership for managing behaviour in his/her classroom.

2 Home School Agreement and External Partnerships

The important aspect of the E L F E D Wellbeing Policy is the concept that all interested parties work together to the benefit of all. Students, parents, carers and the School will sign an agreement each year to reinforce this and regular contact between all stake-holders is encouraged.

Support from Flintshire LEA and external agencies is an integral part of the E L F E D Wellbeing Policy. Multi Agency meetings are held every half term to coordinate support.



The Assertive Teacher

- Teacher has high expectations and **has built excellent working relationships** with students.
- Teacher clearly, confidently and consistently states expectations to students, using a calm, firm tone of voice.
- Words are backed up with actions every time.
- Behaviour limits are made clear, displayed and learned.

Teachers use positive reinforcement and rewards to acknowledge positive choices and motivate students. They teach students the correct assertive way to respond to problems. They should always be prepared to discuss concerns with students **but should never enter into confrontational discussions at the time or in front of an audience.**

Staff should be prepared to arrange appointments to discuss concerns if necessary with students, sometimes with the help of another colleague or mediator.

3.1 Behaviour management for effective learning

"I am the decisive element in the classroom. It is my personal approach that creates the climate". *Ginott*

"During any given class activity it is safe to assume that approximately two thirds of the students are outside their personal learning style."
Hughes – Closing The Learning Gap

"It is schools which discourage teachers from passing problems on to someone else, preferring to face the issue, which have fewest exclusions and discipline difficulties". *Brace*

Rewards change behaviour; sanctions limit it.
Restorative – not punitive

Positive relationships are the key to encouraging good behaviour. Recognising and praising what pupils are doing well is powerful – "Make the extraordinary out of the ordinary" *Carlson*

"Good teachers reflect on their performance and adapt it" *Smith*

Good behaviour and effective learning is likely to take place where the lesson is interesting, enjoyable and memorable. "*Work made fun gets done*". *Fish*

3.2 Little Pointers

- Remember we are the decisive element!
- Believe you can make a difference.
- Be calm.
- Plan for the behaviour before it happens.
- Focus on the 'good' students.

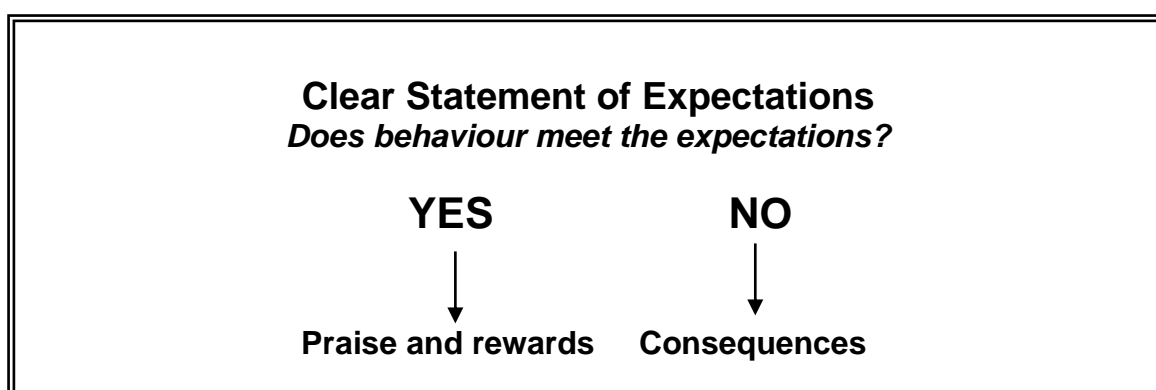
- A good start to a lesson is vital.
- Reward good behaviour.
- Focus on what the students should be doing.
- Give students escape routes and choices.
- Give students the responsibility for their own behaviour.
- Be consistent – take the action you promise.
- Intervene quickly and calmly when inappropriate behaviour occurs – do not let it escalate.
- Avoid focusing on secondary behaviours.
- Don't take inappropriate behaviour personally.
- Be non-confrontational.
- Avoid shouting – be assertive not aggressive.
- Show your sense of humour.
- Enjoy what you are doing.
- Be positive.

4 Classroom Expectations

At Elfed High School our expectations are well established and the existing policies and procedures have brought significant improvements in attendance, motivation, wellbeing, behaviour and ultimately standards of achievement.

The E L F E D Wellbeing Policy is based on clear classroom expectations. **Every classroom will display posters explaining the Classroom routines and the expectations at the beginning and end of every lesson, rewards and consequences. It is important that constant reference is made to them on a daily basis and through SLT in assemblies.**

Rewards for following the expectations, as well as the consequences for not, will be consistently applied by all staff, including support staff when appropriate.



We need to be consistent in applying our procedures. All staff share the responsibility for consistency in ensuring that the school's expectations are met. We need to be vigilant and deal with issues directly or pass on concerns to the appropriate TLR holder.

- Subject issues (including motivation and behaviour in lessons and homework) are referred to the Head of Subject / Head of Curriculum Area in the first instance.

- Wellbeing issues (including social, emotional, punctuality, attendance, appearance) are referred to Pastoral team, Learning Director / Assistant Head in the first instance
- Child protection and issues regarding students' additional learning needs are referred to the ALNCo / Child Protection Senior Designated Person (AJP)
- Members of SLT are available at any time to provide support and deal with any issues referred on by TLR holders / Learning Director.

4.1 Classroom Expectations and Routines

The Classroom Expectations underpin success. They should be displayed prominently in classrooms and constantly reinforced.

Classroom routines

Consistent routines for the start and end of lessons must be followed to ensure consistent expectations for the students.

Respect yourself and others Parchwch eich hun ac eraill

Follow classroom routines:

- Always do your **best**.
- **Bring** everything you need for each lesson.
- Listen to **instructions** and follow them straight away.
- Take **responsibility** for your own actions.
- Mobile phones are **switched off** and out of sight.
- No eating or chewing gum.
- **Listen** to others.
- Wait to be asked to **contribute your ideas**.

Beginning the Lesson / Dechrau'r Wers

- Wear the correct school uniform.
- Arrive on time.
- Take out everything you need for the lesson.
- Line up outside the room, quietly and in single file.
- When told to do so, enter the room quietly.
- Stand until asked to sit down.
- Remain silent while the register is called.
- Listen as your teacher explains the aims of the lesson.

Ending the Lesson / Gorffen y Wers

- Listen carefully to final instructions.
- Make sure home learning is written down correctly.
- When you are told to do so, pack away and stay seated.
- When told, stand and replace your chair tidily.
- Your teacher will dismiss you after the bell rings.
- Leave the room calmly and quietly, walking on the left.

4.2 School Expectations (outside lessons)

- Students should be in the school building before 8.50 a.m.
- All students should walk on the left hand side of corridors and staircases.
- Lost property should be handed in at the Main Office.
- All clothing should be marked with the student's name.
- Valuable items should not be brought to school.

- The two centre staircases, the lawn and driveway at the front of the school, and the main entrance are for Staff and visitors only.
- Students should use the cycle store and walk with their cycle on the school site.
- Smoking is forbidden on the school site, on school visits and on the way to and from school.
- Students are not allowed to bring cigarettes, matches, e cigarettes, lighters or any other smoking equipment to school. **Smoking is also forbidden on school visits and on the way to and from school.**
- No student may leave the school site for any reason without a permission slip from his/her Learning Director or Assistant Head.
- Students must sign out at the Main Office and hand in the signed permission slip.
- Mobile phones should be switched off **and out of sight** during lesson times.
- Use the toilets allocated to your year group
- Students in Years 7 and 8 should use the Play Area behind Theatr Elfed during break-time and lunchtime.
- Students in Years 9, 10 and 11 should use the area adjacent to the All Weather Pitch.

5 Rewards

The important principle of the E L F E D Wellbeing Policy is that praise and rewards exceed sanctions by a ratio of 4:1.

Reward students for their effort.

Find them doing something right and praise them. Be specific in your praise.

5.1 Informal rewards at the discretion of staff

- Verbal praise
- Written comments in exercise books
- Positive phone calls home
- Opportunity to take part in extra-curricular activities

5.2 Vivo points

Vivo is a web based rewards system that can be monitored by parents on line. Teachers reward students for exceeding their expectations. The Vivo points can be exchanged for gifts and activities or be donated to charity.

5.3 Subject Awards

At the end of each school year Subject Areas nominate one student from Key Stage 3, one student from Key Stage 4 and one student from the Sixth Form, as appropriate, for the Annual Subject Award. Awards are given at the discretion of the Subject Area, for example to the Student who shows the most ability, achievement or improvement in the subject. Annual Subject Awards will be presented at a formal Presentation Ceremony.

5.4 School Colours

School Colours are awarded to students for outstanding achievement and/or service to the school. Teachers nominate students who have been involved in extra-curricular activities and have enhanced the reputation of the school through their efforts. School Colours will be presented at a formal Presentation Ceremony.

6 Consequences

There is a range of informal responses to challenging behaviour, including:

- moving to another place within the room,
- short periods in a colleagues classroom using the exit timetable,
- removing privileges.

If a student is not responding to such strategies, the formal procedures in Appendix 2 must be followed.

7 Monitoring Praise, Rewards and Consequences

Vivo Points

Vivo points reward students for effort that exceeds expectations. They can be exchanged for activities, goods and privileges.

SIMs Behaviour Manager

Teachers use SIMs Behaviour Manager to record warnings and severe incidents. Warnings and severe incidents are tracked and monitored by the LD, Assistant Head and pastoral team.

Report Cards

The yellow report card and subject reports are used to set positive targets and encourage students to improve. The SIMs Report Card is also used to monitor students and encourage positive behavior for those students that struggle to carry a report card around.

Lesson Monitor

Teachers use Lesson Monitor 'Comments' section to record anything of interest about a student that may be of help to their colleagues

The following codes should be used with simple (one word) explanation

Code	Meaning	Comment
T	Toilet visit	Record time leaving and returning to the lesson
L	Late	Record the number of minutes e.g. L 3m

Report Summary

Parent / Carer must be contacted prior to students being put on Yellow / Subject report card. With clear expectations and report deadline.

Report	Purpose	Set and monitored by	Parent / Carer
Yellow Report Card	General purpose, Punctuality, Truancing	LD / Assistant Head	Signs daily
Subject Behaviour Report	Set targets and monitor behaviour in one subject area. LD/ Assistant Head must be given a copy of the initial report and then the final completed report must be copied and put on file.	HoS/HoCA	Informed
Report on Sims Behaviour Management	Used when students have not improved on Subject/Pastoral Behaviour Report.	HoS/HoCA LD	Signs daily printout

8 Equipment for Lessons

It is a basic expectation that students bring the correct equipment and kit for lessons.

Where lack of equipment is significant over a number of lessons, the student should be referred to the Vivo shop and HoS / LD / Assistant Head and placed on **Subject Behaviour Report**.

Basic stationery can be purchased from the Vivo Shop at lunchtime and from 8:30am.

9 School Dress Code

9.1 Uniform

The correct uniform is listed in Student Planners. Students not wearing correct School Uniform will be issued with a memo by their Tutor and when required the Learning Director, Assistant Head or Pastoral team. This will indicate the matter has been discussed and is in hand. However, this will not be an excuse for persistently failing to wear correct school uniform.

Students who persistently fail to wear correct school uniform will be placed on **Yellow Report card** by the Learning Director / Assistant Head. The parent / carer of any student who refuses to conform to the school dress code will be contacted and the issues will be discussed.

9.2 Jewellery

One flat ring is allowed. All other visible jewellery is to be confiscated and returned at the end of the day. Staff should put confiscated items in a named, sealed envelope and send it to the Main Office.

9.3 Body Piercing

It is important to the public image of the school and to the individuals concerned as well as on health and safety grounds that no visible body piercing (other than one pair of stud earrings in the earlobe) are seen in school. All other body jewellery must be removed. Students who refuse to do so are to be referred to Learning Director / Assistant Head /SLT.

9.4 Other 'extremes of fashion'

Staff concerned about other aspects of appearance should refer the student to Learning Director, Assistant Head and when required SLT. The school uniform clearly states no extreme hairstyles. The school reserves the right to decide what constitutes an infringement of the school uniform.

10 Out of Classroom Conduct

All students will be expected to keep to the E L F E D Wellbeing Policy at all times. This will include the journey to and from school, breaks and between lessons. The warning system can be used **with an appropriate gap between warnings**. Students are encouraged to avoid confrontation

11 Behavioural, Social and Emotional Difficulties

The school supports students with behavioural, social and emotional difficulties (BESD) with support from FCC. Appendix 3 outlines BESD support in more detail.

SEAL resources are used to support students in their learning (Social and Emotional Aspects of Learning)

12 Building positive relationships (bullying / cyber-bullying)

Elfed High School has adopted the Buckley and Mynydd Isa Consortium of Schools Anti-Bullying Policy (Appendix 4). Students are supported through the peer support programme. Regular liaison with students through the Leading Learners and School Council is a key aspect of monitoring the effectiveness of the Policy.

The School's response to issues arising from cyber bullying will be dealt with in accordance with Welsh Assembly Government guidelines (see Appendix 7)

13 Mobile Phones

All students who bring a mobile phone into school are expected to conform to the Mobile Phone Code which explains the procedures and accountabilities. See Appendix 4

14 Smoking and Substance Abuse

Smoking is illegal in any public place, including the whole school site. Any student found smoking, or with equipment associated with smoking (e.g. cigarettes / lighters) will be referred to the Headteacher. Consequences may include fixed term exclusion.

Guidelines for dealing with smoking and substance abuse are set out clearly in the Substance Abuse Policy. Students who disregard this policy will find their place in school at risk.

15 Every Lesson Counts! Attendance and Punctuality

Attendance and punctuality are not seen in isolation and are an integral part of the E L F E D Motivation and Behaviour Policy. Regular attendance is a prerequisite of education and securing this is a high priority for the school staff, governors, LEA, parents, carers and the students themselves. By failing to attend school regularly, students diminish the value of education provided for them. Being punctual is essential and good preparation for the world of work.

Issues relating to attendance at school are addressed in Appendix 5.
Punctuality will be monitored using comments on Lesson Monitor.

16 ICT Acceptable Use

Access to information technology equipment and the internet is subject to the school's Acceptable Use Policy and in line with the guidance from Flintshire County Council. (See Appendix 6)

17 Monitoring, Evaluation and Development of this Policy

It is important that the E L F E D Wellbeing Policy is an integral aspect of school life and that all stake holders have an opportunity to contribute ideas to its development.

Students

The School Council and leading learner groups provide opportunities to discuss relevant issues and focused assemblies will maintain a high profile for the policy.

Parents and Carers

Feedback will be sought whenever possible. Opportunities through the Elfed Smooth Moves and Well Being Updates issued every 10 weeks and other parent / carer contacts will be taken to discuss ideas.

Teachers

Teachers are encouraged to feedback on the effectiveness of this policy at any time. Wellbeing is an item on the agenda of every meeting taking place during the school year.

Support Staff

The principles of the E L F E D Wellbeing Policy will be discussed in support staff meeting. Support staff will be entitled to issue warnings and rewards in consultation with the teacher in whose class they are working.

LEA

Regular liaison with the LEA Behaviour Support Service will be maintained by SLT and the ALN team.

Appendix 1

Procedures for Supporting Positive Behaviour

A1.1 Stages in promoting positive behaviour

The following stages are used to promote positive behaviour:

Class Action by the Teacher

- Teacher addresses any concerns using the E L F E D Wellbeing Policy and differentiated tasks;
- Teacher monitors behaviour using the **Subject Behaviour Report** with support from the Head of Subject / Head of Curriculum Area;
- Parents / Carers are involved and informed.

School Action involving Assistant Head / DoKS / HoS / HoCA / ALNCo

- Teacher reviews the Subject Behaviour Report and if further support is needed, formally refers the student to the HoS, HoCA, ALNCo, Learning Director and/or Assistant Head, by using a green memo. Copied Subject Reports to be handed to pastoral team to be placed on student's file.
- Further strategies are developed and implemented.
- Parents / Carers are involved and informed.

School Action Plus involving outside agencies

- ALNCo involves outside agencies.
- Parents / Carers are involved and informed

A1.2 Formal Warnings

- The use of the word '**WARNING**' indicates the beginning of the formal procedures. This underpins the positive behaviour aspect of the Wellbeing Policy and must be followed consistently for it to succeed.
- **The element of choice should be stressed to students when giving a warning. "You have chosen to ignore my advice and now I am giving you a warning...."**
- It is important to use this phrase so the student is aware of the consequences that follow.

Warnings are recorded on SIMS Behaviour Manager so that any patterns will be noticed. Warnings are not carried forward from one lesson to the next. Every lesson has a new start.

Consequences

Warning	Consequences	Procedure
0	No formal procedures	
1	Warning recorded	Make it clear this is formal recorded warning. Any more warnings mean serious consequences. Ensure as a class teacher that you have put into place strategies that will support the student in your lesson. Have you moved them? Have you used the exit timetable? Have you spoken to the student outside the classroom?
2	Option to request a 5 detention at break or lunchtime	
3	Time Out Room	Sent immediately using Form A (<i>see following page</i>)
SC	Severe Clause	One-off serious incident Student is sent immediately to await senior staff in TOR

A1.3 Time Out Room (TOR)

A student who receives a third formal warning in one lesson takes 'Time Out'.

Students take 'Time Out' for up to six* lessons from the time of the third warning. The student will complete the reflection sheet in the TOR. If this reflection sheet has been completed appropriately and the student has appeared to have learnt from their poor choice of behaviour, they will return to lessons after 2 lessons have been completed in the TOR.

The student will have a phone call home explaining why they have been sent to the TOR. The students name will be written on the whiteboard in the staff room in time for morning briefing.

The student will meet with CJ, AW or AR P1 the following day. This will be moving forward and how they can learn from their mistakes.

The process is seen as a Restorative process rather than Punitive, working with the student to move forward and work on building positive relationships.

If the initial reflection sheet has **not** been completed satisfactory then the student will complete 6 lessons in the TOR and a phone call as above.

SLT monitors the use of the TOR and provides regular feedback to staff, parents and carers. **In some situations the number of lessons may be reduced at the discretion of senior staff.*

Procedures for TOR

If a student receives the third formal warning in one lesson:

- Student is sent to TOR with top copy of **Form A** (*Time Out Room Referral Form*).
- The teacher sends the yellow copy of Form A to the Main Office with a student.
- The Office checks the student has arrived in TOR and if not will inform a member of SLT.
- The yellow copy of Form A is passed on to the Assistant Head / Learning Director
- The pink copy of Form A is kept by teacher.

When the student arrives at TOR, the member of staff will:

- File the Form A
- Complete the TOR register with the student's details
- Give the student the reflection sheet to complete.
- Read the reflection sheet and ascertain if the student has reflected and is aware of their poor choice of behaviour. If they have completed the reflection sheet to a satisfactory level, they will leave after 2 lessons.
- Ensure all students stay in the TOR.
- No student must be sent out of the TOR to a class to get work.
- Numeracy and Literacy work is available in the TOR.

If there is any concern about the student's response in TOR the member of staff should contact the Office who will inform a member of SLT.

Practicalities:

- Allow students to 'cool off' before beginning work in TOR
- Toilet visits are made with a Toilet Pass and the duty staff member records toilet visits in register
- Students attend morning registration as normal before reporting to TOR
- Students take lunch under supervision of the teacher on duty in the Dining Room at 12.40pm. They then take a break and return to TOR at 1.30pm, unless there is a need for alternative supervision.
- A satisfactory reflection sheet must be completed before a student returns to lessons. Duty staff members ensure that student's name and date are on the letter.
- Students who refuse to attend TOR or who do not keep to the expectations in TOR will be excluded for a fixed term. They will be expected to complete TOR successfully before returning to their usual lessons.

Monitoring Referrals to the Time Out Room

TOR referrals are recorded on SIMS Behaviour Manager and monitored by Director of Key Stage / Assistant Head. Pastoral (GK/MW) feedback to pastoral team every morning who has been sent to TOR and how many referrals they have had this academic year. Monitor referrals to the TOR, implementing and reviewing IEPBs and other strategies to support improved behaviour.

Time Out Room: using professional judgement

There is sometimes a need for senior staff to use professional judgement and be flexible when responding to referrals to the Time Out Room. This is not intended to undermine the teacher who has given three warnings. It does however support the students in their learning.

When do we need to be flexible?

We need to consider the student's learning needs and personal circumstances:

- Students who have pre-arranged controlled assessments, oral examinations, practical examinations and coursework assignments in KS4
- Students who will miss the only lesson for a GCSE subject for the week
- Certain vulnerable students, including those with additional learning needs and medical conditions

What do we mean by being 'flexible'?

Flexibility includes:

- completing one or more of the six lessons as an internal exclusion in another venue, for example access ICT facilities for coursework under the guidance of the subject teacher;
- completing the six lessons over an extended period to enable the student to attend crucial learning opportunities and return at a later date to complete the remainder of the six lessons;
- completing one or more of the six lessons under the guidance of a subject teacher who is concerned that crucial learning opportunities in their subject will be missed.

Do we listen to the student's concerns?

Yes. We encourage students not to argue with staff if they disagree with a warning, however students should be advised to discuss any concerns with senior staff (TLR 1a / Head of Learning / SLT). We should listen to the students regarding the impact of TOR on activities such as controlled assessments. This will encourage students to take responsibility for their own learning and realise that the aim is to stay in lessons. Every lesson counts!

Who is empowered to use their professional judgement regarding TOR referrals?

TLR 1a postholders, Learning Director and Assistant Head are responsible for the students' achievements in their Curriculum Area / Key Stage / Year Group and are empowered to make decisions regarding the location for and nature of activities during 'Time Out'. This includes Heads of Curriculum Area, ALNCo, Director of Key Stage and SLT. If in doubt, please check with SLT.

How do we share what is going on?

TLR 1a post, Assistant Head, Learning Director consult with the member of staff who has made the referral and inform of any decisions made. Decisions are noted in the TOR register. Staff in TOR monitor the register and inform the Learning Director / Assistant Head if any time remains unaccounted for.

Does all this mean that student will 'get away with it'?

No. We will work together to be consistent in our expectations and our use of 'Time Out'.

A1.4 Severe Clause

Where possible, members of staff are encouraged to follow the normal Formal Warning procedure. Many incidents can be dealt with in the subject area by HoS, HoCA or other colleagues.

On rare occasions, severe incidents may necessitate students being referred to a senior member of staff immediately, without using the warning system. This is referred to as a 'Severe Clause'. The senior member of staff will be Head of Subject / Curriculum Area / Director of Key Stage / ALNCo / SLT, depending on the circumstances.

The outcome depends on the circumstances and the TLR Holder, Assistant Head, Learning Director / SLT member uses professional judgement to make an appropriate response to the situation. The Severe Clause is recorded on SIMs Behaviour Manager and the form is kept in the student's file, so there is a clear system for tracking such incidents.

The student should be sent straight to the TOR in the first instance. Another student needs to take the paper work to the office staff who will contact SLT / Assistant Head / HoCA / HoS who will investigate the incident and take appropriate action on an individual basis. A range of sanctions will be considered and may include some 'Time Out' or a fixed term exclusion.

Students should not be sent on the severe clause without written explanation of the reason for the referral. A 'Severe Clause' referral form exists for this purpose.

Examples of incidents that may warrant a Severe Clause would include:

- swearing directly at a teacher
- significant violence towards others
- serious breaches of safety rules
- suggestive and inappropriate remarks.

All fixed term exclusions will be administered in accordance with the Welsh Assembly Government Guidelines and recorded on SIMs.

A1.5 Support for students who frequently receive warnings

A basic principle of the Motivation and Behaviour Policy is that every lesson begins with a fresh start and warnings are NOT carried over from lesson to lesson.

The key to tackling low-level disruption is monitoring warnings by recording incidents on SIMs Behaviour Manager. This information helps colleagues in counselling students or liaising with parents or support agencies.

Tutors, subject teachers, HoS, HoCA, Assistant Head and DoKS all have a crucial role in picking up patterns as they arise.

Subject teachers

Students who receive one warning persistently in the same subject

- teachers will continue to use their own strategies to encourage the students to settle to their work

Students who receive two warnings persistently in the same subject

- teacher refers student to the HoS / HoCA using a school memo form (green) and student is placed on **Subject Behaviour Report** for 2 weeks.
- HoS / HoCA notifies parents/carers by phone or standard letter
- teacher notifies Assistant Head / Learning Director using the school memo form (green)

If the student meets the targets in the **Subject Behaviour Report** the completed document is passed to the Assistant Head / Learning Director and placed in the student's file. A photocopy is sent home.

If the student doesn't meet the targets the teacher informs the Assistant Head / Learning Director and the student is put on **SIMs Behaviour Report** in all subjects for a week. Assistant Head / Learning Director informs parents/carers by phone or standard letter.

Tutors

- All the above applies to students in registration and Active Tutorial time. Tutors work directly with Assistant Head / Learning Director to set and monitor targets on a **Behaviour Report**

Head of Learning / Assistant Head

- A student on more than three **Subject Behaviour Reports** at the same time, will be placed on **SIMs Behaviour Report** by the Assistant Head / Learning Director.
- If the situation does not improve, the Assistant Head / Learning Director contacts parents / carers by letter or telephone to share concerns. The student remains on SIMs Behaviour Report for another week.
- If behaviour does not improve the Assistant Head / Learning Director contacts parents / carers and an IEP(B) is completed. Targets are set and the ALNCo notified. School Action is recorded on the Additional Learning Needs Register.
- If behaviour does not improve the Assistant Head / Learning Director contacts parents / carers and 2nd IEP(B) completed. Targets are reassessed and the ALNCo is notified.
- If behaviour continues to be a problem SLT contacts parents / carers and Flintshire Behaviour Support Service to complete a Pastoral Support Plan. ALNCo is notified. School Action Plus is recorded on the Additional Learning Needs Register

If problems still continue Headteacher contacts parents / carers and Flintshire Behaviour Support Service.

A1.6 Multiple referrals to TOR

Most students referred to TOR will learn to make more positive choices. The minority of students will need further support.

One / two referrals	parent / carer is invited for a meeting with Assistant Head / Learning Director. Student on Behaviour Report for a week
Three referrals	As above / Assistant Head / Learning Director warns of consequences of further referrals.
Four + referrals	IEP (B) completed by Assistant Head / Learning Director, student and parent / carer. 'School Action' recorded on Additional Needs Register by SJW. IEP(B) typed and send to parent/carer. 2 nd IEP (B) completed Pastoral Support Plan established with all interested parties including pastoral staff, ALNCo, parent / carer, support agencies. Student will receive behaviour support. School Action Plus recorded. Targets are set. There will be further involvement of Behaviour Support Service if needed.

A1.7 Mentor Support and Internal Exclusion

Regular monitoring might identify teaching groups or cohorts that are proving a particular challenge. Teachers may request targeted support for such groups through the HoS/HoCA, Assistant Head / Learning Director or SLT mentor. Individuals in the teaching group or cohort will be identified on the basis of the number of warnings received in a defined period.

'Yellow card' for students with regular warnings.

- They will be reminded of the Motivation and Behaviour Policy expectations and set a 'no warnings' target if achievable or a reduced number of warnings for a target.
- If a student receives a warning he/she could be on internal exclusion either for the next six lessons across all subjects or for the next six lessons in a particular subject

'Yellow card' for students with a high number of warnings in the defined period.

- They will be reminded of the Motivation and Behaviour Policy expectations and set a 'no warnings' target.
- They will be allocated a mentor (an experienced teacher) and spend up to three days on internal exclusion, working at the direction of and supported by the mentor. Work will be set by the student's subject teachers.
- If behaviour with the mentor is a concern the student attends TOR
- The student's parent / carer will be informed and invited to meet the Headteacher / SLT to discuss the programme and agree targets.
- At the end of the internal exclusion period the student is reintegrated into lessons on the same understanding as the 'Yellow Card'.

This intervention is in addition to and in support of any other strategies in place, e.g. IEP / IEPB / PSP. There will be additional support for the student during the period of the intervention, for example behaviour support and anger management. The mentor will develop a positive and supportive relationship with the student.

A1.8 Behaviour Support

The school will work with appropriate services to provide extra support as available to support students to change their behaviour. These may include: Behaviour Support Service FCC, Educational Psychology Services FCC, Careers Wales mentoring, ESW, Group and Individual work, Peer Support network, Youth Service, Learning Coach and school youth worker.

A1.9 Self-reflection / Social and Emotional Aspects of Learning

The principle of encouraging students to reflect on their behaviour is to be maintained. Reflection sheet and leadership meeting period 1 the day after TOR referral will encourage this and assist Assistant Head / Learning Director to counsel students. IEP(B)s will also emphasise student targets.

A1.10 Policy Documentation

Form A gives 3 reasons for which warnings were given. This helps duty staff to complete letters to be sent home and Assistant Head / Learning Director/ SLT when counselling students. It will also include the strategies the teacher has put into place after each warning has been given, to help and support the student to make the right behavioural choice.

Form A is carbonated: White copy for staff file in TOR. Yellow is to be sent Main Office to confirm attendance then to Assistant Head / Learning Director, Pink is retained by teacher

Time Out Room Reflection sheet (White) is issued by duty member of staff in TOR. The form is left in TOR for collection by pastoral team, in preparation for leadership meeting period 1.

Severe Clause Form

Completed for one-off serious incidents and sent to Main Office



ANTI-BULLYING POLICY

A POLICY STATEMENT ON THE PREVENTION OF BULLYING

Definition:

“Bullying is the deliberate intention to repeatedly threaten, frighten, intimidate or hurt someone else”

Within all schools we believe that every child has the right to enjoy and benefit from all the learning experience provided. One of the most important aspects of school life is to teach children to work together and to play together within a safe and secure environment. In order to secure such an environment the school must set out to be a listening, caring and telling school. It is important that all children feel secure enough to discuss their problems with any adult in a position of responsibility. They must feel that their worries and concerns are taken seriously and that appropriate action would be taken.

To this end it is recognised that the school's policy towards bullying is communicated regularly to all staff, including ancillary staff, governors, parents and students.

Objectives

1. The school will set out to make it clearly understood that Bullying is a totally unacceptable form of behaviour and that the school will react positively and immediately to any reports of bullying behaviour.
2. The children need to understand clearly what is involved – that they should communicate with adults in charge immediately incidents occur. They need to feel secure that they will be listened to, that enquiries will be made and that action will be taken.
3. Everyone in the school need to be aware of children who are isolated from others as they are vulnerable to bullying behaviour. Efforts should be made to improve their self-image by for example, sensitive grouping of children, choosing of teams for games and sport and the choosing of leaders for team events or group activities.
4. Staff need to be constantly aware of areas where bullying behaviour might be displayed.
5. Care should be taken to monitor these areas by for example:
 - Clearing classrooms at break and lunch times.
 - Monitoring cloakrooms at busy times such as home-times.
 - Vigilant supervision of the playground.
 - Supervision of queues and lines.

Action Taken

If bullying does occur, the following action will be taken:

Complaints must be dealt with promptly, by the class teacher, Senior Colleagues and Headteacher. Where a complaint is received during class time the class teacher must take appropriate action. This may involve

- (a) investigating the incident further, or
- (b) referring the incident to an appropriate colleague.

All appropriate staff will be fully informed of the incident and the action taken. Often the fact that bullying has been discovered may lead to its being stopped.

Action Taken *continued*

2. Complaints passed on either by children or parents/carers to the Headteacher will be investigated promptly and positively and the class teacher and appropriate staff and parents/guardians kept fully informed.
3. Bullies will be brought to tasks and be made aware of the anti-social nature of their behaviour and to the effect this has on the victim. They will also be expected to apologise to the victim. Opportunities will be offered for the victim to be counselled where appropriate – this may include peer support or alternative follow-up support.
4. Where the bullying is seen to be one factor in a more complex pattern of behaviour, with degrees of guilt on all sides, then a “no blame approach” could be adopted as a means of dealing with the situation.
5. Punishment will be through the withdrawal of privileges or loss of break/free time. Should bullying behaviour continue after punishment, then further action will be considered. Persistent bullies may find their place at the school at risk.
6. Children should be confident that the school will make every effort to protect them from bullying so any incidents, once reported are dealt with, will be monitored and reviewed. All reported incidents will be dealt with sensitively and in confidence where possible.
7. Parents/carers will be informed if bullying is suspected so that the parents of both victims and bullies are involved, aware of the school’s policy and are given the opportunity to re-enforce the school’s attempts to alter the behaviour.
8. The school ethos will re-enforce suitable modes of behaviour. Children will be made to understand through stories, class discussions, drama *etc*, that bullying is cruel and unacceptable and that everyone in the school, adults and children, has an obligation to behave in an appropriate manner. They will also be constantly reminded of their responsibilities in ensuring the safety, wellbeing and peace of mind of all in school.
9. Our PSHE Policy will also involve students in developing good social skills and should highlight the types of behaviour which are appropriate and inappropriate in our school society and in society generally.
10. During school assemblies the students are often reminded of the acceptable code of conduct for the school and assembly themes often emphasise the need to respect, tolerate and appreciate others as individuals.

Bullying is monitored and recorded using the SIMs system.

Behaviour types:

BC	Bullying	Cyber
BD	Bullying	damage to property
BI	Bullying	Indirect (rumours / exclusion from groups)
BP	Bullying	Physical
BV	Bullying	Verbal

Bullying types

B_AGE	Bullying	Age
B_App	Bullying	Appearance or lifestyle
B_HOM	Bullying	Homophobic
B_RAC	Bullying	Racist
B_SEN	Bullying	SEN or disabilities
B_SEX	Bullying	Sexist, sexual or transphobic
B_OTH	Bullying	Other



Appendix 3 – “Extracts from Flintshire Behaviour Support Plan ”

3.0 SCHOOL CHECKLIST FOR STUDENTS WITH BESD

CLASS ACTION

You have concerns about a student's behaviour

Have you referred to your School's Positive Behaviour Management Policy (See Page 8)

Have you altered the curriculum and teaching environment to the student's preferred learning style?

Is there a medical problem?

Is there a learning problem?

Is there a sensory problem?

Have you checked to see if other agencies are involved?

Have you involved parents/carers?

This basic information gathering should inform alternative strategies to help the student improve their behaviour.

SCHOOL ACTION

You continue to have concerns about a student's behaviour.

Have you consulted with ALNCo / Head of Learning / Subject Area Staff / others?

Have you monitored the difficulties to establish the context, where, when and how often they occur? (Data collection)

Have you recorded the actions and subsequent outcomes when dealing with the student's behaviour e.g Home Student planner?

Is an IEP/B in place, to which the student has contributed with on-going parent / carer involvement?

Have you placed the student on the School Action List?

If there are attendance issues – have you involved the ESW?

The information/strategies above provide evidence of different strategies being tried by the school. The Behaviour Support Team and Educational Psychologists provide general advice and training to schools on behaviour management.

SCHOOL ACTION PLUS

Involvement of an outside agency. (Behaviour Support Team, Education Psychologist, ESW and other appropriate agencies)

The initial involvement with the Behaviour Support Teacher or Educational Psychologist will be to consult and seek advice. This may include a planning meeting with parents/carers.

The student's behaviour continues to be a cause for concern:

Have you incorporated the advice of the outside agency in revised strategies and IEP/B?

Have parents/guardians contributed to the IEP/B? (page 11)

Have the student contributed to the IEP/B?

Have you had on-going parental/carer involvement?

Have you seen any changes – what has worked?

The above demonstrates a willingness on the part of the school to seek advice, consult and revise strategies to help the student alter their behaviour.

It is appropriate for the IEP/B to be revised a number of times with on-going support from outside agencies.

The Behaviour Support Teacher or Education Psychologist may become more directly involved with the student.

For a very small number of students the process of planning, altering strategies and the advice of outside agencies does not lead to an improvement in the behaviours causing concern.

Have you held a multi-agency planning meeting?

Have you written a Pastoral Support Programme (page 14) involving the student and parents/carers?

Have you continued to monitor, review and alter strategies?

It is at this stage that a referral to Flintshire BMG would be made.

3.1 EXPECTATIONS OF WHAT A SCHOOL SHOULD OFFER A STUDENT WITH BEHAVIOURAL, EMOTIONAL, AND/OR SOCIAL DIFFICULTIES.

Early Identification

The school must have systems in place which identify a student's difficulties as soon as possible. The use of 'Desirable Outcomes' at Nursery level prior to entry to full time schooling and 'Baseline Assessment' on entry should give some evidence of students' strengths and weaknesses in this area.

Difficulties can present themselves at any time during a student's school life. Therefore each school needs a clearly stated process which shows how a student's difficulties are identified and monitored, whenever they occur. A student's difficulties may be temporary or more long-standing but should be identified and information gathered. Parents/carers should be an important part of this process and their help sought.

The Behaviour Support Team of the Educational Psychologist Service can assist schools in setting up these procedures. Training is offered on whole school positive behaviour management, class management strategies, and writing IEP/B with specific targets for improvement. An essential part of this information is a teacher's assessment. This can take the form of data collection, information gathering and meeting with parents / carers.

Home/School involvement

Parents/carers of students with BESD must be involved from the moment concern is expressed. They should be informed of the nature of their child's difficulties and where appropriate shown evidence of this. Parents are usually able to offer more information about their child. They should be advised as to how their child's difficulties are to be addressed in school and given advice and support in helping their child at home. Parents must feel that their views are valued. It is important that specific time is set aside for any parent to discuss their child's difficulties.

Most parents are willing to be involved in improving their child's behaviour. The IEP/B should be shared with them, and their support recorded. Their role within it should be discussed and agreed with them beforehand. A home/student planner is a vital part of good communication. It should be two-way so that, as well as writing comments on their child, parents can use the diary to write about any other pertinent issue. The teacher can use the same diary to offer further advice on supporting the student and vice versa.

Whole school approach

It is imperative that each school have a Positive Behavioural Management policy in place. This should include structured systems specifying the rules/expectations of the school, the rewards for appropriate behaviours and the sanctions to be used for inappropriate behaviours. To incorporate ownership of the Policy, staff (teaching and non-teaching) students, parents/carers, and governors should be involved in the writing and implementation. Schools should review this policy regularly to ensure consistency amongst staff.

Every teacher should take responsibility for students who may show BES difficulties. Thus, the arrangements and methods for assessing their difficulties and planning for progress must be planned as Assistant Head / Learning Director staff. All staff need to be aware of their responsibilities under the terms of the Code of Practice. These should have been included in the Schools' Additional Needs Policy, which will detail the procedures for raising concerns, planning targets for improving the students' behaviour and the monitoring of progress.

Teachers need to be aware of the role of the ALNCo, Support Teacher, Assistant Head / LD, Teaching Assistants, as well as the outside agencies who could help. Details of these will be kept by the SLT. Staff meetings to review the E L F E D Motivation and Behaviour Policy provide an opportunity for staff to update their knowledge and highlight any difficulties they are experiencing supporting students. It provides the ALNCo / Assistant Head / LD with an insight into training and resource needs.

Systematic and structured approach to learning

Students with BES difficulties respond better in structured situations. They need consistency in the organisation for the class. Class teachers should have a class management plan which the students know, and this should be referred to regularly. There should be positive recognition for those students who follow the plan. Behaviour can then be presented as a choice for the student to make – this is the beginning of self-responsibility for behaviour.

Students with BES difficulties need work that is carefully structured, so that they have the necessary skills to succeed. They need tasks carefully broken down into manageable steps and each step should be secure before moving on. Teaching and learning styles need to be reflected on, as it is possible that the student may need more kinaesthetic or visual stimuli.

Individual Plans for improving behaviour

If a student is still having difficulties in following the structure of the class and Assistant Head school then an individual plan should be established. With the ALNCo / Assistant Head / LD support, class/form teachers should be involved in the writing of an IEP/B. The student should be involved in target setting. This is then shared with the parents/carers to coordinate support at home. The IEP/B should be a 'working' document with amendments being made as appropriate.

It is important to consider if a student's difficulties are not caused solely by unmet learning, sensory, physical needs or a medical condition.

Changes to the classroom environment or curriculum may have to be made. Strategies must be in place for rewards and sanctions in working towards the targets specified. Staff responsibilities should be written into it. It is important that all staff who have dealings with the student are aware of the contents of the plan.

Record keeping

If the school is concerned about an individual student, his/her name should be placed on the Additional Needs register with parent / carer permission. This ensures that monitoring continues during the Additional Needs Team Meeting held in schools.

IEP/B are one way to keeping records for an individual student. It is also good practice to collect data – baseline measurements of frequency, intensity and duration of problem behaviours and behaviour checklists. In addition to this, it is important to keep a record of outside agency involvement, particularly any advice that has been received, and details of meetings with parents / carers. Test results should also be part of evidence.

Monitoring of progress

In order to monitor progress it is necessary to be aware, of the current level of functioning of a student. An IEP/B should be reviewed at least every six weeks. As this is a 'working' document, changes could be made if strategies do not seem to be making a difference to the behaviour of the student.

Involvement of outside agencies

Outside agency support may be accessed at School Action and/or School Action Plus. In School Action, support is offered at Assistant Head school or class level. Training can be arranged in consultation with the school by the Behaviour Support Team or the Educational Psych, Assistant Head Service. Circumstances will determine which techniques for positive behaviour management may work, and advice can be given on this. In School Action Plus, support can be offered to individual students with parent / carer permission. Support may be accessed through a telephone call, word of mouth, or a request form can be completed and sent to the appropriate service.

Individual Education Plan (Behaviour)

Student's Name:

Year Group:

Plan Number:

Date:

Current situation - Description of behaviour (include when, where, how often) and progress made

Specific targets - Be specific and phrase positively to describe the behaviour you wish to see.

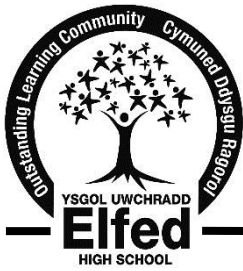
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The student should be involved in setting the targets.

Strategies	Person Responsible
<p>* Changes to curriculum:</p> <p>* Changes to environment:</p> <p>* Rewards:</p> <p>* Sanctions:</p> <p>Name of person to disseminate this information to other staff</p>	
<p><u>Signatures</u></p> <p>Parents/Carers: Student:</p> <p>Teacher: Review date:</p>	

In accordance with the Data Protection Act 1998, the information which has been requested will be held for school/LEA and child protection/children in need purposes only or other such lawful purposes as may be provided from time.



Code of Conduct for the Use of Mobile Phones

Disgwyliadau ar gyfer Defnydd o Ffonau Symudol

1. All mobile phones must be switched off and out of sight during lessons.
2. Any student who leaves his/her mobile phone switched on during lessons will have it confiscated and risk being banned from bringing it to school.
3. Students who bring a mobile phone to school do so at their own risk. The school is not responsible for theft, loss or damage to mobile phones or any other personal property.
4. External examination board regulations state that mobile phones are not allowed in an exam room, even if they are switched off and out of sight.
5. The sending of offensive and malicious calls and messages is harassment. This will be dealt with under the school's anti-bullying policy. Mobile phone companies can trace the sender of offensive messages and images. The school will co-operate fully with any police investigations.
6. Accessing inappropriate Internet sites is against school and county policy. Sanctions against students who access such sites using mobile phones or computers include a ban from using school ICT facilities.
7. It is forbidden to use mobile phones and other devices to photograph, film or sound record any other student or adult anywhere on the school site. This is an invasion of privacy and will lead to confiscation of equipment and possible exclusion from school. Sharing or transmission of images, for example on the Internet, may be illegal and the school will co-operate fully with any police investigations.
8. Students should not use mobile phones to contact home during the day. A member of staff will make any essential calls, for example if a student is unwell and needs to be taken home. Parents who wish to contact a student in an emergency during the day should call the school office.
9. Students are reminded of the risks associated with unregulated chat rooms accessed from a phone.



EVERY LESSON COUNTS

Assistant Head School Behaviour and Motivation Policy

Appendix to the E L F E D Motivation and Behaviour Policy

Attendance and Punctuality Procedures

1 The importance of regular school attendance and punctuality

Regular attendance is a prerequisite to a good education and securing is a high priority for the school staff, governors, LEA, parents and the students themselves. By failing to attend school regularly, students diminish the value of education provided for them. Being punctual is essential and good preparation for the world of work.

Attendance and punctuality are not seen in isolation and are an integral part of the Motivation and Behaviour Policy

2 Welsh Government Guidelines

These are set out in detail in WAG Circular 47/2006 and in the Action Plan, Behaving and Attending 076/2009. We work with the Education Welfare Service (Education Social Worker) to ensure that our school is accessible to all our students, as recommended the All Wales Attendance Framework 2011

The legal background to attendance in Section 7 and Section 444(ZA) of the Education Act 1996.

3 Authorised Absence

Absence will be authorised if the student:

- has been too ill to attend school;
- has a medical appointment that could not be organised out of school hours;
- is absent for religious observances;
- has a special circumstance about which they have informed the Headteacher.

All other absence will be unauthorised.

4 Reasons why students fail to attend school regularly

Causes of non-attendance can be due to student, parent, teacher, school or social conditions, or any combination of these.

4.1 School based reasons for poor attendance could include:

- Difficulties associated with learning;
- Unrealistic expectations of achievement;
- Able students may set themselves very high expectations or have a fear of failure;
- Psychological reasons, often related to the students' self-concept;
- Bullying and harassment;
- Poor relationships with staff/peers;
- Exclusions

4.2 Sociological/home based reasons for poor attendance include:

- Medical reasons;
- Condoned truancy (where parents and carers support the student's absence);
- Children used as carers or supporters to the family;
- Truancy (absence without parent/carer's knowledge or consent);
- Holidays in term time;
- Financial issues such as school uniform
- Other welfare issues, e.g. including abuse

4.3 Holidays in Term Time

The school discourages Holidays taken during term time and does not authorise in excess of 10 days per year for Holidays.

Holidays in term time are not an automatic right and that the 10 days are not an 'allowed allocation'. Such authorization should be used in cases when term time is the only option for a family Holiday and can be considered exceptional circumstances.

A standard request form is available for leave of absence for a Holiday. The Headteacher determines in which exceptional circumstances the Holiday request is authorized.

5 Systems and Procedures

5.1 The School's responsibility

The school keeps two registers of students, the admissions register and the attendance register.

- The **school office** keeps the admissions register, which records the personal details of every student at the school.
- The **Tutor** monitors attendance and punctuality and refers concerns to the Learning Director.
- The **Tutor** takes the attendance register at the start of each morning session and during each afternoon session. The attendance register records every student's attendance at every session the school is open to students.
 - On each occasion they must record whether every student is present; absent; or present at approved educational activity;
 - The register remains open for 30 minutes at the start of each session, after this time the student is recorded as 'late'. This is counted as unauthorised absence;
 - They also record whether the absence of a compulsory school-age student (Y7 to Y11) was authorised or not. The categories for marking absence are shown in Section 6.
- **The Subject Teacher** takes an attendance registers using Lesson Monitor at the start of every lesson and records late arrivals as individual student comments.
- The **Learning Director** / Assistant Head
 - monitors attendance and punctuality taking appropriate school action if there appears to be a deterioration or lasting difficulty;
 - issues letters to the parent / carer of any student with less than 95% attendance;
 - gives permission for students to leave school during the school day when required and provides written confirmation to the office to sign the student out.
- The **Pastoral Support Assistant** monitors attendance and punctuality on a daily basis. A telephone call is made to the parent / carer on the first day of a child's absence. The PSA records the reason for the absence on the register using the codes in Section 6.

- The **Administration Assistant** receives calls from parents and carers and records the reason for absence on the register using the codes in Section 6. The office staff will seek advice from the Learning Director if there is any question about whether the absence should be authorised.
- The **Educational Social Worker** becomes involved when a student is referred by the Learning Director in accordance with the Flintshire guidelines (attached)

The school makes the initial attempt to address irregular attendance as soon as it is identified.

School action includes:

- first day absence contact (by Pastoral Support Assistant) to alert parents / carers that the student is not in school;
- a standard letter to bring to the attention of the parents / carers that absence has been identified as a concern, issued to students with less than 95% attendance;
- an interview with the student to obtain his/her perception of the problem;
- an interview with the parents / carers to discuss the attendance difficulties.

Procedure for supporting persistent absentees (absent for more than 20% of sessions)

- Identify persistent absentees through half termly ALN review meetings
- Inform teachers and include on the ALN register.
- Meet students with parents to agree a wellbeing plan and agree a support package linked to attendance targets and rewards
- Explain the purpose and procedures for issue of a fixed penalty notice (if required).

Fixed Penalty Notices are issued for regular non-attendance at school in accordance with Welsh Government guidance 116/2013.

5.2 The Role of the Student

The student is responsible for maintaining good attendance and punctuality. He / she will

- Sign the attendance agreement and keep to the expectations;
- Sign in at Reception in the event of late arrival;
- Sign out at Reception if he / she needs to leave during the school day, providing the Office Staff with confirmation that he / she has permission from the Learning Director to leave;
- Post 16 students authorise their own absence using the blue 'leave of Absence' sheets and provide a medical note to confirm the reason for extended absences.

5.3 The Role of Parents and Carers

The term 'parent' refers to one parent, both parents or the child's carer. The parent is responsible for making sure that their child of compulsory school age receives full-time education that is suitable to the child's age, ability and aptitude and to any additional educational needs the child may have.

5.4 The Role of the Flintshire LA

The LA is responsible, by law, for making sure parents fulfill their responsibility of ensuring that their child receives an education either by regular attendance at school, or otherwise. The Education Welfare Service undertakes this responsibility

5.5 The Role of the Education Social Worker

The Education Social Worker (ESW) helps parents and the LEA meet the obligations and duties placed upon them by successive Education Acts and Child Care legislation.

The ESW will monitor school attendance on a regular basis and request information on students with less than 75% attendance and referrals from Learning Director / Assistant Head.

This early intervention is proven to ensure that attendance remains a high priority by school staff and parents and helps to identify and resolve issues before they become entrenched.

Timetabled sessions with Learning Director are scheduled to meet with the ESW on a regular basis.

When school intervention has failed to make an improvement in the attendance the ESW will become involved and intervene in accordance with LA procedure.

The ESW will work with children, families, school staff and other agencies to try and identify and help resolve the difficulties impacting on attendance.

In order to implement the legal interventions, absence must be coded unauthorised by the school. The ESW will act promptly to address absences that have been coded as unauthorised.

The LA is responsible for all aspects of the legal procedure. The Headteacher will be required to support the decision for legal intervention and provide and sign a certificate of the student's attendance which will be presented to the court as documentary evidence.

5.6 The Role of the Governing Body

The Governing Body must ensure that school registers are kept, one for admissions and one for attendance. The Governing Body Curriculum Committee monitors attendance and the Key Stage link governor monitors and supports the work of the Learning Directors.

5.7 The Role of Multi Agency Teams

In line with Every Child Matters Elfed High School is committed to working in a multi- disciplinary manner. A multi-agency approach is undertaken to work with children and families to address attendance as appropriate. Multi-Agency Team Meetings take place every half term and include the ESW, school nurse, behaviour support, educational psyc, Assistant Head.

6 Registration Codes and their Meanings

Cod e	Meaning	Statistical category
/\	Present at registration present	Present
L	Late but arrived before the register closed	Present
B	Educated off-site (not dual registration)	Present
D	Dual registered (present at another school of PRU)	Approved educational activity
P	Approved sporting activity	Approved educational activity
V	Educational visit or trip	Approved educational activity
J	Interview	Approved educational activity
W	Work experience (not work based learning)	Approved educational activity
C	Other authorised circumstances (not covered by another appropriate code/description)	Authorised absence
F	Agreed extended family holiday	Authorised absence
H	Agreed family Holiday	Authorised absence
I	Illness	Authorised absence
M	Medical or dental appointment	Authorised absence
S	Study leave	Authorised absence
E	Excluded but no alternative provision made	Authorised absence
R	R Day set aside exclusively for religious observance	Authorised absence
T	Traveller absence	Authorised absence
N	No reason for the absence provided yet	Unauthorised absence
O	Other unauthorised absence (not covered by other codes or descriptions)	Unauthorised absence
G	Family holiday (not agreed or sessions in excess of agreement)	Unauthorised absence
U	Late and arrived after the register closed	Unauthorised absence
X	Un-timetabled sessions for non-compulsory school-age students	Not required to attend
Y	Partial and forced closure	Not required to attend
Z	Student not on roll yet	Not required to attend
#	School closed to all students	Not required to attend

FLINTSHIRE PROCEDURES FOR NON-ATTENDANCE

