

# **BEVERLEY GRAMMAR SCHOOL**

**Open – Friendly - Caring**

## **STUDENT SUPPORT HANDBOOK**

*This team believes in caring for all our students.*

*We are dedicated to instilling courtesy, tolerance, empathy, respect and responsibility.*

*We seek to encourage effort, friendship, and maturity and raise self-esteem.*

*We aim to work with staff and students to enable all to reach their full potential.*

## **Introduction**

The purpose of this Student Support Handbook is to:

- Describe the policies, mechanisms and procedures used by the student support system.
- To enable the entire student support staff to implement policy with consistency.
- To enhance parent, staff and student understanding of the policy, mechanisms and procedures so that they become more effective.
- To further improve the effectiveness of the system by involving everyone in its operation, planning and evaluation.
- To enable development by showing where we are now so that we can recognise weaknesses and identify development.

To this end copies of this document will be circulated to all the student support team, form tutors and senior management for scrutiny, review, comment and amendment.

A copy of the final document will be kept by all form tutors for guidance and it will be reviewed and updated annually. A copy will be available on the P-Drive.

July 2009

## **Pastoral Policy**

### **Aims**

The Pastoral system of Beverley Grammar School aims to meet the needs of each individual within the context of an open, friendly and caring environment. We respect and recognise the equal worth of all members of the school community.

### **Objectives**

- To support the policy statements of the school on 'Equal Opportunities', 'P.S.D', and 'Moral and Spiritual Education'.
- To raise educational standards through aiding students' progress in all areas of the curriculum.
- To help all students to fulfil their potential.
- To prepare students for adult life.
- To provide effective communication within school and between home and school.
- To develop a consistent approach in the management of students' behaviour.
- To recognise effort and achievement.
- To promote self discipline.
- To guide and advise.
- To create an atmosphere of mutual trust.
- To care, listen and support.
- To develop positive attitudes and values.
- To enhance each student's self-esteem.
- To ensure continuity and progression between the phases of educational experience.

July 2009

## **Student Support Team Meetings**

### **Organisation**

Meetings are held three times a term unless they clash with other events. They begin at 3.45 p.m. and close at 4.45 p.m.

The Agenda is organised by the Team Leader with contributions from the rest of the team (or other staff) passed to her at least a week prior to the meeting.

The Agenda is e-mailed to student support staff in advance of the meeting.

The meetings will operate on a democratic basis with all members of the team having an equal vote. In the event of a tied vote the Team Leader reserves the right to make a decision, defer a decision, or refer the matter to SLT. All decisions have to be ratified by SLT.

Attendance at the meetings is by invitation only. People wishing to attend should approach the Team Leader and give their reasons. People with contributions to make to meetings will be invited but will not have voting rights.

The meetings will generally focus on issues being addressed in the Student Support Action Plan.

# Student Support Plan Overview

## Student Support Development Plan

2009/2010	2010/2011	2011/2012
<ol style="list-style-type: none"> <li>1. Duties</li> <li>2. Monitoring tutors</li> <li>3. Green/Blue slip consistency</li> <li>4. Sharing of good practice</li> <li>5. Recreational facilities for students</li> <li>6. Y11 exit survey</li> <li>7. Behaviour Register procedures</li> <li>8. Home School Liaison</li> <li>9. Recording of effort</li> <li>10. Review Child protection policy &amp; training</li> <li>11. Education Maintenance Allowances</li> <li>12. Review Equal opportunities policy</li> <li>13. Review PSD Policy</li> <li>14. Review New Student Voice</li> <li>15. Review transfer documentation</li> <li>16. Review Festival</li> <li>17. Role of the Tutor</li> <li>18. Tutor in assemblies</li> <li>19. Sanctions/Rewards Policy</li> <li>20. Y11 Leavers certificates</li> <li>21. LCO provision</li> <li>22. 6<sup>th</sup> Form Tutors</li> <li>23. Dealing with truancy</li> <li>24. Student Support implications of specialist status</li> <li>25. Team building</li> <li>26. Withdrawal procedures</li> <li>27. Etiquette with staff</li> <li>28. Review Attendance Policy</li> <li>29. Review School social worker role</li> <li>30. Review use of outside agencies</li> <li>31. Review integration of Connexions (referring &amp; dissemination)</li> <li>32. Uniform matters</li> <li>33. Update booklets, handbook and plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review Anti-Bullying policy</li> <li>2. Implications of the Healthy School Award</li> <li>3. Implications of the Extended school</li> <li>4. Review Value Added</li> <li>5. Review Assessment procedures</li> <li>6. Tutor counselling of students review</li> <li>7. Parents' evenings organisation</li> <li>8. Review meeting review</li> <li>9. School functions</li> <li>10. Tutor Period</li> <li>11. Gifted and Talented</li> <li>12. Home/School contract</li> <li>13. House system</li> <li>14. Rewards/Sanctions Evaluation</li> <li>15. Update booklets, handbook and plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents evenings</li> <li>2. Care of Form rooms</li> <li>3. Review bereavement policy</li> <li>4. Review Moral, Spiritual &amp; Cultural policy</li> <li>5. Litter</li> <li>6. Review Self evaluation</li> <li>7. Review uniform</li> <li>8. Student recreation areas</li> <li>9. Review attendance policy</li> <li>10. Review Duties</li> <li>11. Tutor briefings</li> <li>12. Review Student Voice</li> <li>13. Update booklets, handbooks and plan.</li> <li>14. Health School Review</li> <li>15. Extended school review</li> <li>16. Review SPACE policy</li> <li>17. Review Equal Opportunities policy</li> <li>18. Review Y7 induction</li> <li>19. Update booklets, handbooks and plan.</li> </ol>

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# Staffing

## Student Support Team

### Staffing Responsibilities

Team Leader – Gillian Todd - Deputy Headteacher

Year 7 Learning Co-ordinator – Paul Gibson

Year 8 Learning Co-ordinator – Richard Walters

Year 9 Learning Co-ordinator – Mark Parish

Year 10 Learning Co-ordinator – Steve Macklin

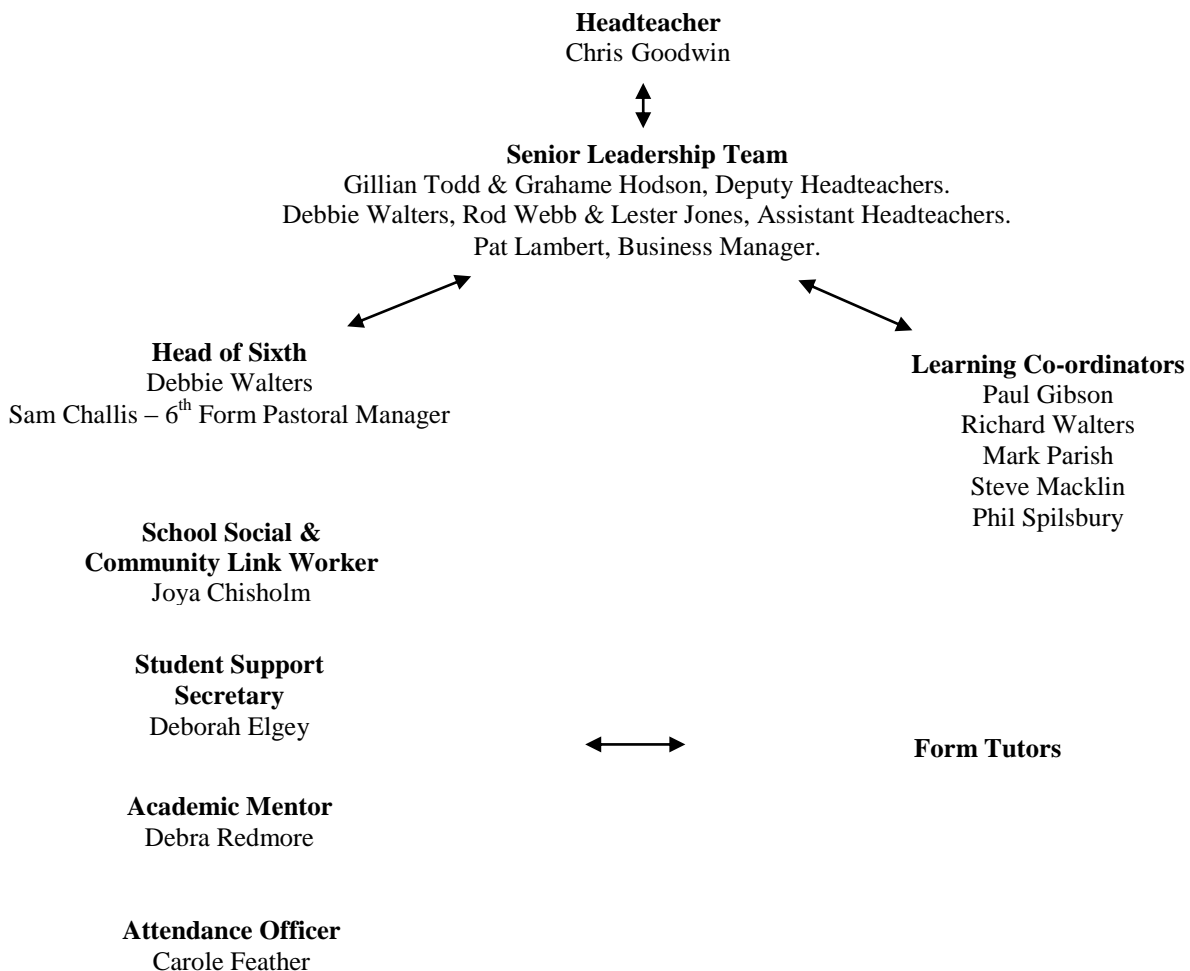
Year 11 Learning Co-ordinator – Phil Spilsbury

Head of Sixth - Debbie Walters

School Social and Community Link Worker – Joya Chisholm

Student Support Secretary – Deborah Elgey

### Management Structure



## Learning Co-ordinator Role

The Learning Co-ordinator works as part of the Student Support team under the direction of their Head of School. Each Learning Co-ordinator has different associate responsibilities but all share common core responsibilities.

Area	Responsibilities
Tutor Team	To organise, monitor and oversee a year Tutor Team. To oversee the pastoral care, counselling, tutor time, registration, planners, parent contact, attendance, and administration etc. of tutors in their team.
Ethos, Policies, Aims of School	To be aware of and promote the Ethos, General Education Aims and Policies of the school.
Planning	To work with the Student Support Team to produce long-term and short-term Action Plans.
Recognition System	To oversee the implementation of the recognition system as it applies to tutors and students in their year.
Referral System	To oversee the implementation of the referral system as it applies to students and tutors in their year.
Records	To maintain appropriate records of all students in their year and liaise with Learning Support, Child Protection, etc. to ensure that records are shared including the School Social Worker.
Equal Opportunities Incidents	To liaise with the Equal Opportunities Officer to give priority to programmes encouraging positive attitudes towards gender, race, sexual orientation and promote tolerance.
Bullying	To promote healthy relationships within the year group. To liaise with the Anti-Bullying Officer to deal with bullying in their year. To give priority attention to students who are victims of bullying and involve parents and staff in monitoring the situation and dealing with bullies.
Sanctions	To apply appropriate sanctions to students referred through to them.
Attendance	To carry out a weekly check on lateness and attendance, check factors, affecting these and apply praise and sanctions as appropriate. To liaise on a weekly basis with the Attendance Clerk and EWO to promote good practice in registration procedures.
Counselling	To analyse behaviour data (Pink Slips and termly EBATs - effort, behaviour and attainment grades) and to organise internal and external counselling where appropriate. To refer to external agencies when appropriate (Educational Psychologist, Support Services etc.)
Behaviour Modification	To implement behaviour modification programmes when appropriate including counselling, sanctions, praise, reports, inclusion and specific teaching programmes.
Communication	To communicate with staff via morning meetings, specific meetings, update Student Support noticeboard if necessary. To communicate with tutors via regular weekly meetings. To communicate directly with parents via letter, telephone, planners, reports or meetings as appropriate. To liaise with the Student Support Leader via Student Support meetings, face to face, e-mails, etc.
Students	To know all students in their year on a personal basis and be aware of circumstances that might impinge upon their education and welfare. This would include medical, social, parental, home, physical and emotional situations. To encourage the raising of student self-esteem.
Emergencies	To deal with emergencies and major discipline problems and act as a 'Holder' as necessary.

<b>Area</b>	<b>Responsibilities</b>
Uniform	To assist tutors in implementing the school uniform policy.
Assemblies	To oversee attendance, entry and organisation of assemblies. To deliver notices and assemblies as required.
References	To write references and testimonials as necessary on request.
Target Setting (Curriculum and Pastoral)	To oversee/organise the recording, analysis, counselling, value added, mentoring, and support of students to achieve educational targets for attainment, behaviour, attendance, lateness and bullying.
Parent Evenings	To organise parent evenings.
Prize Lists	To organise ensuing parental contact, sanctions, behaviour modification and other action. To assist in the production of an annual prize list based on effort scores.
Child Protection	To work with tutors to recognise possible child protection situations and liaise with the Child Protection Officer to take necessary action.
Medical	To be aware of and disseminate details of medical situations to all appropriate staff. To maintain confidentiality when appropriate. To organise dental and medical checks for their year where appropriate.
Photographs	To work with the school photograph officer to organise photographs of their tutors, students and other appropriate staff.
Induction	To induce and transfer new students with completion of records to office and other appropriate establishments. To induct new tutors and staff into Student Support systems.
Forms	To work with partner schools, transfer schools, other appropriate parties and Learning Support to ensure mixed ability groupings for Forms and Houses with attention being paid to ability, behaviour, social mix, family grouping and friendships to ensure classes of equal mix.
Form Rooms	To monitor Form Rooms and work with tutors to ensure rooms and furniture are properly maintained and cared for. Appropriate sanctions and action to be taken if rooms are misused.
Assessment	To be aware of attainment and to implement any necessary strategies to raise barriers to learning.
Meetings	To organise weekly Year Group Tutor meetings. To organise meetings with internal and external agencies as required in liaison with the School Social Worker.
Year Reviews	To analyse and present data to parents regarding students.
Tutor Development	To monitor all tutor activities and work with staff to promote their development, the tutor system, and pastoral care of tutees

July 2009

## Guidelines for the Learning Co-ordinator

The role of a Learning Co-ordinator is complicated and difficult to do effectively. It involves etiquette and walks a boundary between staff and students. We are all human. We make mistakes. We have off days. Things are never black and white. Discipline situations are often highly emotionally charged.

1. Stay calm and detached.
2. Sum up the situation and try to remove the student to a different place so that you can defuse the situation in private.
3. Listen to the teacher.
4. Listen to the student - ask them why they did it.
5. Listen to witnesses.
6. Do not jump to conclusions things are always more complicated than they seem.
7. Get staff to fill in a pink slip and explain what has happened.
8. Get students to write down their version of events or take notes during interview.
9. Take your time and do not get emotionally involved.
10. Apply appropriate sanctions after consideration of *all* evidence.
11. Explain to the member of staff what you have done and why.
12. Always back staff.
13. If a mistake has been made, sort it out behind the scenes and try to put things right between the student and staff concerned.
14. Investigating an incident - entering a classroom:
  - wait, if possible, for a convenient time
  - apologise to the member of staff for interrupting the lesson
  - ask if it is convenient to extract student
  - ask student to accompany you
  - question them
  - return them to lesson
  - thank the member of staff
15. Treatment of students:
  - always treat students with respect
  - be aware of their self-esteem, pride and status
  - do not humiliate or ridicule students
  - do not make personal remarks - particularly in public
  - be firm and polite
  - ask, request
  - Escalate to direct orderIf refusal to comply:
  - repeat order
  - spell out repercussions
  - ask student if that is what they want
  - send to office for SLT assistance
  - do not use force
  - do not leave the student
16. Shouting and intimidation is a last resort and can back-fire - never threaten what you cannot follow through.
17. Physical force should only be used to restrain a student when there is a fear of injury to the student, staff, other students or damage to property (see Policy on Physical Intervention and Restraint).
18. Concern or dissatisfaction should be clearly expressed to the student and the class involved.
19. The student should be clear why he has been punished and understand the intention.
20. Punishment should be aimed at changing behaviour:
  - Punishment contains
  - Praise alters

21. Students should be talked to, and related to, in order to build up relationship. The groundwork for good pastoral care is the work that is put in every day.
22. Insist on standards and explain why.
23. Be consistent.
24. Always be fair and realistic
25. Follow up with students - reminders, reinforce expectation, set targets, praise improvement.
26. Do not expect perfection
27. When contacting parents by phone:
  - be polite
  - explain why you are phoning and who you are
  - explain the problem/concern and be candid
  - Be clear what you are saying
  - Explain what action you have taken
  - Listen to the parent view
  - Explain school policy
  - Be firm but fair
  - If they are not happy give them the opportunity to:
    - put their concerns in writing
    - consult with SLT
    - come in and talk it through with you and/or SLT.
  - If they have a valid point explain that you will put things on hold until you have had time to investigate further
  - Do not enter into a slanging match
  - If the parent is rude/abusive continue to be polite but firm - if necessary, politely terminate the conversation and refer the matter on.
28. Always record, date, file and pass through the referral system. Fill in action taken and update 'feedback'.
29. If in doubt ask.
30. Set a good example to staff and assist staff, sensitively, to better relate to students and to better deal with problems.

None of us have all the answers.

July 2009

## **Student Support Administrator**

### **Description of Role**

1. To maintain and update student and Learning Co-ordinator files.
2. To update computer records and 'feedback'.
3. To monitor records and inform Learning Co-ordinators of situations that require attention (Years, Forms and Individuals) as regards Behaviour & Attendance on a weekly or monthly basis.
4. To produce standard letters in response to Year Review, Termly Review or as required.
5. To contact parents by phone regarding routine news under the direction of a Learning Co-ordinator.
6. To produce certificates as required on request.
7. To assist with the production and administration of progress files, other reports, testimonials and references.
8. To liaise with outside agencies under the direction of a Learning Co-ordinator or Connexions Manager.
9. To post letters on request.
10. To maintain notice boards.
11. To be a full member of the Student Support Team.
12. To liaise with the Administration Team and supply cover in the office as requested.
13. To assist the Connexions Officer in administering Work Experience, Careers, Army 'Look at life' visits, College 'taster' days, Engineering days, Enterprise days and Industry days.
14. To assist in the running and maintaining of the Connexions area - especially the updating of information.
15. To produce the Work Experience Placements using 'Sorted on-Line'.
16. To administer Pastoral monitoring and Target Setting via Pink Slips.
17. To administer the Pastoral Calendar, Parents' evenings, assessment week etc.
18. To undertake Photocopying on request.
19. To undertake typing on request.
20. To provide letters for parents for Y7 Open Week. Arrange timetable for parents attending and pass letters to Learning Co-ordinator to distribute to students in Y7.
21. To update Behaviour Register on a termly basis and provide information to Learning Co-ordinators.
22. To type PSP's as requested and distribute to all concerned.
23. To import school photographs onto SERCO.
24. To collect data and initial typing of Speech Day Brochure. To produce Y11 Leavers questionnaire and type results.
25. To type Work Related Learning Policy and Schemes of Work.
26. To type Enterprise Policy and Schemes of Work.
27. To type Minutes/Agendas for Connexions Meetings and Multi-agency meetings.
28. To type and distribution of information for the School Social Worker.
29. To assist Learning Co-ordinator with organising letters etc. for new Y6 intake, producing pastoral files for new Y7 group and moving files up in year groups for the start of each year.

July 2009

# Form Tutors

## **The Allocation of Form Tutors.**

All teaching staff will be a form tutor at some time. At any one time most staff are form tutors.

The role of the form tutor is *crucial* for the development of students.

The role of the form tutor is *crucial* in school planning & policy.

The role of the form tutor is *crucial* for supporting the curriculum and raising standards.

The role of the form tutor is *crucial* for the health and welfare of the students in their care.

The responsibilities of the role are fully described later. It is a demanding role that can prove very fulfilling and enable a great deal of personal development. We are presently working to raise the profile of the form tutor and improve the use of tutorial time. As a tutor you will be operating as part of a year team. It is essential that the role is well thought through, coherent (not necessarily uniform), and co-ordinated into an educationally sound programme. This will need to be well delivered and monitored for effectiveness.

It is also recognised that the roles of Year 7 and Year 12/13 tutors present additional challenges and these are explained after the general principles outlined below.

### **General Principles.**

- Staff should be offered the chance of following their form through so that they build up and retain the pastoral relationships that are so valuable to student development.
- Staff should have the opportunity to move to another form if the relationship has become negative.
- Staff expertise should be considered when placing staff with different year groups. The roles of Year 7, lower school, upper school and 6th Form all present different challenges and require different expertise. A commitment to SPACE is an important element in staff allocation.
- Staff development should be a major consideration in placing staff with forms.
- The decisions of the Student Support Team, in allocating staff to forms, should be carried out through full and open consultation with staff. However, all the above considerations will be weighed up and discussed and may prove mutually exclusive. The team will make the decisions.
- Appeals will be considered if placed in writing and presented to the pastoral team.
- The SLT will consider, arbitrate and ratify the final decision.

### **Additional Responsibilities**

#### **Year 7**

Year 7 Tutors have, in addition to their pastoral role, to deliver a SPACE programme and manage the induction of students into year 7.

This means that staff put into this role should have the opportunity for relevant training (through in-house or external courses) to develop the necessary skills.

### **Year 12/13 Tutors.**

Year 12/13 Tutors have, in addition to their pastoral role, to deliver a SPACE programme and prepare students for Higher Education and Work.

There a number of additional basic requirements that Year 12/13 tutors need:-

They should have a positive attitude towards SPACE.

They should have the skills necessary for the delivery of a SPACE programme.

They should have the skills necessary for the administration of UCAS and Careers (including the writing of detailed UCAS references).

They should have the skills necessary for assisting in the production of Action Plans, CVs and Year 12/13 Records.

They should have up to date careers/higher education knowledge and counselling skills.

This means that staff put into this role should have the opportunity for relevant training (through in-house or external courses) to develop these skills.

The Student Support Team recognises the benefits of having an established team of tutors that have developed these skills, provide the continuity, understand the role and operate as a team, but, also recognises the rights of staff to further their own development and have the opportunity to work in this area.

### **Policy Regarding 6th Form Tutor Allocation.**

That the tutor team, as a general principle, changes one member of the team per year - through direct request.

A commitment to SPACE is vital and should have been previously demonstrated by the prospective tutor.

That the new tutor usually comes from the Year 11 team.

That the person joining the team would be selected on merit from all interested parties through interview arranged by the Student Support Team.

In no circumstances will entry into the team be automatic but relevant development training will be made available to interested parties.

The person leaving the team will be selected on length of service on a rotational basis unless there are other pertinent circumstances to take into account.

When length of service is not appropriate (e.g. two or more members having the same length of service in the team) the rotation will be worked out through discussion with the team.

These policies will be open to staff comment and may be amended in the light of future developments.

July 2009

**Form Tutors 2008/9**

Form	Staff	Room	HOY	SMT
7B	JSG	S2	PG	
7C	BC	BS		
7F	EG	H2		
7M	SEH/MD	E2		
7S	RC	E1		
8B	AS	E4	RAW	
8C	AP	L1		
8F	KG	L2		
8M	PM	H1		
8S	KTL	T5		
9B	AD	RE2	MP	
9C	SLC	M2		
9F	RT/DE	RE1		
9M	SC	G1		
9S	KS	G2		
10B	RF	M3	SM	
10C	ATP	T2		
10F	FM	L3		
10M	MR	T3		
10S	MSW	S1		
11B	TG	T1	PDS	
11C	BW	E3		
11F	SK	M5		
11M	MT	M4		
11S	JB	L4		
12/13 -1	JG	Study Area	DMW Ass CE	
12/13 -2	SW	S5		
12/13 -3	HC/JSW	P1		
12/13 -4	MH	P2		
12/13 -5	CB	ICT2		
12/13 -6	LH	M1		
12/13 -7	JP	ICT 4		

**3<sup>rd</sup> September 2008**

## Form Tutors

### Form Tutor

Most members of staff are asked to act as Form Tutors. The role is a most responsible one and vital to the efficient running of the school, support of curriculum and successful pastoral care. For this aspect of work a teacher is accountable to the Learning Co-ordinator.

The Form Tutor should be the first person to whom a student will turn to for help or advice, although it may be necessary to refer the matter to the Learning Co-ordinator.

### Roles/Responsibilities

1. The promotion of the Personal and Social Development of their students.
2. The promotion of the Moral and Spiritual and Cultural Development of their students.
3. The promotion of Equal Opportunities.
4. The accurate daily marking of the form register and seeing that all information kept in the register is up to date and passed through to the Attendance Clerk, Learning Co-ordinator and Education Welfare Officer.
5. Ensuring absences are accounted for by notes or telephone calls and reporting any not so covered to the Attendance Clerk.
6. Dealing with returns of a routine nature, together with the distribution of information to parents.
7. Assist the Learning Co-ordinator with the maintenance and administration of the school rewards/sanctions systems.
8. Administration of reports.
9. Assisting with the preparation of references and reports to outside agencies, as required.
10. Attempting to ensure that all aspects of the 'Code of Conduct', dress code and general school rules are understood and followed by all members of the form.
11. To perform a weekly check of the school planner, to attempt to ensure that all parts of it are correctly completed, homework is being regularly recorded, and to use it as a means of communication with parents.
12. Where appropriate, deliver the school's PSHE programme following the guidelines and materials produced by the Head of SPACE.
13. On assembly days, attend assemblies with their form and supervise them throughout, unless attending an official meeting at that time.
14. *To make positive use of tutor time on non-assembly days (to supervise their form throughout this period and maintain normal classroom management, as with any other lesson) by following the programme outlined. Monitor sheets should be filled in and passed to Learning Co-ordinators.*
15. To attend meetings called by the Learning Co-ordinator or SLT.
16. Try to ensure that form rooms and their furniture and contents are properly used and looked after by members of their form.
17. Foster good home-school relationships, but not to undertake home contacts without prior reference to the Learning Co-ordinator.
18. Assist the Learning Co-ordinator in monitoring individual members of the tutor group who are 'on report'.
19. To be aware of the procedures for Child Protection & the mechanism for implementing them.
20. *To take responsibility SEN provision, as described in the mechanism produced by the Learning Support department, and be fully aware of the school's procedures regarding SEN provision.*
21. To display relevant information on form room notice boards.
22. To support the curriculum by counselling students to improve academic performance.

23. To assist the Student Support team in monitoring, evaluating and reviewing pastoral mechanisms and procedures.
24. To organise elections and co-ordinate procedures regarding the student council.

July 2009

**Guidance for Form Tutors**  
**Use of 12.15 – 12.30 Tutor Time**

We would like to build on some of the good practice presently taking place in the school, and ensure that this time is a profitable experience for all our students.

We see tutor time as being as important as lesson time and feel that it should be perceived and used as such by students.

We would like to see all tutors adopting a consistent approach that raises the profile and importance of this time.

In order to unify our approach we would like to suggest the following guidance:

<b>Do's</b>	<b>Don'ts</b>
<ol style="list-style-type: none"><li>1. Students should always be supervised.</li><li>2. Tutors should be first in the classroom.</li><li>3. Students should be seated unless involved in a formal activity.</li><li>4. Students should be active and/or organised: Private reading Homework Revision Discussion Current Affairs Debate.</li><li>5. PSHE sessions should be full, meaningful and worthwhile.</li></ol>	<ol style="list-style-type: none"><li>1. Play games.</li><li>2. Have coats on.</li><li>3. Be standing at the door before bell goes.</li><li>4. Be listening to personal stereos.</li><li>5. Be watching non-educational T.V. or Videos.</li><li>6. Allow students to leave before the end of a PSHE or tutor session.</li></ol>

July 2009

## **The Role of a Tutor**

The role of a tutor is to provide care, support and guidance to all their students.

The tutor should be the first point of contact for students, parents and teaching staff.

The role can be viewed in terms of a number of different aspects:

<b>Health &amp; Welfare</b>	<b>Education/Behaviour</b>	<b>Careers/Guidance</b>	<b>PHSE</b>	<b>Administration</b>
PSD Equal Opps Moral & Spiritual Behaviour Child Protection S.E.N Bullying Drugs/Alcohol/Smoking Diet Bereavement Counselling	Absence/lateness Information – communication Behaviour Referral Recognition Code of Conduct Homework/planner Parents' Evenings Counselling for academic performance Student Voice	ROAs Guidance towards careers/life Counselling	PSHCE programme Social skills Communication skills Assemblies Policies Areas of knowledge/Advice	Registers Circulars etc. Referrals Assessment Meetings Displays Reviews Returns & Records Information

The tutor cannot be an expert in all areas, but should know to whom to refer for advice or help.

## Guidance for Tutor Programme

The following is offered as guidance to tutors to assist in the focused delivery of the Tutor programme to different Year Groups.

The basis for materials for this programme is the School Policy Booklet, Staff Handbook and Student Support Handbook. Materials from these booklets can be duplicated but in most cases they can be read or extracts written on the board.

The main aims of the Tutor Programme are to share policy with students and create greater understanding and consistency through the school.

### Methodology

There are a number of ways this programme can be delivered. This depends on the relationship of the tutor with the group, the nature of the group, the subject, setting and the preferred methodology of the teacher concerned:

- a. Class discussion.
- b. Pair or small group work
- c. Written exercise individually or in pairs/trios

It is preferable to use a variety of methods to retain interest.

### Tutor Period 1

This period is spent checking students' planners, answering parental queries and communicating with parents.

### Tutor Period 2 & 3 - Pastoral Period and Curriculum

Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Administration	Registers, addresses, timetables, homework and general information, etc.	Registers, addresses, timetables, homework and general information, etc.	Registers, addresses, timetables, homework and general information, etc.	Registers, addresses, timetables, homework and general information, etc.	Registers, addresses, timetables, homework and general information, etc.
Uniform Policy  Draw students attention to policy written in Student Planner and Student Support Handbook	Particularly shoes, ear-rings, jumpers and shirts. Explain reasons - effect on public, discipline for learning environment - explain consequences - parents contacted - sent home etc.	Particularly shoes, ear-rings, jumpers and shirts. Explain reasons - effect on public, discipline for learning environment - explain consequences - parents contacted - sent home etc.	Particularly shoes, ear-rings, jumpers and shirts. Explain reasons - effect on public, discipline for learning environment - explain consequences - parents contacted - sent home etc.	Particularly shoes, ear-rings, jumpers and shirts. Explain reasons - effect on public, discipline for learning environment - explain consequences - parents contacted - sent home etc.	Particularly shoes, ear-rings, jumpers and shirts. Explain reasons - effect on public, discipline for learning environment - explain consequences - parents contacted - sent home etc.
Target Setting  Use Effort Scores from last year and last term (from LCO)	Explain Effort Score Policy 1 - 5 - Gold, Silver and Bronze certificates for top effort scores each term - basis of prizes at the end of the year.	To praise those putting in effort and discuss ways forward for others - those having cause for concern could be counselled individually (assembly withdrawal).	To praise those putting in effort and discuss ways forward for others - those having cause for concern could be counselled individually (assembly withdrawal).	To praise those putting in effort and discuss ways forward for others - those having cause for concern could be counselled individually (assembly withdrawal).	To praise those putting in effort and discuss ways forward for others - those having cause for concern could be counselled individually (assembly withdrawal).

<b>Topic</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Code of Conduct From Policy Booklet -	Focus on behaving with courtesy and consideration for others both inside and outside school - what the school would be like if everyone was rude and nasty - why do they think we should be nice to each other?	Focus on care of property and respect for property of others (including form room).	Focus on working to the best of their ability throughout the school curriculum - qualifications, career and preparing for the future - why do they think it is important to prepare for the future - option choices later that year.	Focus on safety of themselves and others - moving through corridors with the smaller boys - stairs, windows etc. Also focus on setting an example to the lower school now that they are big mature role models - appearance & behaviour	Focus on punctuality and attendance - how they will feature in school reports - references for employers - exam results and quality of learning.
Classroom Expectations Classroom Management Policy from Policy Booklet	Focus on:- Lining up quietly Entering and getting equipment out Not speaking when teacher is talking - raising hands. Leaving quietly	Focus on:- Need to focus and concentrate Obeying rules and regulations	Focus on:- The need for homework Leaving the room orderly Effect of misbehaviour on the education of all the class	Focus on:- Why there is a need for an orderly classroom Sanctions - what do they think would work	Focus on:- The importance of an orderly classroom for learning - qualifications, jobs etc. How to deal with disaffected students
Attendance procedures Policy - policy booklet - detailed procedures in Pastoral Handbook	Explain attendance certificates - attendance between forms - display by office	Discuss why people might want to truant - the effect on them - what the school does	Explain the role of the EWO and procedures for identifying attendance problems - records etc.	Discuss philosophy of attendance policy.	Discuss attendance recording and school references - importance of attendance to jobs - relationship of truancy to crime, drugs, alcohol and pregnancy.
How to perform better No materials	Come prepared (equipment) Listen (a difficult skill) Concentrate Ask Work at home Identify weaknesses - list Identify ways forward	Come prepared (equipment) Listen (a difficult skill) Concentrate Ask Work at home Identify weaknesses - list Identify ways forward	Come prepared (equipment) Listen (a difficult skill) Concentrate Ask Work at home Identify weaknesses - list Identify ways forward	Come prepared (equipment) Listen (a difficult skill) Concentrate Ask Work at home Identify weaknesses - list Identify ways forward	Come prepared (equipment) Listen (a difficult skill) Concentrate Ask Work at home Identify weaknesses - list Identify ways forward
Study Skills Policy still to be produced	Set out work neatly Complete work Spend time at home learning it Revise for tests	How to revise - read work, make condensed notes - test yourself in rough - when you can repeat it it has been learnt - discuss methods.	How to revise - read work, make condensed notes - test yourself in rough - when you can repeat it it has been learnt - discuss methods.	How to revise - read work, make condensed notes - test yourself in rough - when you can repeat it it has been learnt - discuss methods.	How to revise - read work, make condensed notes - test yourself in rough - when you can repeat it it has been learnt - discuss methods.

<b>Topic</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Smoking From Policy Booklet	Smoking is not allowed in school or on way to and from school - not just for health reasons but also because it brings the school into disrepute - Why do people want to smoke? - discuss	Smoking is not allowed in school or on way to and from school - not just for health reasons but also because it brings the school into disrepute. What should the school do about people who smoke? - Discuss	Smoking is not allowed in school or on way to and from school - not just for health reasons but also because it brings the school into disrepute. What are the health problems associated with smoking - discuss	Smoking is not allowed in school or on way to and from school - not just for health reasons but also because it brings the school into disrepute. What do members of the public think of students smoking - what is the effect on the school? - Discuss	Smoking is not allowed in school or on way to and from school - not just for health reasons but also because it brings the school into disrepute. Make your school smoking policy taking into account health &
Bullying Anti-Bullying Policy in Policy Booklet	Remind students not to wind up older boys Remind them of the bully box and to tell someone if they are being bullied. Ask them to say what should be done if they are being bullied	Read Aims Ask them what will happen to people that bully others? Ask them what other action could be taken?	Ask them to list the things that are considered bullying. Process the list they produce and add to it.	Ask them to discuss/write about sanctions that might deter bullies from bullying.	Ask them to discuss/write about the reasons that bullies have to bully and what can be done to stop it.
Attendance progress in class From displayed stats by front office	Discuss with class and praise/share concerns Praise those in line for attendance certificates	Discuss with class and praise/share concerns Praise those in line for attendance certificates	Discuss with class and praise/share concerns Praise those in line for attendance certificates	Discuss with class and praise/share concerns Praise those in line for attendance certificates	Discuss with class and praise/share concerns Praise those in line for attendance certificates
Behaviour - Politeness and Courteousness Refer to Ethos in Policy Booklet	How to become an open, caring, friendly and successful school. Discuss/write on activities and things that might be considered polite and courteous.	How to become an open, caring, friendly and successful school. Discuss one way system and running down corridors	How to become an open, caring, friendly and successful school. Discuss eating in classrooms, sitting on desks, chewing, thank you and please.	How to become an open, caring, friendly and successful school. Discuss whether opening doors or giving up seats for girls is acceptable in the present day.	How to become an open, caring, friendly and successful school. Now they are big how should they behave to smaller students and members of the public?
Careers Refer to LJ & Policy Booklet	What hobbies and interests do they have? What books are they reading?	Why would a Beverley Company want to employ people who can speak French, are good at Maths, can use a computer and are good at English?	How important is it to think ahead when you choose your options for Year 10? What subjects might you need to be a bank manager? A doctor? A shopkeeper? A car mechanic?	You leave school with an attendance record, reference, skills and qualifications. Place these in rank order and explain which are likely to be more important to you.	You leave school in a matter of 16 weeks. What can you be doing now to help you get a job/6th Form place/college place. Where can you go for help?
Effort Scores Displayed at the end of term	Discuss with class - praise individuals - give general encouragement - counsel	Discuss with class - praise individuals - give general encouragement - counsel	Discuss with class - praise individuals - give general encouragement - counsel	Discuss with class - praise individuals - give general encouragement - counsel	Discuss with class - praise individuals - give general encouragement - counsel

<b>Topic</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
Student Council Feedback	Give the Student Council Reps a forum to feed back to the class and a means of gathering information.	Give the Student Council Reps a forum to feed back to the class and a means of gathering information.	Give the Student Council Reps a forum to feed back to the class and a means of gathering information.	Give the Student Council Reps a forum to feed back to the class and a means of gathering information.	Give the Student Council Reps a forum to feed back to the class and a means of gathering information.
Attainment Scores and how to improve. From end of term assessments - compare with CAT scores.	Focus students on what the attainment scores mean. Cut up individual scores and give out to individuals. Organise counselling by withdrawal from assembly.	Focus students on what the attainment scores mean. Cut up individual scores and give out to individuals. Organise counselling by withdrawal from assembly.	Focus students on what the attainment scores mean. Cut up individual scores and give out to individuals. Organise counselling by withdrawal from assembly.	Focus students on what the attainment scores mean. Cut up individual scores and give out to individuals. Organise counselling by withdrawal from assembly.	Focus students on what the attainment scores mean. Cut up individual scores and give out to individuals. Organise counselling by withdrawal from assembly.
Individual Subject progress From end of term assessments	Select a subject that has poor attainment scores and discuss/write ways forward with class	Select a subject that has poor attainment scores and discuss/write ways forward with class	Select a subject that has poor attainment scores and discuss/write ways forward with class	Select a subject that has poor attainment scores and discuss/write ways forward with class	Select a subject that has poor attainment scores and discuss/write ways forward with class
Alcohol/Drugs  From Policy Booklet	Alcohol damages the brain and liver. Why do people drink? - discuss	What would happen to someone who came into school drunk? - discuss	Someone coming into school with drugs would be expelled. Why do people want to take drugs? - discuss	Should someone caught with drugs in school be expelled? Be handed over to the police? Given expert counselling? Discuss.	What effects could drugs have on a student's life and career?
Personal Hygiene  Year 7 PSHC Programme	How often should someone wash their face, hands, teeth, underwear?	How often should a person bath or shower?	When people reach puberty their body changes and their sweat can smell. Should they use deoderants - discuss.	Someone who smells because they do not bath often enough might not know - what should you do to help?	How often should someone wash their face, hands, teeth, underwear? How often should a person bath or shower?
Pink Slips  Info from LCO & Student Support Handbook?	What is a Pink Slip? Where does it go? Are they kept? How many pink slips have been given to the form.	Student files and how they are used. How many pink slips have been given to the form. Discuss ways forward.	How many pink slips have been given to the form. Discuss ways forward.	How many pink slips have been given to the form. Discuss ways forward.	How many pink slips have been given to the form. Discuss ways forward.
Careers matters See LJ, attendance & behaviour	Discuss ways of improving attendance, behaviour, attitude.	Discuss ways of improving attendance, behaviour, attitude.	Discuss ways of improving attendance, behaviour, attitude.	Discuss ways of improving attendance, behaviour, attitude.	Discuss ways of improving attendance, behaviour, attitude.
Student Council  From Student Support Handbook	Discuss what constitutes Child abuse and where to go for help – JC, GT, LCO, communication box, any adult.	Discuss children's rights. Draw up a manifesto of rights.	Explain procedure that is followed if Child abuse is suspected and ask for ideas of how that can be improved.	Discuss what a person should do if they suspect someone is being abused.	What should society do to parents that abuse their children? What should happen to the children?

## **Monitoring, Evaluation & Review of Form Tutors**

### **Introduction**

It is the responsibility of the Learning Co-ordinator to ensure that Form Tutors operate with efficiency and consistency. It is important that this valuable role is carried out effectively in all of its many aspects. It is also important that the Learning Co-ordinators are able to assist with problems and difficulties that tutors may experience from time to time.

The purpose of Monitoring, Evaluating and Reviewing this role is not to interfere with the unique methodology. Nor is it to interfere with the personal touch of each tutor, or to create sterile uniformity. The purpose is to assist in the development of this role, to share experience and good practice, to offer assistance and advice when needed, and to improve the quality of Pastoral Care/PSHC in the school.

To this end Learning Co-ordinators will regularly Monitor the effectiveness of all tutors and enter into discussions regarding ways of developing the role further. We hope that the way this is carried out will not be too intrusive and will create a positive climate for all concerned. Each tutor will be issued with a review sheet, which will become the focus of checking and discussion with their Learning Co-ordinator. We would like to invite all tutors to feed their views back to us so that we are able to adapt and develop the way we carry out this role.

Student Support Team: 17-07-2009

### **Monitoring of the Pastoral System**

An essential role of the Deputy in charge of Advice and Guidance is to monitor and evaluate the effectiveness of the Student Support system. This is done through collecting and evaluating the evidence of the effectiveness of specific areas of the system.

Out of this monitoring and evaluation will come a review of these specific areas. This will inform future planning and hence development.

The Pastoral Leader will record his findings and discuss these at Student Support Team meetings. These records will be distributed to the Student Support Team and Senior Leadership Team.

Student Support Team: 17-07-2009



21. Promoting Student Council/Voice
<b>22. Promotion of Moral &amp; Spiritual development</b>
23. Raising Student esteem
24. Child Protection issues?
25. Counselling long-term behaviour
26. Promoting extra-curricular activities
<b>27 Processing the Rewards and Sanctions system</b>



Have you evidence to support your evaluation?

How are you going to address your weaknesses?

Do the students and your LCO agree with your evaluation?

Form Tutor ..... Date ..... LCO .....

O – Outstanding      G - Good      S – Satisfactory      I - Inadequate





Area	Strengths	Focus for Development	LCO Review and Action Agreed with LCO
1. Relationships <ul style="list-style-type: none"> <li>a. Relationships with students</li> <li>b. Behaviour of Form</li> <li>c. Attitude of Form</li> <li>d. Form room management</li> <li>e. Dress code of Form</li> <li>f. Raising student self esteem</li> </ul>			
2. Administration <ul style="list-style-type: none"> <li>a. Form room presentation</li> <li>b. Sharing of notices</li> <li>c. Register taking</li> <li>d. Time keeping</li> <li>e. Planner signing/presentation</li> <li>f. Reports, letters, slips etc.</li> <li>g. Supervision in assemblies and Form room etc.</li> </ul>			
3. Use of Tutor Time <ul style="list-style-type: none"> <li>a. Positive use of Tutor time</li> <li>b. Promotion of PSHCE (SPACE)</li> <li>c. Promotion of Equal Opportunities</li> <li>d. Promotion of moral &amp; spiritual elements</li> <li>e. Anti-bullying</li> <li>f. Rewards and Sanctions</li> </ul>			

<p>4. Communication</p> <ul style="list-style-type: none"> <li>a. Communicating with Students</li> <li>b. Communicating with LCO</li> <li>c. Communicating with staff</li> <li>d. Communicating with parents</li> <li>e. Processing Pink/Yellow slips</li> <li>f. Processing letters</li> <li>g. Use of planner</li> <li>h. Promoting Student Voice</li> <li>i. Maintaining notice-board</li> </ul>			
<p>5. Rewards, Sanctions and Support</p> <ul style="list-style-type: none"> <li>a. Counselling students</li> <li>b. Dealing with rewards</li> <li>c. Dealing with discipline and long term behaviour</li> <li>d. Supporting students through loss/bereavement</li> <li>e. Caring</li> <li>f. Child protection</li> </ul>			
<p>6. Ethos &amp; Form identity</p> <ul style="list-style-type: none"> <li>a. Promoting Form identity</li> <li>b. Elections of Student Reps</li> <li>c. Self-esteem</li> <li>d. Promoting extra-curricular &amp; Form events</li> <li>e. Attendance &amp; punctuality</li> <li>f. Dress code</li> <li>g. Respect and responsibility</li> </ul>			

Have you evidence to support your evaluation?

Do the students and your LCO agree with your evaluation?

Form Tutor ..... Date ..... LCO .....

July 2009

## **Tutor Briefings**

### **Format**

1. Meetings to happen weekly in the 8.40 – 8.50 a.m. morning briefing slot.
2. LCOs to meet with all tutors in their year.
3. A member of the SLT to attend these meetings.
4. LCO to produce an agenda with a format:
  - a. Attendance
  - b. Behaviour
  - c. Information
  - d. Initiatives
  - e. Reward system update
  - f. Strategies for improvement
  - g. Discussion and dialogue
  - h. Ideas
  - i. Feedback

July 2009

# Inclusion

# **Inclusion Policy**

## **Introduction**

Inclusive Education describes the process by which a school values students and staff equally and attempts to respond to all pupils as individuals by reconsidering and restructuring its curricular organisation and provision and allocating resources to enhance equality of opportunity. The school also fulfils the Disability Equality scheme and makes reasonable adjustments to ensure that people who are disabled are not put at a substantial disadvantage compared to those who are not.

Through this process, the school builds its capacity to accept all pupils from the local community who wish to attend and in doing so, reduces the need to exclude pupils.

By having a cohesive strategy in school we attempt to reduce the problems of both authorised and unauthorised absence as well as reducing levels of internal withdrawal, fixed term and permanent exclusion.

Certain vulnerable groups are statistically more likely to be excluded from school, these include: Statemented pupils, Ethnic Minorities, 'Looked After' children and children living in poverty. Pupils falling into these identifiable categories are a focus of attention and additional support.

## **The Aim**

The aim is to provide an education with effective learning opportunities for all, where all students are enabled to reach their potential, are made to feel welcome, secure and happy and are fully catered for within the prescribed guidelines of the Every Child Matters (ECM) guidelines.

## **Ethos**

The principle of inclusion stems from the Culture and Ethos of the School – 'Open, Caring, Friendly, Successful with Equal Opportunities for all.' All parents/carers are made welcome and seen as active and valued partners in their child's education. The school is managed to provide a safe physical environment that is accessible to all with facilities and accommodation that support individual needs eg. speech therapy, physiotherapy, provision for visual disability etc.

This sets the tone where all students are made to feel equally welcome and are treated with respect.

This ethos is evident within our SPACE policy, Equal Opportunities Policy, Moral & Spiritual Policy, Health & Safety Policy and Classroom Management Policy.

We value Inclusion because the centre of all education at this school has a foundation stemming from a positive relationship between pupils and staff based on mutual respect and support. It is enshrined in everything we do.

## **Curriculum Provision**

Curriculum needs are addressed through:

1. Differentiation
2. Varied teaching styles
3. Breadth of provision
4. Support and extension
5. Supporting skill development
6. Relevant courses and provision for all abilities, cultural diversity etc.
7. Work related learning
8. Guided private study
9. Mentoring programmes
10. Skills based courses such as Asdan
11. Individually tailored, vocational curriculum opportunities
12. Involving outside agencies and establishments to provide for identified vulnerable groups.
13. Focusing provision on identified groups (SEN, Ethnic minorities, Looked After Children, Gifted and Talented, etc
14. Providing a rich variety of clubs, educational visits, festivals and social activities in line with extended schools.
15. Developing IT provision.
16. Grouping and withdrawal from class which is carefully planned, and does not jeopardise curriculum balance.

## **Student Support and Learning Support**

1. Providing classroom support to remove barriers to learning
2. Integrating a reward system that is equally open to all students regardless of ability (certificates, prizes, praise, reward systems, wear what you like days, green slips etc.) – based on effort. Linking this to homework, marking, assessment, recording and reporting.
3. Providing counselling internally and externally
4. Involving parents as active and valued partners
5. Involving outside agencies to integrate support (Ed Psych, Pupil Referral Service, Multi Agency Family Support Team, Child Health Team, and Education Welfare etc.
6. Have an active and effective anti-bullying policy
7. Have an active and effective equal opportunities policy that focuses on gender and race through positive representation, counters prejudice and sets clear parameters of expected behaviour.
8. Having an effective attendance policy that reinforces good practice through reward, stresses the importance of attendance throughout the curriculum and leads on to the importance of attendance in gaining a career.
9. Having an effective careers guidance programme.
10. Having an effective SPACE programme that works on skill development through discussion and addresses responsibility, respect, tolerance and empathy.
11. Having an assembly input that reinforces school values, recognises all students and values all students.
12. Closely monitoring Effort, Behaviour and achievement relative to ability and taking action to praise, reward or address issues that arise.
13. Having a behaviour register with effective procedures of counselling and parental contact to address behaviour issues.
14. Having a register of vulnerable groups, eg EAL, SEN, LAC, and PSP's

15. Providing mixed ability teaching wherever possible, addressing individual needs through differentiation and giving great consideration to the social, behaviour and ability mixes in classes arriving in Year 7 through close contact with feeder schools.
16. Developing respect and responsibility towards the community and disadvantaged groups within the community and abroad through charity work, empathy work and assemblies.
17. Providing overarching Child Protection to address abuse and focus provision on those with needs in close liaison with the School Social Worker.
18. For the Student Support Team to work closely with Learning Support to address provision and support, organise and co-ordinate Review meetings and integrate external and internal support.
19. To have an active and effective bereavement policy.
20. To have an effective policy on health, sex, smoking, drugs and alcohol that supports healthy living, healthy learning and counters peer pressure.
21. To have a home/school agreement that promotes an ethos of all working together for the good of the pupil.
22. To provide clear guidelines for teachers on how to identify barriers to learning and to address individual needs through differentiation of the curriculum, and classroom management.

### **Summary**

The concept of inclusion acts to integrate all our curriculum and student support systems to minimise disaffection and promote success.

July 2009

# Target Setting

## **Target Setting**

The Student Support Team aims to be proactive with the use of Target Setting in order to create improvement.

### **Phase 1 – Monitoring**

Areas to be monitored include:

- a. Attendance/Punctuality.
- b. Equal Opportunities incidents.
- c. Bullying incidents.
- d. Violent incidents.
- e. Vulnerable groups' incidents.
- f. Other misbehaviour.

### **Phase 2 – Recording**

- a. Incidents are recorded on pink slips and then logged by the Student Support Administrative Officer using SERCO.
- b. Patterns are analysed termly and trends acted upon by Learning Co-ordinators in liaison with School Social Worker and Deputy Headteacher in charge of Advice and Guidance.
- c. The Attendance Clerk uses SERCO to record, monitor and analyse patterns of attendance.

### **Phase 3 – Analysing**

The information is analysed and discussed at Student Support meetings with a view to looking for trends and setting realistic targets.

### **Phase 4 – Action**

The Student Support Team can then decide on the necessary intervention programmes so that these targets can be achieved.

### **Phase 5 – Assessment**

It is then possible to review the new statistics to assess how effective the action has been, whether the targets have been achieved, and what new targets need to be set/interventions put in place.

July 2009

**Smoking  
and  
Drugs Action**

## **Tobacco, Alcohol and Drug Education Policy**

### **Aims**

To provide a programme of education throughout the school which is effective, identifies problems and provides students with access to advice and counselling.

### **Objectives**

- To identify those students at risk.
- To provide unbiased information concerning the nature, risks and effects of alcohol, tobacco and a range of commonly abused drugs.
- To provide a programme of education which is appropriate to the needs of the students and develops into a co-ordinated and coherent spiral development.
- To promote full debate and discussion regarding the use of alcohol, tobacco and drugs in society.
- To provide students with the means of making informed decisions and the social skills to cope with peer group pressure situations they might later encounter.
- To open up channels of communication to and from all external agencies concerned with this type of education (including:- parents, youth service, police, drug counsellors and support groups).
- To provide students with access to confidential counselling and advice (both internally and externally).
- To raise staff awareness of the drugs being used in the community and enable them to recognise possible symptoms of abuse.
- To have a named member of staff as a focal point for all co-ordination.
- To have clear guidelines for staff regarding what to do if they suspect students of being involved with drugs (pass information to Co-ordinator).
- To have guidelines for staff on what to do if students are caught in possession of drugs (confiscate suspicious substances and immediately pass them, plus relevant information, to Co-ordinator/Headteacher for further action).
- To have a mechanism for informing and referring to appropriate authorities when it is considered that students are endangering their health or education (staff to follow guidelines in CHILD PROTECTION Policy & mechanisms).

July 2009

## **Smoking Policy**

This policy fully supports and endorses those aims and objectives set out in the school's Health Education Policy and Tobacco, Alcohol and Drug Education Policy.

From 1<sup>st</sup> September 1998, the school adopted a total no smoking policy. This applies not only to Students but to all Staff and visitors.

### **Action in the event of a Student being found to possess tobacco/cigarettes**

1. Incident recorded on pink slip
2. The tobacco/cigarettes to be confiscated along with any matches/lighter
3. Parents to be informed as soon as possible
4. Student to receive LCO counselling about the dangers of smoking
5. LCO detention given
6. Tobacco/cigarettes and matches/lighter to be collected by parents. If not then destroyed by the school.

### **Action in the event of a Student being caught smoking on the school premises**

1. Incident recorded on pink slip
2. The tobacco/cigarettes to be extinguished
3. The tobacco/cigarettes to be confiscated, along with any matches/lighter
4. Parents to be informed as soon as possible
5. Tobacco/cigarettes and matches/lighter to be collected by parents. If not, then destroyed by the school.
6. Student to receive counselling about the dangers of smoking on return
7. Persistent offenders may be excluded from school until such time as parents come in to discuss the matter. Failure of parents to attend will result in automatic 3 day exclusion.

### **Action in the event of a Student being caught smoking off-site**

1. Incident to be recorded on a pink slip
2. Parents to be informed as soon as possible
3. Student to receive counselling about the dangers of smoking
4. LCO detention given

July 2009

## Drugs Policy

### FOCUS

The school's focus is to educate our Students to consider their Health and Welfare.

### AIMS

- to monitor the level of drug use in the school and area
- to provide an effective programme that covers the effects of drugs on education, health and welfare
- to provide help and counselling for Students in need
- to have a deterrent that prevents drugs being brought on to the school premises or being used in school.

### STAFF RESPONSIBILITIES (TEACHING AND NON-TEACHING)

- to be aware of the school policy
- Tutors to share that policy with Students
- to identify Students at risk and notify the school drug co-ordinator
- to be vigilant as to Students who might be in possession, or under the influence, of drugs
- to report all suspicions or information rapidly to the drugs co-ordinator as soon as possible (JC/RT)

### SIGNS TO LOOK FOR

A wide range of drugs could be used with greatly differing symptoms. Most drug use will be after school hours and Staff may only see the after-effects.

- **be vigilant for evidence of drug use around the school site:**  
syringes, cannabis butts, torn cigarette paper packets, gas canisters, glue tins, burnt silver foil, pills/capsules, bongs etc.
- **be vigilant for information or symptoms in Students:**  
changes in behaviour, attitude or mood  
difficulty in concentrating  
sharp drop in academic Standards  
tiredness, vagueness or drunkenness  
slurred speech  
hyperactivity or Strangeness  
glazed expression, dilated or constricted pupils  
unusual knowledge or preoccupation with drug matters and slang terms  
changes in physical well being – thinness, unusual scabs (particularly around mouth), track marks on arms  
smell of solvent/glue on clothes

## **ACTION TO BE TAKEN BY STAFF**

If you suspect a Student of being involved with drugs please record the evidence in writing on a pink or yellow slip, along with any suspicious materials and pass to the drugs co-ordinator.

Confiscate any suspicious materials and pass them to the drugs co-ordinator.

## **ACTION TO BE TAKEN BY THE SCHOOL**

1. Students who are suspected of being involved with drugs will be investigated. Their parents will be informed in writing or by telephone. If this involves drugs on the school premises they will be excluded while these investigations occur.
2. If a Student is found to have sold or given drugs to another Student on the school premises, or at lunch break, or on the way to and from school, or in any way associated with the school, they will be permanently excluded. The matter would be referred to the police.
3. If a Student brings drugs on to the school premises or comes into school under the influence of drugs they may be permanently excluded. If they were not permanently excluded then subsequent offences would result in permanent exclusion. The matter would normally be referred to the police.
4. If Students are reinstated after instances of drug use or possession they will be monitored and will undergo counselling or a rehabilitation course. This may involve school counsellors or outside agencies.
5. Students who are known to use drugs outside of school will be counselled in school; their parents will be contacted and the school will work with parents and the Student to deal with the situation. This will usually involve professional assistance and counselling. The school will assist the parents in dealing with the situation as a matter of Health and Welfare. Police would not normally be involved.
6. Students who are suspected of using drugs outside of school will have their parents contacted and the matter fully discussed.
7. If a member of Staff suspects a Student of having used drugs out of school they should record this on a pink or yellow slip and pass it through to the Drugs Co-ordinator (JC).
8. If a member of Staff suspects a Student is in possession of drugs or is under the influence of drugs they should send to the office Straight away for a member of the SLT/LCO to deal with the situation. If the boy refuses to comply with SLT/LCO directions the police will be informed. Their parents should be contacted and the Student held until the police arrive.
9. LCO/SLT member, or other member of Staff may ask a Student to empty pockets or search their possessions with their permission. This should normally be carried out in the presence of another member of Staff. If they refuse permission, then the police or parents should be involved.
10. If suspected drugs are found they should be confiscated and held until they are disposed of or passed on to the police. A record should be kept as to where they were found and who was involved.

11. Parents should be encouraged to seek assistance for their sons. The school will offer assistance by providing counselling or informing parents where to obtain help and counselling.
12. This policy is reviewed and updated regularly and the effectiveness of the SPACE programme is ascertained by monitoring drug incidents in the school and Student reviews and evaluation of the SPACE programmes.

July 2009 (Student Support Team/SPACE)

# Special Educational Needs

## **The Role of the Student Support Team regarding SEN**

The whole school community including teaching and non-teaching staff are involved in the development of the school's SEN policy and should be fully aware of the school's procedure for identifying, assessing and making provision for students with SEN - (as outlined in the SEN Handbook).

### **Role of the Student Support Team**

1. To identify students with SEN.
2. To receive information/evidence and pass to SEN Co-ordinator.
3. To promote the inclusion of SEN students in the life of the school.
4. To promote the inclusion of SEN students within Forms and Year groups.
5. To monitor, review and assist the student's progress.
6. To have regard to SEN when using sanctions and rewards.

### **SEN Co-ordinator's Role**

1. To receive information from the tutors.
2. To assess the student for SEN needs.
3. To attend Multi-agency Connexions meetings.
4. To liaise with Learning Co-ordinators and the School Social Worker regarding the needs of students with SEN.
5. To consult with and co-ordinate Outside Agencies regarding SEN students.
6. To include the student on the SEN register which is disseminated to all staff.
7. To advise and support the tutor and teaching staff in making suitable provision for the student.

### **Criteria for an 'Expression of Concern' Referral**

Students with learning difficulties may:

1. Take longer to achieve mastery of any specified teaching goal
2. Need many more repetitions of using new learning
3. Need more practice than normal to generalise learning
4. Have difficulty in thinking through and sequencing ideas
5. Lack confidence
6. Have a low self-esteem
7. Lack concentration
8. Fail to achieve as a result of emotional and/or psychological disturbance.
9. Experience physical barriers to learning.

### **Procedures for Tutors**

1. Be vigilant and aware of all students in your form. If you receive information or suspect a student of having SEN then discuss the matter with the SEN Co-ordinator.
2. Record your observations/information in written form. Pass to SEN co-ordinator and Learning Co-ordinator on yellow expression of concern slip.
3. The SEN Co-ordinator/Learning Co-ordinator may require further information and it may be necessary for you to gather this information.
4. Keep information pertaining to SEN students in your form, maintaining strictest confidentiality.
5. Assist the student by monitoring progress, advising and supporting.
6. Liaise with parents in line with school's communication policy.
7. Liaise with teaching staff.

## **Additional Role of Learning Co-ordinator and School Social Worker**

1. To liaise with Partner schools and other Secondary schools to gather information.
2. To liaise with and assist the SEN Co-ordinator and tutor in identifying and meeting the needs of students with SEN.
3. To collaborate with the SENCO in managing Individual Behaviour Plans of students on the SEN Register.
4. To have regard to SEN when using sanctions and rewards.
5. The Learning Co-ordinator, School Social worker and SENCO will share all information regarding parental and outside agency contact concerning SEN students.
6. Learning Co-ordinators will have copies of the SEN register to inform students' Pastoral care.
7. The Learning Co-ordinator will oversee provision of an updated termly behaviour register to the SENCO for amalgamation with the SEN Register.
8. To liaise with SENCO regularly regarding referral to the EPBST.
9. The Learning Co-ordinator to meet with the EPBST to discuss referrals
10. The Learning Co-ordinator to set and monitor Behaviour Targets on Individual Behaviour Plans, organise multi-agency meetings for Pastoral Support Plans, liaise with SENCO, Connexions, EWO, EPBST, etc as necessary and review SEN students on the behaviour register.
11. Learning Co-ordinators liaise with SENCO when students on the Gifted and Talented Able Register require an IEP.
12. Learning Co-ordinators seek information from staff for the EPBST regarding individual students as required.
13. Learning Co-ordinators, particularly Year 7, pass on transfer information to SENCO and liaise over Year 6 transfer and at Year 5 where a child has significant need.
14. The implementation of Individual Behaviour Plans and monitoring procedures is the responsibility of the Learning Co-ordinator although advice and support from the EBST and SENCO is sought.

July 2009

# School Uniform

## School Uniform

We feel it is important that all our students look neat and tidy at school as well as on the way to and from school. It helps the school's image and it enhances a working atmosphere.

All staff should insist that students are correctly, safely and neatly dressed at all times of the school day including travelling to and from the school.

- Daily uniform - a white shirt,  
a black jumper or sweatshirt with the school logo, or plain black. No other logos are allowed.  
a black and white striped tie or house tie  
black or dark grey trousers,  
black shoes or plain black trainers.
- Sports kit - Black shorts, plain white short-sleeved top, black reversible rugby shirt.
- NOT PERMITTED - T-Shirts, denim jackets, ear-rings/studs (even if covered with sticking plaster), leather jackets, white trainers, jumpers with motifs, clothing of the wrong colour.

6th Form Uniform - There is no specific dress code for 6th Formers but they should always be neat and smart. Shorts are not allowed.

On official occasions, when representing the school, students should be formally dressed.

*Students who persist in contravening this dress code should be referred to their Learning Co-ordinator.*

*Students may be sent home to change or sanctions applied in line with school policy.*

July 2009

Raising Standards  
&  
Supporting the  
Curriculum

## **Raising Educational Standards**

The raising of educational standards depends on a partnership between the curriculum subject areas and the Student Support system.

### **1. The Subject Areas**

- Devise the courses.
- Set the learning targets.
- Provide an appropriate curriculum that is fully differentiated to be appropriate to all students.
- Produce a variety of active teaching and learning styles that stimulate interest and promote learning and understanding (Skills, qualities and knowledge).
- Mark work regularly and set targets with students.
- Provide an assessment process to identify student progress.
- Report and record.
- Counsel and review process with students.
- Set and mark exams.
- Provide an extensive revision programme.
- Involve partnership with parents and Student Support team.

### **2. The Pastoral System Needs To:**

- a. Have identified tutor time (timetabled) for use supporting the curriculum.
- b. Have a full spectrum of information to apply to counselling and negotiation of academic improvement with students.
  - i. CAT test scores.
  - ii. SAT test scores.
  - iii. Fischer Family Trust target grades/levels
  - iv. 6<sup>th</sup> Form statistics – ALIS and ALPS tracking data
  - v. Subject termly attainment scores.
  - vi. Subject termly effort scores.
  - vii. Referral and reward slips.
  - viii. Attendance & punctuality data.
  - ix. Regular behaviour grades and other assessment information.
- c. Have objectives.
  - i. To set future academic standards for all students.
  - ii. To monitor progress of individual students.
  - iii. To review progress with individual students in specific subject areas & overall.
  - iv. To interact with faculties to feed back information on students.
  - v. To negotiate realistic targets for improvement with individual students.

d. Develop Parental Partnership.

- i. High profile of tutors at parents' evenings.
- ii. To feed back information to parents and form partnership.

Learning Co-ordinators and tutors need to work together. LCOs monitor the effectiveness of tutors, assess training needs and feedback development targets to tutors.

**3. Action**

- LCOs need to analyse the information available to identify students who are underachieving.
- Tutors of these students need to be informed and involved in counselling these students.
- The students identified need to be withdrawn from assemblies for special counselling.
- Parents should be informed by letter and asked to assist in the process.
- Strategies should be negotiated with the student to lead to improvement in performance.
- The situation needs monitoring.
- If there is improvement then the student should be praised and a letter sent home.
- If no improvement is forthcoming then the student needs further counselling and the parents informed.

July 2009

# Academic Mentoring Year 11

## **Academic Mentoring for Year 11**

Academic mentoring for Y11 focuses on:

Gifted and Talented

The most able

Students on the C/D borderline

SEN register students

### **Gifted and Talented**

Mentoring is co-ordinated by the Gifted and Talented Co-ordinator. Students are interviewed and their progress checked in line with the procedures for mentoring Gifted and Talented and their personal annual booklet.

### **Students on the C/D borderline**

Mentoring is co-ordinated by the Learning Mentor. These students are selected by the Learning Mentor with the advice of the Deputy Headteacher based on the data provided by the Data Manager and subject departments. Some students are identified as underachieving and under performing in subject areas. Other factors are taken into account (attendance, behaviour, effort and home circumstances) to further the process of identifying how the students' progress can be improved.

Analysis of the result of these students can be compared with the past progress of similar students. This analysis has shown that the mentoring process is successful at increasing the number of students achieving Grade C and above.

### **SEN register students**

Mentoring is co-ordinated by the Learning Support Co-ordinator.

### **Process**

The students are regularly interviewed and their progress reviewed. Students are encouraged and praised and the parents are informed when it is appropriate.

July 2009

# Homework

## **Homework and Planner**

### **The Role of the Form Tutor**

On a weekly basis:

- Check that the students have their planners with them.
- Check that students are using their planners to record homework.
- Encourage students to fill in rewards and attendance sections.
- Check that parents are signing the planner.
- Send student to the office to replace lost planner (Buy a new one).
- *ALWAYS* reply promptly to parent inputs in the planner.

### **On a Termly basis**

- Check that the first page has been completed.
- Check that students have recorded their effort grades.

### **Role of the Student Support Team**

On a weekly basis:

- Support tutors in their monitoring of planners.
- Routinely encourage Students to use their planners correctly.
- To carry out random checks on planners.
- When student problems are referred from tutors, to contact parents and follow up problem.

Every half Term:

- To carry out regular planned checks to ensure that all tutors are consistently following the system.
- To follow up if there are problems.
- To ask tutors if there are any noticeable gaps in homework being set and pass this information to the appropriate Subject Leader.

July 2009

## **Criteria for end of year planner check**

The object of the exercise is to make students value and take care of their planners.

Students who have lost, damaged or defaced their planners will have to purchase their next planner.

Learning Co-ordinators need to standardise their procedures to apply the same criteria in the same way.

1. The correct use of the planner should be explained to the students: that it is a tool to assist them to be organised and improve their standard of work; that it is a vehicle of communication between home and school, and that it is their responsibility to ensure that notes made in their planners are passed on to the intended person.
2. The planner is the property of the school.
3. The weekly planner checks should pick up any early signs of damage to the planner and appropriate warnings given.

July 2009

**Behaviour  
and the  
Code of Conduct**

## **Behaviour for Learning Policy (Rewards and Sanctions)**

### **Aims**

Beverley Grammar School expects and encourages good behaviour from all its students both inside and outside of school. Good classroom behaviour is regarded as a pre-requisite for a suitable learning environment. Everyone is entitled to an environment in which they feel safe, secure, happy and able to work to their full potential.

### **Objectives**

1. To encourage courtesy and co-operation through mutual respect
2. To promote good teaching and learning environments
3. To encourage considerations for the needs of others and tolerance of different views
4. To encourage self-discipline
5. To make clear to students the behaviour that BGS regards as totally unacceptable - including verbal and racial abuse, bullying, swearing, fighting and smoking.

Reviewed July 2009

## **The Home School Agreement – Code of Conduct**

Our school exists to serve its students.

In order to maintain high standards students should:-

1. Attend regularly.
2. Be punctual.
3. Always work to the best of their ability.
4. Consider the safety of themselves and others at all times.
5. Take care of their own property and respect that of others.
6. Behave with courtesy and consideration.
7. Follow the school's rules on uniform.

All students are involved in reviewing and discussing this code as part of the school's SPACE programme in Year 7.

In other years the Code should be addressed and reinforced by tutors annually during tutor time.

Pastoral Team 22-03-96

Reviewed 25-7-97 12-01-03 01-11-08

Reviewed July 2009

## **Classroom Management**

### **Some General Guidelines**

#### **Philosophy**

To raise educational standards it is essential to have a well-ordered classroom. Learning cannot take place unless students are focused and concentrating. Classroom management is concerned with creating a positive learning environment in which students are settled, attentive and well motivated.

It is the responsibility of the classroom teacher to consider the management of the classroom and lesson to create a good learning environment based on positive relationships and values.

The teacher should be in control of the class at all times without seeking confrontation or having to shout or apply sanctions continuously.

It is hoped that the guidelines offered by the Student Support and Curriculum Teams, if universally applied, will produce better working relationships, provide a better learning environment, and raise educational standards. They should also make teaching easier and more effective for all concerned.

#### **Before the lesson**

- Lessons should always be planned, in at least 3 parts.
- The teacher should be clear on what the lesson objectives are – these should be clearly displayed.
- The lesson should, ideally, be paced with a variety of activities and involving different skills, which are appropriate to the students concerned.

#### **The start of the lesson**

The start to a lesson should be orderly and set the tone for what is to follow.

If lining up in corridor – the teacher should insist on class standing in line, quietly and orderly.

- The Teacher should wait until they have settled down.
- Class should enter the classroom in an orderly fashion (repeat if necessary) and be supervised by the teacher standing at the door.
- In the classroom they should be allowed time to place their coats in the prescribed area and get out their books, collect together their materials and writing implements and settle.
- The teacher should then call them to order and wait.
- The teacher should demand full attention before proceeding into the lesson.

## The Lesson

Establish the following pattern:

- When the teacher is talking the class should be quiet and attentive - eyes to front - pens down.
- Students should be seated with attention to potential problems.
- Students should stay in their places.
- Students should be properly attired.
- Students should obey the rules and regulations.
- During questions students should raise their hands and only one person talks at a time - the rest listen.

Teachers should establish the above order through:

- Giving clear commands and instructions.
- Waiting.
- Repeating the command.
- Waiting.
- Challenging individuals with eyes, by first name or gesture.
- Demanding that the pattern is followed.
- Warning individuals.
- Raising one's voice.
- Clearly explaining the consequences of refusal.
- Applying suitable sanctions to individuals.
- Refusing to proceed with the lesson until demands are met.
- Dialogue or demands should be friendly and firm.
- Students should not be subjected to constant shouting but be brought into line with quiet insistence.
- Relationships with students should be pleasant, positive and mutually respectful.
- Behaviour may be rejected but never students.
- Application of demands and sanctions should be consistent and *always* followed up.
- Staff should not display signs of frustration or temper loss.
- Students should be made aware that failure to comply results in confrontation with the entire school system - not just the individual member of staff.

## **The end of a lesson**

- The end of a lesson should be orderly.
- Homework should be reinforced and recorded in planners.
- Students should be given time to pack away and settle.
- Students should be kept seated until they are all quiet and ready to leave.
- They should then be dismissed in a quiet and orderly manner placing their chairs on or under tables as appropriate.
- Departure from the classroom should be overseen by the member of staff standing by the door.

## **Things to avoid**

- Not allowing students time to settle.
- Raising voice too early.
- Not giving clear commands.
- Not demanding complete attention.
- Not challenging transgressions.
- Talking over the top of the class.
- Giving blanket sanctions.
- Escalating sanctions too quickly.
- Allowing oneself to get rattled or knocked out of stride.
- Insufficient planning or preparation (eg. tapes or videos in wrong place).
- Poorly paced or inappropriate work.
- Arriving late or leaving early.
- Not adequately supervising class (classes should never be left unsupervised).

CRG 15-11-95

Reviewed 25-07-97 12-01-03 13-06-05 01-11-08

Reviewed July 2009

## **Inclusion**

### **Behaviour Register Review Procedure**

#### **Learning Co-ordinators**

The purpose of the Behaviour Register is to operate in a positive way to assist the student to modify his behaviour. The axiom of the Student Support Team is one of emphasising the positive – we *change* behaviour through praise – we contain it through punishment. Praise the changer – punishment has a deterrent value and is necessary as a negative reinforcer but often produces resentment and disaffection. We use it wisely.

The Behaviour Register is a focus for remedial action from the Learning Co-ordinator and School Social Worker. Every half term it is essential that the Learning Co-ordinator, in liaison with the School Social Worker, reviews progress with the boys on the register and alters their status accordingly. They should also review other potential inclusions and assess the cases for conclusion.

- LCO gathers information – attendance, pink slips, behaviour assessments, etc.
- LCO discusses relevant students with SEN, staff, School Social Worker then recommendations are made concerning the Behaviour Register.
- LCO/School Social Worker has half termly meetings with parents, pupil, Behaviour Support Team to discuss changes in behaviour register (inclusions, removals, upgrades and downgrades).
- New Behaviour Register is put together and circulated.
- Letters are sent to parents.
- Relevant remedial action is taken with students as described in the Behaviour Register documents.
- Records are updated.

July 2009

# BEHAVIOUR

## SCHOOLS CONCERN

- Student Incidents (pink slips).
- Form Teacher/LCO to monitor.
- Request positive and negative feedback from staff

If no improvement



Behaviour Register is reviewed by LCO each ½ Term

## SCHOOLS ACTION

- Meeting with student – complete student consultation for IBP (Individual Behaviour Plan).
- Have meeting with parents/pupil/LCO/School Social Worker/LS is appropriate. Complete Individual Behaviour Plan.
- Give targets to pupil/parents/teaching staff.
- Targets to be put in pupil planner
- Request feedback from staff every 6 weeks/have meeting/complete IBP Review Sheet.

If no improvement



Letters to Parents stating Pupil Level each ½ term or if there is a change

## SCHOOLS ACTION PLUS

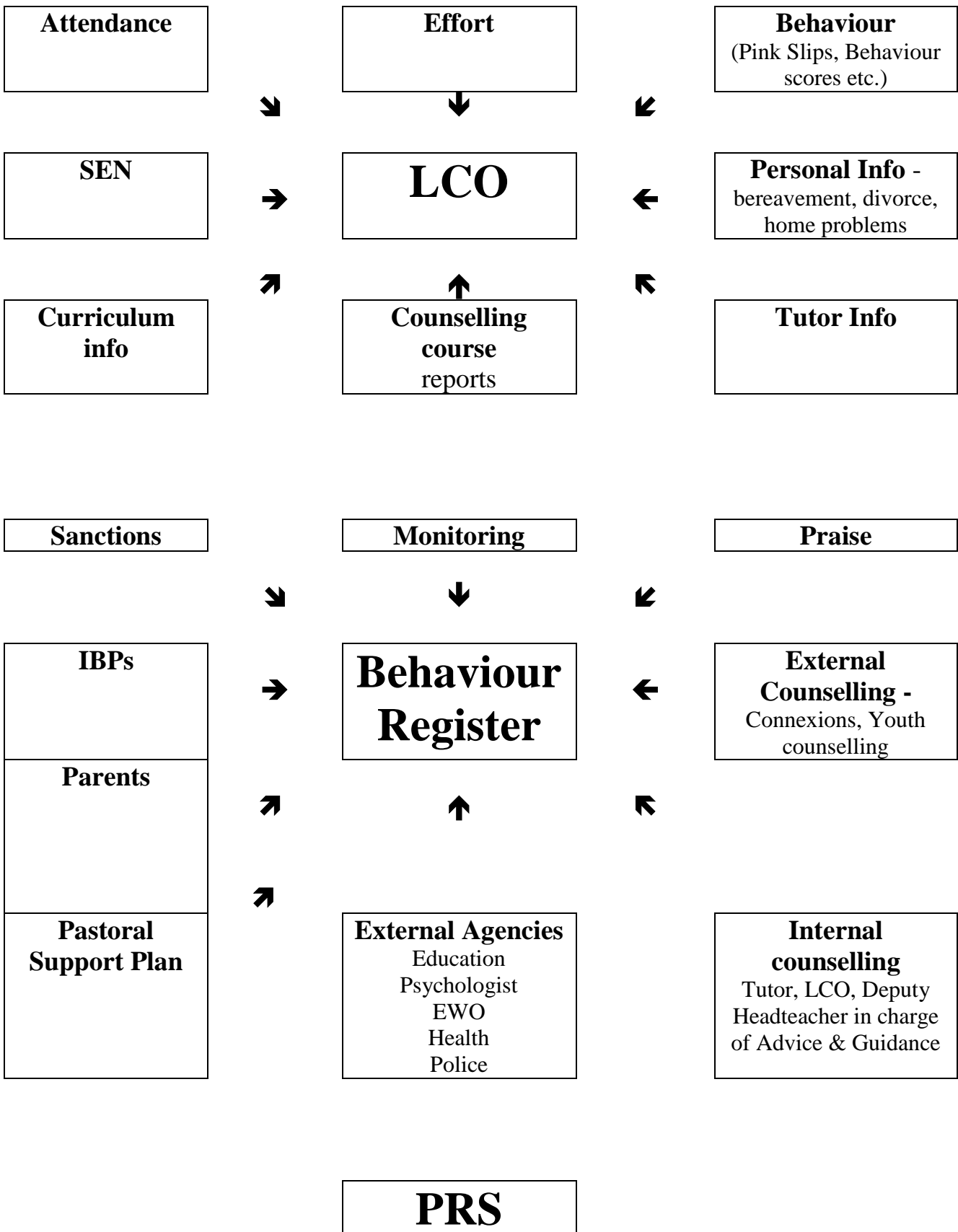
- Complete Parental Consent and Consultation Request form (copy for SENCO, Behaviour Register file and Student Support file).
- Involve outside agency – EPBST (Educational Psychologist and Behaviour Support Team).
- Meeting with Parents/EPBST/LCO/LS(?)/School Social Worker.
- Review every 6 weeks.
- Increasing Behaviour Concerns – move to ...



## **PASTORAL SUPPORT PLAN**

- **For students who are at significant risk of permanent exclusion**
- Lasts for 16 weeks – discounting holidays.
- Complete Pastoral Support Plan.
- Meeting with all parties at beginning, middle and end and review targets regularly (must include Behaviour Support Teacher)

# BEHAVIOUR MODIFICATION MODEL



## **Behaviour Modification**

The Learning Co-ordinator must decide from information received as to the best method of approaching the problems that may occur between staff and students as well as inter-student relationships.

There is a wide range of potential problems from violence, bullying and truancy to lateness and poor effort. A few students exhibit a combination of these and present a difficult problem to solve.

The purpose of Behaviour Modification is to prevent inappropriate behaviour being exhibited in school and to enable the student, and the rest of his class, to adjust to the school's expectations so that they can all achieve their potential. By taking early action it is hoped to avoid disaffection.

Several different sanctions/schemes have been used and found to work although the success of any one approach will vary according to the nature of the individual concerned.

In the normal course of events a student will start by having the normal gamut of sanctions applied in line with the Behaviour for Learning Policy. This would include counselling, detentions, internal exclusion, parental contact and even external exclusion. These have proved effective for most students.

If the problem persists and has reached a level for concern the student will be placed on the **Behaviour Register** and be subject to a more co-ordinated approach. In the lower school this may result in students being placed in **Confidence Building Workshops** where they would receive positive reinforcement and assistance in coping within the school environment. Students on the register will normally be given a structured **Individual Behaviour Plan**. This plan will help focus the student, parents and all teaching staff on the reinforcement of positive behaviour. The LCO will monitor this and give regular praise and counselling, which, via the IBP, will also be passed on to the parents. If this fails to produce the necessary improvement the student will pass up through various stages of the register until they are referred to outside agencies for specialist attention.

Reviewed 17-07-2009

## The Behaviour Register Mechanism

Information on inappropriate student behaviour is recorded and passed through the system on **Pink Slips**. These are entered onto a database by the Student Support Administrator.

This information is used in a number of ways:

- Firstly it is put out to all staff as the **Pastoral Feedback** on the Pastoral notice board so that staff can get an over-view of student behaviour and see the action that is being taken.
- Secondly the information is processed onto sheets for the LCOs and Student Support Team to discuss and **Target Set**.
- Thirdly the Student Support Administrator produces a half termly trawl of the records to identify any students reaching indicator levels of Pink Slips that might target them for inclusion on the **Behaviour Register**.

The LCO then decides who goes on to the Behaviour Register and what level the students are moved to.

The Student Support Administrator then updates the **Behaviour Register** and keeps it for reference in the Student Support office. All staff have access to this register on request.

The Behaviour Register is also passed on to the **SEN Department** for cross-referencing and comment.

The LCO generally applies a ladder of progression up and down the Behaviour Register. A student would normally come in at the level of School Action and move on to School Action Plus (Involving outside agencies) if there is no improvement. Improvement in Behaviour would normally result in them going down a level. However this is at the discretion of the LCO and the Deputy Headteacher in charge of Advice and Guidance.

The Behaviour Register would be presented to Student Support Meetings where it may promote discussion and further co-ordinated action.

At School Action Plus the student would be subject to referral or advice from the Behaviour Referral Service. If attendance is an issue, either directly or as an indirect future possible outcome, then the EWO would likely be involved at an earlier stage than this. Other Agencies, especially the Educational Psychologist, will be involved as the need manifests itself.

The LCO will also use other sources of information in order to assess a student's need:

- Consultation with parents
- Consultation with staff
- A trawl of information with all teaching staff concerned (round robin)
- Personal knowledge of the student's personality, attitude and behaviour.
- Information coming through from other students.
- An assessment of the likely outcomes of the action taken.
- Information gleaned from Effort, Behaviour and Attendance assessment. (Effort and Behaviour are carried out three times a year and Attendance is analysed monthly or on request).

All this information will be weighed up with the information on Pink Slips and IBPs to decide the level at which the student will be placed. This will be at the discretion of the LCO, although comment from staff should be recorded on Yellow Information slips and passed through for discussion by the Student Support Team.

Teaching Staff are to be kept informed about the level students are placed on through morning staff meetings. The action to be focussed on, usually positive reinforcement of good behaviour, will be written on the IBP.

Student Support Team 17-07-2009

## **Targeting Behaviour**

### **Aims**

It is our aim to improve behaviour at BGS by targeting students who exhibit behaviour problems.

By doing this we hope to:

- Improve their behaviour
- To make other students aware that their behaviour is being addressed
- To act as a deterrent on others

### **Procedure**

1. To identify a small number of students who have persistent behaviour problems:
2. To inform students of our concern and the action we are going to take.
3. To send a letter home informing parents.
4. To monitor progress closely with tutors, classroom teachers, EWO and LCO.
5. To counsel students on a regular basis.
6. To assess students for further action (report, bringing parents in, involving SLT, outside agencies).
7. To keep parents informed of progress.
8. To keep Advice and Guidance Deputy informed as to progress.

## **Disapplication of the Curriculum and Work-Related Learning**

The school aims to disapply aspects of the Curriculum at Key Stage 4 for these pupils who would benefit from a wider focus on work-related learning. This focus may well involve an out-of-school context, as this is an approach that can be more conducive to learning for some pupils.

### **Aims**

To provide a balanced and broadly based curriculum which prepares students for the opportunities, responsibilities and experiences of adult life while increasing their motivation and reducing disaffection.

### **Objectives**

- To establish a mechanism for the early identification of students who would benefit from disapplication of the curriculum and work-related learning.
- To ensure that all students are well prepared for employment by providing them with an individually tailored curriculum.
- To build on previous key stages and allow for progression into education, employment or training post 16.
- To raise standards by using contexts that improves motivation and attainment.
- To have clear individual learning outcomes with strategies for assessing and recording students' progress.
- To involve and utilise parents and outside agencies in a supportive role, e.g. Connexions Multi-Agency Team, Local Employers, Training Providers, Colleges, and EWO Service.

### **Managing Work-Related Learning – Mechanisms and Procedures**

The responsibility for the disapplication of the curriculum for individual students lies with the Student Support Team. The task of planning, managing and reviewing a programme of work-related learning is the responsibility of the Work Related Learning Co-ordinator under the auspices of the SST.

The Work Related Learning Co-ordinator is to establish a flexible framework for a work-related learning programme using the following guidelines:-

- Identifying potential 'disapplied students' at an early stage through assessment and behaviour scores as well as the behavioural register from Year 9 and 10 and the Connexions Multi-Agency meetings.
- Providing NVQ, ASDAN, BTEC and Vocational Options as an alternative to GCSE courses.
- Carrying out an annual review of present work-related learning and investigating new vocational options as and when they become available.

- Establishing a network of work-related learning work experience placements with the help and advice of the Connexions Service and also the outside agencies listed above.

July 2009

## **Careers Education and Guidance Policy**

The CEG schedule is an effective means of motivating students to raise aspirations and attainments. We firmly believe that all students in Year 7 to 13 have an entitlement to CEG procedures that will encourage them to view career development as a life long learning process. Working in association with the Connexions Service, Consortium for Learning, local businesses and industry, and further and higher education providers, Beverley Grammar School aims to provide the opportunities to empower all students in the goal of achieving their full potential. CEG is seen as a vehicle to assist individual students in gaining the knowledge, skills and attitudes they need to manage their own lifelong learning and career development.

### **Aims**

We seek to achieve the following through CEG:

- To promote student self-reflection and self-awareness in terms of skills, abilities, personal qualities and interests in order to maximise prospects of career satisfaction and success.
- To help students relate their knowledge of themselves and the subjects they are studying to the available opportunities.
- To equip students with effective strategies for making informed choices at key transition points and for managing change.
- To provide a continuity of CEG with additional specialist support and advice at career decision points and periods of transition.
- To raise awareness of local and national labour market issues and patterns and the changing nature of work.
- To furnish comprehensive, reliable and up-to-date careers information which is easily accessible to all students and staff.
- To support the acquisition and recognition of transferable skills that will be effective in a variety of situations in an adult working life.

July 2009

# Recognition Reward System

## Recognition System

### Effort Assessment

Effort Assessment of all students in Years 7 - 10 will take place three times a year. Owing to GCSE examinations Y11 will only be assessed twice.

Certificates, Gold/Silver/Bronze, will be awarded three times a year based on the accumulated effort scores of all subjects. These are awarded to a set percentage of the Year group. Letters will be sent home to the parents of all students who are cause for concern.

Assessment week will be the penultimate week of each term.

Subject staff are asked to record a grade on a 1-5 scale for each student based entirely on *EFFORT*.

The effort assessment should be completed on the USB Pens provided.

### Grading

**5 – Excellent Effort** - in line with his ability

**4 - Good Effort** - in line with his ability

**3 – Satisfactory Effort** - in line with his ability

**2 – Unsatisfactory Effort** – below the standard expected for his ability

**1 – Very Poor Effort** – a cause for concern

These grades should be based on teacher assessment of classwork/homework effort.

The subject effort scores are then added to produce Gold, Silver and Bronze certificates for those putting in above average effort.

Lower School and Upper School certificates to be presented in a special assembly.

The termly effort scores are then added to produce a yearly score, which is used to produce the prize list. The top twenty-two annual effort scores in each year are given certificates and prize vouchers.

The termly and annual effort scores are published to all students, and parents, as a means of motivating and a focus for improvement in effort.

Review staff meetings will be held in the weeks following the Assessment week.

### Sixth Form Effort Grading

This is a joint agreement designed to try to complement the procedures of the two schools:

#### Excellent effort

The student consistently works to the best of his/her ability making full and effective use of time and available resources. Demonstrates a particular high level of commitment and shows responsibility for independent learning. Working very well.

**Good effort**

The student usually works to the best of his/her ability, making effective use of time and the available resources. Demonstrates a high level of commitment, taking some responsibility for independent learning. Working well.

**Average effort**

The student usually works within her/his potential but is capable of achieving more. Generally responds positively to study related tasks if given encouragement and direction. Can work better.

**Very Poor effort**

The student responds to tasks when given constant direction and encouragement. Currently responding at a level significantly below their capabilities. Can work a lot better.

**Effort Assessment Record**

SUBJECT	TERM 1	TERM 2	TERM 3
ART			
ECONOMICS			
ENGLISH			
FRENCH			
GEOGRAPHY			
GERMAN			
HISTORY			
MATHS			
MUSIC			
GCSE PE			
P.E./GAMES			
RELIGIOUS STUDIES			
SCIENCE			
TECHNOLOGY			
TOTAL			



### Spring Term

Art	Econ	Eng	Fren	Geo	Ger	Hist	Mat	Mus	P.E.	R.S.	Sci	Tec	Other	Total

### Summer Term

Art	Econ	Eng	Fren	Geo	Ger	Hist	Mat	Mus	P.E.	R.S.	Sci	Tec	Other	Total

## The Allocation of Prizes

### Introduction

- Prizes are awarded for effort/added value.
- All prizes are thus open to all students. No student, because of ability, is excluded from the possibility of receiving a prize.
- No students, except through the allocation of special prizes, receive more than one prize.
- The primary objective of awarding prizes is to recognise the efforts of a large number of our students as well as offering encouragement.

### Mechanism

Each term students are assessed for effort by all subjects. The effort scores are recorded as a 1 - 5 scale. 1 representing poor effort and 5 representing excellent effort. These scores are published to students and Certificates are awarded on the basis of this.

At the end of the year the three sets of effort scores are aggregated and the top 22 students in each year are awarded a prize.

A sheet of prizewinners is displayed to students in the corridor outside the staffroom. Prize sponsorship is matched up to students doing well in specific subject areas and included on the displayed lists where that is appropriate.

A number of 'Special Prizes' and cups are awarded in recognition of excellence in Sport, Community Service, Exam Success, Cadets and Music etc. These are identified by relevant staff.

Students receiving prizes attend speech day where they are presented with a certificate recognising their effort and a £10 voucher. Their names are recorded in the speech day programme. The names of the prize donors are also recorded in the programme.

July 2009

# Assessment

## **Assessment, Recording and Reporting Policy**

Assessment is an integral part of teaching and for learning. It seeks to clarify and record what a student knows, understands and is able to do across the whole curriculum. Assessment also makes clear what is required for each student to progress. It serves to inform for long, medium and short term curriculum planning. Assessment is an open process shared between student, teacher and parents.

### **Objectives**

#### **Assessment**

- To be objective and free from bias.
- To share clear, agreed criteria for assessment with students.
- To ensure assessment is appropriate to student and activity.
- To give consistent, reliable and valid information.
- To make regular and on-going judgements, both formally and informally.
- To allow students to be partners in the assessment process.
- To be integral to classroom practice.
- To cope with expected and unexpected outcomes.
- To provide all information which could be required under the E.R.A. 1988.

#### **Recording**

##### **For Students**

- To reflect achievement in all curriculum areas and in extra curricular activities.
- To be part of normal classroom activity and to be integral to the learning process.
- To reflect strengths and achievements in the context of their own work.

##### **For Teachers**

- To record progress against all relevant attainment targets of the National Curriculum indicating the context in which the work was carried out.
- To include evidence which may be required for any audit or external moderation.
- To ensure that all records have been validated by means of an internal moderation procedure.

##### **For Heads of Departments and Learning Co-ordinators**

- To manage regular assessment of attainment, effort and behaviour as required and to ensure deadlines are met.
- To use the Effort, Behaviour and Attainment (value added) record sheets to identify causes for concern with effort and behaviour (highlighted in red) and underachieving students in terms of residuals.

## **Reporting**

- To report to parents three times a year in Years 7 to 10, and twice in Year 11.
- To reflect achievement in the context of the National Curriculum across and beyond the whole curriculum.
- To be written in language which makes the document accessible to students, parents and other agencies.
- To set future learning targets and action plans.
- To use the recording of achievement to encourage and motivate students.
- To help decisions about future education or training.
- To include broad course outlines and non judgmental comment as appropriate and to use supportive evidence.
- To inform parents of levels of attainment in both teacher Assessment and S.N.T's at the end of each Key Stage in line with Circular 14/92.
- To report to parents of all years levels of attainment, effort and behaviour on a regular basis.

### **Attainment in Key Stage 3**

To be assessed by National Curriculum levels 1-8 three times a year and twice in Year 7 and reported to parents. Each level to be differentiated into three by the use of sub-levels a (high), b (medium), and c (low).

### **Attainment in Key Stage 4**

All assessments in Key Stage 4 should be reported as the GCSE grade the student is likely to achieve at the end of the course if they maintain current standards. The grades for GCSE include: A\*, A, B, C, D, E, F, G and U. Btec courses are assessed as Distinction, Merit Pass or Fail.

## **Target Setting**

- The Target Grade for Key Stage 3 is for the end of Year 9 when all subjects report a teacher assessed level.
- The Target Grade for Key Stage 4 is for the end of Year 11.

The targets are set at the beginning of Year 7 for Key Stage 3 and the beginning of Year 10 for Key Stage 4. They are set using Prior Attainment data from the previous key stage and Fischer Family Trust Data supplied by the Local Authority. Subject teachers may set higher targets where appropriate. Therefore Effort and Behaviour only is reported in the Autumn reports for Year 7 and Effort, Behaviour and Target is reported in the Autumn report for Year 10.

## **Effort**

- 5 - Truly outstanding effort
- 4 - Good commitment and substantial effort
- 3 - As expected but rarely making any extra effort
- 2 - Inconsistent effort
- 1 - No effort at all – a failure to engage in learning

## **Behaviour**

E - Excellent behaviour.

G - Good behaviour.

V - Variable behaviour.

P - Poor behaviour.

## **Assessment Rounds**

### **Assessment 1 – Autumn Term**

Year 7: Effort and Behaviour only.

Year's 8 and 9: Effort, Behaviour, Attainment (End of Key Stage targets already set).

Year 10: Effort, Behaviour and Target (End of Key Stage 4 Targets set from FFT data and can be increased where appropriate by subject teachers).

Year 11: Effort and Behaviour (Attainment and Target given after mock exams).

### **Assessment 2 – Spring Term**

Year 7: Effort, Behaviour, Attainment and Target (End of Key Stage 3 Targets set from FFT data and can be increased where appropriate by subject teachers).

Year's 8 and 9: Effort, Behaviour, Attainment (End of Key Stage targets already set).

Year 10: Effort, Behaviour, Attainment (End of Key Stage targets already set).

Year 11: Mock Exam Grade and End of Key Stage Forecast Grade.

### **Assessment 3 – Summer Term**

Year's 7 and 8: Effort, Behaviour, Attainment (End of Key Stage targets already set).

Year 9: Effort and Behaviour. End of Key Stage 3 Teacher Assessed Level as a single level.

Year 10: Effort, Behaviour, Attainment (End of Key Stage targets already set).

## **Sixth Form Reporting**

Sixth Form reporting is dealt with in a separate section. The arrangements are made jointly with Beverley High School

# **Behaviour for Learning**

**(See Behaviour for Learning Policy – available on the P  
Drive)**

# Anti-Bullying Policy

## **Anti-Bullying Policy**

This school policy is based on Education Act 2002, Every Child Matters 2004, Education and Inspections Act 2006, Equalities and Discrimination Legislation.

Named Anti-Bullying Co-ordinator is J Chisholm, School Social Worker.

Senior Staff Anti-Bullying Leader is G Todd, Senior Leader.

Governor is Jacqueline Fairbairn.

### **Aim**

Bullying can take many forms, verbal, mental and physical. All forms are harmful to the victim, the bully themselves and the community as a whole. The school is committed to eradicate bullying in all its forms.

### **Objectives**

- To identify all the forms of bullying and devise ways of dealing with them.
- For staff to keep a close watch for signs of bullying.
- For staff to be trained in what to look for and how to deal with bullying.
- For a clear set of punishments to be worked out for all kinds of bullying.
- For counselling to be provided for bullies and their victims.
- For assemblies, SPACE lessons, tutor periods and the curriculum in general to allow time to be put aside to discuss bullying and our reasoning & policy towards it. To enable students to understand the fine line between acceptable behaviour, fun and bullying as well as the devastating effect bullying can have on an individual.
- For a mechanism to be made available for students to anonymously report instances of bullying – the communications box.
- For the Student Voice to regularly review and report on bullying in the school.
- For rooms to be identified where students can go for refuge from bullying.

### **Strategies**

These activities are considered to be bullying:

Direct bullying:-

- Verbal bullying or name calling
- Winding people up
- Damaging property
- Taking and hiding property
- Constantly irritating people
- Mimicking
- Forming intimidating gangs
- Isolating people
- Physically threatening
- Actually hurting someone

Indirect bullying:-

- Using technology (e-mail, text, mobile phone messages, Facebook, MSN, etc.) to abuse or intimidate others

To display the activities that are considered to be bullying in the Student planner and use these as the focus of class discussion.

Punishments are in line with the school sanctions policy. All incidents will be recorded. The school will assess the seriousness of the incident. Work will be done with bullies to change behaviour. First offences receive a warning. After that punishments are applied consistently. This includes detentions, exclusions and parental involvement inline with the Negative Consequences chart.

Staff receive training on what to look for, the procedures for referring, and what sanctions to apply. Solution focussed counselling is in operation.

The school is well patrolled to provide adequate surveillance.

Rooms, such as the library, social area, and computer room are staffed and available for students to use as a retreat.

The Social Area, Learning Support Room, Deputies Room and Student Support areas should be available for distressed victims to seek help and comfort.

Student Support staff are trained to counsel students who are either victims or bullies.

Bullying is incorporated as a topic into the curriculum. It is dealt with by form tutors, SPACE tutors, classroom teachers and in assemblies on a regular and integrated basis. The two most important areas being in English and SPACE where liaison between the two areas produces a coherent programme. This is supported by the rest of the curriculum and ethos of the school.

A communications box is provided near the office for students to provide information, anonymously or openly and in complete confidence, as to the bullying going on in the school and their concerns.

Student Voice has bullying as a regular entry on the agenda with a view to reviewing the present situation and offer further solutions.

## **Procedures and Guidelines**

### **For Students**

When you see someone being bullied **Take Action**. Things you can do (depending on you and the situation):

- Tell the bully to stop.
- Get the victim away from the bully.
- Support the victim by being friendly.
- Tell an adult quickly.
- Do not tolerate or encourage bullying in your class.

## **For Parents**

- Watch for early signs of distress - deterioration of work, illness or reluctance to get up and go to school.
- Listen sympathetically to stories of incidents and, afterwards, note down details and names.
- Report the matter to the Learning Co-ordinator at the school, even if your son does not want you to.

## **For Teachers**

- Be alert and watchful.
- Watch for early signs of distress - deterioration of work, illness or reluctance to go to school, unhappiness, isolation.
- Listen carefully to all reported incidents of bullying and record details to pass to the Learning Co-ordinator on a pink or yellow incident form.
- Create a classroom atmosphere where bullying is strongly disapproved of and countered.
- Step in and deal with all incidents encountered around the school.
- Respond immediately to incidents of name calling, insults, harassment or physical abuse by making it clear that the behaviour is unacceptable and the consequences will prove severe.
- Offer the victim immediate support and help.
- Encourage students to use the anonymous 'Communications Box'.
- Deal with bullying by applying appropriate sanctions as described in the sanctions policy.

## **Learning Co-ordinator**

File pink or yellow slips on student's permanent school record.

Follow up serious or persistent problems with support/counselling for the victim and counselling/sanctions for the bully.

Keep parents of both parties informed of action taken if it is appropriate and brought into school to discuss the matter if the problem persists.

Involve the Headteacher, Deputies and/or Governors if the bullying is likely to result in an exclusion.

This Policy is based on "Safe to Learn" – Department for Children, Schools and Families.

"Anti-Bullying – Guidance for Schools" – Healthy Schools and is in line with the Child Protection Policy.

## **WE ARE PART OF THE ANTI-BULLYING CHARTER**

Reviewed July 2009

# Attendance, Punctuality and Truancy

## **Attendance, Punctuality and Truancy**

### **Aims**

- To ensure each pupil achieves his educational potential.
- To achieve the highest attendance of all the East Riding secondary schools.
- To achieve an overall school attendance of 95%
- To ensure that all unauthorised absences and lates are processed and followed up by staff and the EWO takes suitable action if required.
- To be preventative with regards to attendance and punctuality.
- To monitor persistent absentees below 85%.

### **Role of the School**

‘All schools should see the maximising of attendance rates as one of their key tasks’ - Section 199 Education Act 1993. Recent legislation has placed more responsibility back onto schools to be accountable for their own attendance.

Schools have a statutory duty under section 175 Education Act 2002 to safeguard and promote the welfare of children. This can only be fulfilled through effective registration systems and active, whole school monitoring of pupil absence, in order to support and promote regular school attendance.

Beverley Grammar School has a whole school attendance policy, which sets out how attendance is managed and what monitoring systems are in place. This is actively supported by every member of staff and endorsed and monitored by the governing body.

One governor is elected to take a lead responsibility for attendance issues. Other governors may also play a more active role in monitoring individual cases.

Beverley Grammar School operates a first day absence procedures to ensure that parents are aware when their child is not in school.

### **Registers**

These are legal documents that could be used in a court of law, as data for reports, for leavers references, for Educational Authority/National Statistics, and data for publication in the school prospectus.

### **Registration**

The time in the day when two elements of an effective school come together:

- the welcoming process
- the efficient organisation and procedure

Together these two elements can ensure the accurate keeping of attendance registers and create a climate in which students feel their attendance is important and appreciated.

## **The Role of the Form Tutor**

- To collect and date absence notes/telephone messages from parents. To consistently follow up and chase students who do not bring notes a.s.a.p. and report to the LCO.
- To be vigilant in identifying and recording, explaining and passing on information regarding unjustified reasons for absence to LCO. (See DCFS Regulations Section 199 Education Act 1993 on Categorisation of Absence).
- To monitor and promptly report as absent those students who are known truants, school refusers, on Child Protection Register, or having family problems, thus ensuring students do not drift into prolonged or frequent absence, without having the force of the system being brought to bear.
- To welcome students back whatever their attendance or behaviour problems.
- To be proactive rather than reactive.

## **Procedures for Absence**

Option for circumstances where a student is absent from school

- i. Form tutor checks unauthorised absence list at Friday tutor meeting.
- ii. LCO involved if absence notes are outstanding.

## **Procedure if a student is truanting from lessons**

Attendance is checked lesson by lesson by Attendance Clerk

Attendance Clerk checks with the Office, makes a telephone call home, and informs LCO.

Subject Leader informs the LCO immediately on a pink slip if truancy suspected. Action ensues.

Attendance Clerk will contact parents by phone and inform/involve the EWO.

Persistent offenders will be counselled by LCO and/or passed on to SLT for further action.

## **Procedures if a student returns after a period of truancy**

Action appropriate to circumstances.

There should be a minimum afterschool detention for each hour of learning missed.

## **Procedures for Lateness**

1. A Student who arrives after 9.45 a.m. or 2.15 p.m. is late. They are marked absent by the tutor at registration. They then have to go to the office sign in the late book (recording their time of arrival) and then reports to the Attendance Clerk who records their presence.
2. A Student who turns up to registration after the 8.55 a.m. or 1.25 p.m. bells are marked late (L), but should be instructed to turn up on time and given sanctions if appropriate.
3. A Student who turns up after 9.45 a.m. or 2.15 p.m. is marked late after registers have been closed (U). They should be directed to the office to sign in the late book - recording their time of arrival.

4. The Attendance Clerk will keep a record for each year group and these will be checked weekly by LCO's, students seen and sanctions applied if appropriate. This will also be a means of monitoring of the system.

The late books will be necessary for Fire Drill and should be brought out to check with registers by the secretary.

5. Students who are late 3 times in a three week period should automatically receive a detention to be administered by the Form Tutor. LCO's get weekly late mark sheets and discuss with tutors. If persistent the LCO will then send a standard letter form (see appendix) or telephone parents. Persistent offenders who do not respond to Form Tutor sanctions will be placed in detentions.
6. Persistent offenders with 10 lates over a 13 week period (after close of registration) can be referred for a fixed penalty notice.

### **Procedures for the Office regarding Lateness**

A student who is late will come to the office to get signed in.

#### **Fire Procedure**

In the event of a fire the 'Late Books' need to be taken out with the registers so that late students can be checked present by tutors.

#### **Late Books**

There should be a late book set up for each year (Years 7 - 11) to record: Student's name, Form, Time of arrival, and Reason. This should be made available for LCO's to check on a weekly basis.

### **Procedures for Specific Problems**

#### **Forged Notes**

Form tutor fills in a **Pink Slip** with note stapled to it. LCO interviews student and gives suitable sanction + contacting home. LCO may fill in **EWS R2** form and request EWO to visit. If this applies to more than 10 sessions within 13 weeks, then a Fixed Penalty Notice can be sought through the LCO.

#### **Hoax Telephone Calls**

Office staff to fill in **Pink Slip** and pass to LCO. The student is then interviewed by the LCO, a sanction is applied, parents contacted and **EWS R2** Form filled in to involve EWO if necessary.

#### **Post Registration Truancy**

Attendance Clerk checks registers/attendance and contacts home to request return of pupil. The LCO is informed and EWS R2 form may be completed. If this applies to more than 10 sessions in 13 weeks, then a Fixed Penalty Notice can be sought through the EWO.

#### **Unjustified Reason for Absence** (see section 2 above).

If a Form Tutor, after checking a note/telephone message, feels that the reason is unjustified according to DCFS (regulations (e.g. visiting Alton Towers), the tutor should fill in **Pink Slip** and pass it to the LCO.

The LCO, in consultation with the tutor, makes the decision to contact the parents or liaise with the EWO through form **EWS R2** if required.

### **Frequent Authorised Absences**

- a. Staff member to fill in a **Yellow Slip** and pass it to the LCO.
- b. LCO to investigate, contact parents, or refer to the EWO via **EWS R2** form.

### **Students absent for more than 3 days without message being received**

Attendance Clerk to inform tutor/LCO/EWO. Appropriate action to be taken.

### **Parents requesting more than 10 days holiday in a school year (Sept-June)**

Excess holiday days are to be marked unauthorised in register. If 5 days extra are requested the LCO is to apply for a fixed penalty notice and parents will receive an automatic £50 fine.

### **Bullying**

In cases of bullying, the student will be interviewed by a LCO or School Social Worker and appropriate strategies will be put in place.

### **Absence Notes/Telephone Messages**

- Absence notes and messages in a students planner are recorded by the Form Tutor, the register is amended electronically. Any absence notes are then passed to the Attendance Clerk.
- Telephone messages are taken by the Office and passed to the Attendance Clerk who amends the registers electronically.

### **Guidance on Categorisation of Absence**

Parental condoning of unauthorised absence can become a serious problem. Only the school can authorise absence (not parents) even if a note or telephone call is received.

1. Illness, medical and dental appointments, if the tutor is satisfied of their genuineness, would be **authorised**. If there is a doubt then further information can be required before it is authorised. (see 5e).
2. Lateness (see 5f above)

If a student arrives after 9.45 a.m. or 2.15 p.m. when the registers are closed, they are marked with a 'U' and require a note/telephone call from parents if appropriate.

Exceptions to this include:

- a. Public transport difficulties (e.g. Wawne bus late).
- a. Bad weather e.g. snow.
- b. Parents informing school beforehand (e.g. dental/medical appointment).

Nb. See fixed penalty notices.

3. Minding the house - looking after brothers or sisters.  
In the vast majority of cases this would be *unauthorised* absence (See 5e).  
The school may, in very exceptional circumstances, treat the absence as *authorised*.
4. Shopping during school hours.  
Absence would be classed as *unauthorised*.
5. Special Occasions  
This depends on circumstances:
  1. The nature of the event
  2. The frequency, i.e. is it a one off or likely to become a regular event.
  3. Whether advance notification was given - as a rule such notification will have been given where an event is of an exceptional nature.
  4. The overall attendance pattern of the student.The tutor needs to use their discretion.  
If the tutor is satisfied the absence can be *authorised*, if not, it is *unauthorised*.
6. Family bereavements.  
The death of a family member can be traumatic and would be *authorised absence*.
7. Family holidays.  
Leave of up to two weeks (10 days) can be recorded as *authorised*.  
Only in exceptional circumstances may the amount of leave granted exceed (in total for the year) more than two weeks (10 days).  
No parent can demand, as a right, leave of absence for the purpose of a holiday.  
Parents should write to the Headteacher to ask for permission for leave in excess of two weeks.  
If parents take the student away for more than two weeks (10 days) the absence should be treated as *unauthorised*. Nb. See fixed penalty notices.  
No holidays in Years 10, 11 and the 6<sup>th</sup> Form will be authorised from September 2009.
8. Days of Religious Observance.  
A day set aside for religious observance would be *authorised* but not if they become too frequent.
9. Interviews  
A student can be *authorised* for interviews.
10. Excluded students  
These are marked *authorised*.
11. Official Study Leave  
These are marked *authorised*.  
Days taken off unofficially are marked *unauthorised*.
12. Students attending student referral units.  
These are marked *authorised*.
13. Students attending offsite visits.  
These would be *authorised*.

14. N.B. If there are any doubts concerning the categorisation of absence then the member of staff should check with the LCO, EWO or SLT who have copies of the DCFS regulations.

### **School Phobia**

In instances where school phobia is suspected the LCO should be informed in writing on a yellow slip. The LCO will assess the situation and involve parents, the EWO and the Education Psychologist as they deem appropriate.

In cases of school phobia a multi-agency meeting will be called with all interested parties (possibly including:- Parents, the student, EWO, Education Psychologist, Social Services, Police, Education, Health, SEN, LCO and SLT) as appropriate. The aim of the meeting will be to discuss and arrive at suitable strategies to address the situation.

### **Reintegration of Students Back into Class**

Following illness or exclusion, students should be reintegrated back into the curriculum.

### **Following Illness**

For short periods of illness (up to 1 week) students will be expected to copy up work missed in a reasonable period of time (maximum 2 weeks).

Prolonged illness may or may not involve work being sent home.

When students return to school the following procedures should be applied:

- a. Form Tutors/LCO should welcome them back and act as support and liaison with subject teachers. LCO/Form Tutor should check that student is fully reintegrated after 2 weeks.
- b. Subject teachers should (bearing in mind the workload imposed upon the student from many subjects);
  - i. Welcome student back (without sarcasm or embarrassment).
  - ii. Try to provide photocopy of missing notes.
  - iii. Get student to use the LCO to photocopy from another student's book.
  - iv. Allow time for copying up.
  - v. Offer advice and assistance.
  - vi. Take the situation into account in Tests and Effort Scores.
  - vii. Try to reduce homework load until student is fully reintegrated.

### **Following Exclusion, Truancy, Counselling Etc**

It is very important that the student is encouraged to adopt a positive attitude towards school and is assisted in settling back in.

- a. Student should be welcomed back by Form Tutor and teaching staff without sarcasm or ridicule.
- b. Student should be fully counselled by LCO with reinforcement from Form Tutor.
- c. LCO should follow up after 1 week to see that student is settled and reintegrated.
- d. The same guidelines outlined above should be applied by all staff.

## **Problems with the Registration System**

All problems with these procedures should be addressed directly to the Attendance Clerk/SLT in charge of Attendance.

## **Symbols used in Registration**

Full details are to be found on SERCO.

## **Full Attendance Certificates**

Each term a velum certificate will be awarded to all students having full attendance. These will be presented during assembly early in the next term.

At the end of the year, in the penultimate week, a special certificate will be awarded to students with full attendance.

Names will be displayed on the Attendance noticeboard.

## **The Attendance Noticeboard**

An attendance noticeboard will display the previous months attendance statistics, information concerning attendance and lates, celebration of full attendance, developments and news.

## **The Role of the Teaching Staff, Midday Supervisors and Support Staff as regards attendance**

If any member of staff finds out about a student truanting from school they should report the matter to the LCO on a **pink or yellow slip**. The LCO will then involve the tutor and follow up the report.

## **The Role of Subject Tutors**

1. To take a register each lesson.
2. To ascertain if absences are genuine.
3. To check patterns of absence/lateness in lessons.

## **The Role of the Subject Leader**

1. To counsel students concerning lateness/attendance problems.
2. To pass on information to LCO via referral system.
3. To apply suitable sanctions.

## **The Role of Office Staff - Attendance**

- To take telephone messages from parents and pass to the Attendance Clerk. (A recommendation has been made by the DCFS that a duplicate pad be used so that if messages are lost, or if parents say they phoned, a check can be made).
- To record late students in the book provided and record time & reason for lateness.
- To check for hoax phone calls and pass suspicions to Tutors and/or LCO's.
- To make parents aware of unjustified reasons for absence if a query.
- To monitor students using illness as an excuse to leave school and pass suspicions to tutors.

## **Role of Learning Support - Attendance**

- To assist identified students who have been absent for some time to catch up with missed work.
- To assist students struggling with certain subjects if this is likely to lead to truancy.
- To assess students having difficulty with attendance or who are truanting from certain lessons who may be having specific learning problems.
- To liaise with the EWO/LCO, via **Pink & Yellow Slips** regarding students receiving help from Learning Support who have Attendance/Refusal problems.
- To help plan and devise strategies for solving problems e.g. school refusal.

## **The Role of the Attendance Clerk**

- To record data from the registers.
- To generate **letters** to parents at the LCO's request regarding lates.
- To produce multiple week print outs each week.
- To produce regular reports for LCO/EWO (Every week) on all students with below 85% attendance.
- To produce yearly registration sheets for student files.
- To follow up same day absence.  
To inform Form Tutors of students who are truanting from lessons following information received from staff, attendance records, parents, or the EWO, so that attendance records can be kept up to date and registers marked accordingly.  
To inform parents a.s.a.p. with regards to Attendance problems.

## **The Role of the Learning Co-ordinator**

1. To follow up unauthorised absence and lateness via letter or phone or via EWO as necessary and to record outcome so that records can be updated.
2. To liaise regularly with EWO on all possible attendance problems.
4. To fill in **EWS R2** Forms when an official response is required from the EWO.
5. To follow up unjustified reasons for absence via letter/phone or EWO.
7. To issue certificates for full attendance.
8. To have a working knowledge of the Administration and Attendance programmes on SERCO so that they can become proactive in seeking information on students or classes.
9. To be involved in reintegration strategies for long-term absentees.
10. To be involved in reviewing strategies for improving attendance.
11. To counsel students with lateness or attendance problems.
12. To use sanctions, in line with sanctions policy, as appropriate.
13. To keep the EWO informed of exclusions or those at risk of exclusions.
14. To inform the staff of attendance problems.
15. To fill in applications for fixed penalty notices.

## **The Role of the Student Support Administrative Assistant**

- To receive data on full attendance each term and generate certificates for full attendance.
- Update attendance noticeboard monthly.
- Obtain 100% attendance reports.
- Issue certificates yearly.

## **The Role of the School Social Worker**

- To mentor certain students causing concern.
- To meet weekly with EWO to discuss attendance problems.
- To inform EWO of meetings & problems with students.
- To keep EWO informed over Child Protection issues.
- To organise Connexions Multi-agency meetings.

## **The Role of the Senior Leader of the Student Support Team**

1. To be responsible for attendance in the school.
2. To assist and oversee the Student Support Team in carrying out its duties.
3. To be available for **consultation** with staff and for referral of persistent problems.
4. To be responsible for the policy, procedures and operation of the Student Support Team regarding Attendance.
5. To ensure smooth running of SERCO, to resolve administration problems.
6. To have a working knowledge of the administrative and attendance programme on SERCO.
7. To involve outside agencies as necessary.
8. To ensure there is a focus on attendance in the SPACE programme.
9. To attend the Education Authority Behaviour and Attendance Partnership meetings.
10. To oversee attendance certificates.
11. To oversee the attendance noticeboard.
12. To update the Attendance Policy and Procedures annually with the school and EWO.

Senior Leader in charge of Attendance to liaise with LCO's, Attendance Clerk, Office and SLT to monitor process and enable smooth running. The Senior Leader in charge of Attendance will receive weekly break-downs of students who are unauthorised absent or unauthorised late of longer than two weeks duration from the attendance clerk. They will also receive a monthly percentage attendance figure and termly full attendance statistics. Other statistics will be available on request (Form by form break-downs, individual student records etc.)

## **The Role of the Senior Leadership Team - Attendance**

1. To **liaise** with the Attendance Clerk, School Social Worker and Learning Co-ordinator over problems in operation/greater efficiency of the mechanisms and procedures involved in recording and supervising attendance.
2. To monitor, evaluate and review the success of the system.

## **The Role of the Headteacher – Attendance**

1. To **inform** the Governors of attendance levels as a performance indicator of the school.
2. To **oversee** and link with the SLT and Deputy in Charge of Advice and Guidance as regards progress of systems and mechanisms including computerised registration.
3. To regularly **inform** parents of the DCFS policy and School policy regarding attendance.
4. To **record**, in writing, details of interviews/phone calls, with parents/students and pass to LCO's for information/filing.
5. To sign Fixed Penalty notice referrals/Headteacher certificates for court.

## The Role of the Governors - Attendance

1. Governing bodies have legal responsibilities, both directly and indirectly, in regard to attendance. They can contribute to the climate of a school that is keen to achieve improved rates of attendance by asking for information on statistics and trends and remembering to celebrate good attendance as well as supporting staff in making greater efforts to solve problems.
2. Governors can, for instance, be **involved** with certain students who have poor attendance and assist in monitoring them to help them improve.
3. They can form a subcommittee for the purpose of monitoring attendance and become actively involved in ways of improving it.
4. To sit on Attendance Panel Meetings as requested.

## The Role of the EWO - Attendance

1. To support the school on behalf of the Education Authority in carrying out its legal responsibilities as regarding attendance.
2. To work with those staff with designated responsibility for attendance to solve problems and improve attendance. (Any EWO working in isolation would be ineffective as regards their role in promoting regular attendance).
3. The EWO is not responsible for the school's attendance figures.
4. To interpret and represent the school and its policies to parents.
5. To be an important source of information regarding home background for schools.
6. To support families and students who are having difficulties.
7. To advise parents and students with regards to problems with attendance.
8. To act as an advocate on behalf of the Education Authority in dealing with complaints.
9. To help parents and the Education Authority to meet statutory obligations regarding attendance.
10. To help LCO/Tutors to determine whether absences are authorised or unauthorised by liaising with parents.
11. To help resolve parentally condoned absence.
12. To instigate legal proceedings via:
  - a. Magistrate court - under Section 444 (1) or Section 444 (1a) of the 1996 Education Act.
  - b. Family Proceedings Court under Children's Act 1989 (Section 36) to apply for an Education Supervision order.
  - c. Fixed Penalty Notices : Anti Social Behaviour Act 2003 – EWO to submit application for fixed Penalty Notices requested by schools, signed by the Headteacher).
  - d. Parenting contracts : Education Act 1996 & Anti Social Behaviour Act 2003 Section 19.
13. To follow up referrals from LCO's made via **EWS Referral forms**. Only LCO's or the Senior Manager of the Pastoral Team can refer students directly to the EWO. Form Tutors cannot and should fill in a pink slip to the LCO.
14. To have regular weekly timetabled meetings with LCO/School Social Worker of the Student Support Team for the purpose of discussing cases, updating information and receiving referrals.
15. To have access to the minutes of Student Support meetings and to be invited when attendance issues are discussed.
16. To be involved in re-integration programmes for long-term non-attenders/school refusers.
17. To be available for students to discuss problems during the days the EWO is scheduled to be in school.
18. To identify, in conjunction with LCO's/School Social Worker, cases of non-attendance which require further attention.
19. To assess the circumstances which have led to the breakdown of attendance, look into the causes and discuss these with staff, LCO's, SLT and School Social Worker.

20. To plan appropriate action to resolve attendance problems with the student/family/school and specialist agencies.
21. To identify the issues underlying emotional and behavioural problems in partnership with the school/student/parents.
22. To identify, in conjunction with the school, students at risk of exclusion.
23. To be involved in Pastoral Support Plans.
24. To participate in annual reviews of students with special needs as needed.
25. To work closely with the Student Support Team in Monitoring, Evaluating and Reviewing the mechanisms and procedures for monitoring, recording, and improving attendance and produce action plans for improvement.
26. To be involved in the recognition of young carers along with the school. (Young Carers being students looking after a parent or relative).
27. To inform parents of student's weekly attendance for all those students being monitored.
28. To inform the school of changes of policy or procedures from the DCFS. regarding Attendance.

### **Sixth Form Attendance**

In the Sixth Form we have high expectations of our students' attendance throughout the Joint Sixth. We expect our students to attend every lesson and be registered when they are on site. Students should not organise Dental, Medical appointments or Driving lessons at times when they have a timetabled lesson. If a student knows in advance that he/she will be absent they must inform their tutor and complete a yellow absence slip and put in post box in the 6<sup>th</sup> Form Common Room or outside the Head of Sixth Form's Office.

Attendance figures for lessons and tutorials will be recorded on reports and references.

Sixth Form Subject staff should take a register every lesson via SERCO (this will change during 2009 to a joint sixth database). Absence information is updated on a weekly basis by EMA Co-ordinators at both schools.

Any patterns in absence can thus be quickly detected. In the event of inappropriate absence students are counselled and parents contacted.

Absence problems are shared between the two schools, via the EMA Co-ordinators, on a weekly basis, and copies of absence updates are passed between schools.

### **Sixth Form Registration**

Students are off the premises of their 'home' school for a significant proportion of their time, and this can make communication difficult. To solve this problem students must attend registration regularly and promptly.

- Students are expected to attend registration at 8.55 a.m. and 1.15 p.m. **EVERY TIME THEY ARE ON SITE.**
- Students arriving late or leaving early, or not officially registered for any reason, **MUST** use the signing in/out book located in the common rooms at both schools.
- Attendance at registration will be reported as a total out of 3 per week at each school (Y12 -Monday, Wednesday a.m. and Thursday at BGS; Tuesday, Wednesday p.m. and Friday at BHS Y13 being the reverse of this.)

- Home Study – Students will be allowed to study at home during their free study time if they so wish, however, students are strongly encouraged to make use of study facilities available at both schools whenever possible.

Example : A student registering at BGS on Monday a.m., Wednesday a.m., Thursday a.m., Thursday p.m., but not Monday p.m. (because of home study) would be credited with 3/3 for attendance that week.

- Rooms are available at each site for Private Study lessons. These are:  
At BGS - The Common Room, Study Room and Library  
At BHS - The Common Room, Library and SF5

Copies of Form Lists are available for registration in the event of a tutor being absent. These should be returned to the Head of Sixth Form.

*Comprehensive information about Sixth Form attendance rules and EMA, can be found in the Sixth Form Learning Agreement.*

Appendix - Standard Letter Forms.

This Policy is in line with the Child Protection Policy.

Reviewed July 2009

Letters

1. Dear.....

From our records ..... was absent on the following dates: ..... for which no note or telephone call has been received.

We would be grateful if you could return the reply slip provided on this letter.

If no reply is received then this absence will have to go on your son's record as unauthorised.

Yours

3. Dear Mr & Mrs .....

Your son was absent from school on .....

Can you please confirm the reason for absence, sign and return this slip to school with your son.

Thank you.

Signed ..... Form Tutor

Illness

Medical/Dental

Holiday

Religious

Other - Please .....  
specify : .....

Signed .....

5. I am writing to inform you that ..... registered on ..... and disappeared from the site. This will have to be recorded on your son's record as an unauthorised absence.

I am sure that you will wish to discuss this with your son and explain to him how his attendance record could affect his future education and employment.

If you need to discuss the matter further please contact the office for an appointment.

Etc.

# Child Protection

## **Child Protection**

Beverley Grammar School is concerned to act appropriately to help ensure its students' safety and well-being and to protect them, as far as possible, from harm or neglect within the school community and outside.

### **Objectives**

- To ensure a co-ordinated approach whenever the need for protection is felt to be necessary.
- To work together with the relevant outside agencies.
- To follow East Riding Child Protection Committee guidelines on Child Protection.
- To disseminate information strictly on a 'need to know' basis.

## **Child Protection**

By law Child Protection is the responsibility of each and every member of staff. If you suspect a student of being in need of protection it is your duty to pass the information along, in complete confidence, to the member of staff responsible.

Staff should always be vigilant for signs of physical, drug or sexual abuse. A list of symptoms to look for will be circulated to all staff. If you have any suspicions, even without tangible evidence, please put them in writing and pass them along to the Child Protection Co-ordinator, in the absence of the Child Protection Co-ordinator, information should be passed to the Deputy Headteacher in charge of Advice and Guidance, promptly. If you believe a student is 'At Risk', for whatever reason, you are obliged to pass your concerns on. This needs to be handled delicately. Ascertain if there is a problem by asking open questions but never leading questions. If in doubt seek advice from a member of the pastoral team or the Child Protection Co-ordinator, read through the Guidance from the East Riding Child Protection Policy or ask for the Child Protection file. Under no circumstances must staff assume responsibility themselves - pass information along on correct forms the Co-ordinator is in the best position to gain perspective, ascertain the importance of the concern and be able to act. Security is important - staff should not allow conversations to be overheard or written reports to be left anywhere where other staff or students might have access.

The Co-ordinator will then follow the correct procedure which may involve discussing the matter with you, talking to the student involved, discussing the situation with the Headmaster, or seeking advice or action from a variety of outside experts and/or agencies (Including - Social Services, Counsellors, Police, The Education Welfare Officer, The School Nurse, The Area School Psychologist, or Staff at other Schools).

All information passed to the co-ordinator needs to be dated and signed. It will be handled and stored in the strictest of confidence and kept permanently under lock and key.

### **Symptoms to Look For**

These include:-

- Cuts & bruises or other physical signs
- Reluctance to undress for P.E, showers, medicals etc.
- Unusual changes in personality
- Unusual mood swings
- Lack of normal physical development
- Depression/withdrawal/aggression
- Obvious distress or tearfulness
- Obsessiveness with violence, murder, suicide or drugs
- Symptoms of drunkenness, being 'high', glazed ness or sleepiness.

For fuller details please refer to the Child Protection File held by the Child Protection Co-ordinator in the Student Support Office.

## **Things You Can Do**

- Be vigilant and look for symptoms
- Use common sense & open ended questions to ascertain if there really is a problem
- If in doubt discuss the matter with the Student Support Team or Co-ordinator
- Allow access for students to approach you to confide or seek advice
- Listen but be sure to tell them that it may not be legally possible for you to keep the information to yourself
- Provide an environment where members of your form can share their concerns about others
- Be caring and protective
- Discuss the need for protection with your form and stress the need to help and provide support (We are not looking to punish)
- Pass on your concerns in writing as soon as possible

## CHILD PROTECTION MECHANISM

- Child protection is primarily the responsibility of **all** staff.
- Staff should remain vigilant.
- All staff should be familiar with the signs to look for and guidance as described in the Student Support handbook.
- If suspicious or concerned staff should question the student concerned with open questioning but never use leading questions.
- All concerns or suspicions, substantiated or not, should be recorded in writing and passed along to the Child Protection Co-ordinator via the relevant Learning Co-ordinator. All information must be treated as confidential and is never to be left unlocked or taken off the premises. Please date your concerns, be precise, describe context and your feelings - even if it is just a hunch. Child Protection Co-ordinator to complete Child Protection Co-ordinator Report forms. The Child Protection Co-ordinator will be in a position to evaluate all the information and gain a greater perspective.
- The Child Protection Co-ordinator will keep confidential central records, seek advice from experts (Police, Social Services, Other Child Protection Co-ordinators, EWO & Medical), and decide whether to refer the student to Social Services. This will be fully shared with the Headteacher. Records will be forwarded to subsequent schools if appropriate.
- In the event of the Child Protection Co-ordinator being absent during a crisis, staff should consult the Headteacher, Deputies or a member of the Learning Co-ordinator Team. Confidential Records will be kept, under lock and key in the filing cabinet in the Student Support Office, overseen by the Child Protection Co-ordinator.
- The East Riding Child Protection Guidelines and Procedures Book will be kept in the Student Support Office and is available on request.

## WHAT IS CHILD ABUSE?

### PHYSICAL ABUSE

Children are physically hurt, injured or in extreme cases killed. This can involve hitting, shaking, squeezing, burning or biting. It also includes giving children poisonous substances, inappropriate drugs or alcohol, and attempted suffocation or drowning.

### PHYSICAL NEGLECT

Children are not provided with the basic things needed to survive. This can include not providing appropriate food, clothes, warmth and medical care or leaving them alone unsupervised.

### EMOTIONAL ABUSE

Children are made to feel unwanted, ugly, worthless, guilty or unloved. This can occur when a constant lack of love and affection, or threats, verbal attacks, taunting, and shouting can lead to a child's loss of confidence and self-esteem.

### SEXUAL ABUSE

Children are abused by adults who use them to meet their own sexual needs. This may extend to sexual intercourse, or attempted sexual intercourse but more often involves fondling, masturbation and oral sex. Children are sometimes exposed to anal intercourse. They are sometimes exposed to or used in the production of pornographic material including videos.

It is important to note that these lists are possible indicators of abuse. Many of these signs could have other explanations.

Some of the signs are the same, so there will be duplications in the lists. Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows one or more of these symptoms, or any one of them to a marked degree.

## **Signs and Symptoms to Look For**

### **Physical Abuse**

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Admission of punishment which appears excessive.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs covered in hot weather
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Running away.

### **Neglect**

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour.
- No social relationships.
- Running away.
- Compulsive stealing or scavenging.

### **Emotional Abuse**

- Physical, mental and emotional development lags.
- Admission of punishment which seems excessive.
- Over-reaction to mistakes.
- Self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (Rocking, hair twisting, thumb sucking).
- Self-mutilation.
- Fears of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.

- Running away.
- Compulsive stealing/scavenging.

### **Sexual Abuse**

- Sudden changes in behaviour or school performance.
- Displays of affection in a sexual way inappropriate to age.
- Tendency to cling or need re-assurance.
- Tendency to cry easily.
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby.
- Complaints of genital itch or pain.
- Distrust of a familiar adult, or anxiety about being left with a relative, a baby-sitter or lodger.
- Unexplained gifts of money.
- Depression and withdrawal.
- Apparent secrecy.
- Wetting - day or night.
- Sleep disturbances or nightmares.
- Chronic illness, especially throat infections and venereal diseases.
- Anorexia or bulimia.
- Unexplained pregnancy.
- Fear of undressing, e.g. for sport.
- Phobias or panic attacks.

## **Guidance – Handling Disclosures from Students**

Stay **calm**.

**Speak** quietly.

**Listen** actively.

Offer **reassurance and support**.

- e.g. I shall try and help you as much as I can.
- Tell me as much as you would like to - in your own time.
- I am glad you have been able to talk to me about this.
- I am sad this has happened to you.

**Affirm** their feelings - reflect their words:

- e.g. I understand you feel angry ..... sad ..... confused ..... bad
- It must be difficult for you to tell me
- It is OK to feel sad ..... angry

**Accept** what the child has said.

**Avoid** making promises.

**Give information:**

- e.g. We are going to tell someone who can help us
- Answer questions honestly

**Clarify** the information

- e.g. Who else have you told?
- When will you see this person again?
- When did it last happen?
- Where were you when it happened?
- Who was there?

**Avoid** leading questions - which elicit a Yes/No answer

- e.g. Did he/she do this?
- Was it in your bedroom?
- Did you tell your Mum?
- Are you afraid of .....?
- Did he touch you down there?

**Facilitate** the child telling their story - **IN THEIR OWN WORDS**.

**Tell** them that you cannot keep a secret that may be bad or damaging to them.

## **Action**

1. **Record** as soon as possible what the child has said, what you said to the child, where you were, the time, whether anyone else was present.
2. **Report** immediately to the Child Protection Co-ordinator.

## **Information for Parents**

“At Beverley Grammar School, *we* recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is a priority to inform and involve you at every Stage in your child’s time at the school.

Since the first priority is your child’s welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The ER Safeguarding Children Board has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

If you want to know more about our procedures or the policy, please speak to Mrs G Todd, the Deputy Headteacher or Mrs J Chisholm, Child Protection Co-ordinator, or **Mrs J Fairbairn** who is the Governor with responsibility for Child Protection.

Reviewed July 2009

# Assemblies

## **Assembly Policy**

### **Aims**

Our assemblies aim to reflect and reinforce our school ethos. They are an expression of the importance we place on the development of the whole person within a pluralistic society. In accordance with the 1988 Education Act our assemblies aim to be wholly or mainly of a broadly Christian character.

### **Objectives**

- To extend the moral and spiritual experience of our students.
- To be interesting and thought provoking.
- To widen cultural and social awareness.
- To provide balance and breadth through choice of themes, ideas and attitudes.
- To be acceptable to all faiths and non-faiths.
- To be free from political bias.
- To provide an opportunity for students and staff to develop communication skills.
- To celebrate student success within a formal setting.
- To encourage a variety of participants from all areas of the school and community.
- To allow information to be given out efficiently and effectively.
- To comply with National, Local Authority and School Policies.

## Assembly

### The Role of the Student Support Team

#### Learning Co-ordinators

- To take Student Support assemblies as part of the Upper and Lower school assembly rota.
- To organise the entry of students into assembly, oversee them in assembly and organise their departure.
- To oversee the role of the tutors.
- To assist tutors in dealing with discipline or attendance problems.

#### Form Tutors

- To escort their forms into assembly.
- To ensure that they arrive promptly.
- To assist in ensuring the students are silent both in the corridor outside and inside the hall.
- To stay with their forms through assembly to ensure good behaviour.
- To monitor absence from assembly and follow this up with students.
- To assist with an orderly entrance and exit from the assembly.

#### Students

- To be silent in the corridor outside and in the hall.
- To be properly attired and neatly dressed.
- To be attentive and well behaved.
- To be prompt.
- To attend all assemblies unless officially excused or absent.
- To take their proper place in their form line.

#### Assembly Rota

	Monday	Tuesday	Wednesday	Thursday	Friday
	Yr 9/10 Main Hall	Yr 7/8 Main Hall	Yr 11 Main Hall	Yr 9/10 Main Hall	Yr 7/8 Main Hall  Yr 11 Drama Studio
Staff Responsible	SLT/LCO	SLT/LCO	SLT/LCO	SLT/LCO	SLT/LCO
Withdrawal from assembly	To counsel or mentor students by agreement with Learning Co-ordinators				

July 2009

## **Guidelines for Assemblies**

- Forms should be accompanied to assembly by Form Tutors. Form Tutors should insist on orderly behaviour and smart appearance.
- SLT will position themselves in the corridor to quieten classes down entering the Hall and check uniform.
- Form Tutors should stay with their Form throughout Assembly and supervise them.
- Form Tutors engaged in counselling or mentoring should accompany Forms into assembly before undertaking counselling and should inform their Learning Co-ordinator.
- Students should enter the Hall in silence and remain silent throughout the assembly.
- The assembly will be overseen by the Learning Co-ordinator.
- The Assembly will start with the reading of notices by the Learning Co-ordinator, or other staff, from the front.
- The Learning Co-ordinator will then pass the assembly over to the member of staff taking the assembly.
- The assembly staff are organised by the Assistant Headteacher in charge of Assemblies.
- At the end of the assembly the classes should dismiss in an orderly fashion under the direction of the Learning Co-ordinator, in silence.
- The Learning Co-ordinator will ask staff to oversee the dismissal of students in Forms.
- Form Tutors should supervise their Forms throughout this process to ensure they remain orderly.

July 2009

# Transport

## School Transport Policy

### Aims

To work towards every student using Public transport having a safe, reliable and pleasant journey to and from school. Their journey should be peaceful, free from harassment and their behaviour and those around them should be a credit to the school. To ensure that the general public get an accurate picture of the high standard of behaviour associated with the school.

### Objectives

To ensure that behaviour on public transport is of the standard expected:

- To ensure that students remain seated at all times
- Do not shout or swear
- Do not call out of windows, hang out of windows or throw things out of windows
- Do not throw things around
- Do not mess around
- Do not spit
- Do not smoke
- Do not vandalise or write graffiti
- Do not bully others, threaten or abuse
- Do not fight or display aggression or violence
- Do not engage in any activity that causes offence, damage, is inappropriate or likely to distract the driver
- That high levels of courtesy and politeness are shown to the driver and members of the public at all times.

To ensure that any misbehaviour is dealt with in line with school behaviour policy, the bus/train company and parents are informed, the student counselled and sanctions applied.

To involve the police or other outside agencies if matters are seriousness enough.

To ensure students queue and board the bus in a safe, orderly manner and leave the school in an orderly manner.

To appoint appropriate bus monitors to report on bad behaviour.

To keep records of boys using the busses and the busses concerned

To work with the bus/train company and County to:

- a. Ban persistent trouble-makers
- b. Distribute bus passes
- c. Deal with fraud
- d. Appoint bus monitors
- e. Ensure safety standards and good practice by drivers

To ensure that the bus/train company provides a safe and reliable service.

To work with parents to deal with any problems

To ensure that students arrive at school in a calm and relaxed state of mind ready to participate fully in the learning process and return home in a similar frame of mind.

July 2009

## **School Bus Policy**

The school is responsible for dealing with the behaviour of their students to and from school even though they cannot be held responsible for what they do. The direct responsibility for behaviour of students lies with parents and the transport operators.

The school will deal with students whose behaviour affects discipline in the school, other students, or whose actions bring the school into disrepute. This could even extend to the permanent exclusion of students from school or the school bringing the police in to deal with incidents or individuals.

Bus and train travel should be safe and pleasant for all.

### **Expectations for behaviour on buses**

Students are expected to behave in an orderly and proper manner at all times. This includes:

- Queuing for the bus in a safe and orderly fashion. This should be inside the school gates at school and on the pavement when outside of school. Standing in the road, pushing or forming dangerous crowding as the bus arrives or after it is stationary is not acceptable. Students are expected to queue inside the school grounds. Staff will supervise the queuing as the buses arrive but direct responsibility for students stops at the school gates.
- On the bus the students are expected to pay their money or show their passes and sit down under the direction of the driver.
- If seat belts are available they should be used.
- Once the bus is in motion boys are not permitted to get out of their seats as this can distract the driver and create a dangerous situation.
- Smoking on the bus is not permitted.
- Under no circumstances should objects be thrown around in the bus, or from the bus.
- Students should not gesture out of the bus at passers-by.
- Students should behave to each other and the driver with courtesy and obey the instructions of the driver without hesitation.

### **Action**

- Violence, extortion or bullying, spitting or other misbehaviour, on the bus will be dealt with as if the incident had occurred in school.
- Students who deface or damage bus property will be reported to the Bus Company who will charge them for the damage and may involve the police.
- Students who behave in a dangerous or criminal manner on or waiting for the bus will be reported to the Bus Company and the incident may be passed over to the Police.
- The school will work with the Bus Company and Police to enforce behaviour that keeps our students safe, ensures pleasant travelling conditions and maintains a standard of behaviour that is a credit to parents and the school.
- Students and parents should be aware that the school reserves the right to apply sanctions, including after school detentions and exclusions, to boys who misbehave on buses.
- Students and parents should also be aware that they are responsible for damage on the bus and dangerous or antisocial behaviour on the bus could result in permanent exclusion from the bus and even permanent exclusion from school.
- The Bus Company has been asked to pass information to the school concerning students who misbehave. The school has asked the companies to refuse to transport students who misbehave.

Each and every incident will be investigated and assessed by the school unless it is of sufficient seriousness to warrant passing over for Police scrutiny. Parents are asked to assist the school in enforcing this policy by reporting in information concerning misbehaviour on the bus.

All information will be treated confidentially.

July 2009

### Bus Routes

<b>Bus</b>	<b>Route</b>
946	From Tickton to Beverley
947	From Wawne through Routh, Tickton, to Beverley
963	From Walkington to Beverley
962	From Skidby, through Little Weighton, Walkington to Beverley
921	From Dunswell, through Thearne Lane End, Woodmansey to Beverley
182	From Willerby, Cottingham to Beverley
302	From Weel to Beverley
X46/121/122/36A	From Hull to Beverley
X47 or 784	From Bishop Burton to Beverley
142	From Lockington, through Lund, South Dalton, Cherry Burton to Beverley

# Duties and Supervision

## Duty System

	1	2	3	4	5	6	7	8	9	10
Duty 4 and monitor  Day Leader	Expressive Arts Block	ICT Tech Block	Fields	Quad, Toilets, Bikes, Bottom Corridor, Hall & Stairs, Play Areas,	6 <sup>th</sup> Form Block, Sports Hall,  Rear Play Area	Top Corridor Library Humanities	Lang' Area S5 / S6 back stairs	Canteen	Art Block	Top of Drive 3.30 to 3.45
Mon										
Tues										
Wed										
Thurs										
Fri										
			Double up in winter							

Duties are WEEKLY am break only. BUS DUTIES are additional for whole weeks. Please refer to second duty list.

**Bus Duty 3.30 – 3.45 pm.**

4 staff on duty for full week\*

	<b>Bike Racks</b>	<b>Pavilion/ Drive</b>	<b>Main Gate</b>	<b>Main Gate</b>	<b>Bus Gate</b>	<b>D</b>	<b>A</b>	<b>T</b>	<b>E</b>	<b>S</b>
1		SLT – daily rota								
2		SLT– daily rota								
3		SLT– daily rota								
4		SLT– daily rota								
5		SLT– daily rota								
6		SLT– daily rota								
7		SLT– daily rota								
8		SLT– daily rota								
9		SLT– daily rota								
10		SLT– daily rota								
11		SLT– daily rota								

A week of Bus duty on an 11 weeks rota . Will continue from the end of the previous year’s rota.

Bus Duty timetable - To be supervised by daily Duty SLT Leader (changes to MP)

\*Part-time staff to do duty on the full days they are in school. (\* In last column shows days not covered)

Discussed at Student Support and SLT. June **Update for Sept**

## Duties

### General

Duties should be proactive. The idea is that there is a staff presence that has a calming effect and prevents things from building up into trouble. Duties do have legal requirements (particularly gate or bus duties).

- Duty staff should be on time.
- They should tour and check and make their presence felt.
- They should make a point of checking all potential trouble spots on their duty.
- If they hear a disturbance they should immediately investigate and deal with the matter as a priority.
- They should respond quickly to direction or circumstance as the need arises.
- Students misbehaving should be dealt with in line with the school discipline policy.
- Students' uniform should be addressed.

### Specific Duties

#### Duty 1

##### **Expressive Arts Block**

11.15 - 11.30

Tour classrooms (E1,E2,E3,E4,Music rooms & Practice rooms)  
Look into classrooms, insist on quiet, boys sat on chairs and orderliness.  
Insist boys are only in their own form rooms.  
Check toilets  
Check drama studio.  
Check corridors

#### Duty 2

##### **ICT Tech Block**

11.15 - 11.30

Tour classrooms (Tech and ICT rooms)  
Look into classrooms, insist on quiet, boys sat on chairs and orderliness.  
Insist boys are only in their own form rooms.  
Check toilets

#### Duty 3



Tour classrooms (H1, H2, G1, G2, S1, S2, S3)  
Look into classrooms, insist on quiet,  
boys sat on chairs and orderliness. Insist  
boys are only in their own form rooms.  
Check corridors - insist they go to their form rooms.  
Check Library – insist on quiet reading

**Duty 7**

**Language Area S5, S6,  
Back stairs**

11.00 - 11.15

Tour classrooms (L1, L2, L3, L4, S5, S6)  
Look into classrooms, insist on quiet,  
boys sat on chairs and orderliness. Insist  
boys are only in their own form rooms.  
Check corridors - insist they go to their form rooms.  
Check back stairs and lift area

**Duty 8**      **Canteen**      11.00 - 11.15

Check canteen and queue – maintain quiet & orderliness

**Duty 9**      **Art Block**      11.00 - 11.15

Maintain orderliness in the art block

**Duty 10**      **Top of Drive**      3.30 – 3.45

SLT to maintain high presence and ensure orderly leaving of school

Prevent cycling

Insist on uniform standards

**Duty Team Leader**

Check absentees at the beginning of the day and arrange subs.

Direct team to watch for specific problems.

Liase with SLT Leader

## **SLT Leader**

Part of school duty system + Assembly duty, Drive rota at end of school day and dinner rota on duty day

<b>Whole school</b>	12.30 – 1.30
<b>Drive</b>	15.30 - 15.45

Liaise with Duty Leader.  
Deal with major problems.  
Supervise students to and from assembly by taking a high profile position in the corridor.  
Be responsible for the school during lunch-time, including lunch-time supervisors.  
Take responsibility for students after 3.45 if a bus does not arrive.  
Look after dinner queue and dining hall.  
High profile at end of day at the top of the drive.

## **Bus/End of School Duties**

Bus duties will be organised by CRG/MP. Bus duties will be for one full week in eleven.  
5 staff will be on duty – one of whom is the SLT duty person.

**Bike Racks** – observe bikes are taken in an orderly fashion, no cycling, no misbehaviour

**Main Gate** – ensure students leave in an orderly fashion with due regard to the road – insist on uniform standards, standards of behaviour, no cycling and no cars to enter. Any students queuing must be inside gate. Do not take responsibility for things outside the gate.

**Bus Gate** - Any students queuing must be inside gate. Keep order, maintain uniform standards. If busses are late send a message to the office to be relieved by a member of SLT.

## **Special Duty Days**

On days where there are extreme conditions (windy, or snowing), or special circumstances (such as a special meeting/exam), changes in duties or extra duties will be applied. The Head will make this decision.

Duty Teams may be deployed differently - organised by Duty Team Leader.

Extra Staff may be deployed - SLT plus spare staff - organised by Duty Team Leader.

All staff may be asked to provide some voluntary assistance.

If you cannot do a duty please swap duties with someone else.

***Except in emergencies, duties should take precedence over all other activities.***

## **Lunch-time Supervision**

### **Aims**

The aim of dinnertime supervision is to ensure that the school provides a safe and orderly environment for our students. Health and safety is our first priority closely followed by orderliness and responsibility.

### **All Staff Responsibility**

Staff do not have a requirement to do a specific duty at lunchtime. However, if they are on the school premises, they have a general duty of care to ensure the safety of students and maintain good order if it is observed or heard.

### **Lunchtime Duties (Staff Volunteers)**

Certain staff have volunteered to do a duty on a set day.

- Duty staff should be on time.
- They should tour and check and make their presence felt.
- They should make a point of checking all potential trouble spots on their duty.
- If they hear a disturbance they should immediately investigate and deal with the matter as a priority.
- They should respond quickly to direction or circumstance as the need arises.
- Students misbehaving should be dealt with in line with the school discipline policy.
- Students uniform should be addressed.
- Staff should seek help in a crisis and avoid physical confrontation.

**Please treat students pleasantly and with respect.**

### *Personnel*

#### **The SLT**

The SLT has a duty rota and takes responsibility for the school at lunch-time. The Headteacher has an overall responsibility and is available for emergencies at all times unless that responsibility is delegated to a member of the SLT.

The SLT is: Mr C Goodwin, Mr G Hodson, Mrs G Todd, Mr L Jones and Mr R Webb.

**Mr Goodwin** - Monday                      **Mrs Todd** - Tuesday

**Mr Jones** - Wednesday                      **Mr Hodson** - Thursday

**Mr Webb** - Friday

## **The Office Staff**

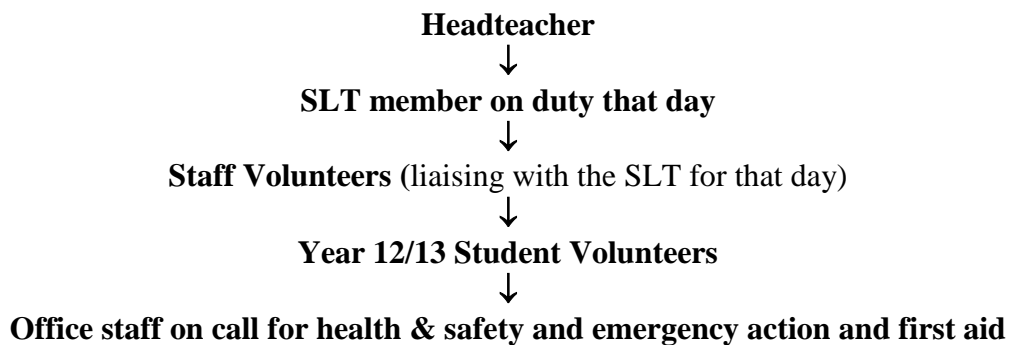
The office is manned through dinnertime providing access to phones, medical care and contacts to emergency services etc. The office is thus a focal point for emergency action.

The office team is: Mrs P Lambert, Mrs P Raper, Mrs Walford, Mrs Dennis and Mrs Langton.

## **Lunch-time supervisors (at present non staff supervisors are student volunteers)**

The dinnertime supervisors have the responsibility for patrolling the school, enforcing the rules and regulations and insisting on standards. They also have responsibility for primary care of students i.e. they are usually first on the scene to deal with emergencies and situations.

### **Line Management (on a daily basis)**



## **General Notes about Touring**

Duties should be proactive. A staff presence will have a calming effect and prevents things from building up into trouble. Teachers have a duty of care for students.

- Duty staff should be on time.
- They should tour and check and make their presence felt.
- They should make a point of checking all potential trouble spots on their duty.
- If they hear a disturbance they should immediately investigate and deal with the matter as a priority.
- They should respond quickly to direction or circumstance as the need arises.
- Students misbehaviour should be dealt with in line with the school discipline policy.
- Students' uniform should be addressed.
- Staff should treat students with respect and be firm and fair when disciplining.
- Problems with students should first be referred to the duty leader and then to the duty SLT staff – problems should be recorded on paper with names and form.

## **Specific duties - Guidance**

### **Form Rooms**

- Only members of Form allowed in – exclude others.
- Insist they sit on chairs
- No eating in the form room
- No running or shouting
- Exclude students who misbehave

### **Corridors**

- **No running**
- No eating
- Send boys to Form Rooms
- Boys caught playing in corridors should be punished

### **Library**

- Insist on students behaving appropriately, and ensure that they are positively occupied.
- Noise levels should be appropriate for this environment

### **Toilets**

- **Check cubicles**
- Report smells or mess to caretakers

### **Playgrounds**

- **Watch bikes – theft/vandalism**
- No large footballs near windows

### **Main Gate**

- Check that only students with permission are allowed out – check planner (ask)

## **Health & Safety at Lunch-time**

For the purposes of safety it is important that supervisors sign in and out so that the office have records of who is on the premises.

July 2009

# Parental Contact

## **Communication between BGS and Home**

### **General Principles**

All communication between BGS and parents should be friendly, efficient and logged.

All communication from parents, whether verbal or written, should be answered.

All letters should be typed by the office and stored on their computer. No hand-written letters should be sent. An extra copy for filing should be kept as routine, as well as extra copies for others who 'need to know'. To speed up the process it is possible to type your own letter and give it to Pauline. She can then quickly put it into her format.

### **Who Communicates from BGS**

All replies/communications should normally go via the LCO. As an issue becomes more serious or contentious the task may pass to a member of the SLT. It might be suitable for a Form Tutor, Learning Support Teacher, Subject Teacher or Subject Leader to contact home, but this should be with the knowledge of the LCO.

### **Letters from Home**

These should always be answered in writing as promptly as possible. Letters addressed to individual members of staff should be passed to the LCO who will arrange a response. If it is appropriate to phone home as a result of a letter this should be followed up by a confirming letter.

### **Phone Calls from Home**

Individual members of staff will not be summoned to the phone. Parents will be put through to a LCO or SLT member if they are available, otherwise they will ring back later. All phone calls should be logged. This is especially important if the call was contentious. Such calls should be followed up by a confirming letter.

Home numbers of staff should not be given to parents. Parents should not call staff at home.

### **Phone Calls from BGS**

This is an immediate, friendly way of communicating. Anything contentious should be logged and under some circumstances it might be advisable to make the call with a third party in the room.

Phone calls should be made from school premises, and not from home, unless circumstances make this impossible.

## **Things to consider**

Letters should be formal, friendly and in accessible language. The message in them should be unambiguous.

July 2009

## Communication within the School

### In place

Morning briefing	Circulars to students	Pink/yellow slips	"Signing out"
Staff meetings	Circulars/memos to staff	Student Support feedback	
Year group meetings	White board	Achievement/effort	Fax
Handbooks	Notice boards	Dining room	Social occasions
Policy statements	Pigeonholes	Informal chats	
One-to-one	Training days	Exam runners	Internet/Intranet
Calendar	Mobile phone	Internal phones	Duty team meetings
Assemblies			

### Good practice

Meetings should have agendas well in advance.

Tutors should be meticulous about logging returns slips.

Pigeon holes should be cleared regularly and not used as filing cabinets, so that important messages are quickly processed.

Staff **must** sign out so that time is not wasted tracking missing people.

Noticeboards should look neat, attractive and up to date.

## Communication with Parents

### In place

Reports	Planners	Parents' evenings	Socials
Assessment grades	Home visits	Open week	"Friends"
SEN workshops etc	Post 16 evening	Concerts, plays	Trip meetings
Circulars/letters	Y6 evening	Publicity/press	Fundraising
Phone	Beverlonian	Multiagency meetings	Volunteers/helpers
Interviews	Appear on door-step	School Visits/tours	Signs round school
Governors' meeting	EWO	Referrals	Website/email

July 2009

## Parent's Evening Organisation

Each student will have an annual Parents' Evening when there will be an opportunity to discuss progress with relevant teaching staff. All parents are encouraged to take part in these evenings and work in partnership with the teaching staff to deal with education or behavioural problems and implement strategies to raise educational standards.

Students are encouraged to attend along with their parents so that they can take part in these discussions and benefit from the advice.

### Programme

Year 6	7-9 pm	September
Year 7	5-7 pm	April
Year 8	5-7 pm	February
Year 9	5-7 pm	March
Year 10	5-7 pm	April/May
Year 11	5-7 pm	February
Year 12	5-7 pm	December – BGS
Year 13	5-7 pm	November – BHS
Year 7 Open Week		October

Each student will be asked to make appointments with their teachers at 5 minute intervals. The students have the following grid in their student planner.

Staff should encourage students to write appointments on this grid:

The evenings are organised by the relevant LCO.

Form tutors will be available to discuss overall progress or particular problems.

Sixth Form appointments last approximately ten minutes. Parents and students will have the opportunity to discuss their work and progress with both the members of staff who teach them.

July 2009



**Year 7**  
**Open Week**

## **Year 7 Open Week**

This is held in late September early October, to give parents of Year 7 students an opportunity to see the school, and their sons at work. It is also an opportunity for parents to discuss things with the Form Tutors or Learning Co-ordinator.

Year 7 parents are invited to shadow their sons for a morning/afternoon and sit with their sons as they sample lessons.

Three parents per class per session are the maximum allowed in order to prevent over-crowding and too much intrusion.

Coffee and refreshments are served in the Library where there is an opportunity to meet staff informally.

Feedback from parents is actively sought by circulation of a questionnaire, returns of which are displayed in the staff-room.

# Progression Year 11-12

## **Progression Year 11-12**

### **Introduction**

The change from being a student in Year 11 to being a student in Year 12 is enormous. There are many decisions that have to be made concerning careers, further education and the most suitable courses to follow. We try to ensure that these decisions are well thought through and based on accurate information that is understood by students and parents. We try to ensure that all the implications have been considered and the possible pathways through school, college, work and training evaluated.

Once in the 6th Form the students have greater freedom and privileges and with these come greater responsibilities. AS and A2's require different skills and approaches. Students have to take more responsibility for their learning and the organisation of their time.

The programme put together by the Student Support Team endeavours to address these things and make the transition as smooth and beneficial as possible.

### **The Programme**

#### **Autumn Term**

- The Joint 6th Form Course Information Booklet is produced.
- Careers advice is provided through the Career's Service and school careers lessons in the Year 11 SPACE Programme. Individual careers advice is given to all students and further guidance is always available on request.

#### **October**

- The Head of Sixth gives a talk to all interested students.
- A Joint BGS/BHS Post 16 Information Evening is held.

#### **Autumn Term**

- Deputy Heads from each school start a 'trawl' of Year 11 students to estimate possible numbers for each subject.
- The Deputies then draw up a joint option scheme that allows as many students as possible to study the subjects they want.
- Students are interviewed individually by the Head of 6<sup>th</sup> Form.

#### **Spring Term**

- The Joint Option Scheme is finalised by the 2 Deputies.
- Year 11 students have a talk on AS/A2 Levels from an outside speaker in Careers PSHCE module.
- Explanatory Letters and registration forms are distributed to students.

#### **July**

- Year 11 students wanting to return to the 6<sup>th</sup> Form attend a 2 day induction event.

#### **Summer Holidays**

- In August the students receive their GCSE results and complete their registration and option forms.
- Students return the final Option Form and registration forms to the Head of Sixth.
- The Learning Co-ordinator is available for Year 11 Students to talk to on GCSE results day in August.
- The Head of Sixth draws up Option Lists and equalises group numbers as far as is possible.
- Form lists are then drawn up.

### **Inset Day**

The Heads of Sixth sees Year 12 students who have problems with entry or with options.

### **2nd Day of Term**

The Head of Sixth sees Year 13 students who have problems with entry or with options.

### **Entry Requirements for Beverley Joint 6th**

The entry requirement for the 6<sup>th</sup> Form is an average score of 5 and agreement of the relevant Headteacher.

July 2009

# **SPACE Programme**

(See **SPACE Programme**  
- available on the **P Drive**)

# Induction of New Staff and Students

## **The Induction of New Staff**

All new tutors are given copies of the Student Support Handbook, Staff Handbook and Policy Statements via the school website.

They may be allocated to a form.

They receive personal guidance and assistance from the relevant Learning Co-ordinator.

The new tutors are formally seen on a regular basis by relevant staff.

If they are involved in the delivery of a SPACE programme they will receive a copy of the programme, work sheeting and written instructional guidance on a lesson by lesson basis. They will be given clarification and regular meetings with the SPACE Co-ordinator to assist in the delivery of the programme and will have a review process at the end of the year.

The new staff will be provided with an induction programme organised by the Senior Leadership Team that will involve training, assistance and advice to assist in settling in.

## **The Induction of New Students in Years 8-11.**

Students are provided with a copy of the student planner.

New students are allocated to the care of a responsible student to shadow for several days.

School, via the relevant Learning Co-ordinator, makes contact with the parents of the new student after several days to check that orientation is progressing well and there are no problems.

The Learning Co-ordinator and Form Tutor see the student on a regular basis to check that he is settling in.

## **The Induction of Year 7 Students**

For Year 7 students there is continuous monitoring by the Form Tutor & Learning Co-ordinator. The SPACE programme assists with orientation and parents are contacted in order to help in ironing out any difficulties. Parents are encouraged to contact the school to share their concerns and aid us in helping their sons settle in.

There is a week where parents are offered the opportunity to shadow their son's around school for a half a day.

## **The Induction of New Students in Years 12/13**

Students wishing to join the Sixth Form who have not attended the school during years 7-11 are welcomed provided they meet the entry requirements and there is room. They will meet the Heads, their Head of Sixth and Tutor in advance. The Head of Sixth will give them the necessary documents, registration forms and timetable and will interview them with their parents. On arrival at the school they will be introduced to other students doing the same AS/A2 level options. The Head of 6<sup>th</sup> Form/Tutor will see the student during that period to check that orientation is progressing well and there are no problems. Parents will be contacted during the first 3 weeks to check that their son has settled.

For the induction of students into Year 12 who have been at the school in Year 11 please refer to the section entitled 'Progression'.

## YEAR 6 INDUCTION DAY - TUESDAY 7<sup>th</sup> JULY 2009

### TIMETABLE

**9.00 a.m.** All the new students meet at the school gates and be escorted to the School Hall.  
MP/Tutors + LS staff to place the students into their House groups and escort them to their first lesson.

### 9.55 a.m. - LESSON 1 TUTOR GROUPS

<u>6B</u>	<u>6C</u>	<u>6F</u>	<u>6M</u>	<u>6S</u>
KS	SB	MS	BW	MD
S6	S5	S4	E	E

### 10.00 - 11.00 - LESSON 2 ENGLISH

<u>6B</u>	<u>6C</u>	<u>6F</u>	<u>6M</u>	<u>6S</u>
SH	CB	AS	BW	RC
E		E	E	E

### 11.00 - 11.15 Break

### 11.15 - 12.15 - LESSON 3 MATHS

<u>6B</u>	<u>6C</u>	<u>6F</u>	<u>6M</u>	<u>6S</u>
MT	SLC	LHH	SK	RF
M4	M2	M1	M5	M3

### 12.15 – 1.30 LUNCH See separate sheet

### 1.30 - 2.20 – LESSON 4 SCIENCE

<u>6B</u>	<u>6C</u>	<u>6F</u>	<u>6M</u>	<u>6S</u>
MP	SW/SB	DE/MS	PDS	MSW
S6	S5	S4	M2	S1

### 2.30 – 3.00 Talk by CRG/MP - distribution of letters in the Hall

# Bereavement

## **Loss and Bereavement Policy**

### **Aims**

To provide support and care for students suffering from bereavement.

To provide opportunities for raising awareness of the grieving process.

### **Objectives**

A Bereavement Register is kept by the School Social Worker in Student Support.

All appropriate staff to be notified of death/trauma via morning meeting so that support and care can be offered.

Form tutor and Learning Co-ordinator to take special responsibility for the bereaved student.

A named person to be appointed through Learning Co-ordinator to take responsibility for co-ordinating school response:-

### **Learning Co-ordinator should:**

- Offer care and support to student
- Ask the student if he/she has a special relationship with a member of staff who they could turn to
- Establish contact with that member of staff who they could turn to
- Establish flow of information to other students respecting his wishes

### **Named Person**

- Establish regular contact with that student to assess progress and offer support
- To meet daily with student, if appropriate, for the first week and then weekly for the first 6 months

### **Role of Carer**

- Provide support and care
- To be there
- To listen
- To feed back to staff
- Liaise with home/Learning Co-ordinator and others (act as point of contact)

### **Contact with Family**

- For the Learning Co-ordinator or form tutor (as appropriate) to make contact with the family by immediate telephone call and visit, if appropriate, followed by letter offering support and sympathy.
- Head and representatives of staff to attend funeral and close friends and form members to be encouraged to do so.

## **ADVICE TO STAFF**

### **Points to consider:**

- Changes in behaviour
- Need for space and time to be alone, grieve, to talk
- No one 'formula' for all
- Allow time (can take years)
- You are not an expert at bereavement
- Remember pupil may feel, ignored, isolated, embarrassed, guilty, confused, unable to concentrate, different, vulnerable, disorganised, forgetful.
- Make an effort to acknowledge the situation (don't pretend all's OK)

### **Points to Avoid**

- Platitudes
- Over compensating
- Minimising the loss
- Saying "I know how you feel"

### **Possible Sources of Help**

- GP
- School Nurse
- Educational Psychologist
- Youth Worker
- Faith Communities
- CRUSE
- County Mental Health Teams
- Social Services
- Hospice
- Bereavement Counsellors – The Warren (Hull)

Staff need – space/time to deal with bereavement and needs to be flexible.

July 2009

# Student Medical Information

## Student Medical Information

### Sources

Medical information on students comes through in the following ways:

- Common transfer file from primary schools
- Entrance forms filled in by parents
- Parent update when a new problem is identified
- Form Tutors – usually on receiving information from parents

We are reliant on parents providing us with the necessary information.

### Processing the Information

The information received is then processed onto the computer by the Data Assistant Manager.

### Storage and Display of Information

Information is kept on **office computer** and up to date information can be accessed by staff at any time through the student data base.

- A hard copy is run off once a year
- A copy is kept in the **office**
- A copy is kept in the **Staff Annex**
- Severe problems are announced and updated in morning briefing

### Developments

- A sheet of current information (Medical + Tel No.'s, addresses, names etc.) can be circulated to parents for updating in January each year. Sensitive information to be sent through post otherwise by a sheet included in with reports.
- The return will enable updating of the system and production of new hard copies i.e. twice yearly.
- A sheet of confidential information can be circulated to Form Tutors when the hard copies are produced.

July 2009