

FEDERATION OF SHEVINGTON VALE AND MILLBROOK PRIMARY SCHOOLS

Policy for Behaviour and Attendance

Approved by School's Governing Body
To be reviewed periodically.

FEDERATION POLICY STATEMENT FOR BEHAVIOUR AND ATTENDANCE

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This document outlines the Federation's philosophy regarding the management of positive behaviour and good attendance. The policy for the Federation was formally drawn up by senior staff and through consultation with parents and children. Its implementation is the responsibility of all members of staff.

1 AIM OF STRATEGY

To promote behaviours and attendance levels appropriate to the school environment, to enable the whole-school community to feel they belong together, to feel ownership and to promote the emotional health and wellbeing of children, and of staff.

2 OBJECTIVES

- To develop an air of mutual respect.
- To have consistency of approach from all adults involved with children.
- To advise parents of the positive strategies used in school in order to promote appropriate behaviour and good attendance.
- To involve all children when devising classroom rules, rewards and sanctions making them responsible for their own good behaviour and fully involved in the management of behaviour across school.
- To promote punctuality and full attendance

3 PHILOSOPHY

Our philosophy determines the approach we use towards the management of positive behaviour and attendance.

A positive behaviour and attendance policy is operated throughout the Federation and is implemented by everyone who works with the children.

BEHAVIOUR - PRINCIPLES

We consider that the best way to encourage good standards of behaviour in school is to have strong and consistent role models and a clear code of conduct backed by a balanced combination of rewards and sanctions within a positive community atmosphere.

ATTENDANCE - PRINCIPLES

We consider that the best way to encourage good attendance is to give a consistent message about its importance to parents and to children and to reward exemplary and improved attendance, backed by appropriate procedures and sanctions as supported by Wigan Council.

ROLE OF PARENTS

We believe that parents have a very important part to play in encouraging their children to attend school regularly and to behave well in school. We aim to develop an active partnership with parents as an aid to promoting good behaviour and attendance through occasional discussion groups and questionnaires and undertake that when disciplinary or attendance problems arise we involve parents at an early stage.

We ensure that parents are invited to give their views on what they consider to be appropriate behaviour and this is reflected in the policy.

Parents are involved at an early stage when misbehaviour occurs. It is important that parents are made aware of the problem so that they can support school in tackling it with school

Children, too, are encouraged to give their views. We are proud to listen to everyone's views and encourage parents, carers and children to share concerns.

We follow both Wigan and the DfE guidelines for managing absence and behaviour and this information is communicated to parents in the school prospectus and on the Website. Reminders are included regularly in newsletters.

Both schools have Home School Agreements in which the standards of behaviour expected of pupils is clearly outlined. Parents are required to sign the agreement when a child is admitted to the schools.

Both schools have a simple Code of Conduct that has been devised by the children and guides their overall behaviour towards each other, towards their learning and towards staff.

See Appendix 1 schools' Codes of Conduct

See Appendix 7 parents' responses to questionnaire on Behaviour Management Spring 2012

4 SKILLS AND ATTITUDES TO BE DEVELOPED

Federation level

All staff understand and demonstrate the Federation's core beliefs and values.

School assemblies are used to develop children's social, emotional and behavioural skills.

Positive behaviour in the playground and at lunch time is noted and celebrated. Consistently good attendance is noted and celebrated by the whole school community.

Parents/carers are aware of and contribute to the school's positive behaviour and attendance ethos through occasional discussion groups and questionnaires.

Sanctions are applied when necessary in a fair and consistent manner for all children.

Discussions take place between relevant staff at all points of transition during a child's time in school in order to ensure that behaviour management strategies are consistent and conducive to promoting and rewarding good behaviour and providing support where necessary.

Classroom level

Children are welcomed into class during registration to show that their presence is important.

Appropriate behaviours are taught and reinforced on a regular basis through Circle Time and Personal, Social and Health Education (PSHE).

Children are taught the language of sharing and cooperation, choice and consequences.

Every class has a Classroom Plan. The plan is devised at the beginning of the school year, with the children to promote positive social and learning behaviours. It is directed by staff so that the rules, rewards and sanctions are manageable and sustainable

The Plan, outlining the agreed rewards and sanctions is displayed clearly in each classroom in a way which the children understand.

At least once a term the classroom plans are reviewed to reflect the current needs of the cohort.

Good behaviour is quickly noticed and celebrated. Likewise as before, good punctuality and attendance are noticed and celebrated.

See Appendix 2 examples of rewards and sanctions in classroom plans

Individual child level

All children's strengths are recognised and celebrated by staff.

Achievement assemblies are held regularly and offer opportunities to draw attention to good or improved behaviour.

Children who repeatedly break their class rules or the rules of the lunchtime plan, are referred to senior management and parents are contacted in order to bring about improvements as quickly as possible.

Rarely but for some children a personal behaviour plan becomes necessary and this involves referral to the local authority support services.

5. LUNCH TIME PLAN

The Welfare staff at both schools, along with some children, have formulated a lunch time plan which follows the format as the classroom plans. It is displayed prominently in the hall and reviewed regularly.

6. STAFF TRAINING

All staff receive training in behaviour management as part of their professional development. Specialist training such as team teaching for safe handling of children is also provided from time to time as necessary.

6 POLICY STATEMENT ON BULLYING

All children have the basic right to partake of the education to which they are entitled. They have a right to feel secure and happy, to be able to trust without fear and to expect protection from the adults who elect to make a career from their schooling.

The Headteachers and staff are alert to the signs of bullying they deal firmly with all such anti-social behaviour taking appropriate action to protect and support victims of bullying.

The School's Behaviour and Attendance policy makes it clear that pupils have a responsibility to share with the staff, in confidence, knowledge of bullying. The Federation has an ethos of caring, of 'telling' schools in which pupils are encouraged to tell teachers and parents about bullying incidents they may be witness to or involved in.

Each school has a designated teacher for Child Protection. Pupils are encouraged to talk to their class teacher or to the designated teacher in complete confidence to report any incidents of bullying which they may have witnessed.

Federation staff will use positive methods of discipline as far as possible before sanctions.

Recording Bullying Incidents

It is widely recognised that there is a vast range of bullying, and varying degrees of severity. It is often difficult to detect more subtle types of bullying which may not be immediately obvious or overt. The following is the format used to record incidents of bullying. It also acts as a means of conveying to all concerned how seriously the school regards bullying as an anti-social behaviour.

- 1 The designated teacher, headteachers or executive head will record the bullying incident using the schools' systems
- 2 All acts of bullying will result in the child being sent to either the headteacher or the executive head.
- 3 Parents will always be contacted by the School to discuss bullying incidents.
- 4 A letter will be sent home to the parents of both the bully and the victim outlining the nature of the incident.
- 5 Appropriate sanctions will be applied when the bullying has been confirmed.
- 6 Support will be provided to both the victims and the perpetrators of bullying through the schools' PSHE programme in order to improve relationships and prevent further occurrences.

See appendix 3 Anti-Bullying Code

See Appendix 4 Federation response to bullying

7 MANAGING ATTENDANCE

We expect parents / carers to follow the school's procedures for notifying absences and to avoid at all times, taking children out of school during term time.

All staff understand the importance attached to regular attendance and how to deal appropriately with matters such as lateness and post registration truancy.

School Governing Bodies are required by law to set attendance targets. Staff are aware of the target set in each academic year and support all policies and actions carried out to reach the target.

It is important that class registers are correct and that the class teacher informs the office of any verbal messages concerning absences, hospital/dental appointments etc. and sends any messages to the office **on the morning of receipt.** The legal requirements for pupil registration are outlined in Appendix 5.

8 LEAVE OF ABSENCE

Term time holidays will not be authorised. Under government regulations the Executive Headteacher makes the final decision as to whether or not to authorise a period of leave for reasons

other than holidays, in special circumstances. Each application is considered individually and on merit but with a presumption against granting leave. The regulations state that applications for leave of absence must be made in advance and in writing, by a parent with whom the child normally resides and that up to 10 days can only be granted due to **the special circumstances relating to that application**. More than 10 days can only be granted **in exceptional circumstances**. This is referred to as extended leave and in these very rare circumstances is authorised. Information for parents, clarifying their legal responsibilities regarding attendance can be obtained on request from the school.

See Appendix 6 for school procedures for granting leave of absence.

9 PERSISTENT ABSENCE

A pupil becomes a persistent absentee when he/she misses 20% or more schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and co-operation to tackle this.

We monitor all absence thoroughly. Any case that has reached the PA (persistent absentee) mark or is at risk of moving towards that mark is given priority and parents are immediately informed. All PA cases are made known to the local authority support services.

10. PUPILS WITH SEN (special educational needs)

The schools within the Federation have a legal duty under Equality legislation (Equality Act 2010) in respect to pupils with special needs so that expectations and sanctions are reasonable and take account of the pupil's needs and disability. The schools are committed to fulfilling this requirement and make reasonable adjustments as necessary.

This requirement also applies to any religious requirements affecting pupils

11 POWERS TO USE REASONABLE FORCE

Members of staff can use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline. Such action is always proportionate to the circumstances.

12 POWERS TO CONFISCATE

Members of staff can confiscate, retain or dispose of items from pupils where such items are causing disruption or are clearly prohibited in school.

Members of staff may search pupils without their consent for certain banned items. The DfE website lists these items.

The schools follow DfE guidance for disposal of such items.

Such instances are almost unheard of in schools but this policy must include the information.

10 CONFIDENTIALITY STATEMENT

- Staff members and Governors at Millbrook, have a statutory obligation to safeguard personal and confidential information about children and colleagues
- All information about individuals is private and will only be shared with those staff who need to know.
- All personal information is held in a safe and secure place which cannot be accessed by anyone other than specified school staff.
- Staff members are aware that any breach of confidentiality may be a matter for disciplinary action
- Children have the same rights to confidentiality as adults. However under child protection procedures, children are told that, in exceptional circumstances, some information may need to be shared with parents / carers or other people.
- Parents are informed through our Fair Processing Notice about the level and range of data that is shared and the agencies with whom it is shared and their right to consent to disclosure.
- Parents / carers may request access to information on behalf of their child.

- Further details can be found in our Confidentiality Policy which can be obtained on request from the school office.

APPENDIX 1

CODES OF CONDUCT

Shevington Vale

Be a good friend
Respect other people
Look after our environment
Encourage teamwork
Play safe
Smile!

Millbrook

Everyone will act with courtesy and consideration to others at all times.

Everyone will try to do his/her best at all times

The Code of Conduct is based upon the following rules:-

All pupils are expected to:-

- a) Try to understand other people's point of view.
- b) Make it as easy as possible in class for everyone to learn and for the teacher to teach.
- c) Move sensibly and quietly around the school.
- d) Speak politely to everyone.
- e) Keep the school clean and tidy.
- f) Behave properly at playtimes and dinnertimes.
- g) Report any bullying to a teacher or parent immediately.
- h) Remember that the school's reputation depends upon the way they behave when out of school.

APPENDIX 2

Rewards – examples from classroom plans

- Verbal praise (may be done "privately" if appropriate eg. very shy in front of others)
- Written comments in books
- Personal strategies eg, smiley faces, asterisks
- Stickers
- Pupils having responsibilities and independence encouraged
- Work displayed around school
- Demonstrating and pointing out good examples/good practice
- Children taking their work to show other members of staff and/or Headteacher

- Involvement of outside agencies to celebrate achievements with us
- Share positive aspects of school day with parents informally

Sanctions – examples from classroom plans

- A mild verbal reprimands - discussion with child
- A stronger verbal reprimands
- Child's name written on the board as a warning
- Child moved to another table or to sit alone
- Withdrawal of 5 or 10 minutes playtime
- Child sent to another class for a short period
- Child sent to a member of the senior management team

Other possible sanctions

- For persistent behaviour problems that have not responded to the school's management strategies, a referral may be made to Wigan's TESS (targeted education support service)
- In the most extreme cases and under the provisions of Section 52 of the 2002 Education Act, the executive headteacher can make the decision to exclude a pupil, either for a fixed term or permanently. The schools follow local authority and Dfe guidelines in such cases.

The Federation schools do not use detention as a sanction.

***Rewards and sanctions can be applied by any paid member of school staff
Members of staff have a statutory authority to discipline children for misbehaviour that occurs in school and in some circumstances out of school.
These circumstances are explained in the DfE guidance available on the DfE website.***

APPENDIX 3 ANTI-BULLYING CODE

GUIDELINES FOR PUPILS

- All children have the right to enjoy their learning and leisure time free from fear of bullying from other pupils.
- We will not put up with any unkind or violent action or remarks made by one pupil to another even if these were not intended to hurt.
- Persistent unkind actions or comments will be called BULLYING
- Children should help themselves and each other by reporting all instances of bullying.
- Bullying will be treated as very serious by all members of staff and will be dealt with accordingly.
- We are a 'telling' Federation – bullying is too important not to report it. Tell your teacher or your parents if you see a bullying incident, or if you are being bullied yourself.

APPENDIX 4

A Federation response to Bullying

Stage 1

Seven steps approach:

- Interview with the victim

When the teacher finds out that bullying has happened she/he starts by talking to the victim about their feelings. They do not question the victim about the incidents but they do need to know who was involved.

- Convene a meeting with the people involved.

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six to eight young people works well.

- Explain the problem.

Tell the group about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise their distress. At no time does the teacher discuss the details of the incidents or allocate blame to the group.

- Share responsibility.

The teacher does not attribute blame but states that they know that the group are responsible and can do something about it.

- Ask the group for their ideas.

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but does not go on to extract a promise of improved behaviour.

- Leave it up to them.

The teacher ends the meeting by passing over the responsibility to the group to solve the problem. The teacher arranges to meet with them again to see how things are going.

- Meet them again.

About a week later the teacher discusses with each student, including the victim, how things have been going. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Stage 2

Contact parent/carer

Stage 3

Contact outside agencies

Stage 4

Possible fixed term exclusion.

APPENDIX 5

LEGAL REQUIREMENTS FOR REGISTRATION

The keeping of registers is covered by the Education (Pupil's Attendance Records) Regulations 1991, the Pupil's Registration Regulations 1956 (as amended) and the Education (School Information) Regulations 1981 (as amended). The main provisions as they apply to attendance registers and registration are:

- there must be an attendance register for each class, form or group;
- it must be marked during the time set apart for registration in the timetable **at the beginning of each morning and afternoon session;**
- for all children of compulsory school age, an indication of whether or not an absence is authorised or unauthorised must be given;
- for paper registers, every entry will be made in ink and any correction will be made in such a manner that the original entry and the amendment are both clearly identifiable;
- registers will be available for inspection during school hours to HMI and Officers authorised by the Local Authority, who shall be permitted to make extracts from the registers;
- attendance records will be kept for three years after completion.

REGISTRATION PROCEDURES

Each class has a paper register which is completed at the beginning of the morning and afternoon sessions. Children not present at registration time must be registered with an **O**, if the teacher does not know the reason for the pupil's absence, otherwise an appropriate code is entered in the register.

Registers to be completed by 9.10 am and then brought to the school office each morning along with any absence notes. Children who arrive after the door is closed at 9.00 am should report to the office to receive a late mark.

Any child who arrives late must report to the school office to receive their mark.

Registers close one hour after the start of each session

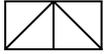
To receive an authorised absence the child must provide a note from the parent or the parent must telephone the school giving the reason for the child's absence, which must be recorded.

Once the registers are received in the office, the admin clerk checks for any pupil who does not have an appropriate mark ie **O** and telephones the pupils parent / carer for a reason for the absence. If the parent / carer is unable to be contacted then the Headteacher is informed.

Every Monday the information from class registers is transferred onto the Sims Attendance module and the Headteacher is updated with percentage attendance data. The official school registers are printed from the Sims Attendance module on a regular basis, usually half termly.

Attendance Marks

PRESENT



Pupil present

- L Late (before registers close)
- P Approved Sporting Activity
- V Educational visit

AUTHORISED ABSENCE

- C Other circumstances not covered by another code
- E Excluded
- H Approved term time leave of absence
- I Illness
- M Medical / Dental
- R Religious Observance
- S Study Leave
- T Traveller Children
- E Exclusion on disciplinary grounds for a fixed or indefinite period.

UNAUTHORISED ABSENCE

- O Unauthorised Absence / truancy / shopping /
- G term time leave of absence - not agreed or in excess of agreement
- N No reason yet provided
- U Unauthorised Late (after registers close at 10:00 am)

The school's clerical assistant has the complete list of attendance codes.

At certain times there may be circumstances which entail certain absences to be deemed authorised which normally would not be allowed:-

- A) Looking after siblings or other relatives e.g. if mother is rushed into hospital and father is working away a pupil may be the only person available to look after younger children.
- B) Visits to relatives e.g. if a grandparent is seriously ill and both parents have to travel to another part of the country at short notice, then obviously the child would have to accompany them.
- C) Family holidays in excess of 2 weeks in the school year e.g. a parent taken ill whilst abroad on holiday and family cannot return home at scheduled time.
- D) Failure to return after medical appointment e.g. pupil goes for routine dental check but ends up having several teeth extracted and does not return to school.

NB The Head is to make the final decision if any of the above examples will be counted in the Local Authority Attendance Return as an attendance.

In every instance of unauthorised absence parents will be contacted by the Head/Deputy Head. This may involve the parents being invited to come into school to discuss the matter. Persistent unauthorised absence may result in the involvement of the Governing Body of the school and the Education Welfare Service.

APPENDIX 6

PROCEDURES FOR APPLYING FOR LEAVE OF ABSENCE IN TERM TIME

Leave of absence will not be granted for holidays in term time.

1. Parents / carers must apply to the Headteacher at least 6 weeks in advance for permission to take children out of school during term time. Where unforeseen events occur e.g. a bereavement, parents are requested to contact school to discuss any likely absence.
2. We operate a formal process of application, interview and agreement / contract. The Headteacher records the number and frequency of absences taken for this purpose throughout a pupil's school career.
3. The application form when completed and signed by the parents/ carers and Headteacher is a home / school contract. The school and parent / carer should keep a copy of this contract for use in any appeal against subsequent action taken by the school or Local Authority. Parents / carers are expected to make arrangements that cause the least disruption to their child's learning.
4. The Headteacher is legally within rights to turn down applications and so refuse permission. Such a decision will always be made in the best interests of the child's progress and attainment and with due regard to their previous attendance record. The Headteacher is supported in exercising this authority by Wigan Council.
An application for extended leave will not be granted –
 - Immediately before and during national curriculum assessments
 - When the pupil's attendance is already at or below 94%
 - The pupil already has unauthorised absence in the current academic year
5. When making a judgement about **special** circumstances the following will be considered:
 - Age of pupil
 - Impact on pupil's learning
 - Circumstances of request
 - Overall attendance pattern
 - Proof of unavoidable circumstances

In rare circumstances where the reasons are genuine and pressing up to a maximum 10 days leave of absence may be granted. This leave is authorised absence.
6. In **exceptional** circumstances where a parent / carer requests leave of absence in excess of 10 days in a school year, the case will be considered on its merits which may include:
 - Return to country of origin for family, religious or cultural reasons
 - Trip to aid recuperation of pupil, parent / carer
 - Death or serious illness of parent or sibling
7. The Headteacher may in exceptional circumstances grant up to an additional 10 days beyond the 10 days limit. This leave is authorised. The Headteacher will write to inform parents / carers that unless the pupil returns to school within 10 days he/she is at risk of losing his/her place at the school. This period allows the school and Local Authority to investigate the reason for the failure to return and counts as **unauthorised absence**
8. Where a parent /carer takes a pupil out of school without asking for or receiving permission, the absence is unauthorised.
9. The Gateway Officer (formerly Education Welfare Officer) is notified of unauthorised absence and a Penalty Notice may be issued under the provisions of the Anti Social Behaviour Act 2003.
10. Where a pupil fails to return by an agreed date or to notify the school of the reason for any delay, the school will attempt to locate the pupil and inform the parent / carer in writing of the possible consequences. Following consultation with the Local Authority, should these efforts be unsuccessful, the pupil may be removed from the school roll.

Young people who are looked after cannot be taken outside the UK without the permission of the Director of People Services.

Full details of Wigan guidance on these procedures and copies of the leave of absence application form can be obtained from the school office.

APPENDIX 7

Responses to parent's questionnaire sent to the schools in the Federation during the Spring Term 2012

From the many responses the Federation received the following key points are apparent:

The vast majority of parents are happy with the care and support their children receive at school.

They are able to recognise and talk about the clear discipline procedures followed in both schools.

Parents appreciate the care and time staff takes to ensure their children remain safe; they recognise the use of fencing around school, regular fire practices and the stringent procedures we have in place for admitting visitors to the schools as vital safeguarding actions.

Parents in both schools are able to identify the processes used to counter the effects of bullying. They report that their children know who to talk to if they have a problem. Most importantly, the vast majority of parents say that problems are resolved in an effective and timely fashion.

In response to question 10 'What stops your child/ren from learning in school?', some parents reported that their children tell them that some of their peers are disruptive in class.

Throughout the Federation, we will ensure that the clear messages set in the Classroom Plans are adhered to and regularly reviewed. In addition, we will continue to use assembly times to reinforce positive attitudes to learning and to openly recognise those pupils who show those attitudes consistently.

Concern was also expressed by a few parents about the use of bad language and swearing. Through the PSHE curriculum we introduce pupils to the use of acceptable language. When staff are made aware of swearing incidents it is not tolerated; however, we recognise that pupils do like to experiment with words so it is important for each case to be treated individually.

Responses to pupil questionnaire s

It is good to see the open and honest responses all pupils across the Federation are able to express.

The following key points are apparent:

Pupils really appreciate the security measures put in place across both schools and the overwhelming majority feel safe. Some concern over strangers was expressed, particularly when people 'look through the fence'. Across the Federation, we are vigilant and consistent in our approach to pupil safety. However, we recognise the concerns of a few pupils and will ensure that, through the PSHE curriculum that pupils develop the skills and ability to recognise situations that are potentially hazardous.

Pupils are clearly aware of the procedures in place to protect them from the unkind/bullying behaviour of others. All pupils know that they can talk to an adult, although there is some variation in the adults they would approach. The vast majority say they talk to parents and/or teachers. This confirms our belief that regular and positive communication between schools and families are vital.

The vast majority of pupils enjoy their learning at school and there were very many positive comments about the teaching strategies used across the Federation.

For some children, disruptive behaviour can cause problems. We seek to address such concerns through the PSHE curriculum, assemblies and informal recognition of positive attitudes to learning. Classroom plans used across the Federation are a good and firm base for the development of :

Respect for the rights of all individuals

Resilience – not following the crowd

Understanding the consequences of actions

In conclusion, the responses show that the vast majority of the school community feel safe cared for and in an environment that allows them to learn and flourish.

Across the Federation, we will continue to work hard to ensure that this continues to be the case.