

ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS



BEHAVIOUR FOR LEARNING POLICY

Statutory

Autumn 2021

Next Review: Autumn 2022

Raising Standards Committee

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MISSION STATEMENT

St. Anne's Catholic High School for Girls will offer a positive presence in Enfield with a comprehensive curriculum, equipping students with the ability to meet the challenges of the 21st Century confidently and with high spiritual and moral standards,

We recognise that students, parents, staff and governors make up the school's community which will continually self-evaluate to improve itself effectively and efficiently in all aspects of its growth.

We are a fully inclusive, Catholic girl's secondary school meeting high academic standards, promoting spirituality, pastoral care and the Catholic community.

We recognise in all our relationships the dignity and value of each person showing one another mutual acceptance and respect.

'Act justly, love tenderly, walk humbly with your God.'

AIMS

All behaviour at St. Anne's should be an expression of our school's Mission Statement. **'Act justly, love tenderly and walk humbly with your God'.**

The implementation of a successful Behaviour Policy entails close co-operation between school, pupils and parents; the role of parents cannot be over-estimated in supporting the school in ensuring that good behaviour, both in and out of the classroom, leads to successful learning. The aim of our Behaviour Policy is to encourage and assist all students to behave well in order to maximise their achievement and attainment at school.

COVID-SAFE RESPONSIBILITIES AND EXPECTATIONS

Student Responsibility

Students will be expected to demonstrate that they are:

Ready to Learn

- Treating all members of staff, students and members of the public with respect;
- Sitting in their allocated seat within the seating plan and not moving from it without permission.
- Arriving in on time to every lesson
- Being fully equipped for every lesson, understanding that we now cannot share most school equipment or other items including drinking bottles.

Concerned for Society

Students will be expected to demonstrate that they are Concerned for Society and are able to be Collaborative by:

- Washing or sanitising their hands upon arrival on the school site and at every break time.
- Immediately informing a member of staff if they develop coronavirus symptoms whilst on the school site and following the strict instructions of what to do if that occurs.
- Always telling a member of staff immediately if they think someone is at risk of unsafe Covid-behaviours, including themselves.
- Walking calmly and quietly at all times, to allow for instructions about social distancing and safe behaviour to be heard.
- Being mindful of others.
- Moving around the school as per specific instructions (for example, one-way systems, out-of-bounds areas, and queueing).
- Visit the toilet before school, during break and during lunchtime
- Following the Catch it, Bin it, Kill it Protocol and avoiding touching your mouth, nose and eyes.
- Making sure your uniform is washed regularly, understanding that the coronavirus can be transmitted onto fabrics.

- Never making physical contact with another member of the school community.
- Understanding that coughing or spitting at or towards any other person will not be tolerated.
- Conducting themselves appropriately at all times;
- Reporting incidents of disruption, violence, unacceptable behaviour related to Covid19, bullying and any form of harassment are reported and will result in a sanction.

Being Curious and Open Minded

Students will be expected to show that they are Open Minded and able to Take Risks In their learning by:

- Being supportive of their peers in their learning and responding to new situations.

Parent/Carer Responsibility

Parents and Carers should take responsibility for the behaviour of their daughter within and outside the school. They are encouraged to work in partnership with the school to assist in maintaining high standards of behaviour by:

- Signing the Home/School Agreement;
- Discussing and reinforcing the school rules with their daughter;
- Responding promptly to communication from the school such as parent texts, emails, phone calls and letters.
- Attending meetings to discuss their child's behaviour and progress in school.
- Forming positive Home/School relationships.

REMOTE LEARNING

In the event that the school is closed, we will move to a model by which academic departments will set work for classes, supported by 'live' contact with teachers via Microsoft Teams.

Students are expected to work on these tasks during the week in which they are set. During this time, teachers are expected to have an online presence via Microsoft Teams at the time they would normally have a lesson with that year group to be available for students to ask questions in real time. There is no expectation for staff or students to broadcast audio or video using Teams, though the software has this functionality should some colleagues wish to use it.

Students are encouraged to take part in the live sessions that are available if they are well enough to do so.

Expectations of Students

Assuming they are well enough to work, students are expected to:

- Complete all work set for them and submitting work which is requested promptly
- Check notices on Microsoft Teams regularly and read and respond to communication from the school where necessary.

Where students experience problems with IT systems, they should proactively inform their Achievement Leader.

- Students are expected to uphold the same standards of conduct and behaviour during live online lessons as they would be expected to in school. This includes but is not limited to:
- Ensuring appropriate language is used in Teams comments, and that any comment is on-topic and relevant to the task in hand.

Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.

Evidence of Engagement

Student engagement is recorded by subject teachers using two categories: Not online for lesson and Poor engagement on Teams and followed up year group Achievement Leader.

RECOGNISING AND REWARDING ACHIEVEMENT, EFFORT AND PROGRESS

Achievement Points

Students enjoy being rewarded for their effort and achievements and we aim to ensure that all staff consistently recognise, praise and reward a student's effort, achievement and contributions both in class and towards the school community on a weekly basis.

Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. The 'Achievement ladder' in classrooms enables pupils to reflect on their choices and help them identify personal strategies to succeed in lessons.

The top students from each form who have received the greatest number of achievement house points at the end of each half term are recognised in the achievement newsletter.

Year assemblies take place each term with an emphasis on acknowledging the achievements of students and certificates are presented. At the end of term, the top class in each year will be invited to a special celebratory party.



Attitudes to Learning

5 points	ABOVE & BEYOND	Exceptional act of citizenship/good deed
		Showing extreme levels of maturity
		Leadership Role
4 points	EXCEPTIONAL	Attending a masterclass
		Mentoring younger pupils
		Extension work at home
		Improved attitude / behaviour
		Assisting in a school production
		Fundraising
3 points	OUTSTANDING	Outstanding manners
		Outstanding homework
		Organising school events
		Outstanding achievement
		Being a member of a team
2 points	GOOD	Being a good citizen
		Good attitude for learning
		Assisting in a class demonstration
		Improving work from EBI comments
		Improving work from EBI comments
		Assisting a member of staff
1 point	EXPECTED	Good progress
		Reporting a spillage
		Picking up litter
		Enthusiastic
		Expected attitude to learning
		Holding a door open for an adult
		Expected achievement
		Expected progress
		Reporting poor behaviour
		Equipped
		Resilient

Certificates of Achievement

At the end of each term, certificates will be awarded to students based on the number of **points** they have accumulated. Certificates will be awarded in the following way:

When a student has **(30 or more)** Achievement House points per term they will receive a 'shout out'.

Highest Performing Form

At the end of each term, the top class in each year group is celebrated during an Achievement Leader assembly.

Highest Performing House

At the end of each academic year, the top class in each year group is presented with the Year Shield which will have their House and date engraved on it. This Shield is on permanent display in the main reception area. The students from the winning House in each year group will be invited to a special celebratory party.

House Superstar of the Week

The top students who receives the most Achievement House points each week have their achievements publicly recognised by having a certificate emailed home and their photograph included in the PowerPoint displays in the school foyers and dining rooms on both sites.

Outstanding Achievement Award

A badge and certificate are awarded to students with proven outstanding achievement inside or outside school.

Hot Chocolate with the Headteacher

Students who make a significant contribution to the life of the school community are invited to have hot chocolate with the Headteacher to acknowledge their efforts.

Achievement Leader Reward

Students who make a significant contribution to the life of the school community will be awarded 10 Achievement Points by their Achievement Leader.

Headteacher Award

Students who have 100% attendance and zero behaviour points at the end of each half term will be awarded 25 Achievement Points.

Achievement Badges

Students achievements and efforts are recognised on a weekly basis by the rewarding of the badges shown below.



BEHAVIOUR FOR LEARNING STEPPED APPROACH

Much of the disruptive behaviour in the classroom can be alleviated before they become serious discipline problems. All students are explicitly taught our school rules. The guidelines below are designed to minimise low level disturbance and we aim to apply them consistently across the school.

Before using the stepped approach, teachers will pre-empt any off-task behaviour in lessons by using a range of effective pre-emptive strategies before using the stepped approach.

Pre-emptive strategy

What: Student reminded again of the rules that they breached and warned of the consequence of continued unacceptable behaviour.

Why: It's important for students to understand that any further issues will result in the use of the 'Behaviour Ladder'.

Step 1 – Warning

What: Students reminded again of the rules that they have breached and told that a Behaviour point is being issued.

Why: Students cannot be reminded continually so this must be recorded.

Step 2 – Global Detention

What: Unacceptable behaviour has continued and the student has repeatedly failed to follow the teacher's instructions. Student will be instructed to record the detention in their planner and the subject teacher will initial to confirm and a global detention set via SIMS.

Why: Usually, this consequence would be enough for the student to recognise, what they have done wrong without escalating further.

Step 3 – On Call

What: Persistent disruptive behaviour has left the teacher with no other option. On Call must be used and the student removed from the lesson.

Why: Student has repeatedly breached the school rules and will receive an SMD.

Teachers are encouraged to use this model in line with the school policy but understand that there may be occasions where this is not possible.



Behaviour for Learning

3 On Call

Persistent disruptive behaviour has left your teacher with no other option.

On Call must be used and you will be removed from the lesson and receive an SMD.

IF UNACCEPTABLE
BEHAVIOUR
CONTINUES

- Physical Contact
- Any type of bullying
- Repeated breaches of the school rules
- Intimidating, threatening or violent behaviour
- Deliberate disobedience/defiance
- Vandalism
- Use of mobile phone
- Use of obscene / offensive language
- Not following instructions (3rd offence)
- Persistent disruptive behaviour

2 GLOBAL Detention

A global detention will be set if unacceptable behaviour continues and you fail to follow your teachers instructions.

You should record the global detention in your planner.

IF UNACCEPTABLE
BEHAVIOUR
CONTINUES

- Inadequate/no homework after granted extension
- Manners and use of language (including body language)
- Not following instructions (2nd offence)
- Talking to peers/Calling out (2nd offence)
- Lack of effort (2nd offence)
- Low Level Behaviour (2nd offence)

1 Warning

If you fail to follow your teachers instructions you will receive a warning. Please use the Attitudes to learning' ladder to demonstrate positive behaviour.

- Low Level Behaviour
- Lack of effort
- Poor Organisation e.g Equipment, Planner
- Incorrect uniform (1st offence)
- Talking to peers/Calling out (1st offence)
- Homework not completed
- Late to lesson

Covid-Safe Behaviours

In instances where a student fails to follow the Covid-Safe code of conduct, in a way that places the health and safety of the school community at risk, the 'Stepped Approach' system of warnings does not apply. Staff should contact 'On Call' and the student will immediately be removed from the lesson and remain out of circulation for the remainder of the school day.

In instances where the student's behaviour is beyond the control of the school and constitutes an ongoing risk to the health and safety of the school community, a student's parents or carers will be contacted and the child will be sent home and result in a Fixed Term Exclusion.

INTERVENTION STRATEGIES

When a student's behaviour and progress is a concern or when they need additional support this is discussed with the aim of providing intervention to support a student to make better progress. Subject or Achievement Leader reports can be used to help support students who are struggling with targets that can be monitored and reviewed.

Other strategies used to support students are:

- Resolution meeting with student and teacher.
- Meetings with parent/carers.
- Behaviour Contract
- Student Profiles (Understanding turbulence factors)
- Referral to Learning Mentor or School Counsellor
- Behaviour Support Programme (BSP)
- Referral to outside agencies or Rewards for agreed targets.
- Referral to School Behaviour Panel.
- Pastoral support Plan.

THE JOURNEY TO AND FROM HOME

Students are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for the community.

Students are expected:

- To arrive at and leave in full uniform (students are not permitted to wear hooded sweatshirts at any time on the premises – such items will be confiscated on sight)
- To use the traffic light crossings where possible to cross the road safely
- To take any litter home and dispose of it properly
- To respect our neighbours and all local residents
To not loiter in Enfield Town/Palmers Green

BEHAVIOUR POINTS & DETENTIONS

School detentions take place every Wednesday afternoon

- 3:30pm – 4:30pm on the Upper Site
- 3:30pm – 4pm on the Lower Site

Stage 1	Behaviour Points	Sanction
	8 behaviour points	<ul style="list-style-type: none">• Global Detention with a letter home and text/email to parent
Stage 2	14 behaviour points	<ul style="list-style-type: none">• Global Detention with a letter home and text/email to parent• Mentoring meeting with Head of house
Stage 3	20 behaviour points	<ul style="list-style-type: none">• SMD (1 hour)• Achievement Leader Interview and Student Profile (Understanding turbulence factors)
Stage 4	20 behaviour points accumulated over a fortnight	<ul style="list-style-type: none">• Full school report card• A day in Internal Exclusion• Parent Interview with AL and KSD – BSP considered.
Stage 5	30 Behaviour points	<ul style="list-style-type: none">• 2 day Internal Exclusion• Behaviour Support Plan• Governors Intervention• Pastoral Support Plan• External Support• Close monitoring of student behaviour

Fresh Start

At the beginning of each term (autumn, spring and summer) behaviour points will reset to zero.

Although reset, behaviour points accrued will remain on the system to look for patterns of behaviour.

This historic view point is taken into consideration when making future decisions regarding serious sanctions.

Student circumstances and actions will be considered individually and as such the support and/or sanctions will be tailored to the individual student where appropriate.

Trends in behaviour will continue to be monitored both in and out of the classroom and strategies adopted to support individual students as necessary.

Behaviour points explained

In the first instance students will receive 1 behaviour point for low level behaviour No homework submitted – initial incident Chatting/Shouting Out Lack of effort Failure to follow instructions Littering Not being organised Eating in class Uniform not correct Late to lesson Poor organisation Not following instructions Manners and use of language Lack of effort Littering	Students will receive 1 additional behaviour point and a school detention for each subsequent time they Chatting/Shouting Out Lack of effort Failure to follow instructions
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Students will receive 2 behaviour points for

- Poor behaviour in communal areas
- Poor behaviour in the local community (Possible SMD)
- Poor behaviour during school assemblies or externally facilitated events (Possible SMD)
- Poor behaviour when attending mass. (Possible SMD)
- Misuse of social media with a moderate impact upon the order of the school (Possible SMD)

For being late to school students will receive 1 behaviour point and:

- On the Lower Site, one late will result in a detention in Room 6 at break time and community service. Two lates will result in a 30 minute detention on Wednesday after school.
- On the Upper Site, one late will result in a detention at break time on the same day with the Key Stage Achievement Leader in Room 201.
- Two lates will result in detentions at break and lunch time on the same day with the Key Stage Achievement Leader in Room 201
- Three lates in one week will result in an SMD.

Saturday Morning Detentions

Saturday morning detentions will take place on the Upper Site 8.30am to 10.30am as necessary.

Subject & Achievement Leader Reports

It is essential that interventions are put in place to deal with poor behaviour and lack of organisation that impede learning.

If a student accrues more than 2 subject detentions in one subject they will need to go on a standard Subject Report.	If a student accrues more than 4 detentions across different subjects , they will need to go on an Achievement Leader report.	If a student is removed from a lesson for failing to follow the teacher's instruction, they will receive an SMD & possibly go on Subject Report to monitor the behaviour/concern in this subject.
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Senior Management Detentions take place every Friday afternoon 3.30-4.30pm on both sites.

These detentions are supervised by members of SLT. It is essential that date of the incident is recorded on the SMD letter that is sent to parents. SMD's are set by Achievement or Subject Leader's or members of SLT and their name should appear on the SMD letter to prevent any confusion.

An SMD is mandatory for:

- Physical Contact
- Any type of bullying
- Not following specific instructions (for example, one-way systems, out-of-bounds areas, and queueing) (2nd offence)
- Failure to social distance by 2m in the Dining Hall, Playground, Toilets and other social spaces at all times including break and lunch. (2nd offence)
- Misuse of social media, seriously affecting the order of the school
- Repeated truancy from lessons
- Possession of a prohibited item
- Theft
- Repeated breaches of the school rules
- Intimidating, threatening or violent behaviour
- Deliberate disobedience/defiance
- Vandalism
- Mobile phone 1st occasion (2nd offence = FTE.)
- Use of obscene/offensive language
- Persistent disruptive behaviour.
- If a student was absent from school detention but present in school, they will sit the SMD at the next SMD session and will be issued with another SMD for missing the original SMD.

If a student receives 4 SMD's this could result in an Internal Exclusion or Fixed Term Exclusion and the student will be placed on a BSP

The decision to exclude a student lies with the Head teacher. There are a number of behaviours that are non-negotiable and will be dealt with by issuing an internal exclusion or fixed term exclusion.

INTERNAL EXCLUSION

Internal Exclusion, students are removed from their normal lessons as a consequence of their behaviour; they are not allowed to leave the Internal Exclusion room for break and lunch time but are provided with refreshment and toilet breaks.

Students in Internal Exclusion must adhere to the following expectations:

1. Work silently on allocated academic work.
2. Complete a reflection task related to the incident.
3. Remain in the allocated seat throughout the day.

Students who leave Internal Exclusion without permission will be required to either carry out additional time in Internal Exclusion or be subject to a Fixed Term Exclusion.

FIXED TERM EXCLUSION (FTE)

Good behaviour is essential to ensure that all students can benefit from the opportunities provided by the school and that all students are feel safe within school. As a result, fixed term exclusions or permanent exclusions will be used as a sanction when warranted within the Behaviour for Learning Policy.

Incidents that can lead to exclusion include:

- Violence of any kind.
- Abusive language to any member of staff (including on social media).
- Racist, sexist or homophobic language (logged on a separate form).
- Malicious accusations against school staff, Harassment or bullying, including on social media.
- Any incident that poses a risk to the health and safety of others in or outside of school.
- Anti-social behaviour: graffiti, vandalism.
- Damage to property or theft of items.
- Any incidents outside of school where the student is wearing school uniform or is identifiable as a St. Anne's student.
- Any incidents that happen outside of school that are brought in to school and disrupt learning or health & safety.
- Persistent disruptive behaviour.

Any incident that is a crime such as violence, theft, drugs, arson or carrying weapons, is likely to result in permanent exclusion. Any decision regarding any behaviour will always be at the discretion of the Head teacher who has the right to take appropriate action based on the balance of probabilities and taking into account all the information provided at the time surrounding an incident.

[See Department for Education [Changes to the school exclusion process during the coronavirus \(COVID-19\) outbreak](#) for further information]

MOBILE PHONES

Students are not permitted to use a mobile phone during school hours or whilst on school premises either inside the school building or in any outside area on school grounds. Students should not be using their mobile phones as they approach the school entrance and all mobile phones should be switched off as soon as they arrive at the school gate before entering the school grounds. If a student is seen using a mobile phone at any time it will be confiscated and will only be returned once a parent has come into school to collect it. The student will receive a Senior Management Detention. Any further incident will result in a Fixed Term Exclusion.

There may be times, however, when students might be allowed to use their phones in lesson for educational purposes. This is the only situation when students can use phones in school. At all other times phones must be turned off and kept in a pocket. Students should be reminded that they must always take responsibility for their own possessions and therefore not leave their blazers/bags unattended.

SCREENING, SEARCH & CONFISCATION

The school follows government advice when confiscating items from students which is outlined in their document [Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – January 2018.](#)

The following are Prohibited Items and their presence on school premises or if found on an individual pupil may lead to a Permanent exclusion:

- Knives, firearms/weapons
- Illegal drugs
- Legal highs
- Alcohol
- Fireworks
- Tobacco, e-cigarettes
- Pornographic images
- Stolen items

Head teachers and authorised staff can also search for any item banned by the school rules or any item which the Head teacher deems disruptive to the education of students and the smooth running of the school. Staff have the right to confiscate, search and ultimately delete any media which they suspect is being used to bully or otherwise cause individual harm.

USE OF REASONABLE FORCE

The Department for Education (DfE) has issued advice to schools regarding the use of reasonable force. See below examples of reasonable force and communication related to policy from this document:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Communicating the school's approach to the use of force

- Schools do not require parental consent to use force on a student.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a student, or prevent them taking action needed to prevent a pupil causing harm.

[See Department for Education [Use of Reasonable Force: Advice for Headteachers, Staff & Governing Bodies July 2013](#) for further information]

SUPPORTING PUPILS WITH MEDICAL CONDITIONS AT SCHOOL

St. Anne's Special Education Needs and Disability Policy

Special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

SEXISM AND SEXUAL HARRASSMENT

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour.

If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to, a letter or phone call to parents,

Each specific case will be guided by this policy as well as our Safeguarding and Child Protection Policy, alongside our Anti-Bullying Policy. Any pupil found to be involved may be subject to the sanctions outlined in this Behaviour Policy including, where deemed appropriate, exclusion.

Our CPSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

Staff are trained to recognise that pupils are capable of abusing their peers. Staff are aware of safeguarding issues and will challenge inappropriate behaviours including;

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
- Taking or sharing nudes or semi-nudes images or videos

This demonstrates our zero-tolerance approach better by making the following things clearer:

- What the unacceptable behaviour involves
- What we want the culture in our school to be
- How we will respond to this behaviour
- How we will support the victim(s) and alleged perpetrator(s)

[See Department for Education [Sexual violence and sexual harassment between children in schools and colleges](#) for further information)

[See Department for Education [Keeping children safe in education](#) for further information]

STAFF DEVELOPMENT AND SUPPORT

Advice for all adults on how to deal with inappropriate behaviour at the time and wherever it occurs in the school will be provided. The school also recognises that regular professional development on behaviour is essential in developing the positive climate for learning, and will strive to ensure that all adults have access to such CPD as identified through self-evaluation and individual performance management reviews.

However, the school recognises that from time to time and for a variety of reasons adults may feel unable to cope, and provides the following support in addition:

- Adults who are having difficulty with a class or group should in the first instance seek advice from their line manager, or other relevant middle leader.
- Adults who need advice on managing the behaviour and attendance of an individual child should in the first instance speak to their subject leader.
- Adults who feel that they have been subject to abuse or intimidation by children should refer the issue in the first instance to a member of the Senior Leadership Team.
- If appropriate, further support may be provided by: Teacher help lines, support groups, listening services and other sources.

PUPIL SUPPORT SYSTEMS

In addition to regular teaching and learning about positive behaviour and regular attendance, and the support of a well organised and caring school community, some children will need extra support to help manage their behaviour and attendance, and many of our children who are referred to external agencies will be vulnerable and have Special Educational Needs (SEN).

The school will look to identify early those children most at risk, in order to draw up a support plan and to establish a support programme to address issues arising, through:

- Liaison with parents/carers, previous schools, outside agencies and services.

- Referrals by adults to pastoral leaders through data analysis such as bullying, truancy.
- Regular pastoral reviews to identify pupils most at risk, included as part of regular academic progress reviews.
- Programmes of short courses on specific elements of Social, Emotional and Behavioural Skills (SEBS).
- Contact with parents on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration
- Contact with parents in the early stages of an issue, rather than when a learner may be close to exclusion, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. LA Behaviour Support Service).
- Referrals to the SENCO for a short period of additional support outside the usual classroom environment.
- Peer mediation and counselling schemes.
- Parents/carers consultations and family sessions.
- One to one counselling with a trained specialist.

PUPIL TRANSITION

To ensure a smooth transition to the next year, the school provides pupils with transition sessions with their new teachers. In addition, staff members hold transition meetings in order to familiarise themselves with the needs of new pupils. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of, or prior to, the academic term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.