



ICC Behaviour for Learning Policy

Aspire, Work Hard and Achieve

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Behaviour for Learning:
Rewards and Sanctions
Attendance Policy



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Rationale

The ICC Behaviour for Learning Policy brings together expectations, guidance and documentation which will support our continuing focus on developing 'Scholarly Habits' and encouraging students to 'Aspire, Work Hard and Achieve'.

Raising standards of Behaviour for Learning at Irlam & Cadishead College will help to ensure that every learner fulfils their potential.

The Behaviour for Learning Policy also serves as a handbook for staff, highlighting good practice which is intended to enable all students to learn and all teachers to teach.

All members of the College are expected to contribute to an environment conducive to learning based on mutual respect, courtesy and tolerance.

Effective Behaviour for Learning includes:-

- *Teachers seeking opportunity to praise good behaviour and evidence of scholarly habits and achievement*
- *Effective teaching and learning*
- *Fostering mutual respect and building positive relationships*
- *Articulating the need for high standards and translating this into practice that is consistently applied and is coherent to learners*
- *Adhering to agreed set Behaviour for Learning based on Teaching Standards*
- *Promotion of Student Voice, value and involvement with regard Behaviour for Learning expectations and Rewards*
- *Working in partnership with parent/carers to encourage positive behaviour and attitudes*

Rights and Responsibilities at ICC

ICC's 'Rights and Responsibilities' are displayed in the College and must be reinforced by all staff during Form Time, lesson, in between lessons and at social times:

- **I have the right to learn and a responsibility to do my best**
- **I have the right to be heard and a responsibility to listen**
- **I have the right to be me and a responsibility to accept others differences**
- **I have the right to excel and a responsibility to be a good sport**
- **I have the right to feel safe and a responsibility to look out for others**
- **I have the right to get help and a responsibility to ask for it**
- **I have the right to use school property and a responsibility to respect it**

Basic Principles of Behaviour for Learning Irlam & Cadishead College:-

Supporting Behaviour for Learning and securing strategies and positive relationships are the responsibility of all staff.

- All staff as part of their professional role are required to demonstrate modelled 'Behaviour for Learning'.
- High quality teaching and learning, as detailed in the Irlam & Cadishead College Teaching and Learning Handbook.

To summarise, it is a responsibility of all teachers that they:-

- Clearly articulate high standards and expectations for 'all', from 'all'
- Plan and teach well-structured lessons
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively where necessary

In addition to the Irlam & Cadishead College Behaviour for Learning Policy, the Principal has made clear in the Student Planner and in all communication to students her expectations re: Behaviour for Learning. These have been shared with all stakeholders and form part of the Home – College Agreement (page 7 of the Student Planner).

- Teachers and Support Staff must be on time and 'on doors' to meet, greet and welcome students at the beginning of each lesson. In this way, staff will support each other within Curriculum Areas.
- Form Teachers will deal, supported by Progress and Development Leaders, if appropriate, with any uniform issues during morning registration, ensuring that there is a signed and dated note in Student Planners. Expectations regarding The ICC uniform and students' personal appearance are detailed on page 16 in the Student Planner.
- At the beginning of each lesson, Teachers are to ensure Student Planners are placed on desks open 'a week at a view' and uniform is checked.
- Students are to be dismissed from lessons in a calm and orderly fashion – again supervised by Teachers.

Rewards and Celebration

The use of rewards is an essential part of ICC's Behaviour for Learning policy. It is imperative that the achievement and successes of all students are recognised and celebrated whatever their starting point and does not incentivise that which students should be doing as part of routines and common courtesy.

Where appropriate, staff should make effective use of:

- Praise: both verbal and written
- Displaying students' work – examples of excellent student work should be displayed and regularly updated in classrooms and corridor spaces
- Phone calls to Parents/Carers (see below)
- Principal's Postcard Home (see below)
- 'ICC Reward Points' (see below)

Phone calls to Parents/Carers

A record of any phone call made to parents/carers must be recorded in the 'Linked Documents' section of SIMS. It is important that staff can see what communication has been made so that information is not repeated.

The screenshot shows the SIMS system interface. A window titled 'Linked Documents' is open, displaying a table of documents. The table has columns for 'Document', 'Summary', 'Type', 'Author', and 'Last Modified On'. The 'Document' column lists various communication types such as 'Personal letter', 'Email', 'Personal', 'Phone call', 'Text message', etc. The 'Summary' column contains brief descriptions of the communication. The 'Type' column lists categories like 'General Document', 'Personal', etc. The 'Author' column lists staff members, and the 'Last Modified On' column shows dates and times.

Annotations with arrows point to the following elements:

- Click on Linked Documents:** Points to the 'Linked Documents' tab in the right-hand sidebar.
- Choose 'General Document':** Points to the 'General Document' dropdown menu in the top left of the window.
- Type a brief summary of the conversation / message:** Points to the 'Summary' column in the table.

ICC Points/Stickers

Reward

Stickers are recorded on the half termly 'Rewards Record' pages in the Student Planner and points are recorded on SIMS.

'ICC Reward Points' and 'ICC Reward Points Stickers' are awarded for:

- 'ICC Curriculum Reward Sticker' – Class Teachers judge that a student has made outstanding effort with a piece of classwork or homework and has met or exceeded their target level/grade. Quality assurance of these rewards will take place during Department/Subject Meetings by Curriculum Leaders and SLT links

- 'ICC Form Teacher Reward Sticker' – Form Teachers award these each half term when a student has demonstrated exemplary punctuality, uniform and equipment
- 'Progress Reward Sticker' - Progress & Development Leaders award these each half term to students who are 'tracking green'

Half termly assemblies will be dedicated to rewards:

- **Principal's 100% Attendance Draw:** a student with 100% attendance from each year group will be picked from the 'Principal's Top Hat' and will receive a prize. The names of prize winners are displayed in Student Services
- **100% Rewards Record Page:** The names of students who are awarded a full page of stickers each half term will be placed in a prize draw. The names of prize winners are displayed in Student Services
- **Curriculum awards:** Curriculum areas/subjects will decide on a Student of the Half Term for each Year Group. Students will be presented with a certificate. Curriculum Leaders will complete the form below and hand it to AP – Attendance & Behaviour **no later than 3pm on the penultimate Friday of each half term**. This is to enable Reprographics to produce certificates. Student names will be displayed in curriculum areas

Subject: _____

Year Group	Student	Reason
7		
8		
9		
10		
11		

Principal's Postcard Home

Curriculum Leaders can nominate a student for a Principal's Postcard home. Nominations will be based on significant achievement or evidence of exemplary citizenship.

Curriculum Leaders/Teacher in Charge will provide for their SLT Link marked/annotated student work that provides evidence for a Principal's Postcard nomination. *(SLT will present 3 pieces of work from across their line managed curriculum areas, ensuring that there is an equitable spread/ evidence of work for every half term).*

SLT Link will complete this form and hand it, together with the evidence of work, to the Principal's PA, **no later than Tuesday at noon**. The Principal will complete 'Principal's Postcards' by Wednesday 4 p.m.

Subject: _____

Student/Year	Subject/Teacher (initials)	Reason
1		
2		

Sanctions

ICC aims to provide a culture of praise and celebration, rewarding students wherever possible. However sanctions will need to be applied if students behave in an unacceptable manner, either in class or in a social setting during the College day.

Appropriate sanctions should be applied for those students who cannot behave in an acceptable way or who fail to complete homework or class tasks to a satisfactory standard. Staff will record behaviour issues on the SIMS Behaviour Management system. Staff should refer to their line manager should they require advice on 'protocols for dealing with negative behaviours' (see page 8) and appropriate sanctions.

Protocols for dealing with negative behaviours

ICC teachers are required to 'manage behaviour effectively to ensure a good and safe learning environment' (DFE 2011). A staged approach will be employed by staff together with our professional, common-sense and fair/inclusive support to students.

	Examples of negative behaviours	Actions
1	<p>Class Teachers/Form Tutors/Duty staff should be dealing with:-</p> <ul style="list-style-type: none"> • chewing/eating in class • disruption of teaching and learning • inadequate classwork or homework • attention seeking and messing about • failure to attend lessons on time • failure to arrive at classes with the correct equipment and/or uniform • failure to respect the environment • inappropriate language • arguing/failure to follow instructions • not treating others in a respectful manner 	<p>Teachers use personal 'toolkit', for example:</p> <ul style="list-style-type: none"> • setting classroom expectations • appropriate seating plan • 'quiet word'/conversation • 1:1 discussion at the end of the lesson • Students should not be 'left' waiting outside classrooms for longer than 3 minutes - this is a safeguarding concern • 10 minute detention at break/lunch – record on SIMS
2	<p>Curriculum Leaders (CL)/Progress & Development Leaders (PDL) are expected to deal/support with:-</p> <ul style="list-style-type: none"> • persistent disruption/interruptions • persistent non-completion of classwork or homework • persistent failure to attend a detention • persistent incorrect uniform or equipment • vandalism/damage to any property • persistent swearing/offensive language • persistent failure to follow instructions/cooperate • persistent poor behaviour between lessons or at break times 	<p>Where the class teacher has exhausted all classroom management strategies CLs are expected to have systems in place for supporting staff within their curriculum area and students. This may include:-</p> <ul style="list-style-type: none"> • 'Buddy Rota' within the Curriculum Area • CL intervention - repair meeting with student/teacher, monitoring of exercise book/coursework, discussion with parent/carer or PDL • Parent/Carer meeting – a Record of Parent Meeting form must be completed and submitted to Visitor Reception <p>PDL 'strategic' actions, which may include:</p> <ul style="list-style-type: none"> • 'Behaviour for Learning'/Attendance Report Cards • 'Round Robins' • Parents/Carers meeting- a Record of Parent Meeting form must be completed and submitted to Visitor Reception • PDLs must inform, by email, appropriate staff, of actions/outcomes.
3	<p>Support for Learning Officers (SfLO) and SLT are expected to deal/support with:-</p> <ul style="list-style-type: none"> • 'On Call' - this is a 'last resort' and is to be used when all other strategies have been deployed and in the case of critical situations • persistent internal truancy • persistent disruption to teaching and learning • behaviours potentially causing alarm and distress to staff, reputational damage to ICC and SAT 	<p>SLT 'strategic' actions, which may include:</p> <ul style="list-style-type: none"> • Reflection Zone • Parents/Carers meetings • SLT Detention - record on SIMS • 'Behaviour for Learning'/Attendance Report Card • Governors Disciplinary • Referral to external agencies • ICC/GMP Acceptable Behaviour Contracts • Fixed Term Exclusion • Managed Move • Permanent Exclusion

SIMS Behaviour Logs

Behaviour incidents must be logged on SIMS by 3:30 pm each day. Each of the five sections must be completed. It is imperative that data and comments recorded must be accurate as these are used in parent/ carer meetings and Governor Disciplinary meetings.

Notice of detentions must be written in the Student Planner.

Recording a behaviour incident on SIMS:

The screenshot shows the 'Incident Details' form in SIMS. The form is divided into several sections:

- Incident Details:** Includes 'Type' (with a dropdown menu), 'Type of Bullying', and 'Additional Type' (with 'Description' and 'Points' columns).
- Activity Type:** Includes 'Activity Type' (dropdown), 'Location', 'Date' (29/09/2014), and 'Time'.
- Access Information:** Includes 'Recorded On' (29/09/2014) and 'Recorded By' (Mr Andrew Brown).
- Criteria:** A large text area for notes.
- Student Details:** Includes 'Name', 'Parental/Carer Informed', 'Action Taken' (dropdown), and 'Actioned by'.
- Resolution:** A dropdown menu with options like 'Resolved' and 'Unresolved'.
- Actions:** Includes 'Send', 'Welcome', 'Report Card', and 'Action' buttons.

Callout boxes provide instructions for specific fields:

- 'Select the incident type' points to the 'Type' dropdown.
- 'Select the lesson, etc. and period' points to the 'Location' field.
- 'Select the activity' points to the 'Activity Type' dropdown.
- 'Select Resolved / Unresolved' points to the resolution dropdown.
- 'Type in further details regarding the incident' points to the 'Criteria' text area.

Monitoring of behaviour on SIMS

10

Select the action taken

It is expected that Curriculum Leaders monitor behaviour in their subject and intervene if a student persistently disrupts lessons in their Curriculum Area. A weekly SIMS Behaviour Log is provided to all Curriculum Leaders/Subject Leaders to monitor behaviour in their Curriculum Area. Areas of concern and actions taken should be discussed with the SLT link. It is essential, therefore, that behaviour incidents are recorded on SIMS.

<u>Curriculum Leader Behaviour Monitoring Half Term 1</u>		
Curriculum Area:		
Recorded Behaviour Incidents Half Term 1:		
Recorded Behaviour Incidents Half Term 2:		
Recorded Behaviour Incidents Half Term 3:		
Recorded Behaviour Incidents Half Term 4:		
Recorded Behaviour Incidents Half Term 5:		
Recorded Behaviour Incidents Half Term 6:		
+		
Week beginning	Number of recorded incidents	Actions taken
05/09/16		
12/09/16		
19/09/16		
25/09/16		

Progress & Development Leaders have an overview of student behaviour in their year group and must intervene if a student persistently disrupts lessons across several curriculum areas or persistently fails to follow ICC routines around the college site.

Sanctions - Detentions

Every lesson is a fresh start for our learners.

Colleagues supporting one another and our students will lead to a positive 'Climate for Learning'

Whole class 'detentions' are not fair, are unacceptable and are not permitted at Irlam & Cadishead College.

Teacher detention: - Break / Lunch time (10 minutes) – recorded in SIMS as part of the 'Behaviour Log'

College Detention:- Thursdays 2:50 – 3:20 p.m.– recorded in SIMS as part of the 'Behaviour Log'

College Detention is issued when:-

- **A student has received five or more behaviour points in a week**
- **A student is 'late' to College 3 or more times in a week (having completed a lunchtime detention for 2nd 'late')**

A student can also be placed in College Detention at the discretion of a member of SLT.

College detentions will be supervised by Curriculum Leaders/Subject Leaders, supported by Progress & Development Leaders. A supervision rota is published each term.

Support for Learning Officers will inform, via email, Form Teachers and Progress & Development Leaders of students who will have College Detention by 4 p.m. on Tuesday each week.

Form Teachers will record the date and time of the detention in Student Planners during Wednesday Form Period.

Student Services will display a list of students in College Detention on the Dining Hall noticeboard.

Students who fail to attend or demonstrate non-compliance in a College Detention will be placed in SLT Detention supervised by a member of SLT on Fridays 2:50 – 3:50 p.m.

Senior Leadership Team detention:- After school (60minutes) – recorded in SIMS as part of the 'Behaviour Log'

SLT Detention is issued when:-

- **A student has failed to attend or has demonstrated non-compliance in a College Detention**
- **A student has internally truanted**

A student can also be placed in SLT Detention at the discretion of a member of SLT.

SLT detentions are served on Friday afternoons between 2:50 – 3:50 p.m. in the area opposite ABR's Office.

Support for Learning Officers will inform, via email, Form Teachers and Progress & Development Leaders of students who will have SLT Detention by 4 p.m. on Wednesday each week.

Form Teachers will record the date and time of the detention in Student Planners during Thursday Form Period.

Student Services will display a list of students in SLT Detention on the Dining Hall noticeboard.

Parents/carers of students who fail to attend or disrupt SLT Detention will be contacted to arrange a Parent/carer meeting

Students who have been unable to follow ICC routines and have received quality mentorship from ICC Support for Learning Officers (SfLOs) via 'On Call', complete an 'ICC Reflection Sheet' in the Reflection Zone. These are completed with guidance and counsel from SfLOs and are discussed with the Assistant Principal – Attendance and Behaviour before students are returned to their seat of learning.

Behaviour Reflection Sheet

Name:		Year:	
Date:		Period/Time:	
Subject:		Teacher:	

My behaviour has been unacceptable because:

•

How my behaviour has affected other people:

•

Agreed Targets Set:

•

Student's signature:	
Supervising member of staff:	

A copy of the students 'ICC Reflection Sheet' which includes a Target Setting exercise is printed and sent home by covering letter as follows:-

1. Letter 1 / Reflection Sheet - Information for parents/carers
2. Letter 2 / Reflection Sheet - Parent/carers are invited to attend a meeting with SfLO
3. Letter 3 / Reflection Sheet - Parent/carers are invited to attend a meeting with PDL
4. Letter 4 / Reflection Sheet – Parent/carers are invited to attend a meeting with AP –Attendance & Behaviour and a Governor

Following a meeting with parents/carers, students returning from Fixed Term Exclusion also complete an 'ICC Reflection Sheet'. Students present this to the Principal prior to returning to their 'seat of learning'.

A summary of actions taken in the Reflection Zone is published in the ICC Bulletin.

It is expected at ICC that requests for 'On Call' are made only when:-

- The classroom teacher has exhausted all behaviour strategies to deal with student 'non-engagement' and disruption of teaching and learning
- The Curriculum Leader or Leader of Learning has intervened/supported, if available
- Student's refusal to remain in 'seat' or activity of learning.

Procedure for 'On Call' response via Student Services Ext 2096/2105

- On receipt of request Student Services will ask:-
 - Has the Curriculum Leader / Leader of Learning or Teacher in Charge of subject has been contacted?
 - Has the established Curriculum area 'buddy' system been used to assist / support / diffuse the situation?

If all Curriculum Area strategies have been used to re-engage and deal, the following actions will take place:-

1. Student Services will contact Support for Learning Officers (SfLOs):

- Student Services will contact , followed by an email, the SfLOs 'On Call'
- An email will be sent, as follows and copied to Teacher, Curriculum Leader and Progress & Development Leader – this will ensure that 'all' are in the loop and a record will be kept on Student File

Dear (Name of Colleague)

Subject Line – 'On Call' Request - Subject, Teacher, Student - Year

I telephoned you at (time) today, requesting support for (Teacher/Subject) re: name(s) of student. As a result, you or 'name of colleague' responded to this request. Please will you ensure that you triangulate how this matter was resolved and ensure that AP, Andy Brown is made aware by return email.

2. Student Services will contact appropriate member of staff from the 'On Call' Duty Rota:

- Should the SfLOs be unavailable, Student Services will ring, followed by an email, the appropriate SLT / P&DL from the Rota

3. Student Services will contact appropriate Progress & Development Leader (P&DL):

- Should 'On Call' duty staff be unavailable, Student Services will ring, followed by an email, the appropriate Progress & Development Leader. Student Services will only do this if the P&DL is not teaching

4. Receptionist will contact SLT Link:

- Should the P&DL be unavailable, Student Services will ring, followed by an email, the SLT link for the Curriculum Area. Student Services will only do this if the SLT is not teaching

5. Student Services will contact AP – Behaviour for Learning:

- AP will deal and ensure that the relevant members of staff e.g. CL, SLT link, Progress & Development Leader is informed re: actions taken, actions needed/confirmation that the incident is resolved.

In addition, staff 'On Call' must be proactive and support Irlam & Cadishead College's drive to improve Culture and Attitudes to Learning. Staff 'On Call' should:

- Challenge any student 'out of their seat' or activity of learning. Students out of lessons must have a signed and dated note in their Student Planner and will be returned to their class teacher if this is not the case.
- Visit lessons:
 - Challenge non-compliance with 'Non Negotiables'. Ensure class teacher follows up.
 - Speak to classes and students about their learning asking, for example, "*Can you tell me something new you have learnt today?*"
 - Provide an opportunity for students to show work for that lesson and demonstrate progress over time

Unacceptable Behaviour Outside of College

Irlam & Cadishead College is fortunate to have students who on the whole are a credit to themselves, their families and the local community. Appropriate action will be taken should any student behave in a way that causes reputational damage to our College. We expect our students to wear College uniform with pride and act as ambassadors at all times.

When dealing with an 'out of College' incident, the Assistant Principal –Behaviour for Learning will consult with the Principal regarding appropriate action to be taken.

Students may be disciplined for unacceptable behaviour when:

- Taking part in any College-organised/College-related activity
- Travelling to or from College
- Their behaviour poses a threat to another student/member of the public
- Their behaviour could adversely affect the reputation of Irlam & Cadishead College

Anti-Bullying

Every student has a right to enjoy his/her learning and social time free from bullying. Irlam & Cadishead College will not tolerate any behaviour that causes distress to students.

Bullying is repeated action that is intended to cause someone else harm or upset. This can take place in a number of ways:

- Physical bullying
- Verbal bullying
- Cyber bullying
- Isolation bullying
- Damage to personal property
- Graffiti bullying
- Intimidation
- Propaganda

Reporting a Bullying Incident – ‘Blue Slip’

Staff who are concerned that a student is being bullied should a complete ‘Blue Slip’ proforma on the T-Drive:

<T:\ICC FORMS 2015-2016\Recording a bullying incident -Blue Slip.doc>

The Children’s Practitioner will use this information to investigate incidents and will record action taken on SIMS. ‘Blue Slips’ are also available from Student Services and when completed must be handed to the Children’s Practitioner.

Reporting a Bullying Incident – Blue Slip

Irlam & Cadishead College

Student:	Year Group:
Date:	Time for writing this report:

Behaviour for Learning Reports

If, despite teachers, Form Curriculum Progress and Leaders, a student the wrong choices meet ICC's may be placed on Learning' report.

There is a tiered Learning' report supervision at Cadishead of Reports and targets are SLT Link and Development Year Group and parent/carers by

Physical bullying	Cyberbullying
Verbal bullying	Harassment
Isolation bullying	Propaganda
Names of student(s) involved:	
Student 1 _____ Year ____	
Student 2 _____ Year ____	
Student 3 _____ Year ____	
Student 4 _____ Year ____	
Student 5 _____ Year ____	
Factual details of the bullying:	
Witness Statements (if any):	
• Witness 1 _____ Year ____	
• Witness 2 _____ Year ____	
• Witness 3 _____ Year ____	
NAME: _____	Designation: _____
Signature: _____	

intervention from Teachers, Leaders and Development continues to make and does not expectations, they Behaviour for

'Behaviour for monitoring and Irlam & Cadishead College. 'Levels' personalised decided by the Progress and Leader for each shared with letter.

At Irlam & Cadishead College, we believe that Report Cards should be time limited, i.e. they should not become merely a 'crutch' to moderate behaviour. For this reason, the tiered report at key stages of interventions with Form Teacher, Progress & Development Leaders and members of staff are time limited to two weeks only.

Students will be placed on report to their Form Teacher in the first instance and if necessary, this may escalate to their Progress and Development Leader and, if appropriate, to the Senior Leadership Team.

Each report is colour coded for clarity and will be available from Progress and Development Leaders.

- Form Teacher Report – White
- Progress & Development Leader Report – Blue
- Senior Leadership Team Report - Red

In order for reports to work effectively:-

- Students must meet formally with their key member of staff at the end of the school day
- If the key member of staff knows that they will be unavailable, it is their responsibility to ensure that a colleague is able to complete this meeting on their behalf
- If the student 'loses' their Report Card or fails to get it signed, an appropriate sanction must be used (loss of social time, for example)

At the end of the two-week period of reporting, each Report Card should be returned to PDL/SLT link. The PDL/SLT link will decide whether or not the student needs to move to the next tier.

Completed Report Cards must be returned to the Admin Office to be placed on the student's file. Parent/carers must be updated at the end of the two-week period.

Working with Parents/Carers

Parents/carers play a crucial role in shaping the attitudes which develop scholarly habits at Irlam & Cadishead College. We therefore endeavour to keep parents/carers 'informed' at every opportunity and encourage them to contact their child's Progress & Development Leader if they have any concerns about their son or daughter.

Parents/carers sign the 'Home-College Agreement' in the ICC Student Planner and agree to support the College and policies as set out in the College prospectus and on the College website. It is imperative that parents/carers are kept informed about progress and successes: where problems arise we want to involve them in finding the right solution.

All meetings must be recorded on the ICC Parent/Carer Meeting proforma. These can be found on the T-Drive:

T:\ICC FORMS 2015-2016\Parent Carer Meeting Template_v2.docx

Staff meeting with parent/carers must:

- Where possible inform 'Visitor Reception' 24 hours in advance in order that appropriate data can be added to the proforma
- Complete the proforma accurately and return to Visitor Reception for logging and filing
- Inform appropriate staff via email of 'actions taken' and 'actions required'

Fixed Term Exclusions

The decision to 'Fixed Term' Exclude (FTE) a student is not taken lightly but unfortunately will happen in some circumstances. Only the Principal may make a decision to FTE a student. When a FTE has been authorised by the Principal, the following must take place:-

- The Assistant Principal – Attendance & Behaviour will provide the administrative team with FTE bullet pointed reasons, to be inserted on the agreed template letters. As part of this process, Curriculum Leaders, SLT and the student's teachers will be informed re: length of term and reasons, together with the date/time of 'Back to Work' interview.
- Where possible, FTE letters will be given 'by hand' to the parent/carer by the Progress & Development Leader or SLT link. A copy of the letter will be posted home.
- Support for Learning Officers (SfLOs) are informed so that arrangements can be made for the student to receive work to be completed whilst on a Fixed Term Exclusion.
- Upon the student's return from exclusion they must meet with their Progress and Development Leader and/or SfLO/SLT Year Group Link/Assistant Principal – Attendance & Behaviour. A Record of Meeting with Parent/Carer proforma will be completed for the Student File
- Following the meeting, an ICC Reflection Sheet will be completed under the guidance of an SfLO. The Reflection Sheet will be presented to the Principal before a student is returned to their seat of learning.

Acceptable Behaviour Contracts

Students who, despite Fixed Term Exclusion, repeatedly cause staff alarm, distress and harassment may be required to sign an Acceptable Behaviour Contract (ABC). Students and parents/carers attend a meeting with the Assistant Principal – Attendance & Behaviour and a representative from Greater Manchester Police.

During the meeting, students must agree that they will not get involved in any Anti-Social Behaviour and confirm that they understand what action may be taken against them if you continue in this manner.

Governor Disciplinary Panel

Students who, despite support do not improve their behaviour will attend a Governor Disciplinary Panel meeting. Students must be accompanied by their parents/carers. The committee consists of a Governor, a member of SLT and the student's Progress & Development Leader. During the meeting, discussions take place regarding the problems being experienced in school. A clear indication is given as to where continual poor behaviour will lead in the long term.

Strategies are agreed and are put into place to improve the student's behaviour. Students may also be referred to partner and outside agencies such as the EWO (Education Welfare Officer), the school nurse or BITS (Brief Intervention Team).

Additionally, when a student is excluded for more than 15 days over the course of an academic year, or permanently, they are expected to appear before a Governors' Disciplinary Panel Meeting. Parents/carers are expected to accompany their child to this meeting and are informed of the need for the meeting in the initial exclusion letter. Once a date has been arranged, parents/carers are notified, by letter, of the date, time and place of the meeting. It is vital that Parents and the student attend this meeting. The purpose of the meeting is for Governors to hear the reasons why the College made the decision to exclude the student. They also wish to hear the views of the parents/carers and the child.

Managed Moves

'Managed Moves' are another strategy used to engage a student in education and are sometimes used as an intervention to prevent a permanent exclusion. Working collaboratively with other Salford Headteachers/Principals, 'Managed Moves' often have very positive outcomes i.e. the student returning to the College with a positive attitude.

'Managed Moves' are organised by a 6 week managed move placements can be arranged through the monthly In Year Fair Access Panel (IYFAP) hosted by Salford LA and attended by the Principal.

Recommendations for a 'Managed Move' can be made by SLT Year Group links to the AP – Attendance & Behaviour when other strategies have been unsuccessful. A 'School Concern Referral' form must be completed and submitted to the Local Authority in advance of an IYFAP meeting.

Students who attend ICC on a Managed Move from another Salford school must complete an ICC Managed Move Reflection Sheet before commencing their placement.

ICC Attendance Policy

Irlam & Cadishead College has high expectations of all our students. It is a requirement that all students attend on time, every day, unless they are ill or have the Principal's permission to be absent for extenuating circumstances (for example, attending off-site provision or sporting activities).

Research suggests that 17 missed College days a year equates to the loss of a GCSE grade. Being late 10 minutes every day for one year is equivalent to 33 hours or approximately 6 College days.

The Education Act 1996 requires parents /carers to ensure that their children receive efficient, full-time education. Parents/carers are responsible for their child's school attendance and punctuality.

Schools are responsible for recording pupil attendance twice a day: once at the start of the morning session and once during the afternoon session. An entry must be made in the attendance register for all pupils of compulsory school age who are on the school's roll. In addition, lesson registers are taken each lesson.

Attendance Procedures

College Day:

- The College day for students begins at 8:25 am — by this time all students should be on College premises.
- Form Time begins at 8:30 am when the "Form Time bell" is sounded
- Students entering College premises after the "Form Time bell" are late for College
- Afternoon registration takes place within Period 4. It begins at 12:50pm
- Period 5 ends at 2:50 pm

Form Tutors:

- Form Tutors have the responsibility of registering pupils' attendance at the beginning of the morning session
- Form Tutors have a major role to play in encouraging pupils to be punctual and to attend school each day (see section on Attendance Diamond Tracker)
- Absence notes from parents/carers will be checked by Form Tutors and will be passed to the Student Services for filing
- Form Tutors will use the Behaviour for Learning Policy to deal with students who are persistently late for Form Time

Progress and Development Leaders:

- Progress and Development Leaders will liaise closely with Form Tutors in checking that registers are completed accurately
- Progress and Development Leaders will liaise with Student Services regarding concerns with attendance

Student Services:

- Student Services will support staff on 'lates' duty, by completing the 'Record of Student Lates' proforma and updating registers as appropriate on SIMS
- Student Services will check phone messages from parents/carers regarding student absence and will update registers as appropriate on SIMS
- Student Services will make First Response calls to parents/carers of absent students from 10 am onwards
- At 3:30pm, Student Services will email, cc'ing appropriate line managers and the AP – Attendance & Behaviour, any class teachers who have not submitted registers on SIMS
- By 4:00 pm, a AM/PM daily attendance summary will be emailed to AP – Attendance & Behaviour and Progress & Development Leaders
- Student Services will keep an accurate record of 'C' code requests. AP – Attendance & Behaviour will present this weekly to the Principal and return it to Student Services who will update SIMS as appropriate
- A 'Whole School Attendance Report' and 'Persistent Absence Report' will be produced by 3 pm each Friday and emailed to the AP – Attendance & Behaviour

Holidays in Term Time

If a student is to be absent for a future event e.g. holiday, family wedding, sporting interest, parents/carers must write a letter addressed to the Principal detailing the dates and reason for the request.

Parents/carers must obtain the College's permission before making any bookings for holidays in term time and give at least six weeks' notice.

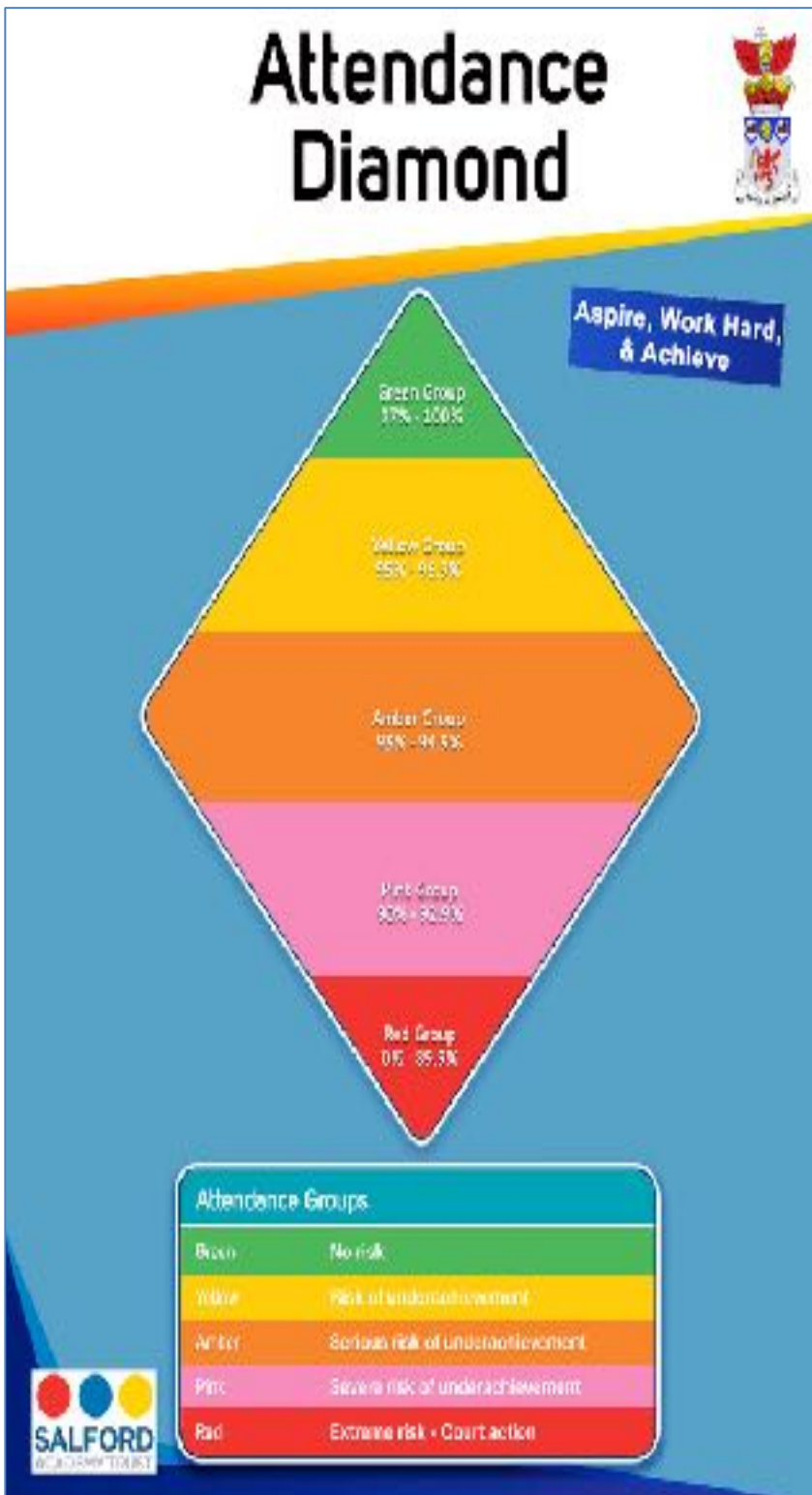
Where requests for absence due to a holiday are not granted by the Principal and parents/carers withdraw their child from school regardless of this decision, this will be recorded as 'unauthorised absence due to holiday' (Code G).

Parents/carers cannot demand leave of absence for the purpose of a holiday as a right. Only in exceptional circumstances will leave of absence be approved and this will be solely at the discretion of the Principal.

Principal's 100% Attendance Draw

100% attendance is celebrated and through the Principal's 100% Attendance Draw. The name of a student with 100% attendance will be drawn from a hat in half termly Rewards Assemblies. The winner from each year group will receive a prize and names will be displayed in Student Services.

Attendance Diamond Tracker



The Attendance Diamond Tracker raises students, parent/carers and ICC staff awareness of attendance issues:

- Students are fully involved in their own attendance monitoring
- Parent/carers clearly understand the expectations and the consequences if they fail to support the College and their child in attending regularly
- The system is simple –all staff can quickly see attendance concerns
- Issues for the student are identified and interventions to improve attendance are put in place

The Attendance Diamond Tracker must be displayed in Form Teacher classrooms

Weekly Routine

For the Attendance Diamond Tracker to be effective, it is vital that the following takes place:

1. Mondays a.m.: Student Services update the Attendance Diamond Tracker using SIMS data from the previous week

Name	Tutor Group	Year Group	2014-2015 - Attendance Percentage						Weekly Change	Successive Fails	Form Teacher Conversation	Student Support Call	Attendance Letter 1 - General Warning	Attendance Letter 2 - Meeting Invited	Meeting 1 (PDI/SS)
			06/05/2016	13/05/2016	20/05/2016	24/05/2016	01/07/2016	08/07/2016							
	7HCO	T	98.7	99.4	99.1	97.7	98.1	99.9	↑	None	13-Jun	19-Jun	Y	20-Jun	
	7LWR	T	96.8	96.9	97	97.3	96.8	96.9	↑	None	Y	20-Jul			
	7NRA	T	94.7	94.8	95.1	95.8	95	95.1	↑	None	Y		26-Apr		
	7AHO	T	94.2	94.5	94.3	92.8	92.9	93	↑	None					
	7LWR	T	97.7	97.6	97.5	97.8	98	94	↓	None	Y				
	7AHU	T	95.1	95.6	96	96.8	97.2	97.6	↑	None			09-Mar		
	7MHR	T	96.6	96.9	96.3	98.8	98.9	99.9	↑	None					
	7NRA	T	95.5	99.7	96	98.6	99.4	99.7	↑	None					
	7AHO	T	96.8	96.9	97	97.3	97.4	97.6	↑	None					
	7MHR	T	96.6	96.9	96	98	99.1	99.1	↓	None					
	7MHR	T	96.8	96.9	97	97.3	97.4	97.6	↑	None					
	7LWR	T	100	100	100	100	100	100	↑	None					
	7AHO	T	96.4	96.5	96.5	97	97.1	97.2	↑	None					
	7MHR	T	96.2	96.3	96.3	98.8	98.8	99.9	↑	None					
	7NRA	T	92.6	92.8	92	93.8	94	94.2	↑	None					
	7HCO	T	95.1	95.5	95.7	95.8	95.7	95.9	↑	None					
	7AHO	T	96.4	96.5	96.5	97	97.1	97.2	↑	None			19-Mar		
	7LWR	T	94.7	95.2	95.7	95.9	96.5	96.7	↑	None	Y	Y	Y	Y	
	7HCO	T	95.7	99.4	99.9	99.5	99.5	99.9	↑	None	06-Jul				
	7NRA	T	93.6	93.8	94	94.7	94	93.6	↓	2 or more	Y		Y		
	7MHR	T	100	100	100	100	100	100	↑	None					
	7NRA	T	94.2	94.5	94.7	94.7	94.8	95	↑	None					

2. Weekly: Form Teachers discuss attendance concerns with students and, **no later than 3 p.m. on Fridays**, email confirmation of 'Form Teacher Conversation' to Student Services, cc'd to the appropriate Progress & Development Leader and the Assistant Principal – Behaviour for Learning.
3. Student Services update the Attendance Diamond Tracker to record 'Form Teacher Conversation'
4. Attendance Officer meets with Progress & Development Leaders to decide which students will require:
 - a. Student Support Call
 - b. Attendance Letter 1 – General Warning
 - c. Attendance Letter 2 – Parent/Carer Meeting with PDL
 - d. Attendance Letter 3 – Parent/Carer Meeting with Assistant Principal Year Group Link
 - e. Attendance Letter 4 – Parent/Carer Meeting with Assistant Principal – Behaviour for Learning and Education Welfare Officer (EWO)
5. Student Services update the Attendance Diamond Tracker to update record of letters, meetings, etc.
6. Attendance Officer meets with Assistant Principal – Behaviour for Learning to provide update and discuss referrals to EWO

Punctuality

A warning bell will ring at 8:25 a.m. Form Time begins at 8:30 a.m. After this time, students are late to College and the following will take place:

- Students who late are greeted by Support for Learning Officers (SfLOs) on duty at the Student Welcome Desk
- Student Planners are signed and stamped with the time of arrival
- Students then report to Student Services where they are added to the 'Late List'
- Students who are late more than once in a week will complete a lunchtime detention
- Students who are late more than twice in a week will complete a College Detention

Registers

It is essential that accurate registers are taken for all Form Periods and lessons

- Form Teachers and Class Teachers must complete registers on SIMS Lesson Monitor within the first five minutes of Form Time/Lesson
- **Only the 'I' or 'N' code should be used by Form Teachers and Class Teachers - there should be no missing marks.** Any other appropriate codes will be added by Student Services
- Should a member of staff be unable to use SIMS Lesson Monitor, an accurate paper register must be provided for Student Services
- Students who are persistently late for lessons must be challenged using the procedures from the 'Behaviour for Learning' policy. 'Minutes Late' must be recorded on SIMS Lesson Monitor

Form	House	Reg	SEN	G8	AM	Hrk	Hr1	Hr2	Hr3	PM	Hr4	Hr5
QWST	N			/	/	/	/	-	-	-	-	-
QWST	N			/	/	/	/	-	-	-	-	-
BLWA	K			/	/	/	/					
BCRD	N			/	/	/	/					
BCHU	N			/	/	/	/	-	-	-	-	-
BLWA	K			/	/	/	/	-	-	-	-	-
BCRD	N			0	0	0	0	0	0	0	0	0
BCHU	N			/	/	/	/					
BUID	N			/	/	/	/	-	-	-	-	-
BUTD	N			/	/	/	/	-	-	-	-	-
BIED	N			I	I	I	I	I	I	I	I	I
BIED	K			/	/	/	/					
BKSA	N			/	/	/	/	-	-	-	-	-
BCRD	N			/	/	/	/	-	-	-	-	-
BKSA	N			/	/	/	/					
QWST	N			/	/	/	/	-	-	-	-	-
BKSA	N			/	/	/	/	-	-	-	-	-
BKSA	N			/	/	/	/					
BKSA	N			/	/	/	/					
BKSA	K			/	/	/	/	-	-	-	-	-
BLWA	N			/	/	/	/	-	-	-	-	-
BCHU	N			/	/	/	/					
QWST	N			/	/	/	/	-	-	-	-	-
QWST	N			/	/	/	/					

Right click and 'Enter Minutes Late'

- Display Codes
- Enter Comments
- Enter Minutes Late
- Export Card Details

Internal Truancy

Students who truant a lesson will receive an 'Internal Truancy Detention' (see parent/carer letter in appendices). These detentions take place as part of the SLT Detention on Fridays 2:50 – 3:50 p.m. Repeated internal truancy will result in parent/carer meetings and students who, despite support and guidance, persistently internally truant may be Fixed Term Excluded.

Student Services must be contacted should a student not arrive to lesson having been marked as present in earlier lessons.

The 'On Call' System must be used if a student leaves lesson without permission. Once a student has been returned to their seat or activity of learning, the Class Teacher should use the Behaviour for Learning policy to deal.

Appendices: Behaviour for Learning Pro-Formas

Appendix 1: Behaviour Reflection Sheet

Appendix 2: Record of Meeting with Parent/Carer

Appendix 3: Witness Statement

Appendix 4: Managed Move Reflection Sheet

Appendix 5: School Concern Referral

Appendix 6: Fixed Term Exclusion Reporting Form

Appendix 7: Attendance Codes

ICC Behaviour Reflection Sheet

Name:		Year:	
Date:		Period/Time:	
Subject:		Teacher:	

My behaviour has been unacceptable because:

-

How my behaviour has affected other people:

-

Agreed Targets Set:

-

Student's signature:	
Supervising member of staff:	

Appendix 2: Record of Meeting with Parent/Carer



RECORD OF MEETING WITH PARENT/CARER

Student: _____ **Year/House:** _____ **Date:** _____

Parent/Carer: _____ **Other Family Representative:** _____

College Staff: _____ **Other College Representative:** _____

KS2	En	Ma	Sc	KS3	En	Ma	Sc	Avg Pts	Current Pts	Traffic Light

Attendance	%	Authorised Absences	Unauthorised Absences	No. of Lates	Reward Points	Behaviour Points

ISSUES/CONCERNS	OUTCOMES/AGREED ACTIONS

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- The completed "Record of Meeting" form should be passed to Visitor Reception for recording and filing on Student File

Appendix 3: ICC Witness Statement



WITNESS STATEMENT

Name:

Date:

Subject/Class:

Statement:

_____ (Signed)

_____ (Supervising Member of Staff)

Appendix 4: ICC Managed Move Reflection Sheet

	ICC Managed Move Reflection	
Student		Year
	What I did	
	My behaviour needed a 'Managed Move' because:	
	How I let others down	
	My behaviour let others down because:	

Why I am responsible

I am responsible for my behaviour because:

What will happen if I do not change?

I understand that if I do not moderate and improve my behaviour I am at risk of:	I will not be allowed to attend classes – work with SLT		
	I may be required to sign an ICC Acceptable Behaviour Contract – supported by GMP		
	My placement at Irlam & Cadishead College may be terminated		
	If I do not take the opportunity given to me at both my school and Irlam & Cadishead College, my host school may recommend that I am permanently excluded		
Signed Student		Date	
Signed SLT			

Appendix 5: School Concern Referral

Salford City Council

School Concern Referral

Details of Young Person	
Name:	DOB:
IYFA: Yes/No Category:	Yr Group:
Gender: Male Female	Attendance:
Ethnicity:	First Language:

Current School:	
------------------------	--

Provision Requested:	
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Details of Parents/Carers with Parental Responsibility	
Name:	Name:
Tel No:	Tel No:
Relationship:	Relationship:

Parent/Carer permission given?	Yes	No
LAC Status	Yes	No
SEN Statement/Ed,care & Health Plan	Yes	No
SEN (Non Statement// Ed,care & Health Plan	Yes	No
Child Protection/Child in Need Plan	Yes	No

Parent/Carer School Preference	
1.	
2.	
3.	

Details of Referral		
What has led to this young person being referred?		
How would the change of educational provision benefit the young person?		
Previous Provision (e.g. previous school, managed moves, respite, part -time)		
Provision	From	To

External Agency Involvement (e.g. EP,Social Care, CAMHS, BIT, CAF, TAC)

Agency	Key Worker	Contact Details

Additional Support /Strategies Provided in School With Outcomes	
Strategy	Outcome

Young Person’s View of The Referral (Where possible)

Parents/Carers View of The Referral (Where possible)

<p>DO YOU CONSIDER THERE TO BE ANY RISKS TO LONE WORKERS VISITING THE HOME?</p> <p>YES / NO (IF YES PLEASE GIVE DETAILS)</p>
--

Documentation to Support the Referral					
Attendance Record	Y/N	Attainment Record	Y/N	Behaviour Log	Y/N
CAF	Y/N	SEN Records	N/A	Other	Y/N

Person Making the Referral	Date:
Name:	Designation:
Tel No:	Email:

Please email the fully completed form back to Karen Hamer, karen.hamer@salford.gov.uk

Appendix 6: Fixed Term Exclusion Reporting Form
SALFORD CITY COUNCIL
Children's Services
Fixed Term Exclusion Reporting Form (EXC1)

SCHOOL NAME

PUPIL DETAILS

Name					
Address				Post Code	
Home telephone number			Ethnicity		
Date of Birth		Gender		Year Group	

CORRESPONDENCE DETAILS

Name of parent/carer			Mobile number		
Address (if different)				Post Code	

ADDITIONAL PUPIL DETAILS

Is the pupil a 'Child In Need'?	Yes	No	*Is the pupil in Public Care?	Yes	No
Is there a PSP/IEP in place?	Yes	No	Last review date		
SEN Stage			Last contact date with Educational Psychologist		

EXCLUSION DETAILS

Start date		End date		Return date	
Number of days this exclusion			Number of days this academic year (<15 governors must meet)		
Primary reason for this exclusion (Use DCSF Code)					
Additional reason using LA Codes			... cont.		

SIX DAY RULE

Parents/carers informed of their responsibilities under the six day rule?	Yes	No
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Arrangements made with parent/carer to collect and return work?		Yes	No
If the exclusion is for more than 5 days, where will the pupil be educated?			
Contact name		Tel. number	email
Name of provider			
Start date		End date	Number of days

NOTIFICATION

Has the Governing Body been notified?	Yes	No
Has a letter of notification been sent to parent/carer?	Yes	No

AUTHORISATION

Name of Head teacher			
Signature of Head teacher (For Hard Copy ONLY)		Date	

This form MUST be emailed to: karen.hamer@salford.gov.uk

Appendix 7: Attendance Codes

CODE	DESCRIPTION	MEANING	Counts towards 90% attendance requirement?
/	Present (AM)	Present	YES
\	Present (PM)	Present	YES
B	Educated off site (NOT Dual registration)	Approved Educational Activity	YES
C	Other Authorised Circumstances (not covered by another appropriate code/ description)	Authorised absence	NO
D	Dual registration (i.e. student attending other establishment)	Approved Educational Activity	YES
E	Excluded (no alternative provision made)	Authorised absence	NO
F	Extended family holiday (agreed) <i>Note above point about 2013 DfE guidance.</i>	Authorised absence	NO
G	Family holiday (NOT agreed or days in excess of agreement)	Unauthorised absence	NO
H	Family holiday (agreed) <i>Note above point about 2013 DfE guidance.</i>	Authorised absence	NO
I	Illness (NOT medical or dental etc. appointments)	Authorised absence	NO
J	Interview	Approved Educational Activity	YES, if approved in advance.

L	Late (before registers closed)	Present	YES
M	Medical/Dental appointments	Authorised absence	NO
N	No reason yet provided for absence	Unauthorised absence	NO
O	Unauthorised absence (not covered by any other code/description)	Unauthorised absence	NO
P	Approved sporting activity	Approved Educational Activity	YES, if approved in advance.
R	Religious observance	Authorised absence	NO
S	Study leave	Authorised absence	NO
T	Traveller absence	Authorised absence	NO
U	Late (after registers closed)	Unauthorised absence	NO
V	Educational visit or trip	Approved Educational Activity	YES
W	Work experience	Approved Educational Activity	YES
X	Untimetabled sessions for non-compulsory school-age students	Not counted in possible attendances	N/A
Y	Enforced closure	Not counted in possible attendances	N/A
Z	Student not yet on roll	Not counted in possible attendances	N/A
#	School closed to students	Not counted in possible attendances	N/A