



'Let your light shine'

Matthew 5:16

## **Bilbrook CE Middle School**

### **Behaviour & Attendance Policy**

#### **Principles**

Promoting positive behaviour and excellent attendance is the responsibility of the whole school community. Codsall Community High Federation of schools work with VIP Education Ltd, to ensure excellent attendance and punctuality at school.

Bilbrook Middle school will promote positive behaviour and good attendance through its use of curriculum and learning materials. A comprehensive code of conduct is issued to students each year (Appendix 1) and a comprehensive anti-bullying policy is in place (Appendix 2). Students are taught to be considerate to others through the PSHE and Citizenship curriculum (Appendix 3). Good attendance and behaviour by students will be recognised appropriately. The schools have a comprehensive awards policy in place. All students should be at school, on time, every day the school is open, unless the reason for the absence is unavoidable.

Where the behaviour of students is unacceptable, i.e. violence towards another student or member of staff, a fixed term suspension or permanent exclusion may be used to protect others in the school. Fixed term suspensions and permanent exclusions are used in exceptional circumstances following the DCSF guidelines:

[http://www.teachernet.gov.uk/\\_doc/12798/Exclusions\\_guidance\\_2008\\_FINAL\\_pdf\\_110808.pdf](http://www.teachernet.gov.uk/_doc/12798/Exclusions_guidance_2008_FINAL_pdf_110808.pdf).

Some students are sometimes reluctant to attend school. Any problems that arise with attendance are best resolved between the school, the parents and the child. If a child is reluctant to attend, it does not help the child to cover up their absence or to give in

to pressure and excuse them from attending. This gives the impression that attendance does not matter and may make things worse. Permitting absence from school without a good reason is an offence.

The attendance and behaviour policy includes referral agreements that are designed to promote and safeguard the welfare of students. School have a duty in law to refer any absence of 10 days or more where they have been unable to make contact with the parent/child or have general concerns about the absence to the Education Welfare Service. The school has a duty in law to refer any absence of 10 days or more. Where they have been unable to make contact with the parent/child or have general concerns about the absence to VIP Education. There may be further referrals to the Local Authority if the situation does not improve.

At Bilbrook Middle School a register is taken twice a day for the morning and afternoon whole school attendance figures. This shows whether the student is present, engaged in an approved educational activity off-site, or absent. At BMS a register is taken every lesson to monitor attendance, however the morning and afternoon registrations are used for all attendance figures for the LA and census returns. If a student of compulsory school age is absent, every half-day absence from school has to be classified by the school, as either AUTHORISED or UNAUTHORISED. Only school can authorise the absence, not parents. This is why information about the cause of each absence is always required, preferably in writing.

Authorised absences are mornings or afternoons away from school for a valid reason like illness or other unavoidable cause.

Unauthorised absences are those absences which the school does not consider reasonable and for which no "leave" has been given. This includes:

- Parents keeping children off school unnecessarily
- Truancy before or during the school day
- Absences which have never been properly explained
- Children who arrive at school too late to get a mark

Parents whose child is experiencing difficulties should contact the school at an early stage and work together with staff in resolving any problems. This is usually successful. If difficulties cannot be sorted out in this way, the school or the parent may refer the child to the Education Welfare Worker from VIP Education Ltd. An action plan may be drawn up using an Early Help Assessment Form This is statutory as a referral may later be made to the Local authority. The Education Welfare Officer from VIP Education Ltd (EWO) will try to resolve the situation with letters, phone calls, home visits and or school based meetings. If attendance does not improve then the Early Help Assessment Form will be sent to the Local Authority. The LA will work with the family but these Officers can issue Penalty Notices or use court proceedings to prosecute parents or seek an Education Supervision Order on the child. The maximum penalty on conviction is a fine of £2500 and/or 3 months imprisonment.

## **Procedures**

The schools apply the following procedures in deciding how to deal with individual absences:

The schools have a computerised system for recording and monitoring attendance.

Lists are produced for any student who is either late or absent for morning or afternoon registration.

## **Parents/Carers at Bilbrook Middle School should –**

1. Phone or email the school on each day of absence. The dedicated phone number is 01902 840910 the email is office@bms.sslp.uk
2. Provide the form tutor with a written explanation of absence on your child's return to school.

## **The Partnership Schools will -**

1. Contact you via phone call on each day of absence if the school has not been informed of the reason for non-attendance.
2. Let you know if your child's absence or lateness is giving cause for concern.
3. Let you know of any changes or special dates for the term.

4. Include a record of your child's attendance on each school report.
5. Listen to your worries and concerns and work with you to find solutions to any problems that may arise.
6. Work in partnership with VIP Education, the Local Authority, and any other organisations that offer support to children and their families.
7. Welcome students back after any period of absence and help them to catch up with any missed work.
8. Praise and record good attendance and punctuality as well as any improvement that may have been shown.

### **Late Arrival at School –**

<b>Bilbrook Middle School</b>
1. If a student arrives during the tutor registration he/she must report to reception and then the tutor.
2. If a student arrives during curriculum time he/she must report to reception to sign in.
3. All medical reasons for lateness should be explained in a letter.
4. Lateness is monitored and sanctions will be applied where appropriate.
5. Registration in the morning at 8.40 am and Registration in the afternoon is at 1:00 pm. A student who arrives late after the register has been closed will be marked as an unauthorised absence.
6. VIP Education will periodically supervise 'late gates' and advise parents/carers and students of punctuality to school.

### **Arrangements for leave of absence**

1. As from September 2013 no holidays can be authorised by schools.

2. If a parent / carer would like to request a leave of absence then this must be put in writing to the Executive Headteacher four weeks before the leave of absence is requested. This is the same procedure for Codsall High School Perton Middle School and Bilbrook Middle School.
3. All requests will be considered on their own merits
4. The power to authorise/unauthorise a leave of absence is at the Executive Headteacher's discretion and is not an automatic right.

## **Penalty Notices**

The South Staffordshire Learning Partnership will work closely with VIP Education and the Local Authority to ensure regular attendance at school. The Education Welfare Service can take legal action against a parent/carer if the student does not attend school regularly and there is not a medical reason for the absence.

This action might take one or two forms, either issuing a penalty notice or prosecution in the magistrate's court.

## **Penalty Notice Procedure**

**A penalty notice can only be issued by authorised LA staff.** An early Help Assessment form will be completed by the school's Education Welfare Officer which will detail ongoing concerns and action taken. This will be done by VIP Education in conjunction with the school.

The Local Authority will respond to a request from Bilbrook Middle School within 10 school days of receipt and where the criteria are met, the following will ensue;

1. A penalty notice can only be issued in the case of unauthorised absences

2. In cases where there is more than one poor-attending student in a family multiple notices may be issued.
3. Parents will only receive one warning notice period for improvement in attendance in a single academic year. If attendance deteriorates again then no further formal warning notice will be issued and the Local Authority can automatically consider other statutory actions in un-authorized absence re-occurs.
4. If there are 20 unauthorised sessions in a twelve-week period. (10 school days) lost to unauthorised absence by the student during the previous three terms, then a referral to the Local Authority can be made.
5. Where parents fail to comply with the procedures contained within the protocol for a family holiday a Penalty Notice may be considered.

### **Changes to the Code of Conduct for Penalty Notices Commencing 1<sup>st</sup> January 2018**

- **Penalty Notice for leave of absence (holiday) in term time**

**Any** period of unauthorised leave may result in you as a parent/carer receiving a penalty notice fine. The head teacher will continue to be the only person able to authorise leave in term time, but this will apply only in exceptional circumstances. Any unauthorised absence will be referred by the school (inclusion) to VIP Education EWO.

- **Penalty Notice for persistent lateness**

Previously a pupil had to achieve 20 unauthorised late marks before a penalty notice warning could be issued. **This has now changed to 10 marks**, and late marks do not have to be one after the other in order for the penalty notice to be issued.

- **Period of time used to measure persistent absence and lateness** If your child has had 10 days unauthorised absence or is late 10 times over a twelve week period, you may receive a penalty warning notice and also potentially a fine.

## **Payment of Penalty Notices**

1. Arrangements for payment will be detailed on the Penalty Notice
2. Payment of a Penalty Notice discharges the parent or carer's liability for the period in question and they cannot subsequently be prosecuted under other enforcement powers for the period covered by the Penalty Notice.
3. Payment of a Penalty Notice within 21 days is £60 and payment after this time but within 28 days is £120
4. The council retains the revenue from Penalty Notices to cover enforcement costs
5. Payments are not accepted in part or by instalments.

## **Non- Payment of Penalty Notices**

- Non-payment of a Penalty Notice will result in the withdrawal of the Notice and will trigger the fast-track prosecution process under the provisions of section 444(1), of the Education Act 1996. Prosecution will be actioned by the Local Authority. This could result in a fine of up to £1,000 for each student whose attendance is causing concern and for each parent/carer involved in the prosecution.

## **Attendance data**

Attendance trends are analysed on a daily basis. Form Tutors, Pastoral Managers, Heads of House and a member of the Senior Leadership Team will take action to improve a student's attendance. Parents are contacted by letter (or a phone call) if the school has concerns about attendance issues.

When an individual student's attendance level falls below 96% in any term without good reason, The VIP Education Education Welfare Officer will be contacted. Following investigation any unresolved issues or a continuing drop in education could result in the Early Help Assessment form being completed and the involvement of the Local Authority. This will then be an open case for the Local Authority and may result in a Penalty Notice or ultimately a prosecution under the Education Act 1996 section 444.

It is not appropriate for the school to authorise absences for shopping, looking after other children, haircuts etc. Leave may be granted in an emergency (e.g. bereavement) or for medical appointments which need to be in school time.

**Information about Individual School Targets, Projects and Special Initiatives**

**The school has adopted the following attendance targets and special projects:**

<b>Bilbrook</b>
<ol style="list-style-type: none"><li>1. There is a section in the student planner for students to record their attendance percentage and their target for each half term.</li><li>2. The whole school attendance target is 97%</li><li>3. Form attendance for each week is shared in Assembly and displayed on the attendance notice board. If the school target is achieved, there is a whole school reward.</li><li>4. Each term every student with 100% attendance for the half term receives 10 House Points</li><li>5. Each year every student with 100% attendance for the year receives a certificate.</li></ol>

**Those people responsible for attendance matters in the schools are:**

<b>Bilbrook</b>
Mrs Davies and Mrs Welsh – Administration All form tutors Headteacher



## Summary

The school has a legal duty to publish their absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend school. School staff are committed to working with parents as the best way to ensure as high a level of attendance as possible.

## The Principles

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school through a solution focused approach by:

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

## Roles and Responsibilities

- The Governing Body will establish, in consultation with the Executive Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Executive Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.


- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Executive Headteacher and Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Executive Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Executive Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. This will be conveyed in the home school agreement.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. This will be conveyed in the home school agreement.

### **Procedures for the South Staffordshire Learning Partnership**


The procedures arising from this policy will be developed by the Executive Headteacher and Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Executive Headteacher via the Headteacher, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility.

## **Consequences for poor behaviour in the classroom**

Sanctions are effective if used rarely, appropriately and consistently. If generous approval is normally given, the withdrawal of approval is an effective sanction for most students. Confrontation is rarely an effective way to solve a problem. A solution focused approach which relinquishes the role of the expert and focuses on the solution to the problem by using the abilities, strengths and assets of the person in the here and now can be very powerful. **The solution focused approach opens up a potential future without the problem.**



### The Bilbrook Standard



**Let your light shine by:**

**Being the best you can be;**

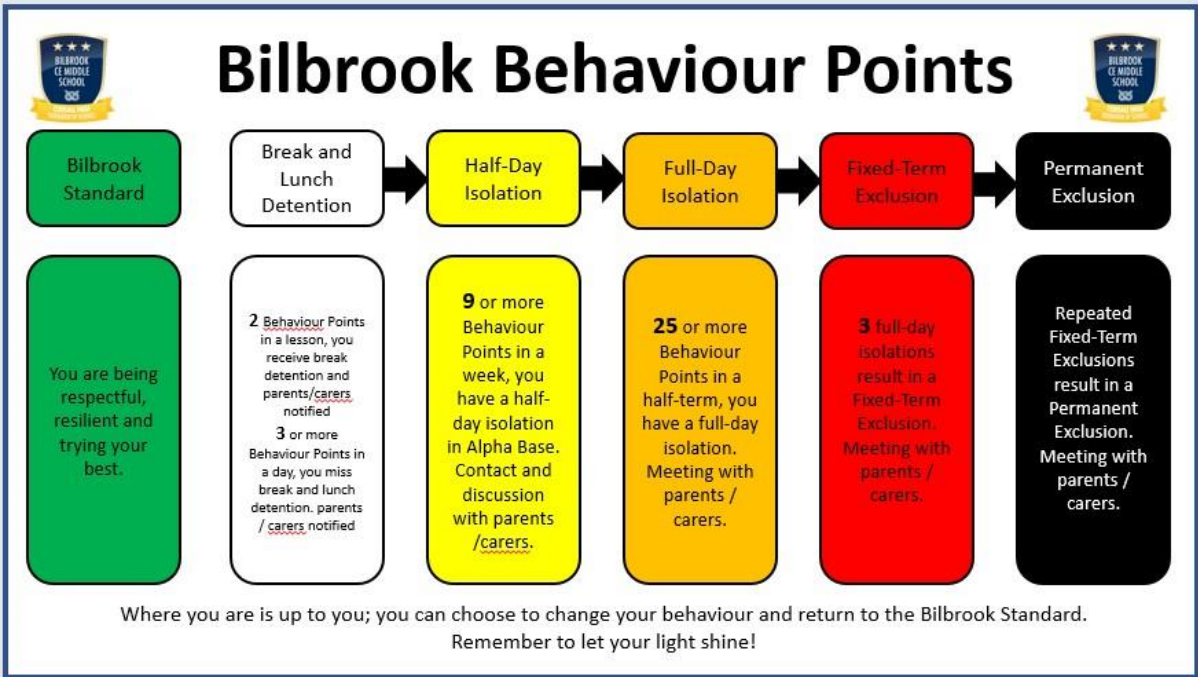
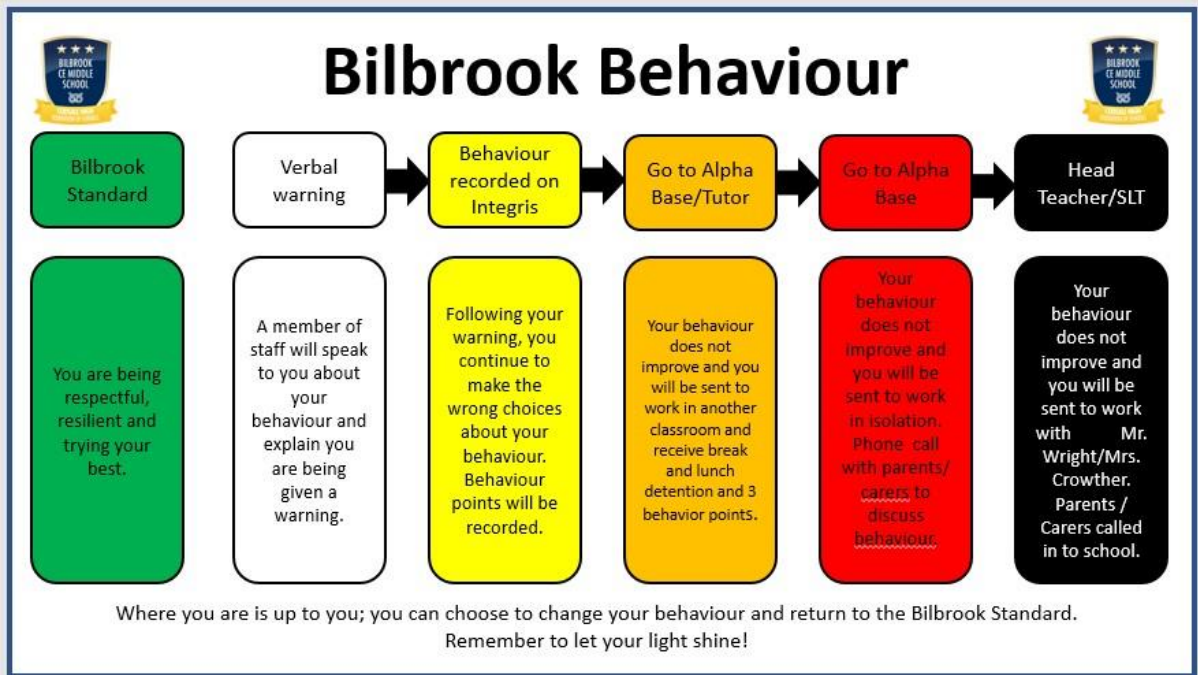
**Being ready to learn;**

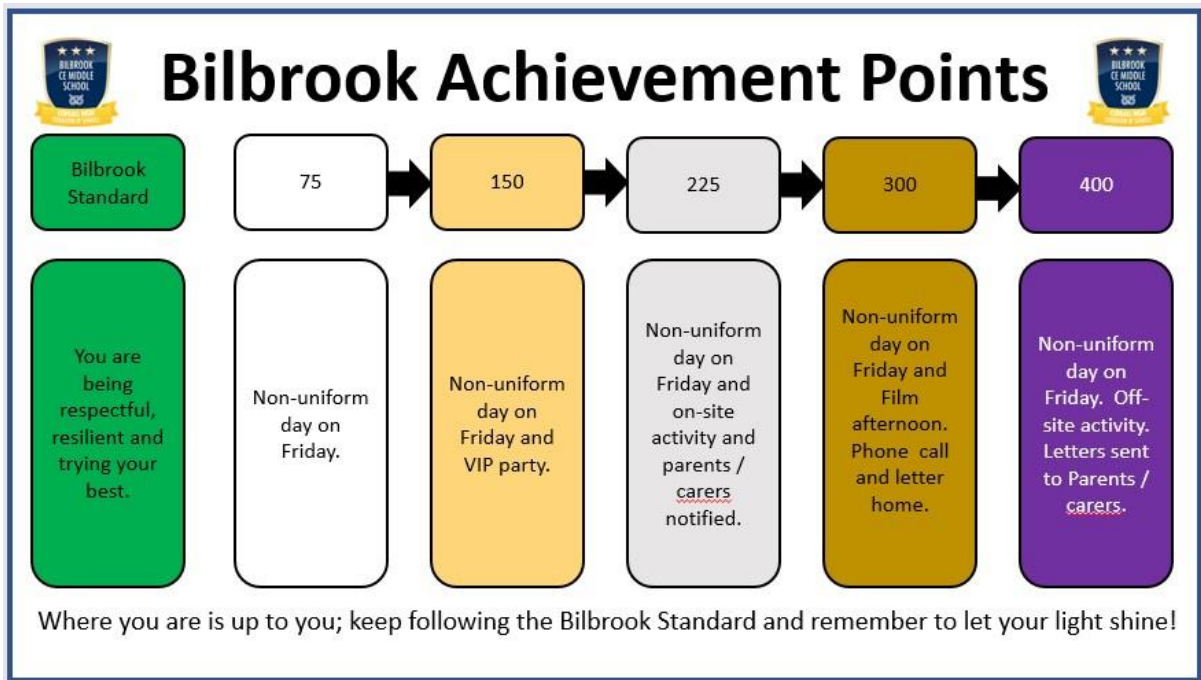
**Being resilient;**

**Being ready to celebrate your own and others' achievements;**

**Being respectful of other people, property and the environment.**

**“Let your light shine!”** Matthew 5:16





### The role of the tutor

The Tutor plays an essential pastoral role owing to their regular contact with the students in their tutor group. Tutors have a key role to play in addressing student behaviour. Tutors must always act quickly and in line with the behaviour policy when behavioural concerns are reported to them by other members of staff. Effective communication between staff can often resolve issues before they escalate. The full guidance to the role of the tutor is in the tutor’s tool kit.

### Subject teacher

The subject teacher must address behavioural concerns in the first instance. A member of staff must ensure that they have exhausted all possible strategies before referring the problem on. The following levels of behaviour offer guidance for the referral procedure to staff.

There may be certain behaviours eg: unsafe behaviour, theft, offensive/ discriminatory language, violence that will miss the warning stage.

<u>1</u>	<u>2</u>	<u>3</u>
<b>Subject Teacher/ Form Tutor</b>	<b>Pastoral Manager</b>	<b>Senior Management</b>
Talking	Refusal to leave classroom	Refusal to Cooperate with PM

Minimum effort	Discriminatory language	Illegal substances/Under age use of substances.
Forgetting equipment	Fighting	
Wasting time / Interruptions	Hacking / offensive material	
Bullying	Dangerous behaviour	
	Theft	
Arriving late	Ongoing prevention of teaching occurring	
Eating in class	Disruption from outside the classroom	
Throwing paper	Refusal to follow teacher's instructions	
Mobile phone / iPod use / make-up	Rudeness to staff	
Interfering with other people's possessions		
Throwing objects		
Preventing others from working		
Graffiti / vandalism		
Offensive language		
Uniform issues	Offensive language to staff	Physical Abuse to staff

The following levels table outlines examples of action.

<b>1</b>	<b><u>Examples of action</u></b>	
<b>Subject Teacher / Form Tutor</b>	<b>Teacher</b>	<b>Pastoral Support / SLT</b>
1. Talking	<ul style="list-style-type: none"> <li>• Discuss and resolve using Solution Focused Language.</li> <li>• New seating plan, Remind of targets,</li> <li>• Tutor report, Remind of Code of Conduct, Issue conduct points.</li> </ul>	Discuss and resolve using Solution Focused Language Letter home Phone call home
2. Uniform issues  Form tutor / Pastoral Manager	<ul style="list-style-type: none"> <li>• Standards on entry to the room Refer to planner Refer to out of class</li> <li>• 'Code of Conduct' Home School Agreement</li> </ul> <ol style="list-style-type: none"> <li>1. uniform standards letter</li> <li>2. Appearance letter</li> <li>3. Facial jewellery</li> <li>4. Hair colour</li> </ol>	Always challenge behaviour ensure you are calm and use confident strong body language Use Solution Focused language to encourage the student to follow the Code of Conduct If the disruption is extreme call a Pastoral Manager
3. Minimum effort	<ul style="list-style-type: none"> <li>• As 1. above,</li> <li>• plus catch up lessons,</li> <li>• Moved within class,</li> <li>• Detention system used</li> </ul>	Contact parents/carers

4. Forgetting equipment	<ul style="list-style-type: none"> <li>• Write in planner</li> <li>Use 'Code of Conduct'</li> <li>• Detention system</li> <li>• Departmental letters</li> <li>• home</li> <li>Phone call home</li> <li>Home school agreement</li> </ul>	Contact home
5. Wasting time / Interruptions	<ul style="list-style-type: none"> <li>• Seating plan</li> <li>Circulate the room</li> <li>stand next to learners who are talking.</li> </ul>	<ul style="list-style-type: none"> <li>• Threaten to remove the class to another room</li> <li>• Meet with Pastoral Manager</li> </ul>
6. Bullying	<ul style="list-style-type: none"> <li>• Separate the students.</li> <li>• Remove one from the class resolve it if you can.</li> <li>• If necessary refer to a Pastoral Manager as they may have a bigger picture</li> <li>• Inform the tutor</li> </ul>	<ul style="list-style-type: none"> <li>• Inform a Pastoral Manager</li> <li>• If a decision is made to change groups then inform the person responsible for SIMs registers.</li> </ul>
7. Arriving late	<ul style="list-style-type: none"> <li>• Set ground rules for punctual arrival</li> <li>immediately lateness occurs.</li> <li>• Ask for the reason.</li> <li>• Ensure time is made up use the detention system.</li> <li>• Discuss with form tutor or previous teacher</li> </ul>	
8. Eating in class	<ul style="list-style-type: none"> <li>• Refer to Code of conduct</li> </ul>	



	<ul style="list-style-type: none"> <li>• Refer to the home school agreement</li> </ul>	
9. Mobile phone / iPod / use / make-up	<ul style="list-style-type: none"> <li>• Refer to Code of conduct</li> <li>• Use Behaviour points system</li> <li>• Discuss with tutor</li> <li>• If problem persists confiscate the phone, or call for a Pastoral Manager</li> </ul>	

Interfering with other people's possessions	<ul style="list-style-type: none"> <li>• Seating plan Agree</li> <li>• expectations of behaviour in respect for other people's possessions</li> <li>• Keep students in at the end if something has gone missing. Call a Pastoral Manager</li> </ul>	
Throwing objects	<ul style="list-style-type: none"> <li>• Refer to Code of Conduct</li> <li>• Health and Safety discussed</li> <li>• Isolate student in another room</li> <li>• More serious problem – large objects involve a Pastoral Manager</li> </ul>	
Preventing others from working	<ul style="list-style-type: none"> <li>• Talk to the individual</li> <li>• Encourage to face forward</li> <li>• Move within the classroom</li> </ul>	

	<ul style="list-style-type: none"> <li>• Devise a seating plan for the whole class</li> <li>• Detention to make up for wasted time</li> </ul>	
Graffiti / vandalism	<ul style="list-style-type: none"> <li>• Call the Site Manager to get the student to clean the area.</li> <li>• Report all vandalism to Pastoral Manager</li> <li>• Use the detention system</li> </ul>	
Offensive language	<ul style="list-style-type: none"> <li>• Use 'Code of conduct'</li> <li>• Use Home school Agreement</li> </ul>	
	<ul style="list-style-type: none"> <li>• Remove student from their audience and discuss one to one</li> <li>• Use Behaviour system</li> </ul>	
Failure to complete homework	<ul style="list-style-type: none"> <li>• A warning given in the first instance.</li> <li>• Behaviour system used to follow up with any student who fails to do homework</li> </ul>	

### **Detentions – Bilbrook Middle School**

- Detentions mean that a child will miss their break and/or lunchtime.
- Parents / carers are contacted.
- Isolations occur if too many behaviour points are accumulated within a set period of time.
- Parents will be contacted by phone about the process.

### **Entering information on Integris.**

- All behavioural incidents must be entered on Integris Behaviour reports.
- This information will go as a report to the form tutor.
- The form tutor must discuss the report using Solution Focused strategies with the student, to help to resolve the issue.
- Behaviour reports will be sent to the form tutor and SLT

## **Monitoring reports**

### **Stage 1**

- If a student is identified as needing support with their behaviour, they are placed on report by the Pastoral Manager (green). If no improvement, a meeting is arranged with the parents

### **Stage 2**

- The child is placed on Pastoral Manager Report. This report is slightly different as it has generic targets and links to behaviour through a grading system.
- Every strategy must be applied before moving the student onto an SLT report. This report is pink coloured.

### **Stage 3**

#### **PSP report**

- Pastoral Support Programmes are generally linked with a monitoring report and always have targets.
- A PSP report will have the agreed targets from the PSP meeting and the strategies for staff to use in the classroom.
- The member of staff responsible for setting up the PSP will monitor the report card until the next review meeting.

## **Inclusion Meetings**

- Students will be discussed at each Staff Meeting.

- The weekly behaviour log is sent to all staff. Any sensitive information is removed beforehand.
- Through discussions at these meetings other actions may be sanctioned. These include;
  - Initiating a general round robin to all staff to analyse patterns of poor and good behaviour.
  - Monitoring report
  - Mentoring referral
  - Counselling referral
  - PSP set up. The SENCO must be informed of this to place the student on the SEN register. If the PSP is removed then the student will come off the SEN register
  - SEN assessment / referral to an Educational Psychologist / school nurse / SENS team
  - Withdrawal of the student from mainstream lessons for an internal exclusion in isolation
  - Withdrawal of the student to work in the Learning Support Centre with work from the teacher.
  - Referral to the family support worker
  - Referral to the Staffordshire behaviour consultant.
  - Initiate a Common Assessment Framework. The SENCO must be informed of this to place the student on the SEN register. If the 'Team Around the Child' is removed then the student will come off the SEN register.

This is by no means comprehensive; whatever outside agency is needed to support a student will be contacted by a member of the inclusion team.

### **Fixed Term Suspensions**

In the most extreme cases, following serious incidents or a persistent pattern of poor behaviour, a student can be given a fixed term suspension from school. Where the suspension is for more than five days, arrangements will be made for the student to temporarily attend another education establishment. Whilst the individual circumstances surrounding every case will always be carefully considered, students will be suspended for;

- Fighting or threatening violence towards another student or a member of staff
- Possession of drugs, alcohol, cigarettes and vapes.
- Possession of an offensive weapon
- Persistent or serious cases of bullying
- Swearing at a member of staff
- Deliberate damage to school property, or equipment, or to another student's work
- Persistent disruption of lessons thereby endangering other student's learning

The above list should not be regarded as exclusive, but rather representative of antischool acts which endanger the health and safety, welfare or learning of other students. The sanctions apply not only in school but at times when students are under the jurisdiction of school, such as travel to and from school.

### **Executive Headteacher interview**

- If a student has ten or more suspensions in one term then this will be discussed with the Executive Headteacher during SLT meetings
- This will detail the behavioural incidents which give the school serious cause for concern and will indicate the support structures put in place to look for a solution to the problem.

### **Permanent Exclusion**

- Very rarely a student will be permanently excluded from school.
- This will happen for gross infringements of the behaviour policy and/or where the student's behaviour is consistently poor and the Headteacher considers that the student is likely to behave in a way that is beyond the reasonable control of the school.

### **Property**

- Items of value which the student should not have brought into school or has misused in some way might, if the school judges this reasonable and appropriate, be stored safely at school until a responsible family adult can come and retrieve it.

- Items which the student should not have in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. Parent(s)/carers will always be informed of such action.