

QK ATTITUDE TO LEARNING POLICY

Our Attitude to Learning Policy has been developed by QK teachers, students and governors.

It applies to Years 7-13.

MANAGEMENT OF ATTITUDE TO LEARNING

The Management of student attitude to learning is the responsibility of **all** staff at **all** times.

It needs to be understood that consistent implementation of agreed systems not only provides the framework within which effective learning can take place but also provides support for colleagues. Any individual abdication of responsibility will make colleagues' jobs all the harder.

The Attitude to Learning Policy is made up of the

- QK Way
- Classroom Rules
- Movement around QK
- Detention Systems
- Reports
- Rewards

1. Aims

- a) To build a set of expectations and attitudes to learning of staff and students that supports the school aim.
- b) To highlight and support the concept of the classroom and the school as a 'Place of Learning' with - by necessity - an associated set of rules.
- c) To adopt an approach to the management of attitude to learning that reinforces positive expectations and develops partnership with home.
- d) To raise awareness of the relationship between the school pastoral/inclusion and the curriculum

2. Key Principles

Very clear, simple expectations to be explained to all students and put on display in all classrooms and related areas:

- a) Limited number of classroom rules is appropriate, based on the QK way. Department-specific rules can also be set where necessary.
- b) Use of praise is a very important motivating factor.
- c) Distinguish between minor and major offences using levels of behaviour system.
- d) Any issues that arise are to be dealt with as close-to-source as possible and as quickly as possible. Resolution through the Reconciliation process is needed prior to the next lesson.
- e) Proactive rather than reactive approach - To anticipate and prevent problems in the future.

- f) Departments must have a clear internal referral procedure with serious incidents to be immediately passed onto the external referral room. In both cases, incident sheets must be completed.

THE PASTORAL SYSTEM

Broadly the aims of the system are:

- To increase responsibility for one's own learning and development: for others in the school and for the wider community
- To increase self-confidence and self awareness by:
 - Developing positive personal relationships
 - Understanding the school routine
 - Developing skills to help all subject areas
 - Making guided decisions about Option subjects and careers

The system consists of:

1. Year Tutor Groups
 - Each Tutor Group is of mixed ability and is taught as a unit in most subjects until the end of Key Stage 3
 - There is a Form Tutor who moves up through the school with each year group
2. Directors of Learning
 - Leads the team of tutors. The tutors and Directors of Learning meet regularly
3. The Pastoral Board
 - Directors of Learning, Assistant DoL, SLT, the Inclusion Manager and staff from within the Inclusion Faculty meet regularly
4. Sixth Form
 - The Sixth Form is led and managed by the Director of Sixth Form and two Assistant Directors of Sixth Form. They are supported by a team of form tutors as well as having dedicated administrative support.
5. Co tutors are attached to Year Groups and meet with the year teams.
6. Members of the SLT and SSLT are attached to each year group to support end of the day dismissals.
7. SLT link for each form group
8. Staff from the Inclusion faculty are attached to each year group

Director of Learning

The school has static Directors of Learning for year 7 and 8. Directors of Learning for Years 9-11 will move with their group.

All Directors of Learning are concerned not only with monitoring individual student's academic personal and social development and progress, but also developing the corporate life of the whole groups through assemblies, social events and activities.

The monitoring of student progress and the promotion of initiatives also involves organising parents evenings and having dialogues with parents and students. The School's Education Welfare Officer meets with Directors of Learning and students on a weekly basis to support student's attendance.

ADOL

The ADOL will work closely with the DOL in managing the work and attitude of the year team. The ADOL will also have responsibility for gathering attendance data, managing the SPACE programme within the Year Group.

Form Tutor in Years 7-13

Tutors see their group twice a day for registration. The Form Tutor is the first link between home and school and tutors work with Directors of Learning to resolve any problems concerning progress in lessons, general attitude to learning and relationships with other students.

The Role of the Form Tutor

The school regards its Pastoral Programme as essential to the well-being of students as individuals and the school as a whole. All staff are expected to play an active and positive part in this programme by undertaking the role of the Form Tutor within one of the Year Teams.

The Form Tutor will be expected to:

1. Ensure school policy is carried out
2. Maintain good records by effective use of the Tutor File
3. Attend regular year team meetings and work closely with the DOL in developing the School's pastoral programme
4. Help plan, develop and implement the agreed pastoral programme for use in tutorial time

5. Encourage students to be self-disciplined and co-operative and support progress through using a report to highlight good work and areas of concern with attainment, attitude and uniform
6. Ensure that high standards are expected and maintained at all times
7. Together with the students, be responsible for the monitoring, co-ordination and development of the student's profile, i.e. the personal and social progress of each student in the group
8. Be responsible for all required administration for the students in the group
9. Keep the DOL and subject teachers informed of any referral/relevant information concerning the students within the tutor group
10. Carry out any further duties as may be deemed to be in the interests of the students within the group and across the school as a whole
11. To store information and documentation provided e.g. Incident sheets/referrals on your tutees in the tutor file, which can be used on Review Days and important meetings. (This will be filed by administrative staff at the end of the academic year into tutor filing cabinets).
12. Students who are late to school to be kept back for 10 minutes as directed by the DOL
13. To give curriculum support by monitoring student use of diaries and ensure parental support of the school homework process is evidenced by a signature
14. Appropriate communication (e.g. Phone calls, letters) with parents/carers informing them of areas of concern as well as positive aspects of student progress
15. To inform the DOL about curriculum concerns and non-setting of homework
16. Environment: ensure the tutor room is as per expectations, tutor board maintained (timetable, awards chart, code of attitude, study support programme, tutor bulletin and OK News, school council reps, remove redundant information)

The Role of the Co-Tutor

The co-tutor will work closely with the ADOL in managing the work and attitude of the year team. The co-tutor will also have responsibility for;

- Collecting Herringbones from form tutors
- Equipment and uniform checks
- Literacy
- Year group quiz
- Diaries
- Form Tutor shadowing

- SPACE lesson paper registers in Tutor file

Assembly Routines

Tutors escort their classes to assembly in an orderly suitable fashion and supervise them as directed by DOL.

All assemblies organised by the Director of Learning (DOL) supported by the DOL and tutors.

| Year | Day | Place |
|-------|-----------|--------------|
| 7 | Monday | Drama Centre |
| 8 | Thursday | Drama Centre |
| 9 | Wednesday | Drama Centre |
| 10 | Tuesday | Drama Centre |
| 11 | Friday | Drama Centre |
| 12/13 | Tuesday | Sports Hall |

Key Stage Assemblies

At the end of each term a Key Stage Assembly will be taken by the Headteacher or a senior member of staff. This will always take place during the last week of term.

The QK Way and School Rules

QK - CARING ABOUT ACHIEVEMENT

Quintin Kynaston aims to develop the best in every student through the excellent teaching of a broad and challenging curriculum in a supportive and technologically advanced environment.

THE QK WAY

| LEARN | SHOW RESPECT | BE SAFE |
|---|---|---|
| <ul style="list-style-type: none"> • Arrive on time • Work quietly and listen to instructions • Help each other; don't disrupt the lesson • Record homework in your diary and hand it on time | <ul style="list-style-type: none"> • No racist, sexist or homophobic comment or attitude • Care about each others' belongings and feelings • No swearing or cussing • No bullying or fighting | <ul style="list-style-type: none"> • No litter or spitting • No smoking • Keep toilets clean • No chewing in class • No vandalism or graffiti • No running, pushing or acting dangerously |

The QK Way is to help us all take responsibility and achieve our full potential. It is based on all students and staff at Quintin Kynaston treating one another with **RESPECT**.

CLASSROOM RULES

1. Come to lessons **on time** and with the correct equipment
2. **Listen** carefully and follow teachers' instructions
3. Raise your hand **before asking** a question or answering
4. Stay in your **seat** unless the teacher tells you to move
5. **Work** to the best of your ability
6. Treat everyone, their work and possessions with **respect**

Around QK

Movement

1. Walk around the school sensibly and calmly care
2. Don't run inside the school building
3. Don't obstruct corridors, doors or exits accessories
4. Keep to the left at all times should
5. Treat displays with respect and care

Property

1. Treat school buildings and property with care
2. Respect other people and their property
3. Wear only appropriate clothing and accessories
4. Mobile phones, walkmans and headphones not be seen nor heard in school
5. Mobile phones must never be taken into an exam
6. If you bring valuables into school, they are your responsibility
7. Don't bring any illegal or dangerous substances into QK

Classroom Rules

1. Listen carefully and follow teachers' instructions
2. Work to the best of your ability
3. Treat everyone their work and equipment with respect
4. Come to lessons on time and fully prepared
5. Raise your hand before asking or answering a question
6. Where appropriate remain in your seat unless directed to move

Movement around QK

1. Walk around the school building sensibly and calmly
2. Don't run in the school building
3. Don't obstruct corridors, doors and exits
4. Keep to the left at all times

Health and Hygiene

1. Keep the school and its surroundings clean
2. Throw all litter in bins
3. Don't smoke, drink or take drugs

Property

1. Treat school buildings and property with care
2. Respect other people and their property
3. Wear only appropriate clothing and accessories in school
4. Mobile phones, walkmans and headphones should not be in school
5. Mobile phones must not be taken into exams
6. If you bring valuables into school, they are your responsibility
7. Don't bring any illegal or dangerous items into school

Guidelines for Good Practice

Good Classroom management and well-organised lessons are crucial to ensuring a positive attitude to learning. Teachers should:

- a) Know students as individuals.
- b) Organise the classroom and the lesson to keep students interested to minimise disruption. This will include a published and visible seating plan that the teacher may vary from time to time.
- c) Be flexible in order to take advantage of unexpected events rather than being thrown off balance by them.
- d) Continually scan or observe the attitude to learning of the class.
- e) Be aware of and control personal attitude, e.g. stance, tone of voice.
- f) Model the standards of courtesy they expect from students.
- g) Emphasise the positive, including praise for a positive attitude to learning as well as good work.
- h) Ensure rules for classroom attitude are clear to students.
- i) Make sparing but consistent use of reprimands - being firm rather than aggressive, targeting the right student rather than the whole class, criticising the attitude not the person, use private rather than public reprimands wherever possible, being fair and consistent and avoiding sarcasm or idle threats.
- j) Avoid sending a student out of a classroom for any length of time. If a student needs to be removed, use the department internal referral timetable.
- k) Model 'The QK Way'

The QK way helps us all to take responsibility and achieve our full potential where all students and staff at Quintin Kynaston treat each other with respect.

Remember students will test the boundaries of acceptable attitude and our success is tested not by our absence of problems but by the way we deal with them.

At Quintin Kynaston we believe that;

- a) Good conduct in the classroom is largely dependent upon: clear direction to student, establishing ground rules for attitude to learning, using teaching methods that interest, challenge and extend students and employing differentiated learning techniques.
- b) Teachers should maintain class records in which they record lesson attendance, lateness, lack of equipment, homework details, assessment information etc.
- c) Teachers should have home contact information in their record folders to allow positive and negative comments to be passed on quickly to parents. When contact with home is made a copy should be kept and then communicated through the distribution of the parent/carer consultation forms to the tutor and DOL.
- d) Students should not leave a lesson without a very good reason, in such a case; a note must be placed in the student's planner. Students will be challenged and sent back to class if they do not have this.
- e) Basic routines should be followed at arrival on lesson: enter quietly outdoor clothes/non uniform tops, caps should be removed before entering, equipment out and bags on floor and no chewing.

- f) Door closed and get on with work, starting with aims of the lesson (Targeting Learning Outcomes') being written into books when required.
- g) Administration (register, daily attendance sheet, homework check) done clearly and formally at the start of the lesson.
- h) A specific time for setting of homework should be made, students should be calm and affective and discussed in an orderly fashion. Also allow time for packing up, completing any necessary reports, tidying resources away.

Management of Attitude to School and Learning outside the classroom

The management of students around school can be very different from the attitude to learning when closely supervised in lessons. Such times include change of lessons, break, lunch times and after school.

To facilitate safe, calm and swift movement around school, there is no substitute for frequent, consistent messages to students about what is expected, reinforced by all staff at every opportunity.

Everyone is expected to behave sensibly and show consideration of others and adhere to the QK way. An incident sheet should be written and passed onto the tutor, HOF and DOL for those who fall below expectations.

This means walking no running, no pushing, dawdling or shouting. All 'No Entry' notices for examinations must be respected, so students must not pass by the sports hall/drama centre at those times.

To support this:

- a) At change of lessons senior staff will be on duty to oversee the site. Location of these duties may be varied depending on any patterns of attitude.
- b) At end of lessons, staff should dismiss their class in an orderly fashion, a group at a time.
- c) At break and lunch teaching staff clear their floor and the building. DoL's are expected to open their Year floors' for KS3 students during wet breaks.
- d) Teachers to be encouraged to open their classrooms for negotiated and scheduled activities. These must be supervised.
- e) Unless students are in a classroom with a teacher's permission at break or lunch they are expected to be off all teaching floors.
- f) Student 'prefects' are given a wide range of responsibilities during lunch breaks.

Classrooms

- Desks are placed so students can see the teacher and board and the teacher can see students' faces.
- Standard information, professionally displayed: course outlines, level descriptors, key vocabulary, model units with grades, (laminated to extend life) etc must be displayed.
- Seating plans visibly displayed.
- Student work professionally displayed with level and year group, but no name/date. Imaginative use of levels/space for display, including diagonal 'clothes line'.
- Plants and relevant artefacts displayed, resources stored for easy access and retrieval, no clutter or rubbish in evidence.
- Graffiti quickly removed (take action if student caught, report immediately if not), damaged display quickly replaced.
- Door always locked when the room is unsupervised.
- Classrooms must be a visibly interesting environment stimulating the desire to learn.

Beginning of Lesson

- Teacher arrives punctually, stands by the door, and welcomes students in.
- Students remove non uniform coats, tops and jewellery outside the classroom and enter in silence; students get rid of food/gum, take out equipment, and put bags on floor as directed by teacher. Year 7 and 8 stand behind the seats until told to sit, as directed by the teacher. All students sit according to teacher specified seating plan.
- When a teacher closes the door, subsequent arrivals are late (Teacher to record these on lesson monitor).
- At the beginning of the lesson learning outcomes are to be explained and how they will be assessed. Teachers use targeted questioning to assess whether students understand what they have been told.
- Unless for a specific reason, each lesson also starts with aims, objectives written into books with targeted learning outcomes which are explained and checked for understanding. If appropriate, homework can be explained and written in diaries at this point.
- Teachers re-enforce ground rules: those calling out are ignored, nobody talks when somebody else is speaking, students are told how long they have for each task and requirements for noise levels (e.g.: 'Silence for next 10 minutes)', 'quiet work for 5 minutes, then when I tell you, 10 minutes silent work'.

Strategy to Encourage and Support Good Attitude

REWARDS

The range of types and frequency of rewards that apply to all Year Groups

(i) Pastoral

| Source | What for | Frequency | Get what | How awarded |
|-----------------------|---|------------------|---|---|
| <u>Pastoral Teams</u> | <ul style="list-style-type: none">• 100% attendance• 100% punctuality• Improvement in punctuality• Improvement in attendance | Termly | Certificate and prize | At Termly assemblies – on calendar, attended by SLT |
| Tutor | <ul style="list-style-type: none">• Contribution to Tutor group• Contribution to year | ½ Termly | Certificate | At ½ Termly (as above) |
| DOL | <ul style="list-style-type: none">• Contribution to year group• Student of the week | Termly Weekly | Certificate and prize | Termly |
| Head Teacher | <ul style="list-style-type: none">• 100% attendance for a year• 100% punctuality for a year• Contribution to the school• Bodrul Islam Award• Year 9/11 – Academic Achievement | Yearly | Certificate and prize Prize raffle for 100% attendance | At annual celebrations |

| | Award | | | |
|-----------------------------|--|------------------|---|---------------------------------------|
| <u>Pastoral/Departments</u> | <ul style="list-style-type: none"> Nominations to DOL's of students who should receive awards for – Effort, Achievement and Attainment in each subject | Yearly Termly | Certificate and prize Certificates | At year group and annual celebrations |

ii) Curriculum

| Source | What for | Frequency | Get What | Currency (if relevant) | How awarded |
|----------------------|--|----------------------|---|---|---|
| <u>Subject Staff</u> | Fantastic effort, attitude, quality work lead to MERITS | Ongoing | KS3 <ul style="list-style-type: none"> 25 merits = Merit certificate 50 merits = Bronze certificate 75 merits = Silver certificate 100 merits = Gold certificate . | | Always at assembly (student must count up and present for certificate) |
| | Any single outstanding piece of work | Ongoing | Praise cards | N/A | Awarded at Key Stage assemblies and publicised in QK News |
| <u>SLT</u> | 4 times a year, indicated on OMR by subject staff at each assessment point | Letter of Excellence | If 11 subjects listed = gold certificate <ul style="list-style-type: none"> Silver 8 Bronze 5 | <ul style="list-style-type: none"> Letters posted home or given out at PRD Certs at Key Stage academic award assembly after each assessment cycle | <ul style="list-style-type: none"> Letters posted home or given out at PRD Certificates at Key stage academic award after each assessment cycle |

Exceptionally Good Attitude to Learning Around School

All Key Stage 3 Year Groups will be awarded Merits in the same way, and with the same currency, as during curriculum time. KS4 Year Groups have a commendation page in their diaries.

- a) Praise cards have been designed by students. These can be different for Key stage 3 and 4, at the discretion of departments
- b) Assemblies
 - o Half termly cycle of Key Stage 3,4 and 5 assemblies
 - o Year assemblies at end of each half term for rewards, attended by relevant SLT
 - o SLT assemblies half-termly to issue Certificates of Excellence and gold certificates
 - o QK News used to acknowledge exceptional attitude
- c) All parts of the system to be entered in the school calendar

Management of Poor Attitude to Learning

What is Unacceptable Attitude to Learning?

Any form of aggression, verbal or physical harassment, intimidation, racism, sexism or homophobic comment is unacceptable and will not be tolerated anywhere in the school. Disruptive attitude to learning in the classroom that interferes with learning is also unacceptable.

What happens when classroom attitude is unsatisfactory?

- (i) Minor Incidents (Level One)

| <u>Level One – Examples</u> | | <u>Sanctions</u> |
|-----------------------------|----------------------------------|---|
| Teasing | Dropping litter | Subject teacher or Tutor expected to deal with incident using appropriate sanction. If it is an incident at break or lunch-time, the member of staff witnessing it is expected to write an incident sheet separated to Tutor, DoL and Associate Headteacher, Student Welfare |
| Pushing in | Lack of concern | |
| Interrupting a teacher | Unruliness in corridor/on stairs | |
| Attention seeking | Running on corridor | |
| Clowning around | Rowdiness | |
| Avoiding work | Arguing | |
| No equipment / books | Cheekiness | |
| Class work not finished | Throwing in classroom | |
| Homework not done | Writing on desk | |
| Uniform incomplete | Out of seat without permission | |
| Chewing/eating/drinking | Lateness | |

- a) Classroom rules on display; infringement leads, to action from teacher. A range of strategies are available that staff may use at their discretion:
 - Verbal reprimand
 - Move student to another seat

- See student privately at end of lesson
 - Detain at break, lunch or after school
 - Issue other work to be done at home
 - Name on board and system of crosses by name for any repetition and specific consequences explained
 - Seating plan on board; without explanation, teacher enters and ticks and crosses to indicate positive/negative attitude; consequences made clear at end of lesson i.e. a variety of strategies can be employed by class teacher; policy not necessarily a prescriptive list of actions and consequences
- b) If, at any time, a student persists in disrupting the learning of others, they may need to be sent outside the classroom for a **very short time** (not more than 5 minutes). Unless a very short sending out was used for a 'cooling off', any student sent out will need to attend an after-school meeting on the same day to resolve issued with their subject teacher. At the end of a lesson where a student was sent out, the subject teacher must give out a form to be completed by the student and brought to a reconciliation meeting at 15:30 in the department base. Evidence of the internal referral must also be logged in the referral room using the "staff request for students" form – An incident sheet must be completed

(ii) Persistent / recurring minor incidents: (Level Two)

| Level Two - Examples | <u>Sanctions</u> |
|---|--|
| Persistent level one attitude Arguing back with a teacher or other adult Cussing Refusing to follow instructions Rudeness to a teacher or other adult Graffiti Serious disruptive attitude in class Verbal abuse Smoking Leaving site without permission | Whenever possible, the subject teacher will deal with the issue by issuing an additional sanction. If support is felt necessary or appropriate, and the initial incident(s) occurred in lesson time, there should be referral to the Director of Learning, who will administer appropriate sanctions If a student displays persistent level two attitude within a classroom, the Referral Room |

- a) Departments must have procedures in place for dealing with recurring offences, e.g.:
- Referral to HoF
 - Removal from class to a referral lesson within the department (or within a paired department) - should lead to a department detention
 - Contact with home - standard letter, phone call
 - Internal, depart-based exclusion from lesson for a fixed period of time
 - Refer to - consult with DOL - possibly put on report, refer to Inclusion department
- b) There needs to be a fixed rota for department detentions
- c) Subject staff must complete an incident sheet

(iii) Major Incidents (Level Three)

| <u>Level Three - Examples</u> | | <u>Sanctions</u> |
|---|--|--|
| Persistent Level two attitude Very sudden, serious one-off incidents Fighting Drugs Alcohol Weapons Violence Steaming/rushing in Corridors/playground Racial abuse Homophobic abuse | Swearing at staff Defiant refusal to do as told Vandalism Sexual harassment Truancing from lessons Truancing from school Physical abuse of staff Extortion Bullying Theft | Director of Learning in consultation with Line Manager, or SLT decide on the administration of appropriate sanction(s). Any recommendation for exclusion to be confirmed by Discipline Post holder. |

These include fighting, assault, abusive language to staff or another student, wilful and ongoing disobedience, bullying racism, sexism.

- a) The student may be sent with an incident sheet to the 'referral room' OS1. This is to be staffed by middle and senior managers.
- b) All students arriving there will be given a planning sheet to complete which ensures they reflect on which classroom rules they have broken and plan their part in a reconciliation meeting at 15:30 the same day. They will then continue with their work in silence. Director of Learning on duty will ensure records are kept, that these records get to the 15:30 meeting. This meeting between class teacher and student must have a time limit (10-15 minutes) and the outcome of the meeting recorded. All DOL's will be on duty each day at 15:30 15:45.
- c) Possible outcomes
 - Daily report for one week
 - Department detention
 - Referral with DOL about further possible action such as school detention, referral to Inclusion Department
- d) The role of School Detention must be established as a very serious sanction that is used in very special circumstances; Le. after a student has been given, and failed to comply with a subject teacher detention, then a department detention; or after a fixed number of DoL detentions; or after a very serious 'one off' incident
- e) School detention needs to be seen in the eyes of student as punitive, and something to be avoided at all costs. Therefore, no friends allowed to wait for detainees
- f) All students placed in school detention via letter home from DoL. Letter copied to Head teacher's PA to complete list for SLT on school detention duty on Fridays
- g) There needs to be a stage in the 'sanction process' for SLT to have a role when DoL interventions do not lead to improvement in a student's attitude. The range of options available to use will include:
 - Contact with home by SLT and on report to SLT with an earlier start (8:40)
 - Direct referral to School Detention by SLT
 - Internal exclusion (based in Referral room)

- j) Any recommendations for a fixed term or permanent exclusion must come from SLT after full investigation and discussion with DoL

Sanctions available include:

- Send to Referral Room contact home by phone or letter
- Detention – subject teacher, Director of Learning, Senior Management
- On report – to tutor, Director of Learning or Senior Management
- Parents in
- Referral to Inclusion Department for involvement of other agency/agencies
- Extra work
- Extra duties
- Governors' disciplinary committee
- Restorative Justice Programme
- Fixed term exclusion
- Permanent exclusion

Roll of QK Police Officer

The School's based Police Officer is available to support staff if a suspected Criminal Offence has occurred. The Police Officer has the authority to conduct searches of students property.

Record Keeping

Incident Sheets / Parent Carer Consultation Sheets

The Incident Sheets should only be separated by the person taking the action.

- a) There is a clear, simple way of recording all negative incidents as speedily as possible. This is the 'Incident sheet'. An 'incident sheet' is completed by each teacher using their own pad. Copies to Tutor, DoL and HoF
- b) DoL keeps records of all incident sheets
- c) Incident sheets for Referral Room should not be separated until DoL and teacher have completed the reconciliation on the relevant year floor

Late Arrival – Referral Room Procedures

- Students referred to Referral Room by subject teacher
 - Referral Room teacher fills in Referral Log in specific year file
 - Students requested to complete Referral planning sheet
 - Referral (incident) sheet and planning sheet is placed into specific year file by Referral Room teacher
 - File is taken by Director of Learning at 15:20 to year floor
- a) Lateness to school
- All gates are locked at 9:00 other than the main gate at Marlborough Hill which will be locked at 9.10am
 - If arrive after 9:10 **sign in at the school office and the referral room** and explain reason in Referral Room Records are kept there and passed to DoL
 - DoL detention after fixed number lates in a week (2+)

- b) Lateness to lessons
 - recorded lesson monitor with the number of minutes
- c) Poor corridor attitude
 - Report to tutor/DoL via incident sheet

Exclusions

All decisions to exclude a pupil from school may ONLY be made by the Headteacher (or a Deputy Head in his/her absence). This is usually based on the recommendation of the Senior Leadership Team and the Director of Learning.

Reasons for Exclusion

- Violence towards another pupil or member of staff
- Swearing at a member of staff (teaching or non-teaching)
- Abuse: - racial, sexual, bullying and homophobic
- Consistent failure to respond to strategies to improve attitude and attitudes

There may also be other reasons which arise.

- There are two kinds of exclusion
 1. Fixed Term (up to 45 days)
 2. Permanent

In each case there is a set procedure to be carried out by the Director of Learning and SLT. Copies of this procedure (Guidance on Exclusion from School and pupil referral Units October 2004) are with the Headteacher, Deputy Head (student welfare and progress) and Directors of Learning.

After a Fixed Term Exclusion, the pupil returns to school following a meeting with parent, Deputy Head and/or Directors of Learning. All students returning from FTE will be placed on report (Form Tutor, DoL, or PSP).

If fixed term exclusion exceeds 5 days but is less than 15 in one term, the school reserves the right to convene a Governing Body Meeting.

Meetings on Permanent exclusions are convened by the Chair of Governors and include, Headteacher, Deputy Head (Student Welfare and Progress), and Director of Learning, parents, pupil and possibly the involved agencies.

Reports

At Quintin Kynaston School the following reports are used

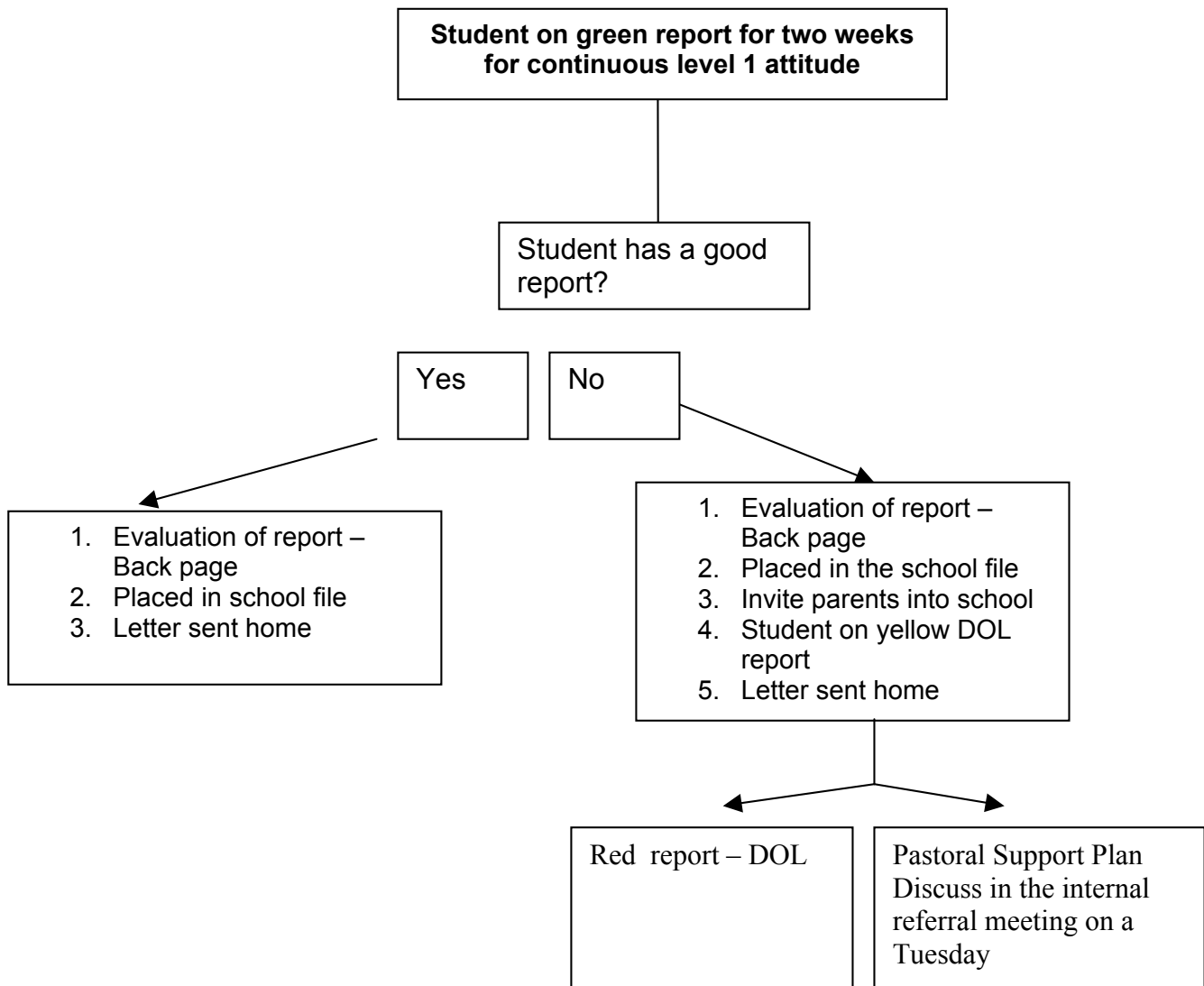
- Subject report
- Form Report – Key stage 3
- Green report – Form Tutor report
- Yellow Report – Director of Learning report
- Red Report – Senior Management Report
- PSP – Pastoral Support Plan
- PEP – Personal Education Plan

Green, Yellow and Red reports are used as a traffic light system with the green report flagging up students who are a cause of concern and need monitoring and pastoral support plans for students who need to be carefully monitored with support from the inclusion department.

Form reports are used within key stage 3 to monitor whole class attitude.

Personal Education Plans are used for Looked after Students with regular review meetings with the relevant Local Education Authority.

Report flow diagram



Pastoral Support Plans

Student returns from exclusion for 5 days or requires extra support

PSP Meeting with family, Inclusion Department and Director of Learning

Parent and School undertake a parenting contract - Learning Mentor to work with parents

Contact Local Authority

Yes

No

Completes PSP cycle

Refer to YISP

Parenting Protocols

A parenting contract for attitude is a tool for identifying and focusing on the issues behind a pupil's attitude and for developing a productive relationship with parents to address the issues.

It is a formal agreement between a parent and the governing body. A signed document stating that the parents agree to comply with specific requirements for a specific period; and the local authority or governing body agrees to provide support to the parents.

- A parenting contract must be used for certain students who have been excluded on disciplinary grounds, permanently or for a fixed period of time. The decision on who is on a parenting contract must be decided by the Director of Learning in discussion with SLT.
- Any parenting contract should be put in place on or soon after the date of completion of any exclusion review or appeal process
- A parenting contract must be drawn up with anyone who is directly responsible for the parenting of a child or young person, which may include a grand parent or foster carer. However contracts cannot be made with corporate parents so the school cannot use local authority employees for LAC students

The support required will vary; it might include meetings with a Learning Mentor worker, parenting or literacy classes, and advice about benefits or drugs.

The local authority or governing body must provide parents with information and contact details of available support.

Entering into a parenting contract is voluntary. The local authority or school is not obliged to offer a parenting contract, and a parent cannot be compelled to enter into one. No punitive action can be taken against them if it is breached. BUT, where an application for a parenting order is subsequently made, the court will have regard to whether a parenting contract has been tried. Parental refusal to enter into a parenting contract or to keep to its terms would be used as evidence in court. Parents must be made aware of this.