

# EMMANUEL COLLEGE

## APPENDIX 1: TAILORED SUPPORT FOR STUDENTS YEAR 7-11



A key aspect to students building their character is trying their personal best in their academic work and taking responsibility for their actions inside the classroom. Emmanuel College calls character in the classroom Responsibility for Learning, or RFL (Fig 1.)

Students receive 2 interim reports a year and an annual report in which, each teacher gives each individual student an RFL grade, reflecting the student's responsibility for learning in their lessons over the previous term (see *Excellence in the Curriculum*). There are four grades:

- 1 – Outstanding Responsibility for Learning
- 2 – Generally good Responsibility for Learning
- 3 – Less than Satisfactory Responsibility for Learning
- 4 – Responsibility for Learning is a serious cause for concern

### **Pastoral Support**

If a student is not demonstrating exemplary responsibility for learning, then the College will take swift action to identify the reasons why this is not the case and support the student to improve. The Heads of Year teams led by the Vice Principal and the Student Support Team led by the Assistant Vice Principal: Student Support regularly meet to discuss the pastoral progress of students. Through action and intervention meetings students whose behaviour, attendance or other welfare needs such as social and emotional needs are reviewed and appropriate actions put in place to support improvement.

#### **1. Pastoral Support Plan: Initial Meeting**

The student and parent/carer will be invited to meet with their Head of Year and the Vice Principal. During this meeting, the concerns identified will be discussed, relevant information shared, and the student will be placed on a daily RFL report which will be reviewed each day by the Head of Year.

When students are placed on a daily RFL report carry a daily sheet with three clear specific targets reflecting the support each student needs. Every lesson, teachers fill in the sheet, giving a grade for each target. Students will show their report to parents each night who will sign the report. This will be handed into the Head of Year/Assistant Head of year the next day and a new report issued.

Students are given daily escalating sanctions, such as a code or detention if:

- they receive 3s or 4s on a previous daily sheet;
- if they lose their sheet;
- if they do not get their sheet filled in by every teacher;
- if they do not get their sheet signed by their parent.

#### **2. Intervention**

The Head of Year and/or Vice Principal may suggest specific interventions aimed at supporting the student to improve their responsibility for learning. Interventions will be logged and tracked by the Head of Year and reviewed regularly by the Vice Principal. This may include personalized welfare support, additional academic support or other interventions that are appropriate to the student's individual needs.

#### **3. Monitoring and mentoring meetings**

The student will meet with their Head of Year/Assistant Head of Year at least once a fortnight to review progress. Overall progress of students receiving pastoral support will be reviewed twice a half term by the Vice Principal.

If a student shows significant improvement, then their RFL will be monitored on a weekly basis. An RFL summary will be provided to parents online using SchoolBase which shows a summary grade for each lesson and an average grade for the week.

If a student does not show significant improvement then this would necessitate a formal meeting between the Principal, Vice Principal, student, and parent/carer in order to discuss the best way to support the student moving forward. This meeting could have multiple outcomes including:

- Mechanism puts in place to place the student on a Managed Move in another Local Authority school;
- A specific or general final warning for conduct;
- A student placed on an IBP (Individual Behaviour Plan) directly accountable to the Principal or Vice Principal.

### **Alternative Provision**

The AVP (Student Support) oversees the College's Student Support Service. This includes specialist provision for students with **SEND needs**, students who need **welfare support** because of safeguarding or emotional, mental and physical health needs, and students who need **temporary specialist alternative educational provision** due to them not being able to conduct themselves in an exemplary way in normal lessons. This might be because of challenging circumstances inside or outside College or because a student's particular needs, whether SEND or health or social or behavioral, requires alternative provision for them to make academic progress, grow in character and learn skills to help them re-integrate back into the normal lesson timetable.

The College operates an emergency ALP provision and a planned referral-based process for longer time placements within the two alternative provision settings: the ALP room based within the Student Support Department and Hope House our off-site alternative provision. **This is not a form of referral, which is an immediate sanction for poor conduct, although time in referral and/or associated concerns could lead to a student being recommended ALP provision support.** The College's provision for SEND students is detailed in the College *SEND Policy*.

#### **1. Emergency ALP provision**

A student's presence in lessons, for different reasons, could create confrontation or result in extremely poor conduct. In consultation with the AVP (student support) and the Head of Year, the student spends a short period of time, no more than that College day in the ALP room, receiving ALP Support. Parents are contacted by letter and phone to notify them of this support.

Because of the 'emergency' nature of this form of ALP provision, a complete package of support and work might not be as readily available as when a planned referral is made. However, work enabling the student to make academic progress would be provided.

#### **2. Planned referral**

Where interventions in college have not led to significant improvement a referral to alternative provision may be submitted as part of a pastoral support plan or in response to other significant welfare and emotional needs. There are 3 types of alternative provision at Emmanuel College that can be considered to support students. For more information about our alternative provision please see the *Alternative Provision overview*.

**Fig.1 Responsibility for Learning Grid**

Responsible Learners		Excellent	Good	Less than Satisfactory	Serious Cause for Concern
		1	2	3	4
Attitude	<i>Enthusiasm</i>	I love to discover new things, so my work often goes beyond what the teacher expects.	I like to do a good job, especially when I know my teacher is going to check my work.	Sometimes it takes me a while to get going with my work and I need the teacher to push me.	When I find it hard to get on with my work, I can't be bothered and give up.
	<i>Risk Taking</i>	I am always prepared to try out demanding tasks or skills and don't mind if I get it wrong at first.	I will try demanding tasks and skills when there is a good chance of success.	I need to be confident before trying demanding tasks. I might give up if I find something difficult.	I don't like making mistakes, so unless it's easy I make excuses to get out of work.
	<i>Serving others</i>	I can see others' needs and will meet them instinctively.	I volunteer to do things without being asked.	I don't volunteer my help and will only do something if asked.	I expect others to help me and do things for me in class.
Engagement	<i>Enquiring</i>	I always ask my teacher and other students questions because I want to learn more.	I ask questions of my teacher and other students when I have a query or need help.	I am reluctant to ask questions in class, even if I am finding the work difficult.	I don't ask questions in class, even when I am stuck, because the work doesn't interest me.
	<i>Listening</i>	I enjoy hearing what others have to say, and they can tell I value their view.	I listen carefully to the teacher and other students.	I sometimes lose focus and stop listening to the teacher or other students.	I find it hard to listen to what my teacher or other students are saying and interrupt a lot.
	<i>Expressing</i>	I am able to think for myself, and I express myself clearly and creatively.	I am able to think for myself and let others know my views.	I write down what the teacher says but rarely express my own thoughts.	I expect the teacher to tell me what to think, say and write.
Organisation	<i>Time management</i>	I always meet deadlines and plan ahead without the need for reminders.	I am able to meet deadlines and organise my workload well with few reminders.	Sometimes I leave things until the last minute and struggle to meet deadlines even though I have been reminded.	I often miss deadlines and would not get the work done without detentions.
	<i>Team work</i>	I am able to bring out the best in others when I work in a team.	Teams I am in do well because I work hard at doing what I am good at.	When I am in a team, I leave others to do the work.	To be honest, the team would get more done without me!
	<i>'Self-starter'</i>	I complete tasks without fuss, and seek out advice on how to achieve my personal best.	I get on with my work without having to be told twice, and I pay attention to feedback in order to improve.	I need a reminder to get on with my work and don't listen to the feedback given to me.	I often need the teacher or others to stop me wasting my time and other people's.