

# EMMANUEL COLLEGE

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



### The leadership and management of behaviour and attitudes

The Vice Principal: Behaviour and Attitudes has strategic responsibility for the leadership and management of behaviour and attitudes. The Vice Principal is supported by the Assistant Vice Principal: Behaviour and Attendance who is responsible for ensuring the highest standards of student behaviour, attendance, and attitudes. In Years 7-11 each year group; both are supported by a Head of Year and Assistant Head of Year.

If a parent, student, or wider external agency is concerned about the behaviour and conduct of a student they should contact the Head of Year. Behaviour concerns are communicated to parents and carers through the study file and through Bromcom where all behaviour events are logged. Often phone calls and written communication supports home-school liaison regarding the behaviour and conduct of students.

### Responsibility for learning

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 two interim reports a year and an annual report in which each teacher gives each individual student an RFL grade, reflecting the student's RFL in their lessons over the previous term .

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

**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.

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<b>Engagement</b>	<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.
<b>Organisation</b>	<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>Teamwork</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.

### Pastoral Support

If a student is not demonstrating exemplary responsibility for learning, then the College takes 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 Assistant Vice Principal: Behaviour and Attendance, Assistant Vice Principal: Student Support (SENDCO) and the Student Welfare Team regularly meet to discuss the pastoral progress of students. Behaviour event data is also reviewed weekly by the Heads of Year teams and any early indications of concerns are reviewed and appropriate support put in place at that time.

We know that students sometimes make the wrong choices. This does not necessarily indicate a significant character or conduct concern; sometimes low-level pastoral support is all that is needed to understand how to move forward positively. However, where behaviour events become regular and are therefore impacting upon the safe and purposeful learning environment of the College the stages outlined in the behaviour intervention programme below (Fig.2) will be followed.

The behaviour intervention programme is based upon 3 principles:

- **Individual pastoral support:** identifying and understanding reasons for poor conduct through regular meetings and mentoring
- **Appropriate and Timely Intervention:** where appropriate identifying and putting in place appropriate interventions such as welfare support, review of additional needs, referrals to other agencies etc.
- **Clear and Consistent Targets:** students are set clear targets for improvement and their progress is reviewed regularly

## **Fig 2. Behaviour Intervention Programme**

Each week the behaviour event data is monitored by the Head of Year teams for each year group. If a student is consistently struggling to uphold the student code of conduct they will start stage 1 student support. If a student receives a first call because of persistent disruptive behaviour in a lesson or another serious conduct concern a parent meeting will be held with the Head of Year/Assistant Head of Year and this may lead to a student being monitored on stage 1.

Every half term students on student support are reviewed. The outcome of this review is that students may be moved down a stage, the support is deemed no longer required and withdrawn or escalated to the next stage.

### **Stage 1**

Each week teacher enters a score to indicate how well the student has performed in their lessons. This is then printed and sent to parents via students.

### **Stage 2**

Students collect a daily report sheet from their HOY each morning. These are presented to teachers at the start of each lesson and teachers score the students on their conduct in lessons. Parents should sign this every night, and students then return it to their HOY each subsequent morning.

### **Stage 3**

Students collect their support sheets from HOY as above but bring it to the Assistant Vice Principal at the end of the day. Students may serve an instant detention at the discretion of the AVP depending on the scores recorded on the daily sheet.

### **Stage 4**

Stage 4 follows the procedure of stage 3 but the student also receives mentoring from the Vice Principal.

### **Stage 5**

Stage 5 follows the procedure of stage 3 but the student also receives mentoring from the Head of School.

## **Support for SEND students**

The SEND team provide specialist support for students with additional needs. Where SEND students are highlighted as accruing behaviour events, the SEND team are consulted and specific and bespoke plans are put in place.

***Behaviour and conduct concerns are always triangulated with wider welfare and safeguarding concerns to ensure appropriate steps are taken to support all students. Where students have a significant welfare concern or have a SEND plan, these will be taken into account when applying interventions and monitoring behaviour data.***

*Students who require reasonable adjustments because of an identified additional need such as a special educational need will have these adjustments such as enhanced take up time incorporated into their support plans*