

## CHANTRY HIGH SCHOOL

Name of policy or procedure	Policy for Relational Schooling
Staff/student group to whom it applies	All staff and students
Distribution/how to access	Via staff area and website (eventually)
Issue date	October 2010 (draft been available from October 2009)
Last review date/who reviewed	Governing Body in June 2010
Next review date/who to review	Governing Body October 2010
Approved by/date	Governing Body, 14 October 2010
SLG responsibility	JRE
Contact for further information	JRE

## Equality Impact Assessment Tool

To be completed and attached to any procedural document when submitted for consideration and approval.

Name of Policy: **Policy for Relational Schools**

		Yes/No	Comments
1.	<b>Does the policy/guidance affect one group less or more favourably than another on the basis of:</b>	No	The policy focuses on the need for the development and maintenance of relationships and describes ways in which this can be established.
	Race or ethnicity		
	Disability		
	Gender		
	Religion or belief		
	Sexual orientation		
	Age		
2.	<b>Is there any evidence that some groups are affected differently?</b>	No	
3.	<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>		
4.	<b>Is the impact of the policy/guidance likely to be negative?</b>	No	Policy requires a change in practice which is being supported by CPD for all staff
5.	<b>If so, can the impact be avoided?</b>		
6.	<b>What alternatives are there to achieving the policy/guidance without the impact?</b>		
7.	<b>Can we reduce the impact by taking different action?</b>		

## Policy for Relational Schooling (Draft)

Relational schooling is much more than an approach to behaviour management. Rather it is a value based approach which describes how an understanding of our relationships with each other, both as a school and as individuals can enhance both academic and social learning, and is a cornerstone of our commitment to community cohesion. As such this policy must be read in conjunction with our Learning Policy, The Gifted and Talented Policy, Safeguarding Policy, school improvement plan and the Single Equalities Scheme.

*Note: Throughout the policy reference is made to the learner. This can describe the adults within the school or the community as well as young people.*

Relational Schooling has five basic principles

- **Value Based Learning** – the integration of our three core values (achieve more, listen more, look after each other more) within our improvement planning, and the living of these values every day in our relationships with others and in our response to crisis.
- **Promoting Growth** – described as achieve, differently. This is our commitment to providing a diverse range of learning opportunities which develop the skills of learners and also attend to the emotional (rather than behavioural) developmental needs of learners. In this way we build capacity for life long learning; emotional, social and academic. The preferred approach is one which seeks solutions and develops accountability rather than a focus on the problem and culpability.
- **Co-creativity** – a focus on the importance of developing a shared understanding and taking account of the views of all partners in decision making and learning processes. This is reflected in our commitment to collaborative learning, stakeholder voice and a focus on what learners bring to the activity rather than what we want them to be. Restorative approaches to incidents turn each misdemeanour into a learning opportunity. It also supports the building of accountability in the resolution of incidents.
- **Proper Use of Power** – taking care of how power is used within the learning relationship. A distributive leadership approach which shares responsibility not only within the staff, but also encourages all stakeholders to engage in leadership activities and decision making. Learners make informed decisions about their own learning and have opportunities to learn in ways which help them structure future learning. This is also supported through our intention to develop human scale education as we engage in the BSF process.
- **Contracting** – a sophisticated process which takes account of all the partners involved in creating and establishing effective relationships, including acknowledgement of the influence of the psychological as well as overt aspects of the partnership. Our intentions are to develop competency within the staff to use contracting strategies in establishing and maintaining the learning environment in classrooms, in conversation with parents through parents' evenings, and when creating support plans, 'hot files' and PSPs and, as we increase confidence in this approach, in how we commission support from other agencies and in our relationship with our community.

### Our Core Values

Achieve More  
Listen More  
Look After Each Other More

These are the values by which we should test all actions. If they further these aims then they are worth doing. If they don't we must consider what we are gaining through these actions and decisions.

## **Rights and Responsibilities**

At Chantry High School we believe that learning happens best when there are good relationships; between our staff, between our young people, within the classroom, with parents and carers, and with our wider community. To ensure all staff should seek to establish a calm and supportive environment where young people feel safe, valued and listened to.

What is important in establishing this learning environment are our six fundamental rights, which are supported by our individual responsibilities and actions to safeguard these rights. Everyone within the community has a responsibility to safeguard these rights and to seek through their actions to ensure they are understood and embraced by all. This responsibility applies to all of us within the community at all times.

To feel safe and comfortable we must	take care that our actions and words do not upset others or make them feel unsafe, including how we use information technologies within and outside school.
To be treated with respect we must	look after each others feelings in what we say and what we do.
To learn without interruption we must	ensure our behaviours and actions do not interfere with the learning of others.
To communicate and be listened to we must	make contributions ourselves and value and respect others ideas and opinions.
To be valued for our achievements we must	recognise and celebrate the achievements of ourselves and others.
To use, share and care for the school facilities and equipment we must	take care of our school environment through disposing of litter appropriately, looking after school equipment, and respecting the school premises and facilities.

These rights also apply to staff and we should not suffer in silence if we feel these are not met. To look after each other we must support each other.

## Relational Learning

Relational learning is focussed on contact. There are three aspects which fully describe contact:

- **Inquiry** – this involves the educator beginning with the assumption that they know nothing of the internal experience of the learner; it is there to discern and that the educator's pre-judgements do little to foster genuine inquiry in the learning relationship
- **Attunement** – this is a term more often described as shared empathy. There are two aspects of this dimension. First, the capacity of the educator to have empathy and secondly, to communicate empathy to the student.
- **Involvement** – this means the learner having a sense of the educator's contactfulness or presence.

These dimensions of effective contact can be broken down further into the qualities of tolerance, humility, compassion, conscientiousness, graciousness, curiosity, creativity and optimism (described further in the Appendix 1). In seeking to promote relational learning we need to encourage the use of these qualities in our learning episodes and in all our contacts.

### The Relational Approach to Behaviour Management

(see Appendix 2)

1. All staff should take time to recognise positive behaviours and reward success through making proactive use of the Chantry Award and postcards home (see appendix 3).
2. In conversation with students focus on our values, rights and responsibilities by reminding students that their actions impact on others and they have a responsibility to safeguard others rights.
3. When a behavioural incident occurs what we are seeking as a member of staff is compliance and resolution; consider how your actions and words facilitate this and seek it appropriately, giving students time and space to resolve the situation. Remember at all times that we are the adults and the young people are still growing, learning and developing. Treat every situation as an opportunity to develop their learning and understanding further.
4. As a school we seek to educate young people and develop their personal skills so they accept accountability for their actions and can construct their own solutions. Our preferred approach is one which seeks to restore relationships and change behaviours rather than punish the actions. This does not exclude the use of sanctions, but staff should seek the most appropriate way of educating our young people and developing their skills of self control, empathy and emotional management so that they have an alternative framework by which to behave if a similar situation arises again. We acknowledge that this approach can be more time consuming and require a greater emotional involvement of staff.
5. All staff should help our students find their own solutions to problems they face, learning, emotional or behavioural, rather than identify the details of a problem and resolve it for them (solution focussed approach).
6. All staff should work as a team to support the young people as they grow and develop, in partnership with parents and where appropriate other agencies.
7. All curriculum areas must provide opportunities to teach the language and skills of Social and Emotional Aspects of Learning (SEAL) within learning episodes. These are integral to our Being a Learner curriculum.
8. The provision of an inclusive and personalised curriculum.

The commitment to developing capacity to respond in a restorative and solution focused way to all behaviour incidents, and to developing the social and emotional capacity of our young people provides the strategies which could ultimately lead to the principle of a sanction free school. However, this policy recognises the need to provide strategies for responding to unwanted behaviours in a way that maintains standards, reinforces the messages of what is acceptable behaviour, supports all stakeholders, and provides learning opportunities.

What our actions should always seek to do is enable the young people to accept accountability and to move forward from the situation by considering how small changes in their actions can create big changes in outcome. We are not yet sanction free and the steps towards this are not quick or simple. By challenging our decision making and the reasons behind them through professional dialogue we can build our capacity to respond in a relational way. We must also recognise the need for dialogue with and within our community to increase the understanding of and support for the approaches used.

## **Bullying**

We take bullying seriously. If a child reports bullying to you it is important that they are listened to and their feelings accepted. We must not make judgements.

The preferred approaches for dealing with bullying are in line with the restorative narrative above. Our aim is to stop the bullying and not to allow it to become hidden or move to another victim. At all times in this process we must be mindful of safeguarding the individuals and not place them in a situation within which they feel uncomfortable. Blame is not a helpful term when dealing with bullying and tends to create greater friction. Instead, by highlighting the need for the bully to put right the impact of their actions and change accordingly we can often affect change. Working with parents is essential.

Where peer resolution is appropriate a referral to the US mentors, some of whom have been trained in restorative conferencing, should be made on the purple form (see Appendix 4). Guidance on the purpose of the US mentors can be found in the power point on CHS Peer Mentors (*hyperlink with title*).

If in doubt about the best way to intervene in bullying incidents please seek advice.

All bullying incidents must be recorded on the yellow prejudice related incidents form (see Appendix 4) and in particular, all incidents relating to racist, homophobic and disablist bullying must be highlighted as such on these forms and given to the Assistant Head with responsibility for behaviour.

For further guidance on what constitutes a prejudice related incident and how to intervene to change attitudes and behaviours please see our Single Equalities plan and the County guidance on Dealing with Prejudice Related Incidents (*hyperlink to document on staff area*). Where these behaviours are repeated a referral to the school panel may be appropriate (Appendix 4).

## **Inclusion**

We are an inclusive school and as such must ensure we meet the needs of **all** our learners. Often relationships struggle where the activities and learning do not meet the needs of the learners. Some students offer us particular challenges through the complexity of their needs; learning, emotional, behavioural or attendance. Through acknowledging these needs and planning for them we facilitate a better relationship.

Where a student has particular needs highlighted as EAL, school action, school action plus, or a statement they will have specific targets they are working towards and may have an Individual Education Plan (IEP). Some students may demonstrate unpredictable behaviours and in these cases they will also have a risk assessment which highlights the triggers (where known) and de-escalation techniques. In addition some students may also be supported through a Pastoral Support Plan (where their behaviour poses a significant risk of exclusion) or 'hot file' (a CHS term to describe a close partnership with parents and sometimes other agencies to help the young person to find solutions to his/her current issues). It is important that all staff make themselves aware of these documents where they may or do come into contact with a child. It is important that all staff are aware of students with risk assessments. These documents can be found on SIMs attached to student files.

Our school curriculum is designed to support inclusion. However, at times we also need to refer to outside agencies and provisions when it is clear we are unable to meet the needs of a young person. All provision for young people is discussed at the regular school panel, which is a multiagency group. Decisions to offer

further in school support (e.g. Learning Curve, Gym Trails) or to refer to other agencies or our shared Family Support Worker are made through this group. Students who are causing concern can be referred to panel through the referral form included in the Appendix 4. Because of the nature of some discussions at panel, the details of discussions are confidential although decisions about provision will be shared. Issues which pose a risk to young people are referred to CAF or safeguarding as appropriate.

All students referred to panel are tracked to monitor the effectiveness of the interventions used. To support this work we have a soft target assessment tool (*place on shared area and hyperlink*) which tutors and appropriate staff should re-evaluate each term. In addition, Heads of School, Year Managers, the Learning Curve Leader, SENCO and EAL co-ordinator each term must update a central record of all the interventions a young person has in order to best match provision to need. This may include in class support, short term withdrawal for work in the Learning Curve, Classroom solutions, and many other individual or group strategies. The assessment and log of interventions will be used to evaluate the impact of support on achievement (via Panel) on a half termly basis.

The behaviour log and daily notes of support staff, Nurture Space and the Learning Curve also provide valuable information to ensure we are able to meet the needs of our learners.

### **Common Assessment Framework (CAF)**

Where a need is identified that requires a strategic multiagency approach a referral to CAF panel must be made. A lead from the pastoral team or panel members must be identified to work with the family to complete the referral process (CAF form). This process may lead to a Team Around the Child (TAC) consisting of key professionals and support agencies who can best help the young person achieve.

### **Family Support Worker (FSW)**

The Stoke-Chantry Cluster of schools (cross-phase) provide this shared resource. Referrals should in the first instance be made to panel. If a FSW referral is agreed, this is then discussed at a cluster allocation meeting each month. The effectiveness of these interventions must be monitored by the school in order to inform the allocation meetings.

### **Learning Curve**

This is Chantry High School's Learning Support Unit which supports students who are experiencing difficulties in accessing their education for a variety of reasons including family bereavement, anxiety, school phobia and behavioural difficulties. It is a solution focussed intervention.

In addition the Learning Curve offers a whole class intervention, Classroom Solutions. Staff can request this intervention, and decisions to offer this support are made through the school panel.

### **Nurture Space**

This is primarily a space to support Year 7 students who may require extra input for example around transition, social skills or other aspects impacting on their ability to access learning at Chantry High School.

## **Community Cohesion**

The relational approach acknowledges and encourages involvement of the school within its community and the community within the school. Opportunities to involve members of the local community in learning should be actively sought and promoted. We must also give our community a voice in school.

As a school we must model cohesion, promoting activities which bring people together in celebration and/or learning. We should also be mindful of the impact of events within the community on our young people and seek to work with a range of professionals and voluntary agencies to support the personal development of individuals and groups. We must also challenge unhelpful words and actions but do so in a way that seeks to resolve not promote conflict.

## **Role of Governors**

Chantry High School is committed to seeking alternatives to fixed term and permanent exclusion which enable the young person to access education in a way that best meets their needs. This may result in a Managed Move to another school, a review of need leading to statementing/ review of statement, funding of an alternative provision, referral to a Short Stay School, funding of Home Tuition via Accipio or temporary suspension of some or all of the existing timetable for the student to allow intensive support via the Learning Curve. As such the role of governors becomes one of MER, ensuring that these decisions are applied fairly and that all possible solutions are evaluated in conjunction with the young person and their carer(s).

## **Professional Development**

This policy identifies the need to provide an environment which promotes life long learning. In addition, it highlights key behaviours which may require individuals to develop knowledge and skills in order to have a greater understanding of the psychology of relationships. There is also a need for all staff to become conversant with the philosophy and dialogues of restorative approaches in order for this to become the preferred approach in all situations.

We must also remember that all stakeholders (parents, students, governors especially) will need support and training if they are to have full confidence in this new way of working. Society is focussed on a punitive system and seeks solace and comfort from it. In stepping beyond this framework, we may risk alienating our stakeholders. The relational approach requires that we do not do this to them, rather that we co-create the reality of Chantry as a relational school. We must therefore revisit our relational policy constantly as our shared learning and understanding develops.

## Appendix 1

### Relational Learning

Richard Erskine has written extensively on relational approaches and has spent much of his career exploring what it means to be relational. What follows is an account of some of Erskine's central ideas which have been considered with regard to the context of the classroom.

At the centre of Erskine's method is the core observation is that the relational is always about **contact**. To be in contact with others is part of the human condition – an observation supported by Berne's and Steiner's work on stroke theory. To be in contact with another person requires **inquiry**, **attunement** and **involvement**, (Erskine, 1997). Each of these aspects have specific meaning;

**Inquiry** – this involves the educator beginning with the assumption that they know nothing of the internal experience of the student; it is there to discern and that the educator's pre-judgements do little to foster genuine inquiry in the learning relationship

**Attunement** – this is Erskine's term for what might be more familiarly referred to as empathy. There are two aspects of this dimension. First, the capacity of the educator to have empathy and secondly, to communicate empathy to the student.

**Involvement** – this means the learner having a sense of the educator's contactfulness or presence.

In his later work Erskine identifies eight qualities that link to establishing co-operative relationships, each of which applies to relational learning, (Erskine, 2008).

*Tolerance:* This is demonstrated by the educator tolerating the choice-making of others whilst providing them with the opportunity for choosing differently whenever possible.

*Humility:* Classically described as imagining living in the other person's shoes. It is the opposite of the 'I know best' position and allows others to influence us.

*Compassion:* This is simply expressed as the educators' commitment to the welfare of the student. This is markedly different from making assumptions about what others need and avoids ascribing motivations to students' behaviours.

*Conscientiousness:* The educator demonstrates a consistency and dependability for the learner. This involves thinking about what is important for the learner and following through on delivering for them. An essential question to ask; what is the effect on my inner affect or behaviour on the learner?

*Curiosity:* The educator has an interest in exploring the learner's world view, sharing albeit briefly their frame of reference. This can be initiated by assuming we know nothing of the learner's experience but are committed to find out, *even if it might mean changing the educator's frame of reference*.

*Graciousness:* This is the real expression of the educator's positive regard for the learner; I'm OK – You're OK. It is reflected less in what is said and more in how it is said; how we emotionally communicate with the learner.

*Creativity:* Essentially this is where the educator searches out new solutions, via embracing the perspective of others' frame of reference. Change is inevitable.

*Optimism:* The educator anticipates a positive outcome. They have a faith in the OK-ness of life and people; they have faith that people can make good decisions for themselves and a commitment to common benefits emerging through co-operation.

## Appendix 2

### Managing Behaviour: the Relational Approach

Guidance and support on solution focussed approaches, restorative approaches and supportive pedagogies can be found through the pastoral team, the Learning Curve and SEN department. The skills and preferred approaches for working with ASD children are equally appropriate for all young people.

#### Restorative Approaches

See appendix for the circle of consequences and restorative dialogue sheets. These should be used with all students who are excluded (fixed term or internal). They are also useful in situations where bullying has taken place. There is an expectation that the use of these will develop as training and support for developing these skills is rolled out.

#### Self-Reflection

This is an important activity that all should engage in. In reflecting on your own practice

- Consider how many green sheets, postcards and reward stickers you give. What does this say about your preferred style?
- Consider how your own thoughts, emotions and actions influence your day – look for solutions in the things you can change - your own practice. You have control of this.
- Seek help and support. Ask someone to come and observe the classroom relationships and help you construct your own solutions (how, how, how).
- Seek out ‘Classroom Solutions’ – a programme delivered from the Learning Curve.
- Talk to the Year Manager, SENCO, EAL co-ordinator or Head of School – they may have ideas etc that you have not considered. They may be able to offer in class support.

#### Behaviour Interventions

The best form of behaviour intervention acknowledges and enhances the positive. Use the school award and post card system effectively to recognise student achievements and developments. Try to catch students doing the right thing and enhance these behaviours.

All behaviours which do not allow others their rights should be challenged using the framework of rights and responsibilities and actions (within the planners). Actions taken should seek to both encourage young people to become accountable for their actions and the impact they may have on themselves and others (restorative principles) and encourage a solution focussed approach to change future behaviours.

#### Partnership with Parents

Use the planner to keep parents informed of how their child is in your class. If you feel it would be helpful to meet with parents talk to your HOD or the child’s learning family mentor, tutor or year manager to help set this up.

Lower School Planners have a section for recording student behaviours (positive and negative) and these should be used for all students.

#### Green Sheets

*All situations which result in the need for intervention beyond a simple reminder of appropriate behaviour must be recorded on a green sheet.*

In most cases, green sheets should also detail the intervention taken by the member of staff. This sheet should then be given to the head of department. (Where the incident occurred outside of lessons the green sheet should be given to the Form Tutor in the first instance and the Year Manager alerted).

Where the behaviour is more severe (e.g. verbal abuse to staff, violence, defiance or refusal) or where the behaviour is persistent a referral to either a head of department (subject related behaviours) or Year Manager should be made. They should then discuss the incident/s with you, agree a follow up with you and complete the actions section. In most cases you should be involved in seeking a resolution so that there is agreed way forward for future situations. This must always be the case where the incident has been personally directed at you and should take place before the next lesson.

## **Support**

Request for support with students whose behaviour is affecting the learning of others should first be sought within the department. Support can also be made at the time by sending emailing CHS 1<sup>st</sup> Response for support from SLG, Heads of School, an SSO or Year Manager. This request should make it clear where and why the support is needed, which year group and why. A green sheet detailing this intervention should be completed. In addition, support can be requested in advance of the lesson either by speaking to your head of department and/or the Year Manager about the concerns you have.

## **Detentions**

When ever a detention is set as a consequence a green sheet should be completed.

When setting detentions it is important to consider the purpose and expected impact of the detention. They must also have a purposeful activity which supports the restorative framework. If a student has already had several detentions and their actions have not changed, then an alternative intervention (not usually an escalation of consequence) should be sought. At all times activities during the detention need to be such that they encourage students to consider how their actions impact on their own and others learning and well being, and consider steps they can take to improve this. The framework of rights and responsibilities can be used to structure this dialogue.

In most cases detentions should directly follow a lesson and should be for no more than 10 minutes. However, where a detention is set for more than 10 minutes after school 24 hours notice must be given. HODs have forms which can be given to students. Such detentions should only be given for persistent or more significant concerns. In all cases it is important for the person who initiated the concern (usually the classroom teacher) to be present at the detention and set appropriate work.

## **Missed Detentions**

Find out the reason the student did not turn up. Set a new time and date. If necessary ask the Student Support Officer (SSO) or Year Manager for the year group to help ensure the student arrives. If the problem is persistent either contact home yourself (via the planner) or ask for support in contacting home (e.g. HOD, Form Tutor, SSO, Year Manager).

## **Whole Class Detentions**

These should not be used unless an item of equipment or someone's belongings are missing and it is reasonable to assume that member(s) of the class are aware of where it is. They should never be used indiscriminately as a consequence to a whole class even if a large number may have behaved inappropriately.

## **Classroom Exits**

Short term, time limited exits can be used effectively as a way of diffusing a situation and providing time and space for resolution to be reached. The student must not be left unsupervised outside the classroom for more than 5 minutes at the most and ordinarily much less time.

Where the behaviour warrants removal from your classroom the departmental isolation protocols should be followed in the first instance. If a student refuses to comply email CHS 1<sup>st</sup> Response.. This request must detail which student, which year group, which classroom and a brief outline of the concern. In all of these cases you should complete a green sheet including follow up actions which will be taken. Whenever a child is removed from a classroom they should be given appropriate work which they can complete independently.

### **Confiscation of Items**

Whenever an item is confiscated the student must have been given adequate notice that it may be confiscated and must have had an opportunity to put the situation right (eg put mobile phone away). Items confiscated during a lesson should ordinarily be returned to the student at the end of the lesson. If you confiscate an item it is your duty to ensure its safety. If items are confiscated outside of lessons or are kept beyond a lesson they should be taken to the main office, placed in a named and sealed bag (with date and time of confiscation and staff name). The student should be told where and when to collect the item. The Year Manager should also be informed so that parents can be contacted.

### **Damage**

If a student causes damage to school property the office should be notified immediately with details of what, where, when and how. The Heads of School should also be informed. If the damaged property poses a health and safety risk, care must be taken to reduce the risks to others from the damage and the Business Manager notified of the risk.

### **Serious Incidents**

Where behaviour poses a risk to health and safety (eg under the influence of alcohol or drugs, dangerous behaviour, physical aggression, suspected possession of weapons) or significantly impacts on the rights of others (eg persistent high level disruption, verbal abuse to staff, complete refusal) support should be sought from the pastoral team or SLG **immediately**. A green sheet must be completed and given to the member of staff attending the incident.

As a result of such behaviour students may be excluded, isolated or withdrawn from a particular subject/ area for a period of time. These decisions will be made by departmental team leaders (subject isolation), pastoral team leaders (internal exclusion) or SLG (Fixed term exclusions). The decision will be made following a full investigation and a detailed report from the member of staff reporting the incident. In these situations there is an expectation that staff involved utilise restorative processes before returning the young person back into the environment within which the incident occurred.

## Appendix 3

### The Chantry Award

The Chantry Award is a fundamental part of how we perceive success and what we want to encourage and develop in our young people. At its heart is a belief that getting involved, sustaining a positive attitude and effort and taking responsibility for yourself and your learning are important attributes that we wish to encourage and celebrate. At Key Stage 3 we award students with stickers. At Key stage 4 we have a nomination system.

The step-ladder approach to success the award provides through the individual attribute certificates and the Bronze, Silver and Gold awards is structured to allow all students to experience success while making the gold standard something to aspire to.

<b>Award</b>	Academic Achievement	Personal Responsibility	School and Community
Bronze	9	9	9
Silver	9	9	9
Gold	9	9	9
<i>Total stickers available</i>	27	27	27

#### *What to give stickers for*

**Academic achievement** stickers should be given out by **subject staff**. These are gained for reaching target levels in subjects each term, continuous effort over a half term, an excellent piece of work or test result, or any other outstanding individual achievement within a subject area. These **MUST** be given if a student achieves a **1 for learning behaviour** or if a student is exceeding their target level in your subject.

It is envisaged that a student may receive a **maximum of 3 stickers from a subject each term**. Therefore to achieve gold standard they have to achieve highly in at least 3 curriculum areas regularly each term.

It is the responsibility of all teachers to ensure that students in their classes achieving these standards receive stickers for academic achievement. Heads of Department are responsible for ensuring that their department is awarding stickers appropriately.

**Personal responsibility** stickers should only be given out by **tutors**. These are gained through regular and punctual attendance, demonstrating good personal organisation through use of the planner, wearing appropriate uniform etc.

If a student is punctual, present, has no planner warnings or green sheets/ detentions, and has recorded homework and used their planner appropriately for a week they should receive a sticker for that week. In addition they should keep their planner graffiti free.

There are around 36 complete weeks in a school year which gives students sufficient opportunity to gain the 27 stickers needed for the Gold Award.

It is the responsibility of the tutor/ Learning Family Mentor to ensure that their form are awarded these stickers on a weekly basis as part of the planner check routine. It is also helpful to keep a record of who has achieved what stickers to help students set and review targets to gain at least the Bronze Award. Year Managers and the Head of Lower School should ensure that tutors are regularly awarding stickers according to the guidelines above.

**Service to the school and the community** can be awarded by staff running clubs, teams, school shows, school council etc and by form tutors. They are awarded for regular attendance at a club (in or out of school), representing the school at an event, taking part in a show, playing for a team, representing your form/year group regularly or taking on extra responsibilities such as looking after a new student.

- Attendance at clubs: 1 sticker per 4 sessions attended given by club leader (in school) or tutor/ Learning Family Mentor (out of school club, evidence provided)
- Playing for school team: 1 sticker given by team organiser (tariff can be set to represent commitment needed to represent the school)
- Taking part in school show: stickers given for commitment to rehearsals, attitude and behaviour, plus 1 sticker for each evening/show performance as appropriate. Stickers to be awarded by those organising the show.
- Peripatetic Music lessons – 1 sticker per half term per instrument given by Music staff to ensure attendance at lessons.
- Year/ School Council meetings; stickers awarded for attendance at and contributions to the councils – at least 1 sticker per half term should be achieved. Stickers to be awarded by Year Managers in discussion with JRE/GKO
- Voluntary work: Stickers awarded by Tutor/ Learning Family Mentor on evidence presented by student.

Department Heads, Year Managers and Heads of School should ensure that stickers for this category are being awarded appropriately. An active student who is fully involved in the school and community should be able to complete a card of 9 stickers easily within each term.

In addition, SLG have gold stickers which they can award in any area. If you feel a student warrants particular praise from a member of SLG alert the member of staff who will arrange to meet the student and give out the sticker(s).

Postcards Home should be used **for every class** to regularly acknowledge student achievements (in the widest sense). They are great motivating tools and widely appreciated by both students and parents.

## *Appendix 4*

### **Key Forms (SHA please add)**

Referral forms for bullying and prejudice related incidents (yellow)

US Mentor Referral Form (purple)

Green Sheet Behaviour Record

Internal Isolation Request Form (referral to Blue Room)

Fixed Term Exclusion Request Form

Panel Referral Form

Risk Assessment Pro Forma

Pastoral Support Plan and Review documents

## *Appendix 5*

**Terms of Reference for the Learning Curve, A4 and Nurture Space to be written (KHA, BKA. GKO)**

## *Appendix 6*

**Guide to developing Contracting with Young People** (need to write – see Giles)

## *Appendix 7*

**Guide to use of the Blue Room** (need to write – GKO/KDE)

*Appendix 8*

**Restorative sheets and Circle of Consequences**  
(need to add current sheets being used in Blue room)