

## Rationale

In Auchinleck Academy we are committed to providing a happy, safe, welcoming, nurturing, calm and purposeful school environment in which every member of the school community feels valued, respected and treated fairly, and our young people can learn effectively and reach the highest standards of which they are capable.

Good behaviour is essential to ensuring that high quality learning and teaching can take place and we believe that a positive whole school approach is the most appropriate means to achieving this goal. The purpose of our Respect Policy is to ensure consistency of approach within our school community.

*“ Where young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.”*  
**Ed. Scotland, 2014**

The ethos of our school is built on our core values of **Respect, Responsibility, Equality, Teamwork** and **Achievement**. These values are the basis for the social, intellectual, emotional and moral development of the whole child. We encourage pupils to consider these values, thereby acquiring knowledge, skills and attitudes which enable them to develop as responsible citizens, successful learners, effective contributors and confident individuals. These core values form the foundation of our Respect Policy.

## Respect

Strong relationships based on mutual respect are at the heart of our school. Every member of Auchinleck Academy must respect each other's rights to

- feel safe and happy within our school
- be treated with courtesy and consideration
- learn

## Responsibility

All members of staff have a responsibility to model positive and respectful behaviour and to ensure that this policy is consistently applied.

All pupils have a responsibility to ensure that their behaviour meets the expectations of the school, including during out-of-school activities.

## Equality

All members of the school community should be valued and supported equally.

All pupils in Auchinleck Academy must be treated fairly and equally, and in turn are expected to treat others in the same way.

Fair and consistent processes have been established in Auchinleck Academy for dealing with behaviour issues. All members of staff can expect to feel supported in enforcing our behaviour policy and procedures.

## Teamwork

Staff are expected to work together with and support other members of teaching staff, Guidance staff and Senior Management Team to promote positive behaviour and positive relationships within the whole school community.

Partnership between parents and school plays a vital role in ensuring that high standards of behaviour are upheld and enforced. The school will work together with parents to support young people in maintaining good behaviour.

## **Achievement**

Members of staff will promote Auchinleck Academy's ethos of achievement by having high expectations of all pupils and using learning and teaching methodologies which encourage positive behaviour and effective learning for all.

All pupils are expected to give of their very best in every aspect of their school life in order to achieve their full potential as successful learners, responsible citizens, effective contributors and confident individuals.

## **Rights Respecting School**

As part of our Respect Policy and associated strategies, the school will begin the process of working towards being a UNICEF Rights Respecting School. This is supported as an Ayrshire wide initiative. As a Rights Respecting School we will put the United Nations Convention on the Rights of the Child at the heart of our culture, policies and practice to improve wellbeing, promote positive behaviour and mutual respect, and develop every child's talents and abilities to their fullest potential. The principles that underpin Rights Respecting Schools are closely linked to Restorative Practice, Nurture and the current ethos and values of Auchinleck Academy.

## **Nurture**

A whole school 'nurturing' approach is key to ensuring that every young person in Auchinleck Academy feels valued, cared for, listened to and respected. All members of staff have a responsibility for ensuring that every classroom provides a safe, welcoming and nurturing environment where positive behaviour and relationships based on trust and respect are promoted. Research shows us that when children have safe and secure relationships with staff in schools, learning is optimised. Better Relationships, Better Learning, Better Behaviour (Scottish Government, 2013) states:

*Research demonstrates that investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the longer term.*

In addition, a Nurture programme has been established within Auchinleck Academy to provide extra, targeted support for young people who are struggling to manage their behaviour and/or experiencing difficulties establishing and maintaining positive relationships with others.

## Section 1- Roles and Responsibilities

We have very high expectations and a strong vision for our school and believe that every pupil has the right to the best possible education and preparation for life outside. With this right comes a high degree of responsibility for everyone in the school. These responsibilities are outlined below:

### **Pupils will:**

- come to school prepared to participate as an individual and team member of Auchinleck Academy. As a clear commitment and indication of this intention all pupils are expected to wear the school uniform as described in **Appendix 1**
- give of their very best in all aspects of their school life
- respect their learning environment, remembering the rights of other learners
- listen to others and expect to be listened to.
- reflect the school vision and values by following the rules for expected behaviours within the learning community. In order to ensure consistency and fairness in our policy, we have a Positive Behaviour Classroom and Corridor Code. **Appendix 2** describes this code and **Appendix 3** provides additional information for staff.

### **Teaching staff will:**

- have high expectations of all pupils
- establish open, positive, supportive relationships where young people feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- promote a climate in which young people feel safe and secure
- recognise that all achievements are worthy of praise and recognition
- use learning and teaching methodologies which promote effective learning for all
- model a high level of conduct and practice
- regard every engagement with young people as an opportunity to demonstrate care, set or reinforce boundaries, and to create a positive learning experience
- give young people clear information about expected learning intentions, success criteria and provide appropriate feedback on their progress.
- consistently apply rules, rewards and sanctions as consistent with this policy
- be sensitive and responsive to the wellbeing of each young person

### **In addition to this Principal Teachers (Curriculum) will:**

- reflect the principles of Promoting Positive Behaviour, Restorative Practice and Nurture in all aspects of their remit and demonstrate leadership in these areas
- promote an ethos of achievement and a climate of positive relationships within their area of responsibility
- encourage and monitor the application of merits and rewards in their department.
- monitor departmental referrals and apply a range of departmental responses and provide feedback to staff on action taken
- ensure that after such action pupils are given a fresh start

### **Principal Teachers (Guidance) will:**

- reflect the principles of Promoting Positive Behaviour, Restorative Practice and Nurture in all aspects of their remit and demonstrate leadership in these areas
- promote an ethos of achievement and a climate of positive relationships within their area of responsibility
- Act on school referrals in liaison with departmental staff and SMT
- provide feedback to staff on action taken

### **The Senior Management team will:**

- ensure the implementation of local and national policy in a manner which leads to enhanced provision and practice within the school where all staff are clear about their roles and responsibilities
- create a climate of mutual respect and of feeling valued, where achievement is celebrated
- ensure equality and fairness, tolerance and understanding in a consistent manner
- engage all staff in developing an ethos of achievement by promoting positive behaviour within an agreed system of rewards and actions/responses
- help identify the needs of children and young people and provide a high level of support, as appropriate, allowing young people to grow and flourish in a safe environment
- collaborate with external professionals and engage with parents/carers in ensuring the best possible supports tailored to meet individual needs of children and young people
- provide access to appropriate CPD opportunities to support all staff as they work with young people to realise their potential
- remove any pupil exhibiting serious misbehaviour from the classroom or location of the incident.
- act on referrals in liaison with PTs Curriculum and Guidance
- monitor departmental referrals and take action where patterns of misbehaviour appear across departments.
- provide feedback to staff on action taken
- provide advance notification of all staff, including SMT, being out of school in the staff bulletin each Friday.

### **Parents/Carers will:**

- communicate positively with school staff in matters affecting attendance, punctuality, uniform, homework and pastoral care
- reinforce the policy and practice within the school in promoting high standards of conduct and expectation
- engage positively in the life of the school through attendance at reviews, parents meetings, fundraising events and other arranged activities
- support teaching staff and senior managers in encouraging their children to adhere to all school policies, in order to create a positive learning environment
- work in partnership with staff to help address the needs of their children and develop strategies for ensuring high levels of success
- ensure contact numbers are regularly updated

### **Partnership working between staff, pupils and parents**

Effective learning and teaching takes place within a classroom climate where teachers are able to create an engaging and empowering climate for learning, where children and young people display motivational energy and where high expectations of achievement and attainment permeate the life of the school. It is the responsibility not only of the classroom teacher to help create such conditions within the classroom, but also of support staff, senior managers, parents and indeed young people themselves. Parents should encourage their children to engage positively and endorse the shared values which permeate the learning community. Emerging from the values, is the clear responsibility of senior managers, staff, children and young people and parents to promote positive relationships which result in high standards of behaviour, tolerance and respect for others. In doing so, young people can be helped to maintain their position at the heart of the curriculum and at the centre of learning and teaching.

The importance of close working relationships and a clear understanding of the consistency of the various contributions of all staff and parents working together cannot be overestimated and provides the only and essential platform for quick and effective intervention. Clear, honest and effective communication must underpin actions.

## Section 2- Rewards

Staff will consistently recognise **positive behaviour and achievement** in a variety of ways:

- verbal praise
- written praise on work
- merits
- comments on report card
- regular encouragement
- high quality feedback
- use of visual recognition of achievement e.g. stamps, stickers
- pupil of the month nominations
- praise postcards
- classroom displays
- letters of commendation
- celebrating achievement on House notice boards/assemblies/Newsline/wider achievement awards evening nominations
- other rewards as appropriate

The whole school can promote positive behaviour with:

- consistent high expectations
- positive ethos based on the five school values
- rewards events
- celebrating achievement
- supporting staff to promote positive behaviour

## The Merit System

The purpose of the merit system is to encourage pupils to fully engage in all aspects of school life and to promote Auchinleck Academy's shared values of Respect, Responsibility, Teamwork, Equality and Achievement. The merit system ensures that pupil achievements are recognised and rewarded.

### Frequency of merits

All teachers will enter merits for each of their classes approximately every four weeks. Dates for entering merits will be added to the school calendar.

### Criteria for merits

Monthly merits will be awarded to all pupils who:

- **Come prepared to class, work hard and try their best**
- **Produce quality class work and homework consistent with ability**
- **Consistently behave well and show respect to staff and other pupils**

Pupils who have received a referral during the four week period would not meet the criteria for a merit in that particular subject.

## **Additional Merits**

- Guidance staff will award merits at the end of each term to pupils who have achieved an attendance rate of 95% or above.
- PLP Tutors will award merits for good organiser use, good effort with PLP, and high standard of school uniform. Random checks will take place on three occasions each term during PLP periods. Pupils will not be informed in advance of these checks.

Teaching staff and Guidance/SMT will have the option of awarding extra merits at any time to recognise special achievements such as:

- Exceptional piece of class work or homework
- Excellent contribution to school community such as mentoring work, involvement in student council, helping others
- Particular success in departmental or extra-curricular activity, sporting event or competition
- Significant improvement in behaviour or attendance

## **Rewards**

Pupils will be required to achieve a minimum number of merits in order to participate in Christmas and summer rewards trips.

The pupils with the highest number of merits in each year group will be given special recognition for their efforts and additional House points.

## **Awarding a Merit on SEEMIS**

- **Application**
- **Behaviour**
- **Merits by class**
- Select appropriate class and pupil and click **Award Merit**
- Select **General** and then click **Done**. *(It is important to click on **General** as merits are awarded using our school criteria)*

## Section 3- Action on Misbehaviour

We recognise that while we aim to promote positive behaviour there may be occasions where staff may have to deal with disruption and poor behaviour. The action taken should encompass restorative practice methodologies to ensure that behaviour is maintained at the highest level at all times.

### Teaching Staff

Staff will consistently address **misbehaviour or underachievement** using one or more of the following responses as appropriate to the misbehaviour:

- restorative interventions- **refer to page 10**
- giving a verbal warning
- moving pupil to a different seat in the class
- moving pupil to corridor for a few minutes for 'time out'
- detention/reflection time (whilst ensuring pupil has time to visit the toilet)
- reflective exercise (appropriate for individual circumstances i.e ASN requirements)
- generating a Letter of Concern
- generating a Referral
- temporary loss of privileges

In incidents of **serious misbehaviour**:

- staff will contact the DHT and provide details of the incident.
- the DHT will remove the pupil from the classroom or location of the incident
- if the DHT is unavailable, staff will phone the school office
- office staff will contact an alternative member of the SMT or if none available, the Campus Based Police Officer.

Serious misbehaviour includes:

- defiance
- physical or verbal abuse
- deliberate damage to property
- behaviour which has caused offence

### Principal Teacher Curriculum

- Classroom Teacher sanctions (above)
- interview by Principal Teacher
- department behaviour timetable
- temporary removal to another classroom
- ensuring class teachers are given a letter of apology
- maintaining a departmental behaviour log
- contact with home via letter of concern
- generating a referral as appropriate
- further sanctions appropriate to the department and developed through discussion with staff.

**Principal Teacher Guidance:**

- Classroom and Principal Teacher sanctions (as above)
- implement and monitor school progress timetables
- direct contact with parent i.e letter, telephone call, meeting
- referral to School Assessment Team/Multi-agency meeting in line with Staged Intervention procedures (**appendix 4**)

## Senior Management Team

- Classroom and Principal Teacher sanctions (as above)
- removal of whole school privileges i.e. school excursions, extracurricular activities
- referral to the ESB (**appendix 5**)
- after school detention/reflection time\*
- meeting with parent and Principal Teacher of Guidance/ Depute Head Teacher
- referral to external agencies i.e. YIP world, Vibrant Communities Education Psychologist
- temporary removal from a subject in consultation with PT subject
- flexible curriculum arrangements
- consulting with Campus Based Police Officer
- referring to School Assessment Team/Multi-agency team
- acting on Violence and Aggression Forms
- completing Risk Assessments as appropriate
- excluding pupils as directed by the Head Teacher

\*Please note that if a detention is being used as a sanction, pupils should not be detained for the entire interval/lunchtime. Pupils should be given time to eat their lunch and use the toilet. Some time should also be spent engaging pupils in restorative discussion about their behaviour. The parent/guardian must give permission for any detention at the end of the school day.

## Referrals

Timeous communication of behavioural issues and action taken is a vital component in ensuring a successful outcome. For this purpose we use the referral system as described on the flowchart in **Appendix 6**.

## Restorative Practice

At Auchinleck Academy staff are encouraged to adopt a restorative approach to dealing with challenging behaviour and conflict focusing on building, maintaining and, if necessary, repairing relationships rather than managing and controlling behaviour.

The principles and values of restorative practice can be closely linked to Auchinleck Academy's core values of Respect, Responsibility, Equality, Teamwork and ultimately Achievement.

### **Principles of Restorative Practice:**

1. Fostering strong relationships. This includes staff working with other staff, pupils working together with other pupils, and pupils and staff working together as a team.
2. Respecting other people, their views and feelings.
3. Being responsible for our actions and their impact on others.
4. Empathising with other people's feelings.
5. Being fair and committed to equitable processes.
6. Everyone in school being actively involved in decisions about their own lives.
7. Returning issues of conflict to the people who are directly involved.
8. Willingness to create opportunities for reflective change in pupils and staff.



### **Values of Restorative Practice:**

1. Young people are social beings- they prefer to feel they belong rather than to feel isolated or rejected.
2. Young people develop a sense of fairness, justice, right and wrong.
3. Young people change and their behaviour can change.
4. The way staff work with and relate to a young person can influence his /her feelings, thoughts and actions.

### **Why should we use restorative approaches?**

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches can:

- Help develop a whole school positive ethos.
- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships.
- Support any necessary sanctions by processes of learning and reconciliation.

### **How can we use restorative approaches?**

Restorative approaches can be used at different levels in school:

- As preventative- to promote positive relationships within the whole school community.
- As responsive- to deal with problems and repair relationships when difficulties arise
- As part of support and intervention for more long term and persistent difficulties.

The approach involves including the wrongdoer in finding a solution to the problem, rather than imposing solutions which are less effective, less educative and possibly less likely to be honoured. Instead of asking 'Who's to blame and how are we going to punish them?' focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and 'How can we put right and learn from this experience?'

## **Restorative Interventions**

Best results come from restorative meetings/conversations where the individuals involved are given the opportunity to discuss the incident, recognise what has gone wrong, talk about how they felt and adopt a solution focused approach to come up with a suitable outcome and way forward for all.

**Examples of restorative interventions which can be used in the classroom to deal with minor incidents and arguments:**

**Empathic Listening-** When a teacher asks the pupil simple questions in a non-blaming way and tries to understand their feelings. This can encourage young people to say more about their situation.

**Restorative Discussion-** Can be used one to one with a pupil or with a group of pupils. The teacher asks helpful questions such as “Can you tell me what happened?”, “What were you thinking/feeling at the time?”, “How are you feeling now?” “Who else do you think has been affected by this?” “What do you think would be a way to make this better?”

**Reflective Exercise-** Pupils complete an exercise which encourages them to reflect on an incident and think about what went wrong and how their behaviour may have affected their learning as well as that of others. Pupils are encouraged to identify a suitable outcome and way forward to repair any damage done and ensure that there is no repeat of the incident.

**Circle Time-** A group discussion in a circle, often used with a whole class, where the main rule is that everyone may speak when they have the “talking object” which is passed around. Staff can use this format to facilitate a class discussion about a particular issue, or just to find out anything that is worrying or upsetting class members.

**Examples of interventions which can be used to deal with more serious incidents. These are usually facilitated by a member of the Guidance or Senior Management Team:**

**Restorative Conference-** All those affected by an incident, including the victim(s), offender, school staff and any relevant others come together for a structured meeting. In this meeting which is managed by a skilled facilitator, everyone takes turns to explain what impact the incident had on them, and they jointly decide what should be done to repair the harm.

**Indirect Mediation-** An approach which can be used when there is genuine reason why the parties cannot meet together, but some form of communication would be beneficial. The adult who is dealing with the incident transfers messages between those involved.

This policy has been developed following:

1. an extensive audit of the views of staff, pupils and parents
2. careful consideration of advice from national documentation including:
  - *Better Relationships, Better Learning, Better Behaviour Scottish Government Report 2013*
  - *Building Curriculum for Excellence through positive relationships and behaviour. Scottish Government Report 2010*
  - *Children and Young people(Scotland) Act 2014 :Getting it Right for Every Child (GIRFEC)*

## Appendix 1

### Uniform Policy

All Auchinleck Academy pupils are expected to wear the school uniform which consists of the following:

- Black blazer with school badge
- Plain black or white blouse/shirt with junior (S1-3) tie or senior (S4-6) tie
- Plain black skirt or dress trousers
- Black footwear

The following items are **not** acceptable:

- Sweatshirts or polo shirts
- Jeans or jean style trousers
- Leggings or 'jeggings'
- Shorts
- Jogging bottoms
- Overly short skirts
- Coloured footwear
- Piercings and associated jewellery

## Appendix 2

### Positive Behaviour Classroom and Corridor Code

All pupils should:

- treat staff, visitors and other pupils with respect and courtesy at all times.
- follow the instructions of **all** staff including teaching and non-teaching staff.
- enter the school by the back doors only. No pupils should be present at the front of the building, in the car parks or perimeter road.
- go directly to class and arrive on time. Pupils found wandering the corridors should expect to be approached by staff.
- avoid lingering in corridors during intervals, lunch breaks and before 8.50 am- all pupils should go to the playground or canteen at these times.
- avoid using the ground floor corridor unless sent by a member of staff.
- enter and leave classrooms quietly and keep to the left in the corridors and stairs.
- remain in class until dismissed.
- never push others or block doorways.
- take off jackets or non-uniform top on entry to classes.
- bring the necessary equipment every day- pens, jotters, PE kit etc. All equipment should be carefully looked after- no graffiti!
- bring homework organiser every day and ensure that it is used properly and signed each week at home.
- never use mobiles, MP3 players or iPods in classes unless for educational purposes, in which case the teacher must have given consent. These items should not be used in corridors.
- respect the rights of others to work.
- seek help from staff when unsure of the task set.
- hand work in on time.
- make use of the toilets at intervals and lunchtimes. Pupils will not be allowed to the toilet at other times unless they have a toilet pass. Keys are kept in the Education Support Base and will only be issued to pupils during class time in exceptional circumstances.

**S1-3 boys should use the toilets on the first floor**

**S1-3 girls should use the toilets on second floor**

**S4-6 girls and boys should use the toilets on third floor**

- avoid eating or drinking in classrooms or corridors. No food or drink may be removed from the dining hall.
- never smoke in any area within or next to the school grounds.
- take pride in our school and keep it tidy and clean, avoid dropping litter and, if using the canteen, put rubbish in the bin and push in chairs when leaving.
- never go to the sick room unless sent there with a note from a Guidance Teacher or Depute Head Teacher.
- never use the lift unless permission has been given by a Guidance Teacher or Depute.
- never wait outside a Guidance Teacher's office during class time. Pupils who need to speak to their Guidance Teacher should so ask to do so during PLP time, interval or lunch break.

## Appendix 3

### **POSITIVE BEHAVIOUR CODE ADDITIONAL GUIDANCE FOR STAFF**

- Pupils must be instructed to remove outdoor jackets and non-uniform tops as soon as they enter the classroom. Please do not permit pupils to wear these items in class as it makes it difficult for other members of staff to enforce this rule if there is not a consistent approach.
- Please avoid allowing pupils out of class to the toilet, particularly just after breaks. If really necessary they should be sent to the Education Support Base on the second floor for the toilet key with a note stating the time they left class. Staff should be aware of any pupils who have medical conditions and need access to the toilet on request. This information can be found in the ASN House update document and the Medical Conditions document.
- Please do not send pupils who complain of feeling unwell directly to the sick room. Staff should send these pupils with a note to their Guidance Teacher, but only if it is felt that the pupil is genuinely ill or distressed.
- Please make sure that you are aware of which have pupils have medical conditions and know the procedures to follow in case of an emergency -this information can be found in the Medical Conditions document which is saved in Staffshare>Pupil Support.
- Pupils who use mobiles or iPods in class should have them confiscated and sent to ESB with a note of the pupil's name. ESB staff will issue pupils with a note giving them permission to collect the item from ESB at the end of period 6/7. This is important to ensure that valuable items are not left in school overnight. Pupils can use these items in the dining halls but must switch them off when they leave. Anyone who is seen with these items in corridors should be told to put them away, and warned that they will be confiscated if they continue to use them.
- If pupils are sent on errands they should always be given a note, and no more than one pupil should be allowed out of class at any one time.
- Any pupils who are not wearing proper uniform, or who consistently fail to bring homework organisers should be referred to Guidance/SMT.
- Pupils have permission to go to the canteen before 8.50am and at intervals and lunch breaks. They should not be present in any other area of the school building during these times. Any pupils found congregating in stairwells, corridors or around the 3<sup>rd</sup> floor locker should be moved on by staff and directed to the canteen or playground.
- Toilet arrangements:

S1- S3 boys should use the toilets on the first floor.

S1-3 girls should use the toilets on the second floor

S4-6 boys and girls should use the toilets on the third floor.

- After using the toilets during intervals and lunch breaks pupils should be directed back along the first, second or third floor corridors to the canteen or playground using the back stairwell beside the dining halls.
- Any pupils who are found using the front entrances to the school or the ground floor corridor should be questioned by staff. Pupils should enter the building by the back doors only. They should not use the ground floor corridor unless they have a note from a teacher.
- Pupils do not have permission to use the lift except in exceptional circumstances, in which case they will have a note from their Guidance Teacher or Depute, which staff should request. Some pupils with medical conditions have permission to use the lift and should carry a permission slip.
- Pupils who are on interval detention should be released from detention five minutes before the bell to use the toilet, as detention is often used as an excuse for being late to period 3 classes. Persistent late comers should be referred to Guidance staff. Staff should ensure that pupils on detention over lunch break should have an opportunity to get something to eat from the canteen.
- Any pupils found lingering outside Guidance offices during class time should be sent back to their classes and reported to Guidance Teacher/DHT.

## Appendix 4

### Staged Intervention Process

#### Getting it Right for Every Child through a Staged Intervention approach to meeting young people's needs.

The responsibility for identifying and planning to meet the needs of the young person lies in the first instance with the class teacher. Staff employ a range of classroom strategies within Auchinleck Academy to deal with the concerns that are prompted by the learning and wellbeing needs of our young people. These include:

- differentiated planning
- addressing the deployment of existing staff in classes.
- changes to individual arrangements within the classroom (such as a different reading group or significant changes of seating arrangements).
- Personal Learning Planning
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While classroom strategies are likely to address the majority of concerns, it is recognised that some of our young people may require a more individualised response. When a young person is identified as potentially requiring additional supports beyond the provision generally made for others, there requires to be a forum to collate assessment information and gauge whether additional supports are required and in what form. At this stage the young person and their parents/carers will be invited to meet with relevant school staff to discuss concerns. If it is agreed that even if short term access to additional support in school is required then the child is deemed to have Additional Support Needs. The statement of Additional Support Needs will be recorded in line with the requirements under ASL legislation. An Action Plan will be implemented identifying the supports required to address barriers to learning. Examples of supports at this stage could include:

- in-school Learning Support
- Specialist Support Teachers
- differentiated curriculum
- co-operative teaching
- therapies from visiting specialists
- access to the Educational Support Base
- use of Personal Assessment Profile tools to identify potential barriers to learning.
- Classroom Assistant support with behaviour/ learning.
- support from School Nurse
- support from Careers Advisor/Transitional Support Worker.

A Named Person, usually the young person's Guidance Teacher, will be identified to monitor the plan, associated outcomes and progress. On identification of Additional Support Needs a chronology will also be initiated by the Guidance Teacher. This document will be used to systematically record achievements, events, developments and changes in a young person life so that the patterns and impact of events on the young person over time may be observed and responded to where required.

#### **Assessment and Planning Meetings**

Where the needs of the young person cannot solely be met within Auchinleck Academy, a School Assessment and Planning Team meeting (S.A.T) will be convened to determine the support that is required from universal services out with the establishment. Responsibility in this instance will fall to the nominated senior manager with a remit for Pupil Support. External agencies will be invited to provide specialist input and identify the supports and resources which are required to meet the young person's needs. An assessment of this nature may result in accessing, for example, Educational Psychological Services or advisory support from EAST.

An Action Plan will be agreed, identifying the desired outcomes and the specialist assessments required in order to achieve these. A time-frame for completion and a review date will be established. For most young people identified as having Additional Support Needs, the Action Plan included in the assessment meeting proforma should suffice. However, a small number of pupils with more complex needs may require an Individual Learning Plan (I.L.P) as part of their overall Action Plan. This is a more extensive and detailed plan including very specific curricular and/or social, emotional and behavioural targets. Information about concerns, needs and risks will be recorded in the plan. The I.L.P will describe in detail the nature of the young person's additional needs, the ways in which they are to be met, the learning outcomes to be achieved and the educational support required, including that required from agencies out-with education.

The young person and their parents /carers will be involved in every stage of the discussion and decision making process, and their views will be actively sought. Prior to the meeting the young person will record their views in the 'Have your Say' document. Where they are unable or choose not to attend a meeting, the outcomes will be conveyed to them.

### **ASN Review meetings**

Review meetings for all pupils with Additional Support Needs will be held at least twice in each school session, or more often if required. All teaching staff will be involved in the review process by providing up to date information prior to the meeting on the young person's progress, as well as any potential difficulties which need to be addressed. Parents/carers and the young people concerned will be invited to attend all review meetings. The Educational Psychologist may be present as well as representatives from Social Work and East Ayrshire's Support Team if appropriate.

The review process will consider:

- How well is the young person doing?
- Is there any new information or change of circumstances?
- What has been the impact of the additional support provided?
- Are the intended changes or desired outcomes being achieved?

A new action plan will then be agreed with clear objectives and outcomes. A new review date will be set and the plan will be closely monitored by the young person's Guidance Teacher.

### **Multi- Agency Meetings**

If the intended outcomes for the young person have not been achieved it may be necessary to increase the level of intervention, beyond which the school can co-ordinate. In such cases, advice will be sought from multi-service/agency managers. At this stage professionals will look beyond individual establishments and, based on the assessment of a young person's needs, hold multi-service/agency discussions. An integrated assessment will take place to identify the additional supports required from colleagues in specialist educational services, social work services and health:

- East Ayrshire Support Team.
- Psychological Services.
- Social Work (Intensive Support Team/Early Intervention Team; Locality Teams).
- Children With Disabilities Team.
- Community Learning And Development.
- Specialist Health Services.
- Peripatetic Support - Early Years Family Care Workers.
- Third Sector Partners.

The Senior Manager with a remit for pupil support has responsibility to make contact with these services as appropriate, and arrange for an assessment of all the information known about the young person, in order for a multi-service discussion to take place.

### **Authority Screening Group (ASG)**

Where the needs of the young person can demonstrably be shown to be beyond the scope of the resources available within the Learning Community and the young person is in danger of not being able to receive their education and other supports within the school establishment, then specialist provision at an Authority level may be required. Support at this stage is co-ordinated through the Authority Screening Group (ASG) which will meet on a monthly basis. The membership of the ASG is as follows:

- Principal Educational Psychologist
- EAST Manager



- Service Manager, Children & Families
- Head of Establishment
- Vibrant Communities representative

The Authority Screening Group will consider recommendations coming from professionals to access additional provision within East Ayrshire:

These could include:

- EAST Base placement
- EAST Assessment Period
- EAST Extended Base support
- Extended EAST Base and Rathbone Support
- Emergency Placement (EAST Base).  
(Young people may be placed on an emergency basis within an EAST base however a retrospective presentation is still required to the ASG)
- The group will agree all proposed timescales for the placement.

#### **Outwith Placement Screening Group – (OPSG)**

In a few instances it will be clear that the needs of the young person go beyond those available to the Authority Screening Group. In such instances it may be necessary to access specialised resources either in another Local Authority area or in the private or voluntary sector in East Ayrshire.

The Lead Professional will make a request to present a case for external supports to the Outwith Placement Screening Group.

## Appendix 5

### Education Support Base

#### Rationale

#### The ESB:

- provides appropriate educational support for pupils experiencing difficulties in normal classes due to emotional, behavioural and/or social problems
- provides support to staff by reducing challenging behaviour
- reintegrates pupils into normal classes following a satisfactory review of progress by Education Support Base staff and other appropriate personnel
- supports pupils returning to mainstream education after a lengthy absence
- offers an alternative to exclusion and targeted support to allow reflection on behaviour and demonstrate an understanding of the ethos and values of Auchinleck Academy prior to a return to classes.

#### Referrals

- All referrals to ESB must come from SMT. Staff should not send pupils directly to ESB.
- SMT will refer pupils to ESB for the following types of behaviour:
  - a. Persistent failure to behave in class
  - b. Persistent failure to obey school rules: timekeeping, bringing work/materials, inappropriate behaviour in corridors, playground and classes, uniform, truancy
- Pupils may also be referred to ESB as an interim measure to help catch up work after lengthy absences, exclusion or attendance at alternative establishment; this is a flexible arrangement agreed after discussion with Principal Teachers involved.
- SMT may refer pupils to ESB as a proactive measure to prevent escalation in behaviour
- Timetabled classes in ESB may form part of a package of support which has been agreed at a Multi-agency Assessment & Planning Meeting.

#### Support

Pupils who have been referred to ESB will receive targeted support in relation to their needs which can include, but is not limited to:

- one to one restorative discussion with Guidance Teacher or ESB teacher and access to and guidance in using ESB resources to facilitate progress and improvement in behaviour/engagement
- involvement in behaviour support group work
- targets discussed and agreed with pupil to aid return to class
- restorative meeting/conference
- support to catch up with class work
- supported transition back into mainstream classes

#### Length of time in ESB

- As pupils are referred to the ESB for a number of reasons the length of time that a pupil spends in the ESB varies from single periods each day/week to whole days. Pupils spending whole days in the ESB as a result of a discipline issue remain in the ESB during interval and lunchtime
- Support in the ESB may be timetabled if a pupil is on reduced or flexible timetable
- Pupils may be withdrawn from classes as a short term measure to work in ESB. A restorative process should begin as quickly as possible to facilitate a student's return to class following time in ESB, and ensure minimal disruption to learning and teaching.

#### Return from Absence

- For some pupils who have disengaged or have been absent from school for other reasons, having the option of working in the ESB can reduce the anxieties of returning to school after a period of absence.

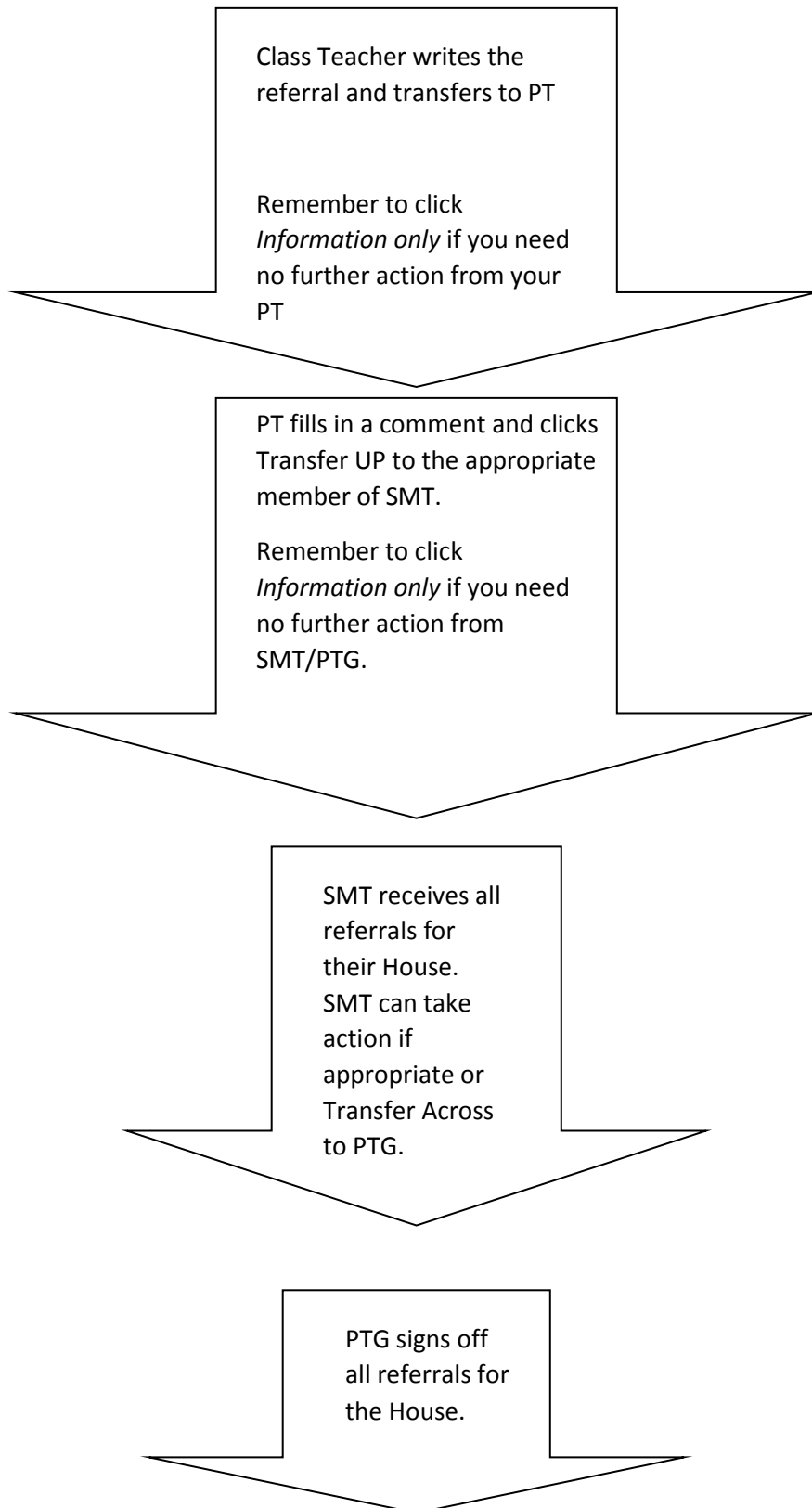
## **Staffing**

- Pupils in the ESB may display challenging behaviour and require intensive behaviour support. The ESB is therefore staffed by DHTs and PTGs.
- Classroom assistants assist ESB staff and support pupils when in the ESB.

## **Communication**

- All staff are notified of the pupils in the ESB through the daily bulletin.
- Classroom Assistants collect work from subject teachers to ensure that pupils in ESB continue to access the full curriculum. Class work completed in ESB is returned to class teachers at the end of each day using appropriate forms.
- SMT will complete an ESB referral slip prior to sending a pupil to ESB, and should complete the daily ESB record with details of length of time the pupil will spend in ESB, and the reason for the referral.
- SMT and Guidance staff should complete the daily ESB log indicating those students who are required to spend additional time in ESB over interval and/or lunch breaks.
- ESB staff will keep a record of the work that pupils complete in the ESB log and record details of the support which has been provided. This can be found in Staffshare> ESB folder> ESB Daily Log

**Referral Flowchart**



To view a referral, go to Behaviour, Referral System, Manage referrals. If nothing appears change the option at the top to 'Referrals I am involved in' and then next.

## Managing Referrals – PTs



Displayed at the top of your click + Go screen means that you have a referral waiting. Click on this button to find out which pupil(s) have a referral.

From your menu go to;

- Application
- Behaviour
- Manage Referrals

RED text is a new referral

Blue text is a referral in progress

Black text is a closed referral.

- Click on the pupil and then next.

The referral information should display.

- Fill in the action taken and a comment.

Once the PTG or SMT member has dealt with the referral they too will enter a comment. This can be viewed by going to;

- Application
- Behaviour
- Manage Referrals – click on the appropriate pupil for feedback  
You may have to change the *Search* to 'Referrals I am involved in' to view older referrals.

Remember that –

Blue text is a referral in progress

Black text is a closed referral.