

Discipline and Pastoral Care in the Middle School

June 2017

Structure of Pastoral Care and Discipline in the Middle School (This policy is in addition to the other policies that are in place in the school)

- Class Teacher
- Form Teacher
- Year Tutor
- Head Of Middle School
- Headmaster

Context and Purpose of Pastoral Care and Discipline in 4th and 5th year

Students moving into Key Stage Four of their educational career, involves some personal decision-making on pursuing subjects of natural interest and choice alongside the core statutory subjects of the NI curriculum. Students are still in compulsory education but our dealings with them at all levels must reflect our ability to monitor and support their achievement in the statutory curriculum alongside reflecting on the most appropriate responses to their personal career choices at this stage of their educational careers. At this level students must take ownership for their educational choices and be encouraged and challenged with regard same.

There will always be a tension between the responsibility of the school and the responsibility of the student and key stage four is an important junction whereby students must be allowed freedom to start the journey of ownership for their education through independent learning to prepare them best for lifelong learning and life after school.

The School will continue to inform parents of any issue it thinks appropriate, i.e., discipline or pastoral, irrespective of the principle of fostering ownership for lifelong learning.

Overall the Pastoral Care and Discipline structures need to support the emphasis on independent learning and personal responsibility. With this in mind the main purpose of each level of the structure is to provide a supportive but challenging presence to the student. We acknowledge the fact that our interventions to academic indiscipline may not always be effective but they represent our best response. Therefore we should continue to respond to academic indiscipline as outlined in the pastoral care policy but also emphasise to students and parents that the ultimate responsibility lies with the student. For the small minority who have not responded to all previous interventions we as a school will work with all other supporting agencies to assist students in making the appropriate and relevant transition to Post-16 Education or training.

Each level of the structure needs to provide the student with the following:

- Objective feedback on their academic performance both summatively and formatively and the likely outcome in terms of progressing to Post-16 education in the Abbey school or in another educational institution
- Clear challenge regarding behaviour that is unacceptable, e.g., poor attendance, not wearing uniform appropriately, not attending timetabled classes, missing specific subject deadlines for coursework and/or controlled assessment, challenging staff with unacceptable attitudes, leaving school without permission
- Support in terms of academic or personal difficulties
- Clear communication with parents regarding the pupils academic and non academic performance

PUPIL BEHAVIOUR (see also Behaviour Policies and Procedures)

In the Abbey, we place great emphasis on good pupil behaviour. We have discipline policies and structures in place that are continually reviewed and modified when necessary. In this section we are attempting to give an outline as to how we deal with misbehaviour.

Our discipline policies have three simple aims:

Have respect for people and property

A safe orderly learning environment

Have pride in yourself and your school

This is the basis of what we try to teach our students, encouraging them to maintain these aims and responding when they are threatened. In this way we hope that our policies contribute to our overall aims of educating the whole individual. The school code of behaviour has seven sections that are explained inside your son's homework diary. In turn, each section has explanations of regulations that Form Teachers have explained in great detail at the start of the year. This year, Form Teachers have tried to give a reason of each regulation so that

the code does not stand in isolation. If students are in doubt about a regulation or are unsure as to the need for the existence of a rule then they are encouraged to ask their Form Teacher.

The staff of the Abbey recognise that the behaviour of the majority of students is excellent and that only rarely do they have to deal with serious disciplinary matters. This high level of compliance is an integral part of the success of our school. There is a high level of self-discipline among our students that shows a maturity that has come from home and which will stand them in good stead in their future. With this in mind, we are continually trying to increase positive recognition of and rewards for good behaviour

The structure in place for dealing with indiscipline is as follows:

Classroom teacher, Form Teacher, Year Tutor, Mrs C Mc Grath (Middle School), Mr. Ruddy (Overall responsibility), Headmaster.

At each stage, the teacher is encouraged to deal with all indiscipline and should only refer to the next stage when the action has been unsuccessful, or the indiscipline has been of such a serious nature that it needs to be dealt with at the next level. At all stages, teachers are encouraged to make contact with parents by phone or by letter to keep them informed of all decisions.

There are sanctions available at each level in the disciplinary chain and include among others:

Extra work, an apology, detention, Friday detention, exclusion, suspension, expulsion.

When dealing with indiscipline at all levels the school has formulated a listen, respond and educate approach. Listening is essential because it ensures that all the information about an incident has been gathered and pupils are given the chance to put forward their point of view. The response to breaking the school code, or failing to be respectful may include a sanction but if the teacher investigating any incident believes that a sanction is inappropriate then they are not tied to a particular response. Educating the student not to re offend is a central aspect of dealing with indiscipline since a sanction alone is not a sufficient response.

When dealing with student indiscipline, teachers are encouraged to treat every student with respect, and punish the action not the student. This separating the student from the action is essential in maintaining good teacher pupil relations while at the same time maintaining levels of behaviour.

Particular Issues

Use of Student Planner

School planners are used effectively in junior school but can often slip by the wayside on the move to middle school. We want a culture of organisation and time management skills to evolve deeply at this point in our students and hence responsibility for ensuring planners are used effectively and as a means of important two-way communication with home lies with tight monitoring by all levels of the structure in middle school.

Subject Choices

If a teacher and HOD have serious concerns about a student's progress at GCSE, and in particular with a new subject, it is imperative that subject teacher and/or HoD discuss these concerns with the Head of Middle School. These concerns will be discussed with the student and parents and intervention strategies will be put in place including Study Skills support, or Budding/Mentoring support. The student's progress will be reviewed throughout Year 11 and through consultation between Subject Teacher, Year Tutor and Head of Middle School contact will be made with parents regarding a possible subject drop/reduced curriculum. This is not the norm and will take place *only* if all other strategies have been exhausted during the process with the student.

Appearance / Facial Hair

Hair should be neat and tidy. If a student grows their hair long it is expected to be tied back. Hair colour should be the student's natural colour and facial hair should be kept trimmed.

All of the above bring a degree of subjectivity and if the school feels that the appearance of a student is not appropriate it will make that clear to the student and may make contact with parents. Where there are persistent appearance issues, the school will respond with a sanction.

This will be clearly communicated to parents/guardians at induction morning.

Controlled Assessment / Coursework

It is the responsibility of all Heads of Departments to have clear departmental procedures in place regarding monitoring, submission and return of work for redrafting to students. All Policies on this should be held by the respective Year Tutors and Head of Middle School. Additional documents on Coursework and Controlled assessment are provided for all staff and stored online.

Where a student fails to adhere to the departmental policy, the response should be based on the structure of middle school – Form Teacher, Year Tutor, Head of Middle School.

Behaviour / Movement to and from School and around the School Building

Students are expected to demonstrate responsibility through their relationships with their peers and with both teaching and non-teaching staff. Inappropriate behaviour is not acceptable by any member of our school community and it is the responsibility of all levels of the support structure within middle school – class teacher, FT, YT and Head of Middle School to educate and lead by example. This encompasses both behaviour and movement of students within class teaching time and outside of classes.

In particular

- Lunch supervisors have an important role to play in monitoring and encouraging good discipline, respect and fair play in the school yard. Equally where the respect and safety of others is at risk, supervisors are asked to respond according to the guidelines outlined in this policy.
- Senior students are educated through the pastoral team in senior school to show leadership on travelling to and from school by encouraging respect, protection and safety of all students of the Abbey community and to report where there are concerns.
- Students to take pride in their school building by taking personal responsibility at all times for litter and disposal of same. Where students are observed to be demonstrating lack of respect in this area – all teachers have a responsibility to challenge them.

Treating Others Unfairly

No one has the right to treat others in an unfavourable way – either mentally, physically, emotionally or through the use of social media.

In middle school students experience a lot of personal growth that coincides with increased societal and peer pressure. It is the responsibility of all staff in the Abbey community to educate and develop good discipline practices that help to develop in our students caring and responsible attitudes and values for life.

Where students are being treated unfairly we will use our Anti-Bullying, Substance Misuse, Child Protection and Internet policies to respond to students. (refer to same on school system)

Head of Middle School – Mrs C Mc Grath and Vice Principal Mr O Shea have responsibility for Child Protection issues in Middle School.

Academic Indiscipline/ Homework

Homework is an essential part of life in the Abbey. Each department subject area will give homework of many different types but what is required will be clearly explained to students. All students on a Monday morning will write in to their homework planner the subjects for each day that week. This enables them to write down accurately what is required and for what date, including any reading, oral work, research and written work. Form teachers will oversee that this takes place during Monday registration.

It is the responsibility of each student to then complete the work. Parents are asked to supervise this process.

If a student does not complete homework then they should bring in a note from home explaining why it is not complete by completing the notes sections included in the planner to communicate reasons to the relevant member of staff.

A student can expect a variety of responses to non-completion of work:

- Extra work given by teacher
- Comment written in homework diary
- Phone call / letter home
- Detention
- Meeting with parents in school

Year Tutors and Head of Middle School will be involved in regular spontaneous checks on effective use of planners, and completion of homework and independent work for classes.

What is Academic Indiscipline?

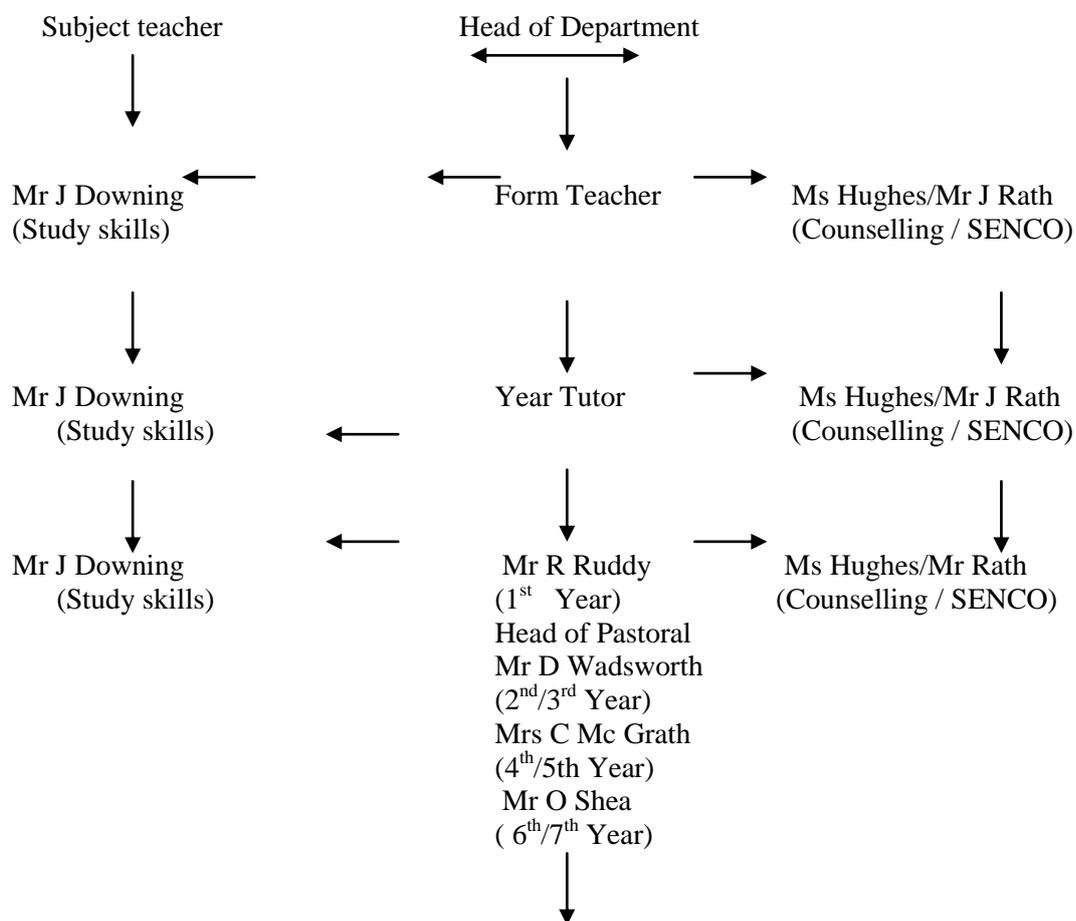
1. Not doing homework
2. Attempting but not completing homework

3. Not meeting deadlines for work
4. Being absent from school on the day that work is due
5. Failing class tests / assessments
6. Absent from school / class when tests are on
7. Not completing coursework on time
8. Not preparing / studying for exams
9. Failing to give of your best in class
10. Not completing work to the standard required
11. Not having homework diaries signed
12. Not having the required books / materials to class
13. Copying work from the internet or another student and passing it on as your own
14. Submitting another student's work as your own

A student who displays a pattern of any of the above will fall into the category of academic indiscipline and can expect the Abbey to respond in a way that will be both supportive and firm.

Structure

Flow diagram representing referral system



Headmaster

Study Skills

This is a vitally important area of school life at all levels but possessing the right attitude to study and taking independent responsibility for the student's whole curriculum is an important element of the move to Key Stage Four.

At the start of each academic year and at important times throughout the year the Teacher In Charge of Study Skills (Mr J Downing) will assist students at year group level and on a referral basis by form teacher/subject teacher. This is a crucial element in assisting pupils in managing workloads, meeting academic deadlines and knowing how to make best use of their study time.

Summary of Issues / Procedure/Responses for Middle School

Issue	Problem	Procedure
Homework	If there is an issue with students failing to complete homework set by a class or the standard of the work is unsatisfactory	<ul style="list-style-type: none"> • Initial response is the Responsibility of Class Teacher – according to department’s Home work Policy (where policy states on 2nd or 3rd occasion detention – subject teacher to place sanction and email same to FT) • If the issue is in more than one subject the Form Teacher will discuss issue with student and try to resolve the problem/ where needs be - FT works with JD to offer support for student • If the issue continues thereafter class teacher informs form teacher who then passes on information to Year Tutor with recommendation for detention • Year Tutor contacts parents regarding detention and feedbacks to class teacher/form teacher any relevant information from conversation with parents (Head of Middle School also to be informed) • If problem persists class teacher passes information directly to Year Tutor. Year Tutor and Head of Middle School arrange contact with parents. Feedback to class teacher/form teacher. • If all above fail to resolve issue then further sanctions of internal exclusion/ or suspension will be addressed. Feedback given to class teacher/form teacher
Class Tests/Exams	<p>Students failing tests/exams</p> <p>Students making no effort to do test including a pattern of non-attendance on given test dates.</p>	<ul style="list-style-type: none"> • Initial response is the Responsibility of Class Teacher – according to department’s Assessment Policy (where policy states on 2nd or 3rd occasion detention – subject teacher to place sanction and email same to FT) • If the issue is in more than one subject the Form Teacher will discuss issue with student and try to resolve the problem/ where needs be - FT works with JD to offer support for student; contact also made with parents to raise awareness of our concerns. • If the issue continues thereafter class teacher informs form teacher who then passes on information to Year Tutor for detention. YT contacts home and liaises with FT re: previous home contact. • Year Tutor contacts parents regarding detention – feedback given to class teacher/form teacher • If problem persists class teacher passes information directly to Year Tutor. Year Tutor and Head of School arrange contact with parents. At this point there will be the possibility of the student being mentored /buddied by a senior school student – feedback given to class teacher • If all above fail to resolve issue then internal exclusion or suspension will be used by Head of School.
Academic reviews in October, Christmas and March And Module results in Summer/In house Summer Exams (Yr 11 only)	Failing to achieve a least a grade C/pass grade in a GCSE subject or well below individual target in a subject.	<ul style="list-style-type: none"> • Information is gathered in Review (Head of School initiates procedures and collection of information to be recorded on SIMS) • If there is minor concern in only one/two subjects the matter will normally be dealt with by the form teacher through discussion with student and note made in planner/or phone call/email home. • If there are minor concerns in more than three subjects, the year tutor will deal with issue and contact parents –feedback to class teachers/form teacher. (If required Mr J Downing to assist with study skills strategy) • If performance is poor in a significant number of GCSE subjects the Head of School will meet with parents and student to discuss the issue and to indicate the possibility that the student may be asked to consider a reduced curriculum if improvement does not take effect– feedback to class teachers and form teacher

		<ul style="list-style-type: none"> At the beginning of 5th year the Year Tutor/Head of School will meet students who have failed to achieve a Grade C in three or more subjects in summer modules/Yr 11 House Exams to discuss the relevant options such as discontinuing a particular subject(s).
Coursework/ Controlled Assessment	Failure to meet deadlines or submitting work of an unsatisfactory standard (Please see accompanying doc on CA/C/W procedures in Middle School)	<ul style="list-style-type: none"> Each Department has a policy for dealing with this issue. When departmental policy has been followed the matter should be passed on to Year Tutor if it has not been resolved, then to Head of School – feedback to relevant class teacher/form teacher.
Attendance	<p>Failure to attend school</p> <p>Failure to attend taught class including non GCSE exam classes</p> <p>Failure to register with form teacher having arrived late to school</p> <p>Pattern of arriving to school late</p>	<ul style="list-style-type: none"> Note provided by parents in planner.FT should retain perforated pull out section as evidence for Sims. If student returns without note he will be given a day's grace to produce note. If note is not produced on the second day he will be referred to Year Tutor who can impose a Friday Detention. Year Tutor will change code if note is produced. This will result in Year Tutor Detention and contact made by Year Tutor to parents. If offence is repeated the student will receive detention and parents will meet with Head of School. If the issue occurs a third time, a suspension can be imposed. If a teacher uses Sims for registering classes the absence will be recorded as an N and should be followed up by form teacher. It is subject teachers responsibility to raise concerns about patterns of non-attendance in subject class. If a pattern emerges the student will be put on detention by Year Tutor. If offence is repeated the student and parents will meet with Head of School. If the issue occurs a third time, a suspension can be imposed. This will result in year tutor detention. If offence is repeated the student will receive detention and parents will meet with Head of School. If the issue occurs a third time, a suspension can be imposed.
Subject choices Year 11/12	Student's incorrect choice of a subject for GCSE/significantly poor performance in a 'chosen' GCSE subject	<ul style="list-style-type: none"> <u>All requests for a subject change at the start of Year 11 should be made via Head of School/Teacher in Charge of Subject Options – Mrs C Mc Grath.</u> CMcG will speak to all 4th Year parents at induction morning outlining process for subject change requests. Deadline set and through Sims and consultation with relevant HoDs see what changes can be met. C Mc Grath will make relevant changes and communicate information to students/parents/FTs/Subject teachers/HoD. Based on academic review as outlined earlier in this document any concerns regarding the pursuit of a full GCSE curriculum on the transition from Year 11 to Year 12 will be taken in consultation with the Head of School, Headmaster, Student and Parents/Guardians.
Use of Student Planner	Failing to complete planner/Pattern of planner not signed weekly/ Defacing planner/ Use of	<ul style="list-style-type: none"> Form teachers have responsibility to monitor and encourage best practice during registration time each week. All planners should be filled out by the student at the start of each week. Planners must be signed weekly by Parents and Form Teachers.

	temporary planners	<ul style="list-style-type: none"> • Year Tutors to check planners on a rotational basis once a month. • Head of School to complete spot checks on planners across the year groups. • Stampers for ease of checking planners will be provided to all of the Pastoral Team. • Where student has not got planner signed FT makes note in planner and note on FT Template – warning issued • On second occasion – Ft detention/ 3rd – Year Tutor referral and detention • Temporary planners – when issued should be recorded on the FT template – the same sanctions as above apply.
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Monitoring of Academic Progress

This will take place

- October
- Christmas
- March

On each occasion teachers will provide a mark and a comment (only if there is a concern about the student)

- August (Module Results) / Internal Summer House Exams (Year 11)

This will be reviewed by Year Tutor and Head of Middle School and the necessary interventions made

Role of Head of Middle School in Fourth and Fifth Year

- To clearly articulate to the staff and students that the student has ultimate responsibility for their own learning. This communication to parents and students will be done at an Information Day in August
- To ensure that all staff are familiar with the Pastoral Care policy for Middle School and to consult with staff on its implementation – review and amend yearly.
- **To support the work of the Year Tutors in particular by meeting with them on a regular basis after Friday Pastoral Team Meeting**
- To initiate academic reviews and respond through support for Year Tutors and contact with home
- To meet with students and parents when the level of performance, either in terms of behaviour or academic performance, has reached a level where the student's future in the school is under review or where academic attainment is in jeopardy
- To oversee monitoring of attendance by meeting with Year tutors on a monthly basis
- Pupils who are at the Head of School level in fifth year will be informed very clearly that their behaviour is jeopardising their return to Post-16 Education in the Abbey.
- Pupils who are at the Head of School level can be suspended if they fail to abide by the school rules with respect to absenteeism, punctuality, behaviour and academic indiscipline.
- To monitor in consultation with the Head of Careers students career choices during Year 12 for appropriate transition to Year 13 in the Abbey school or alternative Post-16 provision.
- Feedback to whole staff appropriate information regarding interventions re academic indiscipline
- Clearly communicate to a teacher when it is recognised that all that can be done for the student has been done

Role of Year Tutor

- Clearly articulate to students at assemblies the philosophy and implications of independent learning
- Accurate records regarding student performance.
- Communicate information to student and to parents and keep record of these communications.
- Clearly indicate to student the possible outcomes of his actions, e.g., failure to achieve a grade C in GCSE means that the student cannot automatically progress into that subject in year 13 – It should be stressed to all students in middle school that their target grades should be As/Bs.

- Meet with the Head of School on a monthly basis to monitor attendance and to pass on relevant information to form teachers regarding this. This meeting will also be an opportunity to discuss any other issues arising in Middle School.
- Work with the form teacher team to ensure that any breach of the policy is responded to appropriately
- Engage in systematic spot checks of where students are during the school day
- The option of an internal suspension can be used which can be used as an alternative to either a Friday Detention or Suspension.

Role of Form Teacher

- **Register all students on SIMMs before 9.15. Put in codes for extra- curricular activity when appropriate (be in touch with the extra-curricular life of students in their form class)**
- **Monitor student attendance.**
- Keep accurate attendance records. Ensure that student brings in note for absence, use perforated note to record reason in SIMMS and pass issue on to Year Tutor if note is not brought in on the second day
- Keep copy of each student's individual timetable and extra-curricular pursuits/ endeavours
- Be attentive to possible personal reasons for poor academic performance or behaviour and communicate these where appropriate to both Year Tutor , Head of Middle School and relevant subject teachers
- Clearly articulate to students in form class the philosophy and implications of independent learning at Key Stage 4 as the foundation for future lifelong learning
- Accurate record regarding student in terms of academic and non academic behaviour, e.g., information received from class teachers, lunch supervisors, attendance record and communication with parents.
- Provide parents with information regarding attendance or poor performance and keep record of these communications.
- **Keep records of responses undertaken by FT with regard to Academic Review (e.g. note in planner, phone call or email home)- communicate same to Year Tutor**
- If academic indiscipline is occurring across a number of subjects, form teacher should have initial discussion with student
- But once a pattern of academic or non-academic indiscipline emerges a student can be placed on detention by the Year Tutor
- To offer pastoral support if and when required for a particular student.

Role of Class Teacher

- Clearly articulate to students the philosophy and implications of independent learning
- **Accurate record keeping with respect to academic performance and attendance. If attendance is kept using a system other than Lesson Monitor, it is the class teacher's responsibility to inform form teachers of students missing taught classes.** Use of Lesson Monitor is recommended. (Currently each teacher has their own way of recording academic indiscipline. This could be centralised using SIMS but it would require the support of all staff to input academic information into SIMs. If such support exists we could look more seriously at such an option)
- **Make initial contact with parents regarding non completion of homework or poor performance in class tests. This can be done through a note in the planner, phone call, letter, e mail or detention.**
- Clear communication of relevant information to Form Teacher
- Clear communication to student regarding his progress in the particular course
- Offer student reasonable academic support and recognise and offer pastoral support when needed.
- Establish target grade for student at the beginning of each academic year and feed into the October review
- Provide information for Year Tutor at October, Christmas and March Reviews. This information enables Year Tutor to track progress of pupils who are under achieving. This is particularly relevant for Year 12's as progression into Year 13 is dependent upon accurate understanding of their academic ability in particular disciplines,

Notes

Sanctions used in Middle School can include some or all of the following:

Week day Detention

Friday Detention

Internal Exclusion

Contact with Parents by phone, letter or e mail by class teacher, Form teacher, Year tutor, Head of Middle School or Headmaster.

At all times class teachers are asked to check with FTs regarding any pastoral/home issues before making contact with parents/guardians to ensure we take into account home/pastoral issues.

Meeting between Year Tutor or Head of School or Headmaster with Parents and Student (these meetings are very effective and are recognised as a sanction for misbehaviour)

Mrs C Mc Grath
Head of Middle School