

Cornwallis Academy - The Pastoral Protocols

Adopted by NLL Academies 01 September 2007

Rationale

The pastoral protocols exist as a framework for students who choose to work outside of our communal rights and responsibilities. Its aims are to correct behaviour through a set of consequences and sanctions. The sanctions exist within a realistic time framework and offer a range of behaviour strategies and interventions allowing for students to demonstrate changing behaviours and a more positive ethos. The pastoral protocols are primarily a tool to improve conduct and behaviour and allow students to make the right decisions and alter their path.

Categorising Poor Behaviour

Categorising poor behaviour can be a challenging task because each situation is different or unique in its own way. Below are listed a number of *behaviour descriptors* into which a vast majority of our incidents can be placed. The behaviour descriptors outline a range of poor behaviour including elements of gross misconduct, misconduct, and disruption. All of the categories below could contain a low level, a mid-level or a high level situation. eg. **Truancy**: *Serial truancy or a single truancy - this would need to be taken into consideration when decisions are made as to appropriate sanctions being enforced. However...*there are certain behaviour descriptors that would immediately qualify as 'gross misconduct' and could automatically see a student pass over a lower stage of the pastoral protocol structure and start at a higher level.

Behaviour Descriptors

- **A failure to complete homework.**
- **Being unprepared for learning.**
- **A failure to comply with basic uniform regulations.**
- **Lateness.**
- **Failure to comply to reasonable requests.**
- **If a student's behaviour has a negative influence over another's learning.**
- **A refusal to follow basic health and safety instructions.**
- **Conduct attending and leaving the academy premises.**
- **Truancy.**
- **Smoking.**
- **Removing themselves from the learning environment without authorisation.**
- **Slandorous offensive language towards members of staff or other pupils in the classroom.**
- **Acts of a sexual nature**
- **A physical act of malice.**
- **Illegal substances.**
- **Acts of a sexual nature**
- **Weapons.**

Being Clear

When looking to correct conduct be clear on what is wrong, who this affects, and what techniques you have employed to correct the situation. In a *live* environment it is important (and very difficult) to step back before taking disciplinary action, but be clear on what rules the student has contravened and to what severity because the punishment should always reflect behaviour.

Should I be dealing with this?

Low level incidents during registration ~ **Form Tutor**

Low level incidents between lessons or during break ~ **Form Tutor**

Mid level incidents during registration ~ **Form Tutor**

Mid level incidents between lessons or during break ~ **Form Tutor**

High level incidents during registration, break, or in-between lessons ~ **DOL & SMT**

Low level incidents during lessons ~ **Subject Teacher communicates with HOD**

Mid level incidents during lessons ~ **HOD communicates with Form Tutor and DOL**

High level incidents during lessons ~ **HOD communicates with DOL**

At what point does poor behaviour constitute moving onto the pastoral protocols?

This is once again a very debatable question because, as *mentioned*, each situation is unique in its own way. However, ask yourself the following questions;

1. Is this behaviour an isolated incident?
2. Can I contain this behaviour without affecting other's learning in the class?
3. Have I employed a range of strategies to cope with this challenging behaviour?
4. Can I employ the use of the pre pastoral protocol report system?

Before a student is placed on a pastoral protocol levelled report we need to be able to show a range of strategies aimed at changing his/her behaviour. Punishments should be constructively aimed at changing behaviour or making amends for poor conduct and offer the students a learning opportunity in considering how they may with a similar situation in the future resulting in better outcomes.

Differentiation in the Protocols

- Pre-pastoral protocol report
- Level 1
- Level 2
- Level 3
- Level 4

Each level (1-4) is characterised clearly with an intention and a goal, these are stated again for the student on the front of the report card. This acts as guidance in how long a student should remain on report and what the expected responses are when staff deal with a pupil on report.

To further assist with the smooth transition of pupils between Pastoral Protocol levels and to offer a further option for pupils displaying minor behavioural or organisational difficulties that do not warrant the formal procedures outlined in the pastoral protocols, two Pre Pastoral Protocol reports have been set up as a warning trigger for students. These reports are managed by from tutors and are standardised for use across the school with either an attendance/punctuality focus or specific target focus.

Subject Teachers, Form Tutors, Heads of Department and DOL are all expected to work towards the intentions of the pastoral protocols and the inherent procedures, this way we are able to display a range of strategies if a *said* pupil is unable to modify their conduct or behaviour.

OUTLINE OF STAGES

Pre-Pastoral Protocol Report:

There are two reports each designed with specific focus, target or attendance/punctuality. These are to assist pupils change minor behavioural or organisation issues before they reach the levelled report stage of the pastoral protocols and act as a warning that they have been flagged for some concern and are being monitored. Such a strategy may follow verbal warnings from tutors that have not been heeded but are not serious enough in nature to warrant movement onto levels.

Stage 1:

What happens on Stage 1 of the pastoral protocols?

Stage 1 of the pastoral protocols has a one week reporting duration. Students are issued with a daily report card that they are required to produce at the start of each lesson. The **Form Tutor** is required to review the report card daily at registration. A student on stage 1 of the protocols must be able show a satisfactory standard of behaviour for at least 80% of the week's lessons. The report card is collected at the end of the week by the **SM** for record keeping purposes.

What happens if a student misplaces or loses a report card?

Before a student commences the pastoral protocols all members of staff must be made aware. If a student arrives at a lesson without his/her report card they are to arrange a replacement report with the **SM** before entry to that class. If a report card is lost or misplaced or not presented to class teacher, an after school detention is to be organised.

What happens if a student's behaviour has not improved?

If a student's behaviour is *not* improved (*but is levelling out*) the **Form Tutor** and **DOL** may agree to extend stage 1 for a further week and review, however if the behaviour is continuing to noticeably deteriorate the **DOL** will place the student onto level 2 of the pastoral protocols and notify parents personally.

Stage 2:

What happens on Stage 2 of the pastoral protocols?

- Duration 2 weeks.
- In the first week of stage 2 reporting the student will lose their lunchtime to community service in the year area. However, if positive improvement is shown in the first week lunchtimes may be returned to the student as a reward.

- Daily review with Form Tutor in registrations.
- Daily review with DOL /SM at lunchtime with report card.
- Formalised time with either School Counsellor or Behaviour Support Manager.

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What happens if a student's behaviour has not improved?

It is important during this 2 week period that accurate records are kept via email with DOL/SM and Form Tutor. If behaviour continues to deteriorate an internal exclusion may be necessary. A continued period of 1 week will then follow on Stage 2 of the pastoral protocols will follow the internal exclusion. If no significant improvement is then seen the student will be placed onto Level 3 and outside agencies will be involved.

Stage 3:

What happens on Stage 3 of the pastoral protocols?

- Duration 3 weeks.
- Investigate the possibilities of a part-time timetable.
- Fixed-term exclusions as cooling off periods.
- Daily review with DOL /SM at lunchtime with report card.
- Weekly review with SMT.
- A change of form group and subject groups may be put in place to break up peer group influences and offer a new start.
- Parental interview with DOL and SMT. SEN to contact outside agencies. PSP to be set up with parents and interested agencies.

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Stage 4:

What happens on Stage 4 of the pastoral protocols?

If no sustained and consistent improvement occurs, a final interview will be arranged between the parents, student and a member of the **Senior Management Team**. A final written warning will be given that, should the student continue to choose to infringe the rights of others, permanent exclusion will be the result.

Stage 4 probation

Students 'playing a game' will not have the opportunity to yo-yo up and down the levels. A formalised probation period follows completion of level 4 on the protocols but may be added to any of the levels to ensure that appropriate conduct continues. Good behaviour is helped by closing down the opportunities to misbehave.

What happens if a student's behaviour has not improved?

Following consultation and work with all relevant outside agencies and a clear documented case detailing exhaustive strategies the school has employed, the school will begin proceedings to seek permanent exclusion.