

# **MOULTON SCHOOL AND SCIENCE COLLEGE**



## **INFORMATION FOR PARENTS**

**HOME SCHOOL AGREEMENT  
ATTENDANCE  
BEHAVIOUR  
BULLYING  
CHILD PROTECTION AND WELFARE**

**SEPTEMBER 2008**



Science

## HOME SCHOOL AGREEMENT

### **The pupil - I will :**

- attend school regularly, on time and with the correct equipment;
- always wear full school uniform;
- let my teacher know if I have any worries either about myself or about others;
- do all my classwork and homework as well as I can and hand it in on time;
- behave in a way that enables others in the school to work and play without interference or harm;
- behave with courtesy and respect to the staff at the school;
- respect the school environment and keep it free from litter;
- make full use of the opportunities provided at school;
- protect the good name of Moulton School by behaving well on activities outside school, and while travelling to or from school by bus or on foot.

### **The parents/guardians - Helping to support the school's aims, I/we will:**

- see that my/our child attends school regularly, on time, in full uniform and properly equipped;
- telephone Student Services on 01604 641600 before 9.00 am on the first day of absence to notify the school if my/our child is ill or cannot attend and send a letter on my child's return;
- avoid, wherever possible, making medical appointments or taking holidays in school time;
- let the school know of any concerns or problems that might affect my/our child's work or behaviour;
- take an interest in my/our child's work and make sure his/her homework is done;
- support the school's Behaviour for Learning Policy and its sanctions;
- encourage my/our child to always do his/her best and to make the fullest possible use of the range of opportunities available to him/her.

### **Moulton School - We, as individual staff and as a whole school, will:**

- always inform you at an early stage of any concerns (eg attendance, work, behaviour) we may have so that we can work together to find a solution;
- listen and respond quickly to any concerns you or your child alert us to;
- provide a safe, well ordered and caring environment;
- provide an education that will give your child the opportunity to succeed in national examinations and to reach his/her full potential;
- set suitable classwork and homework and mark it regularly, giving appropriate feedback;
- encourage at all times high standards of behaviour, based on respect for others;
- encourage participation in a wide range of activities to help produce a more rounded individual;
- when contacted by parents, normally respond within five school days.

A copy of this Home School Agreement is in the front of the Student Planner. Please will you sign it and get your son/daughter to sign it too.

## ATTENDANCE

Attendance is very high on the national agenda and raising attendance levels in schools is one of the main national targets. Regular attendance at school is seen as vital if children are to make the most of their skills, talents and opportunities; without regular attendance, the learning process is fragmented and unsatisfactory and consequently children do not fulfil their potential. Put simply: absence means missed learning. This section explains what our attendance policy is, our expectations about attendance rates, how we monitor attendance, the meaning of “authorised” and “unauthorised” absence and how you can help.

### What is an acceptable attendance rate?

The vast majority of our pupils achieve over 95% attendance and this is what we expect from all our pupils as a minimum. OFSTED views 90% as the **absolute minimum** acceptable attendance rate. Sickness comes usually in a block of time over a continuous period; what we look for are unbroken weeks (ie those where the pupil is marked present on all ten sessions); pupils should **NOT** have more than one or two broken weeks in the course of an academic year. Frequent broken weeks are a cause for concern and will be followed up by the school.

### Registration and Attendance Procedures at Moulton

- a) Students are registered every lesson at the beginning of each session. Pupils not present to answer their names will be marked absent. Any pupil who arrives after 8.45 am without a valid reason (eg a school bus being delayed) will be marked as late. Legally, in a court of law, lates count as absences and parents have been prosecuted for failing to get their children to school regularly on time. Any pupil arriving after 9.30 in the morning or 2.05 in the afternoon, without a valid reason, will be coded as late after the register closed (which counts as unauthorised absence). Any pupil arriving after 9.05 or after 1.45 **MUST** sign in at Student Services. This should be a **very rare** occurrence. There is a warning bell at 8.40 and pupils must be in their registration bases by 8.45 at the latest.
- b) Tutors monitor attendance daily, and record the reason for absence, provided that written explanation has been received from parents. If no written explanation is received we must try to obtain this; we start by reminding the pupil, then contact parents directly. If we do not receive a written response, we must assume that the absence was unknown to parents or was not valid, and therefore unauthorised.
- c) Please will **you** make **every** effort to contact the school on the first morning of absence. We shall make efforts to contact you on the first day of absence but this may not always prove possible.
- d) If we discover a pattern to absences, or are concerned about the frequency or validity of absences, we shall contact parents. If we discover a school-based difficulty, we shall seek to remedy it. If there is an out-of-school problem, we shall offer support and access to other services as appropriate. In all cases we shall help the pupil to re-establish him/herself into the usual pattern of school life.

## **Authorised and Unauthorised Absence**

It is the responsibility of the school under the Education (Pupil Registration) Regulations 1995, to decide whether any given absence is “authorised” or “unauthorised”. So a letter from you, the parent(s) does **not** automatically authorise an absence.

### **Authorised Absence**

Some examples of “authorised” absences are:

- i) when a child is ill or receiving medical attention;
- ii) when a close family member has died;
- iii) when prior consent has been obtained from the headteacher, for example for a music examination or a very special family occasion, like a graduation ceremony.

### **Unauthorised Absence**

It is commonly believed that “unauthorised” absence means truancy and, although there are occasions when parents are unaware of their son’s/daughter’s absence from school, there is a number of other reasons for absence which the school following the guidelines of the Department for Education and Skills (DfES) will **not** authorise:

- i) staying at home to care for a sick relative (eg parent, brother or sister);
- ii) staying at home to await a tradesman or delivery;
- iii) shopping;
- iv) preparing for a holiday;
- v) keeping a hairdressing or similar appointment;
- vi) a birthday or family celebration;
- vii) missing the bus
- vii) not having school uniform;
- viii) family day visits out.

We do not wish to record unnecessarily absence as “unauthorised”. Please help us to avoid doing this by providing absence notes quickly and by encouraging your child to recognise that good attendance is important.

### **Holidays**

The DfES (Department for Education and Skills) in its new guidance to schools is strongly opposed to parents taking pupils out of school for holidays and urges schools to take a robust line when this occurs.

**We ask you, therefore, not to withdraw your child for holidays or short breaks during term time as this can significantly affect educational progress.**

The school’s Educational Welfare Officer may be asked to investigate unexplained absences or ones which do not appear not be covered by the regulations.

## **How Can You Help?**

- i) Please let the school know by 'phone of any absence on the morning of the **FIRST** day and try to give some indication as to how long the absence might be. The school telephone number is 641600 and there is an option dedicated to messages about pupil absence. This is available from 7.45 am. Please try to telephone by 9.00 am at the latest. You can also, of course, speak to a member of staff if you wish to.
- ii) Do not allow your son or daughter to stay away from school unless absolutely necessary.
- iii) Please send a note of explanation when your son/daughter returns to school, even if you have telephoned: absence can only be authorised on receipt of written explanation.
- iv) Please try to **ensure** your son/daughter arrives on time to school (ie in the form room by 8.45). Late arrival needs a letter of explanation
- v) Please try to avoid doctors, dentists and hospital appointments during school time.
- vi) Please send a letter in to your child's form tutor if s/he has to leave school during the course of a day for any reason or if you know in advance that s/he will be in late (eg for orthodontist).
- vii) If your son/daughter seems reluctant to come to school, and you suspect a problem at school, please contact us sooner rather than later. Please do not "condone" an absence by providing an excuse which may be covering a problem. We are partners in your son's/daughter's education and by sharing the problem, we may solve it. We do not consider any problem to be trivial: we shall try to act to solve a problem as soon as we know about it.
- viii) If your child walks to school, please try to **ensure** s/he leaves early enough. Experience shows, that the majority of late arrivals come from those who walk to school or are driven to school.
- ix) Equally if you drive your child/children to school please bear in mind that Moulton village gets very busy and congested at key times. Please leave early enough to ensure your child/children get to their form base by 8.45 at the latest.

## **BEHAVIOUR FOR LEARNING POLICY**

The Behaviour Management Policy was revised in July 2006 and is now known as the Behaviour for Learning Policy.

### **Values underpinning the Policy**

- All individuals are to be valued and treated with respect;
- All individuals are capable of a high level of achievement;
- Co-operation and tolerance are key qualities we promote in our school;
- Everybody has rights but along with rights come responsibilities.

### **Classroom Code**

- Arrive on time to lessons, ready to work and with the correct equipment and materials;
- Listen to, and follow instructions **first time**;
- Listen in silence when the teacher or another pupil is speaking;
- Wait for permission to speak before answering or speaking in a whole class situation;
- Treat others with respect: no physical contact, no swearing, no put downs.

### **Encouraging good behaviour and responsible attitudes in our pupils**

There are regular House and Year Assemblies and these provide opportunities for us to promote moral growth and a sense of right and wrong; equally, our Personal and Social Education (PSE) programme aims to foster personal development and increase pupils' sense of responsibility. As teachers, we try to model the values expressed in our Policy and treat pupils in a respectful and dignified way without demeaning them. We reinforce our Behaviour Code in two main ways: rewards and sanctions.

### **Rewards:**

- House Points Years 7-9;
- Stickers;
- Good Conduct Certificates;
- Attendance certificates;
- Sports Awards;
- Success Assemblies;
- Letters and postcards to parents;
- Individual opportunities.

**ABOVE ALL WE TRY TO USE PRAISE AND RECOGNITION AS MUCH AS POSSIBLE**

### **What happens if a pupil does not follow the Classroom Code?**

- First time : Verbal Warning – C1
- Second time : Classroom Action – C2
- Third time : Detention (up to 25 minutes) – C3
- Fourth time : Removal from the classroom (and after school detention) – C4
- Serious Behaviours : withdrawal from the lesson and after school detention or, in some cases, exclusion.

**Consequences/sanctions include:**

- Verbal warning;
- Withdrawal of privilege (eg please note that pupils may not be able to participate in trips unless they have a good behaviour record);
- Detention
  - Up to 25 minutes at lunchtime
  - 60 minutes after school detention
- Being sent to the Remove Room.

**All detentions will be written in the pupil's Planner. A letter will be sent home in connection with after school detention.**

**Faculty/Department detention:** used for lesson punctuality, behaviour and completion of work. Used to support individual member of staff denoting department solidarity. These will take place at lunchtime.

**School detention:** for serious and persistent misdemeanours. Referrals via Heads of Faculty, Heads of House or Deputy Heads. This will take place after school from 3.30-4.30 pm.

**Withdrawal from lessons :** will be used when a pupil continues to break the Classroom Code or after a serious incident (eg verbal abuse). Heads of Faculty and House must be involved and for it to be effective parents must be informed. On occasions, a pupil will work in isolation for one or two days if he/she has disrupted learning significantly in the recent past or has offended against the school community.

**Fixed term exclusion:** (used after serious incidents or persistent offences/disruption to learning. Must follow strict legal requirements. Only the Headteacher can exclude (up to a maximum of 45 school days per academic year which may be in one term).

**Permanent exclusion:** ultimate sanction. Process will involve parents, governors and LEA.

**Important** The after-school detention will run from 3.30 – 4.30 on Thursday. Parents will be notified in advance that their child has been placed in the after-school detention. Please note that legally schools have the authority to keep a child in detention **without parental permission** but clearly we very much look for, and value, your support in this area.

After school detentions will normally result from a C4 (a pupil being sent out of a lesson) or from a lunchtime detention being missed. Other offences (eg smoking, fighting) can also trigger an after school detention.

**Improving behaviour through Monitoring Sheets**

Monitoring Sheets play an important part in modifying a pupil's behaviour in a specific area (or areas) of difficulty. They are carried from lesson to lesson by the pupil and each teacher records how the pupil has behaved in the focused area(s). The Monitoring Sheets are brought home by the pupil so you as parents are part of the process.

## **Individual Education Plans**

Some pupils whose behaviour is giving cause for concern will be provided with an Individual Education Plan (IEP). This details the behaviours causing concern, targets for the pupil to meet and some support strategies/arrangements. IEPs are at two levels: School Action (where only school staff are involved) and School Action Plus (where external agents (eg Connexions, Education Welfare, School Health, Social Health and Care, Children and Young People's Service) are involved also). In both cases, parents will be notified and involved and the pupil will be placed on the Special Needs Register which is a legal requirement for schools. IEPs are reviewed twice in the course of a year.

## **Pastoral Support Plans**

Where pupils have had several exclusions, they will be put on a Pastoral Support Plan (A PSP). This is a more detailed IEP, giving precise targets that need to be met and clear measures for success; support also forms a key part of the plan. Again parent involvement is central to the whole process. When a pupil is on a PSP, this indicates that the situation is serious and that there is danger of permanent exclusion. PSPs need to be evaluated every six or seven weeks to try to ensure that the offending behaviours are modified.

## **How can you help?**

Please support and reinforce the school over disciplinary matters. Stress to your child the importance of good behaviour both for his/her progress and that of other pupils. Familiarise yourself with our rules - both classroom and wider community.

(ii) If you feel we may have got something wrong, please contact us to discuss the matter. This gives us an opportunity to discuss both sides of an issue. We need to work in close partnership if we are going to encourage any necessary changes to your son's/daughter's behaviour.

(iii) Please sign Monitoring Sheets when they are first issued and look at them regularly each evening. They provide an opportunity for encouragement and praise in addition to discussing any lapses of behaviour.

(iv) Please be prepared to come into school at short notice if the situation warrants it so that we can try, in partnership, to find a positive way forward.

## **Final point**

If there is anything that is not clear or you would like further information on, please do not hesitate to contact the school. The school's Behaviour for Learning Policy is on the school's website.

## **BULLYING: INFORMATION FOR PARENTS**

**This leaflet contains a summary of the revised Anti-Bullying Policy and its key messages; it also provides some practical advice and guidance.**

We want everyone to understand that there is no place for bullying at Moulton School and that it will not be tolerated. Everyone at the school has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community thrive and be able to achieve to their maximum potential. Bullying of any sort prevents this from being able to happen and undermines the quality of life within the whole community. It is everyone's responsibility to prevent this happening and this policy outlines how we endeavour to make this possible at Moulton School.

### **Definitions of Bullying**

- It is deliberately hurtful behaviour;
- It is usually repeated, often over a period of time;
- It is difficult for those being bullied to defend themselves as bullying involves an imbalance of power: the victim is weaker and less powerful than the bully or bullies.

**Bullying can take many forms but five main types are physical, verbal, emotional, racist and sexual.**

### **Reporting Bullying**

It is important that we create an atmosphere in the school where pupils who are being bullied, or others who know about a bullying situation, feel they will be listened to and taken seriously. Pupils can speak directly to their form tutor, Deputy Head of House or Head of House (or any other member of staff) or they can write their concerns on the pupil leaflet which is distributed to all Year 7 and 8 pupils and is available from House Offices, the Library and the Main School Office. There is provision for school members to report incidents anonymously by note to Student Services. Parents can, of course, telephone, e-mail or write to the school to raise any concerns they have.

### **Responding to Bullying: Procedures**

The school will take the problem seriously, investigate the incident and take appropriate action. Parents of both the victim and the bully will be informed.

### **Victims: Possible Signs of Bullying**

Children may:

- Be frightened of walking to or from school
- Change their normal route
- Not want to go on the school bus
- Be reluctant to go to school
- Feel ill in the morning
- Begin truanting
- Begin doing poorly in their schoolwork
- Become withdrawn
- Have nightmares and cry in their sleep

## **How You Can Help Your Child**

If you are worried that your child is being bullied, ask him or her directly. Children who are being bullied are often frightened to speak about what is happening so be prepared for your child to deny at first that there is anything wrong.

Don't promise to keep the bullying secret but reassure your child that you will help him/her sort out the problem.

Reassure the child that it is not his/her fault.

Don't confront the offending child or his/her parents yourself: work together with school staff.

## **Working with the school**

We value our close partnership with parents and it is vital that we work closely in supporting any victim of bullying.

- Please do contact the school if you have any concerns or worries. We suggest the pupil's form tutor in the first instance—but you can also contact your child's Deputy Head /Head of House
- Your child may be reluctant for you to involve the school. We are sensitive to these concerns, yet we need to convince the victim that the bullying is unlikely to stop without some intervention. The school will try to ensure that s/he feels comfortable with the action taken.
- A written account of an incident (incidents), specifying (if possible) times, dates, those involved and so on is very helpful.

## **Some Final Points**

We constantly seek to reinforce our message that bullying is not acceptable. We do this through Assemblies, PSE, posters and the Year and School Councils.

We stress that being a bystander is not acceptable: bullying flourishes where blind eyes are turned to what is going on. Please, therefore, urge your child to notify a teacher (if need be anonymously) of any bullying that s/he is aware of.

We hope you find this leaflet of some help. There are some excellent websites which provide a lot of support materials for parents and children. The following are particularly helpful:

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.antibully.org.uk](http://www.antibully.org.uk)

The ChildLine telephone number for confidential advice is: 0800 1111

## **CHILD PROTECTION AND WELFARE: INFORMATION FOR PARENTS**

**This leaflet contains a summary of the revised Child Protection Policy and its key messages; it also provides some practical advice and guidance.**

In the light of national tragedies like the Victoria Climbié case, and Holly Wells and Jessica Chapman, there is renewed emphasis nationally on child protection and safeguarding children and increased responsibilities have been laid upon schools to promote the welfare and safety of the children in their care. Moulton School fully recognises its responsibilities for child protection and the contribution it can make to protect and support children in school.

### **Four categories of abuse:**

- *Neglect*: the persistent failure to meet a child's basic physical and/or psychological needs;
- *Physical abuse*: hitting, shaking, throwing, suffocating, burning, scalding;
- *Sexual abuse*: forcing or enticing a child or young person to take part in sexual activities. Includes non-contact activities such as getting children to look at pornographic material;
- *Emotional abuse*: the persistent emotional ill-treatment of a child.

### **School commitment**

Because of their day to day contact with children, school staff are well placed to observe possible signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know there are adults in the school whom they can approach if they are worried;
- Include opportunities in the PSE curriculum for children to develop the skills they need to recognise, and stay safe from, abuse.

All schools have to have a senior designated member of staff who has responsibility for child protection: currently this is Mr Day, one of the Deputy Heads; the Assistant Headteacher (Student Guidance) and the four Heads of House also have responsibility for Child Protection.

The Governors have a statutory responsibility to ensure the school has both a policy and appropriate procedures on child protection in place. The policy must be revised annually. There is a nominated Governor with responsibility for child protection and currently this is Mrs Jeffrey.

The guidance applies to all pupils under the age of eighteen.

### **Schools' statutory responsibility with regard to child protection**

It is important that parents know that as we have a statutory responsibility to safeguard our pupils, we have to make a referral to Social Care and Health where we have concerns over a child's welfare and/or safety. This is intended as a constructive and helpful measure: a

referral can often support all sides of the family and help to resolve family tensions and difficulties.

When a referral is made, we will inform the parent(s) **unless doing so is likely to put the child at greater risk.**

We will, in the majority of cases, discuss our concerns with you prior to a referral being made but this will not always be the case. Please do not be offended if we ask you in to school to discuss with you our concerns over your child: we are not jumping to conclusions but simply fulfilling our responsibilities seriously.

## **Internet safeguards**

### **In school**

The internet at school is accessed through EMBC (East Midlands Broadband Consortium) which filters out the vast majority of unsuitable sites; the school also uses Ranger Security which records the name of any pupil attempting to access an unsuitable site and blocks this.

[www.kidscape.org.uk](http://www.kidscape.org.uk) has some very useful downloadable materials on many aspects of child safety and child abuse. Free Kidscape Safety Guides are available on the following topics:

- Child Abuse: Signs and Symptoms
- Good Sense Defence for the Young
- Keep Them Safe
- Why My Child?

The telephone contact number for Kidscape is: 0207 730 3300

A full version of the Child Protection Policy is available from the school and it is also on the website.