

CATOR PARK SCHOOL

STUDENT SUPPORT CENTRE

Revised July 2008

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STUDENT SUPPORT CENTRE

AIM

The CPSSC is a positive strategy, which aims to support pupils who are at risk of exclusion and/or disaffection. It is an integral part of the Social Inclusion programme at the school and reinforces the aim of the school by supporting all pupils to achieve their best.

OBJECTIVES

- To support pupils at either risk of exclusion and/or disaffection through poor behaviour, truancy or prolonged absence.
- To support pupils having difficulty in one particular lesson who may be disrupting the education of others.
- To improve the achievement of targeted individual pupils and those within the classrooms that they may be disrupting.
- To improve accessibility to school life and the curriculum for students who for varied reasons are not being included.

SUCCESS CRITERIA

- Improvement in attendance
- Reduction in permanent exclusions
- Reduction in fixed term exclusions
- Successful re-integration of pupils into mainstream classrooms.
- A measurable improvement in the behaviour of targeted pupils;
- Added inclusion to the life of the school from all students attending the CPSSC on a full or part time basis.

MANAGEMENT

The DHT – Pupil Development will have overall responsibility for the SSC and will liaise with external agencies.

The SSC Manager will manage the SSC on a day to day basis. The manager will monitor the work and progress of targeted pupils, ensuring that individual programmes are delivered. The manager may also work with pupils on personal and social issues and on Circle Time Activities.

The AENCO will be involved in working with targeted pupils both within the SSC and when they are re-integrated back into the classroom.

The Behaviour Mentors will help with the re-integration of pupils back into the classroom.

Teaching staff will be encouraged to visit pupils within the centre.

The centre will be open from 9am until 2.55pm.

IDENTIFICATION AND REFERRAL

The SSC is not a 'sin bin' or a 'dumping ground'. Referral of pupils will not be seen as a punishment, rather a positive strategy. As such, the identification of targeted pupils must follow a clear referral procedure. There will be a strict entry and exit policy.

There will be a maximum of 10 pupils, ideally eight, at any one time and priority will be given to KS3 pupils. Pupils may be referred on a full time basis, for a maximum of four weeks, or part time basis.

Pupils will be identified by the HOY or the DHT. Generally they will be pupils who already have a Pastoral Support Plan and who are failing this plan. This identification will take place once other strategies to support the pupil have been tried and have failed.

Once a pupil has been identified, a Panel meeting will be held between the DHT, the relevant HOY, the SSC Manager and the AENCO. A decision about a place at the centre will be made at this meeting. Following this meeting, the targeted pupil's needs will be identified, a programme established and a behaviour contract and a placement contract setting out individual targets signed (see appendices 1 & 2).

MONITORING THE PLACEMENT

All targeted pupils will have access to the curriculum whilst they are in the SSC. This is a whole school initiative and as such all staff will be considered responsible for the setting and marking of work and homework. The setting of work will be considered a priority for staff as soon as a request is made (see appendices 3 & 4). Staff will also be encouraged to visit the SSC.

The SSC Manager will ensure that the pupil completes the work set. The manager will monitor the progress of the pupil and records will be kept. This is a vital part of the placement as, if re-integration is to be successful, pupils must be kept up to date with work. Pupils will also be expected to monitor their own progress.

A weekly written report (see appendix 5) on each student is filed.

Close contact with parents during the student's time in the CPSSC will be maintained.

Pupils will also have access to outside agencies such as the EWO, the EP and the Behaviour Support Team, as well as AENCO, the Social Enhancement Programme and PSHE. Success Maker and SAM Learning will be available on the computers to help with pupils' numeracy and literacy.

RE-INTEGRATION

At the end of the placement the SSC Manager will complete a summarative end of placement report (see appendix 6) based on the weekly reports on each pupil and an end of placement meeting will be held between the DHT, the HOY, the SSC Manager, AENCO, pupil and parents.

A re-integration strategy will be set up and this may involve a gradual re-integration plan, with the support of a Behaviour Mentor if appropriate.

Pupils will be monitored closely during their re-integration. They will usually be expected to complete a Student Centre re-integration Logbook (see appendix 7). It is expected that they will attend just one placement at the SSC.

PLACEMENT OF PART TIME STUDENTS

Students who are not yet near to permanent exclusion but who are giving cause for concern for a variety of reasons may be allocated a part time placement at the CPSSC, for one term only, usually for two hours a week. The centre manager will meet with the student and contracts will be signed and targets set and then at the end to present an end of placement report. Students will work on Target Support Materials, Presentation Skills and Personal Issues pertaining to them and their success at school.

Other placements include students for whom anger management training and/or mentoring is appropriate. Also students who have been issued with a 'Time Out' card and who will use the student support centre as their designated withdrawal area.

STUDENT SUPPORT CENTRE
INDIVIDUAL REFERRAL FORM

Full Time

Part Time

Date:	
Student:	Year:
Main areas of concern:	
Strategies already in place:	
Connexions	<input type="checkbox"/>
Ed. Psych. Referral	<input type="checkbox"/>
School Counsellor	<input type="checkbox"/>
Referrals to CAMS/Bromley Y	<input type="checkbox"/>
Current EBD IEP	<input type="checkbox"/>
Evaluation/Success of these strategies/possible reasons for failure:	
Support Required:	
Parent/Carer Name:	Permission: Y/N
<u>Signed:</u>	

Refer to HM to confirm support
Forward to HA/WA for discussion

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PUPIL OBSERVATION SHEET 1
TIMED OBSERVATION SHEET

Name:

Date:

Form:

Lesson:

	1/4	1/2	3/4	1		1/4	1/2	3/4	1	Extra Information
1					31					
2					32					
3					33					
4					34					
5					35					
6					36					
7					37					
8					38					
9					39					
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25					55					
26					56					
27					57					
28					58					
29					59					
30					60					

Type of behaviour observed:

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**PUPIL OBSERVATION SHEET 2
DESCRIPTION OF BEHAVIOUR**

Name:
Form:
Date:
Lesson:
Person Observing:

Lesson Activity:

Social context:

E.g. Individual, paired, group work

Please comment on the following

Time pupil arrived:

Time taken to settle:

Behaviour on clearing up or departure from the lesson:

**Describe behaviour observed in the lesson include examples of any inappropriate actions, negative and positive interactions with both the teacher and pupils.
CONTINUE OVER PAGE IF NECESSARY.**

**Describe work completed: standard, effort made, amount done in time given
CONTINUE OVER PAGE.**

BEHAVIOUR POLICY WITHIN THE STUDENT SUPPORT CENTRE

The behaviour plan within the main school is also used within the Centre with some differences.

This plan has been agreed by staff and pupils at Cator Park School. It will be applied fairly and consistently by all staff to all pupils so that everyone can learn in an atmosphere of mutual respect.

The Behaviour plan is:

RULES – we agree

- To follow the teachers instructions
- To remain seated unless we are allowed to move around
- To put any equipment which is not needed in our bags, off the table
- To talk only when allowed by the teacher
- To keep hands, feet and objects to ourselves
- Not to tease or name call or make negative comments about others
- Not to borrow other people's property without permission.

We value effort and achievement

REWARDS – teachers will

- Give individual praise and recognition
- Issue faculty stamps and/or stickers
- Issue Praise Stamps
- Contact parents by letter or telephone
- Consider special privileges for pupils who are consistently well behaved.

OUR BEHAVIOUR IS OUR CHOICE

CONSEQUENCES – if we do not keep to the rules we will

- Be given a warning with a reminder of the rule being broken
- Be given a final warning with a reminder of the rule, being broken
- Be moved to another seat to sit away from others or near to the teacher. We will have 5 minutes time-out in a quiet area and a discussion with the centre manager.
- Be required to work on our own within the centre if we continue to break the rules.
- Be sent to a senior member of staff for a period of time and return to the centre for a discussion with the manager

We accept that if we stop others from learning by being severely or repeatedly disruptive we face more serious consequences.

You are in the centre because of behavioural problems within the main school and to begin with you will be in the centre full time. Whilst here, you **must** continue to follow your school timetable where possible. This is not open for discussion.

You will be required to keep up-to-date with your school subjects.

I agree to follow the behaviour plan as set out above.

Signed

Name: (Print).....

STUDENT SUPPORT CENTRE

PLACEMENT CONTRACT

Name:

Tutor Group:

Start Date:

Whilst attending the Student Support Centre at Cator Park School **students** are expected to:

- Follow the Classroom Behaviour Plan and the school rules;
- Arrive on time to each timetabled lesson in the Centre
- Work with the teacher to try to achieve their targets and keep up to date with work.

Carers are asked to support the school by:

- Attending any meetings that are called;
- Informing the school of any difficulties that might affect their child's placement at the Centre;
- Ensuring that their child arrives at the centre on time, in correct school uniform, prepared to work.

The school will:

- Support the student in trying to achieve their targets;
- Ensure that work is set;
- Monitor the progress of the student whilst they are at the Centre and prepare a final report for the End of Placement Meeting.

If students do not adhere to these expectations, an Emergency Review Meeting will be held to consider their placement at the Centre.

Student targets for the placement are:

- 1
- 2
- 3
- 4
- 5

Student's signature:

Date:

Carer's signature:

Date:

School's signature:

Date:

STUDENT SUPPORT CENTRE**PLACEMENT CONTRACT****Name:****Tutor Group:****Start Date:****Length of Placement:**

Whilst attending the Student Support Centre at Cator Park School **students** are expected to:

- Follow the Classroom Behaviour Plan and the school rules;
- Arrive on time and attend every day between 9am and 2.55pm.
- Work with the teacher to try to achieve their targets and keep up to date with work.

Carers are asked to support the school by:

- Attending any meetings that are called;
- Informing the school of any difficulties that might affect their child's placement at the Centre;
- Ensuring that their child arrives at the Centre on time, in correct school uniform, prepared to work.

The school will:

- Support the student in trying to achieve their targets;
- Ensure that work is set;
- Monitor the progress of the student whilst they are at the Centre and prepare a final report for the End of Placement Meeting.

If students do not adhere to these expectations, an Emergency Review Meeting will be held to consider their placement at the Centre. This meeting will involve the Headteacher and may result in a further exclusion from school.

Students targets for the placement are:

- 1
- 2
- 3
- 4
- 5

Student's signature:**Date:**

I understand that my child will start at 9.30am whilst they are at the Centre.

Carer's signature:**Date:****School's signature:****Date:**

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WORK REQUEST FORM

Name:

Tutor Group:

The above pupil will be working out of your lesson, in the Support Centre, from for weeks.

Please provide work, by completing this form and return it to the CPSSC try outside the Finance Office.

Subject:

Teacher:

<u>WORK SET (please attach any resources/extra notes)</u>	
Week 1	
Week 2	
Week 3	
Week 4	

<u>HOMEWORK</u>	
Week 1	
Week 2	
Week 3	
Week 4	

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WORK RETURN FORM

Name:

Date work received:

Member of staff:

Work completed:

Comment:

Thank you for your co-operation.

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WEEKLY PUPIL REPORT

Name:

Tutor Group:

Start Date:

Length of Placement:

ATTENDANCE AND PUNCTUALITY:

ACHIEVEMENT OF CLASSWORK:

INTERACTION WITH OTHER PUPILS:

INTERACTION WITH SSCM:

ATTITUDE:

ACHIEVEMENT OF TARGETS:

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END OF PLACEMENT PUPIL REPORT

Name:

Tutor Group:

Start Date:

Length of Placement:

ATTENDANCE AND PUNCTUALITY:

ACHIEVEMENT OF CLASSWORK:

INTERACTION WITH OTHER PUPILS:

INTERACTION WITH SSCM:

ATTITUDE:

ACHIEVEMENT OF TARGETS:

MEMO

To:

From:

Date:

The above named student will be returning to your class at
on

This is the start of her reintegration and she will not be supported in your lesson.

If there are any problems, or you have any queries, please note them in the student's reintegration log book or inform us personally.

Many Thanks