

KELSO HIGH SCHOOL

Joint Agency Action Team - JAAT

POLICY AND PROCEDURE

1. AIMS

The aims of the group are to:-

- ? Support pupils in school whose education is being affected by social, emotional or behavioural problems
- ? Initiate an objective assessment of the problems experienced by the pupil referred to the group
- ? Draw on the expertise of the different members of the group to provide appropriate support for the young person, without overlap
- ? Prepare an action points for each pupil referred
- ? Review at regular, pre-determined intervals, the progress of the pupils referred to the group
- ? Amend the action plan as appropriate.

2. RATIONALE

The role of the JAAT is to:-

- ? Support pupils whose education is suffering as a result of social, emotional or behavioural and health problems
- ? Utilise the range of supports available in school and liaise effectively with external agencies, to devise strategies to help the pupils cope with these difficulties
- ? Help the young person make the most of the educational opportunities offered by the school
- ? Provide a referral point for pupils with significant learning difficulties, requiring referral to further external agencies, eg Children's Reporter, Regional Liaison Group.

3. AUDIENCE

This policy will be issued to all members of the teaching staff and contributory agencies

4. PRINCIPLES

- ? All children can experience social, emotional and behavioural difficulties at some stage in their education
- ? A unified and systematic framework with clear procedures at all levels will best address all forms of behavioural problems
- ? Effective school links with parents / guardians and with other agencies, such as Educational Psychology, Social Work Health and Police, are also essential contributory factors in the above process.
- ? Early intervention, where a problem of behaviour or of attendance is perceived to be developing, is essential for success.
- ? Decisions regarding any individual child or young person should be made only after adequate evidence has been gathered, especially from the child and their parents, through observation, consultation, discussion, etc.
- ? Interventions should, whenever possible, be supportive and positive rather than immediately punitive; and firm, consistent discipline should be provided within a varied, appropriate, stimulating and often individualised educational programme
- ? In the majority of cases where children and young people experience social / emotional / behavioural difficulties (SEBD), the problems encountered can, with appropriate support, be addressed successfully

5. PRACTICE

a) *Referral System*

For an overview of the referral system, please see the flow chart - Appendix A

Any member of staff concerned about a pupil should raise that concern through their department as per the school Discipline Policy. As appropriate, the department may then refer on to the House Coordinator. Referrals on should not, however, be seen as an alternative to the use of the school Discipline System. This should be used as before. Only when pupils do not respond to this system should a referral be made.

Referral to the JAAT can then be made from the House Meeting, by completing the appropriate form (Appendix B). Copies are available from the school office and the shared area of the Admin network.

b) *Criteria for Referral*

- ? Pupils whose learning in school is disrupted because of their social, emotional or behavioural difficulties and who do not respond to normal school support systems (e.g. Discipline and Guidance.)
- ? Pupils who come to this school from Primary or another Secondary School with a history of difficulties in school
- ? Pupils who have returned to school after time spent out of school because of social, emotional behavioural or health problems
- ? Pupils whose learning difficulties require referral to external agencies.

c) *Assessment*

When a pupil has been referred to the JAAT, an assessment will be carried out by the group.

Assessment may focus on some or all of the following:-

- ✍ Information gathered from teachers
- ✍ Observation of classroom behaviour
- ✍ Analysis of learning difficulties
- ✍ Information from home
- ✍ Information from primary or previous school
- ✍ Reports from Social Work
- ✍ Medical reports
- ✍ A report from the Educational Psychologist.

d) *JAAT Options*

- ✍ Referral to the school Guidance System for additional counselling
- ✍ Information to teachers concerning the individual concerned
- ✍ Referral to an appropriate point in the school Discipline System
- ✍ Short term withdrawal from class(es)
- ✍ Amended curriculum and / or additional Learning Support
- ✍ Restricted curriculum
- ✍ Outreach Worker
- ✍ Counselling
- ✍ Observation
- ✍ Identification of a key person to support pupil
- ✍ Introduction of a pupil / parent / school contract
- ✍ Preparation of a positive behaviour plan
- ✍ Referral to external support agencies
- ✍ Referral to RLG.

e) Review

The pupils' progress on the action plan will be reviewed formally on a regular basis – at least once per 4 weeks.

Reviews will involve some or all of the following:-

- ? The Pupil
- ? The Parents
- ? The Pastoral Teacher
- ? The House Co-ordinator
- ? The Learning Support Teacher
- ? Any other agencies working with that pupil
- ? The nominated key person.

f) Communication and Feedback to Staff

Minutes of JAAT meetings will be circulated only to Group Members, SMT, Pastoral staff, Learning Support Staff and the Regional Pupil Support Manager. A summary of Police incidents involving Kelso High School Pupils will be emailed to SMT, Pastoral and Learning Support Staff weekly. Details of the agreed Action Plan and any amendments devised for each pupil will be given to the appropriate Pastoral Teacher and Learning Support Teacher. A summary of action points from each meeting will be made available to all staff.

g) Communication and Feedback to Pupil and Parents

Children and parents will be informed when a child has been referred to the JAAT (see appendix C) and of the contents of the Action Plan. Where appropriate, both the pupil and parents will be involved in the preparation of the Plan. Each time the pupil's progress is reviewed, there will be a report to the pupil and to the parent.

h) Composition of the JAAT

The group will consist of the Depute Rector with responsibility for Pupil Support, the Pastoral Principal Teacher, House Coordinator and Learning Support Teacher for those pupils being discussed, the Principal Teacher of Learning Support, a Class Teacher, School Nurse, Locality Social Worker, Locality Police Officer. At the monthly full JAAT meetings, Educational Psychologist will attend and other agencies may be invited as appropriate eg Face to Face, GYP, Border Young Carers, School Counsellor.

i) Transition JAAT

There will be an extraordinary JAAT in March each year, focussing on S3 Pupils who may leave at the end of S4.

6. IMPLEMENTATION

This policy will operate in Draft form from September 2008 and be reviewed in Sept 2009 to bring it in line with changes made through Transforming Childrens' Services.

7. MONITORING AND REVIEW

The operation of this policy will be monitored, evaluated and reviewed on a yearly basis by the JAAT at its first full meeting in September. The views of parents, pupils and staff as well as the members of the JAAT should be taken into account. House Coordinators will monitor the effectiveness of their support teams, in relation to the work of the JAAT, throughout the year.







8. RESPONSIBILITY

The Depute Rector with responsibility for Pupil Support will have overall responsibility for this policy.

9. DATE

The final draft of this policy was completed in September 2008.

KELSO HIGH SCHOOL
SUMMARY OF JAAT REFERRAL

All departments can make a referral to House Coordinator as per discipline policy Or Parents may contact school to raise a concern Or Police/Social Work/Health/other agencies may forward information regarding the young person		
		
House Meeting Bowmont	House Meeting Kale	House Meeting Teviot
Weekly meeting between each Depute and Pastoral staff and key LS teacher (for part of meeting) to discuss caseload.	Weekly meeting between each Depute and Pastoral staff and key LS teacher (for part of meeting) to discuss caseload.	Weekly meeting between each Depute and Pastoral staff and key LS teacher (for part of meeting) to discuss caseload.
		
If required, extra support offered through the house system. Review at next house meeting. If improvement seen, keep monitoring through house meetings. If no improvement seen, house team refer to JAAT	If required, extra support offered through the house system. Review at next house meeting. If improvement seen, keep monitoring through house meetings. If no improvement seen, house team refer to JAAT	If required, extra support offered through the house system. Review at next house meeting. If improvement seen, keep monitoring through house meetings. If no improvement seen, house team refer to JAAT

JAAT Meetings

The timetable of JAAT meetings is published for the year. They follow a rolling programme as follows:

- ? Bowmont House JAAT – attended by school staff, social work, school nurse, locality police on alternate weeks.
- ? Kale House JAAT – attendance as above.
- ? Teviot House JAAT – attendance as above.
- ? Full JAAT – attendance as above plus Educational Psychology and other agencies by invitation.

This allows our pupils’ action plans to be monitored at least every 4 weeks and for our more vulnerable pupils, twice within a 4 week period.



KELSO HIGH SCHOOL JOINT AGENCY ACTION TEAM REFERRAL FORM

Details of Pupil:

Name of Pupil:	M ?	Pastoral Teacher:
	F ?	Key LS Teacher:
DOB:	Age:	Register Class:
On Child Protection Register: <i>✍</i>	Looked After: ? <i>✍</i>	Looked After and Accommodated: <i>✍</i> ?
Date Parent Informed in Writing:		

Professionals Involved:

Name	Agency

Name	Agency

Description of Pupil's needs and reason for referral

1	Give the reason for referral and the source of current concerns:
2	Please give details of strategies already tried:
3	Provide details of any family contact:
4	What are the pupil views?

SEEMIS LETTERS TO PARENTS

Letter in Seemis File Name – JAAT Before Meeting Info to Parents(AW)

Codes in letter {1} Pupil's Christian Name, {2} Surname, {9} Class, {8} him / her, {92} Pastoral Teacher's Name

{1} {2} - {9}<n>

As a result of recent issues raised by staff concerning {1}, we intend to refer {8} to the next meeting of the Joint Agency Action Team.

I have enclosed a leaflet explaining the purpose of this team with this letter for your information.

Should you wish to discuss this further please do not hesitate to contact {92} here at the school.

Yours sincerely

A Wilson
Acting Depute Rector

Enc : <I> Leaflet <N>

Letter in Seemis File Name – JAAT Pupil Discussed Letter(AW)

Codes in letter {1} Pupil's Christian Name, {2} Surname, {9} Class, {92} Pastoral Teacher's Name

{1} {2} - {9}<n>

{1} was discussed at the Joint Agency Action Team on "insert date". I have enclosed a copy of the action points agreed at this meeting and {92} will be in contact to discuss this further with you.

In the meantime please do not hesitate to contact me at the school if you wish any further information.

Yours sincerely

A Wilson
Acting Depute Rector