



CASE STUDY: *SLEUTH* – THE BEHAVIOUR TRACKING SYSTEM

School Name: Parkside Community School

Type of school: Mixed Comprehensive 11-16

Pupils on Roll: 550

LEA name: Derbyshire

Implementer: Mr Dave Miller - Deputy Headteacher

Evaluation: BIP Presentation (Jun 05), Evaluation (Jul 05), Live (Sept 05)

How did you record behaviour at Parkside before you introduced *sleuth* ?

Before introducing *sleuth* much of our information about behaviour was logged in a variety of ways depending on the severity of the behaviour.

We have an *on-call* system and all incidents where students removed from lessons were logged in a book in the remove room which was later transferred into *Excel*. The records were subject to brief analysis but they really served to give us an incident count. It was a quantitative, as opposed to qualitative, tool.

I attended a presentation of the software as part of a BIP cluster meeting. For us, as a BIP school, *sleuth* fitted in nicely with the work we had been doing. We needed to demonstrate progress resulting from specific strategies introduced as part of BIP. As a qualitative tool it was clear *sleuth* would enable us to demonstrate our performance and clearly map progress.

I identified a number of other benefits that using the system would bring to our behaviour management approach. Having introduced *sleuth* these benefits have become quickly apparent. Already, after only two terms, *sleuth* is central to our pastoral system and is used to monitor both positive and negative behaviour.

How Did You Implement *sleuth* ?

We made changes to our "on call" slip so that this is now consistent with the data fields available in *sleuth* (see pages 3 and 4). We have also amended our "pink slip" which is used to record lower level behaviour. This slip was previously blank with the exception of a box for the student's name, lesson and date. This form is now also consistent with how we enter data into *sleuth*. The response to this change from staff has been positive as they find the new form more straightforward as they are clear about what needs to be included.

How Has *sleuth* Improved Behaviour Management at Parkside?

The reports and analyses are use in a number of ways, for example:

- **Key Stage Assemblies**

Each week we have a Key Stage Assembly. The graphs plotting the number of pink slips for each tutor group is displayed. The tutor group in each year with the lowest number of slips for the week becomes the tutor group of the week. This has certainly led to a reduced number of referrals and the trend reports in *sleuth* can clearly demonstrate this for each group.

- **Academic Review Days**

The reports are used at Academic Review Days when a print out for the term for each student, detailing both positive and negative behaviour, is given to tutors for discussion with parents. We have produced a Parents Guide to *sleuth* so that all our parents and carers understand what the system is about and how to read the reports and analysis.

- **Pupil Referral Meeting**

Each Friday we have a Pupil Referral Meeting. *Sleuth* enables us to quickly identify the students that



we need to discuss. The *sleuth* data on a student for a specific week (or other period of time) is then discussed and analysed to identify the most appropriate course of action for the student.

We may identify from the data that there is only a problem in one particular lesson. In this case we may remove a student from that lesson for a period of time and look at ways to work through the problem.

- **Referrals to the Seclusion Centre, Discipline Committee or Student Development Centre**

For a serious breakdown in behaviour we may choose to refer a student to our Seclusion Centre where the student will remain for a two week period and work on aspects of their personal and social development as well as key academic skills. The less serious cases will be interviewed by a Discipline Committee. The committee will discuss *sleuth* data during an interview with the students and identify solutions and ways to improve behaviour. Other students with specific and identifiable causes for their poor behaviour may be referred to our Student Development Centre.

Each line of referral benefits from the data in *sleuth*.

- **Improved Information Leads to Improved Management**

Heads of Year (HoY) and Curriculum Area Managers (CAM) are expected to review *sleuth* data on a regular basis specific to their particular area of management. They are encouraged to respond with strategies as they see appropriate. For example one CAM noticed a particularly high use of *on-call* by a colleague in their department. This resulted in a mentoring programme being put in place to support that member of staff and to address aspects of professional development.

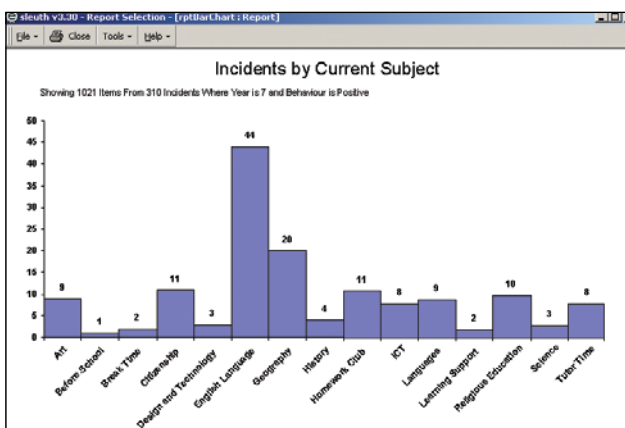
- **Early Intervention**

Form tutors are given a summary of all incidents, both positive and negative, on a weekly basis to discuss with their groups. This is useful data for the tutors to have and makes sure we are managing behaviour at every level of the system and can intervene early.

- **Reward System for Good Behaviour**

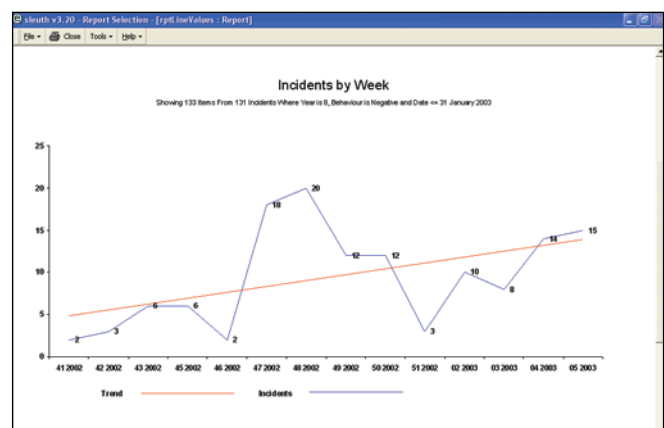
We currently run a gold slip and certificate system to reward positive behaviour. This information is also recorded in *sleuth*. As students accumulate gold slips they notify the Deputy i/c Pastoral every time they reach ten slips, this then triggers a certificate to be printed which is then sent home. When students reach 40 slips a school letter will be sent home. Our highest reward is a signed and framed letter of commendation for 80 gold slips.

The following are example reports from *sleuth* for demonstration purposes only



Rewards by Subject

This report shows the positive incidents by subject area for year 7. This can identify departments that are using a reward policy most effectively.



Incident Trend For a Year Group

This report shows the negative incident trend over a number of weeks for one year group, year 8. It covers the end of one term (a peak) and the beginning of the next (a gradual rise).



Parkside Community School - Pupil referral sheet

Name: Form: Date: Period:

Reporting teacher: Subject: Activity:

When completing this sheet please record the circumstance and action taken. All action should take place within 48 hours. Use the communication route shown below if further action is required or to pass on information.



When action terminates pass to the office for entry on Sleuth. After Recording the paper copy will be returned to the last person dealing with the incident.

Incident: (please tick)

Rudeness	Out of Seat	Refusal to follow requests (Work/ Chewing etc)
Lack of equipment	Late	Appearance
Abuse of Equipment	Disturbing Others	Offensive Behaviour
Refusal to work with others	Verbal Abuse of Peers	Verbal Aggression
Possession of illegal substances	Physical Destruction	Smoking
Truancy	Bullying	Victim of Bullying
Physical Aggression to Peer	Physical Aggression to Member of Staff	Gross Disobedience
Sexist/ Racist remark	Inappropriate use of the internet	

Initial Action: (please tick) By: _____

Breaktime detention	After School detention	Supervised isolation
Referred to form tutor	Referred to CAM	Referred to Head of Year
Referred to SMT	On report	Contact parents
Verbal reprimand	On call	

Follow up (HoY/CAM) By: _____

Breaktime detention	After School detention	Supervised isolation
Referred to form tutor	Verbal reprimand	Referred to SMT
On report	Contact parents	SDC/Seclusion panel referral



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Follow up (SMT)

By: _____

Breaktime detention	After School detention	Supervised isolation
Verbal reprimand	On report	Contact parents
Tailored curriculum	SDC/Seclusion time	<i>Fixed term exclusion</i>

Further Comments:

Please add any further comments on the back

Referral Process

- Pink *Sleuth* slip must be filled in at all levels
- Passed to the relevant person – action identified
- Put in tray office for Kay or Judith to enter on *Sleuth*. (paper copies returned to HOYs + retained in same way as initial back up)
- Pupils and actions discussed in tutor meetings/ guidance meetings.
- Concerns passed to David or Pam on referral sheet.
- Referral panel meeting Friday period 6 with Pam Zasada, David Miller, Nigel Such and Sandra Berry to decide on pupils requiring mentoring, SDC or Seclusion Centre input. *Sleuth* will provide evidence of action already taken – i.e contact home etc.

Entry and Referral to the Seclusion Centre and SDC

Normal route	Excludees	Fast track
<p>Concerns about pupil addressed to referral panel via referral sheet. Filled in by HOYs after scrutiny of the <i>Sleuth</i> data and informal comments.</p> <p style="text-align: center;">↓</p> <p>Panel meets on Friday to discuss the correct course of action and review <i>Sleuth</i> data.</p> <p style="text-align: center;">↓</p> <p>If seclusion route is chosen; parent to be contacted by phone to bring in on Monday in afternoon slot 12.30- 4.30. Parent signs contract . Placement of 2 weeks. Pupil reintegrated using red report to SMT.</p>	<p>Pupils excluded. Exclusion letter to explain that pupils will need to attend the morning session – 9.30-1.30pm in the Seclusion Centre</p>	<p>Pupils cause major disturbance.</p> <p style="text-align: center;">↓</p> <p>SMT negotiate slot in the Seclusion centre with Seclusion manager. Facility available only if space is available in the morning session.</p> <p style="text-align: center;">↓</p> <p>SMT negotiating rings parent who brings in the pupil for a meeting on the next day and signs the contract.</p> <p>Pupil reintegrated using red report to SMT.</p>