

**FREDERICK GOUGH SCHOOL**  
**POSITIVE BEHAVIOUR POLICY**

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## 1 SECTION I - INTRODUCTION

### “REWARD, REWARD, REWARD, REWARD, REWARD, SANCTION”

- 1.1 This document sets out a framework for the School’s approach to encourage positive behaviour and attitude by all students, at all times. It is heavily based on a rewards model with clearly identified sanctions if required.
- 1.2 It seeks to build upon present good practice from the ‘Positive Conduct Policy’ and develops ideas formulated through the 3 voluntary committees (of sanctions, rewards and communication). These practices are reviewed on a termly basis by a voluntary staff group who monitor the progress and impact of the policy. It is expected that agreed alterations may be proposed to the Senior Leadership Team by the Chair of each committee as the policy develops in practice.
- 1.3 The main aim of the policy is to provide a **CONSISTENT** approach to behaviour for all associated with Frederick Gough School. The policy is not designed to ‘straitjacket’ members of staff but to provide a framework that functions best when the 3 R’s are in place:

|                       |   |
|-----------------------|---|
| <b>Respect</b>        | for each other within our whole school community            |
| <b>Relationships</b>  | that are positive and well developed                        |
| <b>Responsibility</b> | so that we are all able to choose the appropriate response. |

- 1.4 It identifies:
- many ways of making each student feel valued through a relentless focus on rewards
  - high expectations and the standards expected by students in class and around the school
  - the importance of the use of the student planner and communication between home and school
  - clear consequences to the choices that students make
  - strategies to support the Teaching and Learning process
- 1.5 All members of staff within our whole school community have been involved in the development of this policy and are expected to work within the framework. This is the key to a consistent approach to behaviour.

## **2 SECTION II -**

### **CLASSROOM RULES**

- Arrive on time, ready to learn
- Enter quietly and take out the correct equipment
- Do as you are asked, first time, every time
- Do your best
- Treat others with respect and courtesy
- Wear the correct uniform
- Raise your hand and wait to speak
- Respect classroom property and equipment

## **3 SECTION III –**

### **AROUND SCHOOL RULES**

- Walk quietly on the left
- Do as you are asked, first time, every time
- Wear the correct uniform
- Eat at the proper time and place
- Use the litter bins
- Respect the school environment
- Be polite and well mannered
- Remove your coat when entering the building and store in your locker
- Be an ambassador for your school

## 4 SECTION IV – REWARDS

- 4.1 The rewards committee recognised the importance of designing a framework which encourages the active and direct involvement of as many teachers and as many students as possible. It is essential that all students regardless of ability, gender or age are given the opportunity to operate within the rewards framework.
- 4.2 Central to this philosophy is the right of all teachers to **praise** students, including contacting parents, as a matter of routine. **Such spontaneous day-to-day praise is a key foundation in all good schools.**

### ONGOING DEPARTMENTAL REWARD SYSTEM

- 4.3 The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System'.
- 4.4 Curriculum Areas will have selected a **STAMP** to be used by all departmental members. The chosen stamp will lead to the awarding of **CREDITS** to all students displaying appropriate levels of commitment, effort and attainment.

### CREDITS

- 4.5 As indicated in the Framework, the awarding of stamps (three of which will equate to a credit) will be based around the Student Planner. The administrative burden involved in awarding stamps is intended to be both simple and time efficient.
- 4.6 Stamps can be awarded both within and outside the classroom, offering flexibility for staff to reward students as and when excellence in all its many guises is noted.
- 4.7 A clean slate in terms of negative comments will be rewarded with three Form Tutor Stamps each week. Except in unusual individual circumstances students will have to have been present for the full week in order to receive this award and will have ensured that in terms of parental signatures, their planner has been kept up to date.
- 4.8 At the end of each week a student who has established 100% attendance will receive three stamps from their Form Tutor (equating to one Attendance Credit).
- 4.9 The awarding of stamps will be of greater significance around the school. As well as being used to reward excellence in terms of classroom and homework performance, the stamp will be used to reward all significant contributions to the school community outside classroom and homework performance. This might include presenting a positive image of the school in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.
- 4.10 Stamps, and therefore credits, will lead to recognition through our system of Certificates.

## ONGOING CERTIFICATES

4.11 The Certificate levels for Credits will be the following:

50 – Bronze; 125 – Silver; 200 – Gold; 275 – Platinum; 350 – Double Platinum; 500 – Diamond; 650 – Double Diamond; 700 – Headteacher’s Award; 800 Governors’ Award

4.12 Students who have gained the required number of CREDITS will notify their Form Tutor who will then present the award or send the child to the attached Leadership link and then on to the appropriate office in order to receive praise and so that the certificates can be prepared. At the end of each academic year details regarding Credit levels and Certificates awarded will be placed in each child’s Record of Achievement file.

4.13 It is hoped that the awarding of CREDIT CERTIFICATES will continue to be an accepted, popular and important feature of assemblies for all year groups and that the achievements of boys and girls of all abilities will be represented.

## POSTCARDS

4.14 Largely but not exclusively based on credit records, commended students will receive a departmental ‘postcard’ which will be sent direct to their home. It will be expected that no more than three or four students from each group will be identified each term. Space will be left for a teacher comment, although a signature alone will be quite sufficient.

4.15 Three identified departmental meetings each year must be used to review student progress with the intention of awarding postcards. A postcard chart, filled in by students, will be displayed in all form rooms.

4.16 It should be noted that SUBJECT AWARDS are intended to operate in harmony with other letters of praise sent home to parents. All teachers are free to involve themselves in such positive communication.

## LEADERSHIP TEAM INVOLVEMENT

4.17 Members of the Leadership Team are attached to year groups. During most positive behaviour lessons Leadership Team members will operate from their own offices and will be available to receive students who are referred to them by Form Tutors. Students will be sent individually with their Student Planner and, in general, to be praised. It is anticipated that no more than three students from a form group will be referred to the SLT link member within one lesson. Members of the Leadership Team will however, visit each of their attached form groups during the course of the year within an identified programme. Members of the Leadership Team will award a Leadership Team Stamp. Students who are working exceptionally well will be referred on to the Headteacher in order to receive the Headteacher’s Stamp.

4.18 At various stages of the year, the SLT link member will present bronze and silver certificates to students during the PB lesson

## THE MAJOR AWARD CEREMONIES

- 4.19 Much of the detail concerned with the main awards ceremonies is included at the top of the Framework.
- 4.20 In the final term an award ceremony will be held for each year group. At this ceremony students who have achieved a gold or 'above' will be presented with a certificate.

## ACTIVITIES

- 4.21 There are three reward trips organised during the school year. In March and July, a trip is organised for all students who have not received a single sanction in half of the school year.
- 4.22 In September, a day rewards trip is organised for all students who achieved a minimum of the gold award in the previous academic year. However, if a student incurs more sanctions than credits, they will not be allowed to participate in this reward.

## **5 SECTION V – CLASSROOM SANCTIONS (STAGES 1-7)**

- 5.1 Seven stages are identified within the Framework. The vast majority of students at FGS will simply choose to spend their time operating within the rewards framework. It is also expected that of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond STAGE THREE.
- 5.2 It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to deter poor behaviour and negative attitudes and for students to make positive decisions and choices.
- 5.3 Each member of staff must operate within the framework and apply the school sanctions consistently within the 'Sanctions Framework'. When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.
- 5.4 Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate 'follow-up' strategy with each case being dealt with on an individual basis. Please see Appendix II for examples of general guidelines in our approach to positive behaviour.

## **STAGE ONE (S1) – VERBAL WARNING**

- 5.5 It is anticipated that students may well receive the occasional VERBAL WARNING during their time at FGS. Hopefully, as students mature and become interdependent the relationships between students and teachers may be more positive and enthusiastic. Students should become accustomed to operating within the confines of this framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion (as per the classroom rules).
- 5.6 Members of staff must use their professional judgement as to the timing of a verbal warning. For example; a student refusing to be quiet after three times of asking.
- 5.7 The VERBAL WARNING, though not recorded, has two clear purposes:
- (i) to indicate to students that they have done or are doing something which is unacceptable;
  - (ii) to form a link to the more serious STAGE TWO – WRITTEN WARNING if required.
- 5.8 Students must clearly understand the fact that they have received each warning and that the words ‘VERBAL WARNING’ must be used by the member of staff.
- 5.9 The VERBAL WARNING should not be given as a blanket warning to the full class.

## **STAGE TWO (S2) – FIRST WRITTEN WARNING**

- 5.10 A student who continues to behave in an unacceptable manner despite being given a VERBAL WARNING will move to STAGE TWO and receive a FIRST WRITTEN WARNING. This must be recorded in the appropriate page of the Student Planner with S2 (STAGE 2) and the code followed by staff initials. It must also be recorded on Serco. Students will move straight onto STAGE TWO for lateness, homework, coursework and equipment misdemeanours.

Codes:

|      |                            |     |               |
|------|----------------------------|-----|---------------|
| DIS  | Disruptive                 | NT  | No textbook   |
| L    | Lateness                   | NPE | No PE kit     |
| UNI  | Uniform                    | NS  | No stationery |
| LANG | Inappropriate language     | HMK | Homework      |
| CWK  | Coursework                 | T   | No tie        |
| NI   | No ingredients (Food Tech) |     |               |

- 5.11 Students could move onto STAGE TWO as a result of continuing the behaviour which led to the initial VERBAL WARNING or for behaving in a way which is considered too serious to receive only a VERBAL WARNING.

5.12 It is important that members of staff use their professional skills (through the 3 R's) to redirect students at each stage. This attempts to avoid any further written warnings and encourages students to make positive choices.

5.13 After three written warnings in one subject during a term the student is automatically placed in WHOLE SCHOOL DETENTION (eg three written warnings that term in maths). There is a 'clean slate' at the start of each term. Students truanting a lesson (ie internal truancy) will also be placed in WHOLE SCHOOL DETENTION.

#### 5.14 WHOLE SCHOOL DETENTIONS

Detentions will be held on Wednesday evenings from 3.30pm - 4.30pm. Other sessions may be held at the Learning Co-ordinators discretion. Year 11 detentions will be held in S23 and Years 7-10 detentions held in the Learning Co-ordinator's teaching room. Each detention will be supervised by two members of staff per year group, on a rota basis. Students will receive a detention stamp in their planner at least one day before the detention. If they still do not attend without a reasonable reason they will be moved to Stage 5 - isolation (at the discretion of the SLT link). Students in detention will work in silence and copy the school rules. If a student has to be spoken to three times in detention they will be sent away and will repeat the detention. If this occurs at two detentions students will move straight to S5 - isolation. All students should be accompanied to the detention room by the teacher who takes them for period 5 that day. Any student who absconds will be excluded for one day.

### **STAGE THREE (S3) – STUDENT BEING MOVED WITHIN THE CLASSROOM**

5.15 Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL and a SECOND WARNING. Such behaviour will result in the student moving to STAGE THREE. Again, the onus here is on the class teacher retaining control of his/her own teaching groups. Students will be moved to another area of the room or for a maximum of five minutes cooling-off period directly outside the room. A further comment and code from the teacher must be placed in the child's planner and on Serco (S3).

### **STAGE FOUR (S4) – STUDENT MOVED WITHIN SUBJECT AREA**

5.16 At this point the classroom teacher would come to the decision that a child is persisting in causing disruption to the work of others. This is despite receiving three written warnings.

It may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to STAGE FOUR. For example; a student choosing to swear at a teacher, or behaving in a manner that puts at risk others' health and safety. Though there is always the possibility of this occurring, it is anticipated that colleagues will work through the phases in a cumulative manner whenever possible.

- 5.17 Each curriculum area plans a 'buddying timetable' which will ensure that for each lesson of the week a colleague is always identified as being available to 'receive' students who enter STAGE FOUR. Members of staff who will be available to 'receive' difficult students are likely to have:
- i. curriculum responsibilities OR
  - ii. a group that is likely to be well-behaved AND
  - iii. preferably a class from a different year group.
- 5.18 A student who has entered STAGE FOUR is likely to have caused considerable disruption and inconvenience. The 'receiving' teacher should not engage in dialogue with the referred student as this may disrupt the learning of students in their own class. The student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.
- 5.19 Ideally, the student will be debriefed immediately after the lesson although, if this is not possible, the debriefing should take place at the earliest practical opportunity.
- 5.20 Both members of staff should be present at the debriefing and will agree upon a comment in the student's planner. The student will receive an automatic WHOLE SCHOOL DETENTION.
- 5.21 If a student is given a third detention parents will be informed of the seriousness of the situation and the consequence of a fourth and fifth School Detention being received.
- 5.22 When a fifth detention is given, that child will automatically move into STAGE FIVE – ISOLATION.

### **STAGE FIVE (S5) – ISOLATION**

- 5.23 Isolation is an extremely serious sanction. The Isolation Room will have a functional and purposeful environment with differentiated work which covers every curriculum area. The Isolation Room will be staffed on a rota basis by colleagues with responsibility and a TA. The Isolation Room, its fabric and upkeep, and all student work is organised by the Isolation Manager.
- 5.24 The SLT link to each year group will decide whether a student is placed in isolation and also liaise with the Isolation Manager regarding the isolation day(s). This sanction can be reached through a gradual process of continued unacceptable behaviour or through an incident which is considered sufficiently serious to warrant such an immediate sanction.
- 5.25 Supervision at break and lunchtimes will be by TAs.

- 5.26 The duration of the day in the Isolation Room will be from 8.30am to 3.35pm. Students arriving late without good reason will repeat the full day at the earliest opportunity. A student who is absent during the course of an isolation session will repeat the full period of isolation.
- 5.27 Students will follow their normal timetabled lessons but will work from the resources provided by Curriculum Leaders.
- 5.28 The level of commitment displayed by the student will be recorded on the Isolation Record Sheets at the end of each period (satisfactory or unsatisfactory) with the student's overall performance being monitored at the end of each school day by a member of the SLT.
- 5.29 A student who works to a satisfactory standard will rejoin mainstream education although a record of the period of isolation will be kept in the child's personal file.
- 5.30 The first period will be for one day. Students who continue to under-perform will work through further periods of one, two or three days as appropriate. This will be determined by the Inclusion Manager in discussion with the Learning Co-ordinator.
- 5.31 There will be an increased level of counselling with an automatic 'trigger' after which counselling will take place.
- Counselling by Tutor (after first period in isolation)
  - Counselling and Pastoral Support Programme (PSP) by Learning Co-ordinator (after second period in isolation)
  - Counselling and PSP by Senior Leadership Team Link (after third period in isolation)
- 5.32 There is a 'clean slate' at the start of each term. A student choosing to misbehave in Isolation or failing to achieve the standards expected on three consecutive days will be excluded for a day (at the Headteacher's discretion) and then return to Isolation.

### **STAGE SIX (S6) – PASTORAL SUPPORT PROGRAMME**

- 5.33 Students will have a PSP once the student receives a second successive period of Isolation. Students will continue to work towards the targets for a period of eight weeks (half term).
- 5.34 Students will be offered the opportunity of a 'clean slate' after a positive eight-week period. All other students will be given a 'clean slate' at the beginning of each academic year.
- 5.35 The PSP will be copied to all staff teaching the student and targets placed in the student planner for monitoring.

## **STAGE SEVEN (S7) – FIXED TERM OR PERMANENT EXCLUSION OR MANAGED MOVES**

- 5.36 Students who persistently fail to achieve the targets on their PSP or who commit a particularly serious misdemeanour can expect to find themselves in STAGE SEVEN.
- 5.37 The Headteacher is responsible for all fixed-term exclusions and managed moves.
- 5.38 On re-entry to school after a period of fixed term exclusion a student will automatically serve a period of time in Isolation (determined by the Headteacher) and be placed on an agreed PSP for an eight-week period. The SLT link will chair this meeting which may include student, parent (carer), Inclusion Manager, Learning Co-ordinator and a representative of the Local Authority.

## **EMERGENCY CALL-OUT**

- 5.39 Members of the SLT will be on emergency call-out on a rota basis. There are two criteria for a call-out of this type:
- 1) a student refusing to leave the classroom at STAGE 4 OR
  - 2) a member of staff's health and safety being placed at risk.

A student should be sent or a phone call made to the main office. Office staff have the emergency rota and will contact a member of the SLT.

An emergency call will be dealt with seriously which may lead to immediate isolation or exclusion (at the discretion of the Headteacher).

## **6 SECTION VI – AROUND SCHOOL SANCTIONS (LEVELS 1-5)**

6.1 As outlined in the Framework the sanctions system for around school operates on five main levels. The purpose of the Framework is to provide members of staff with the support of a clear framework whilst being able to view each incident's severity from a professional perspective. Students need to know the 'minimum' sanction they can expect to receive whilst also being in a position to understand what the 'maximum' sanction might be.

### **LEVEL ONE (L1) : PLANNER COMMENT**

6.2 Many young people will make genuine mistakes which do not need pursuing apart from a quiet word with the student. Staff should make a clear distinction between carelessness and deliberate intent to disobey school rules.

6.3 If a member of staff considers a student to have chosen to behave in an inappropriate way around school they should, as a minimum, make a comment in the Student Planner and mark their initials. Serco codes as:

|      |   |      |                                |
|------|---|------|--------------------------------|
| UNI  | Uniform                                     | LANG | Inappropriate language         |
| LIT  | Litter                                      | EAT  | Eating/drinking in wrong place |
| LATE | Late to registration<br>without good reason |      |                                |

6.4 Form Tutors, through the monitoring of Planners each week, keep a record of such detrimental comments. A student who acquires three such comments in a term will automatically move into LEVEL TWO though it is hoped that appropriate counselling at an earlier stage will reduce the chances of this happening. There is a 'clean slate' at the start of each term.

### **LEVEL TWO (L2) : WHOLE SCHOOL DETENTION**

6.5 The following behaviour will result in the student receiving a Whole School Detention and can be seen in the 'around school' sanctions Framework:

- Smoking (1<sup>st</sup> time in a term)
- Minor bullying / fighting
- Refusal to follow staff instructions
- Unruly behaviour.
- Truancy (for whole day will result in three after school detentions)
- Three warnings in a term
- Tie
- No planner for the 2<sup>nd</sup> time
- Not registering on arrival to school

6.6 Detentions will be held on Wednesday evenings from 3.30pm - 4.30pm. Year 11 detentions will be held in S23 and Years 7-10 detentions held in the Learning Co-ordinator's teaching room. Each detention will be supervised by two members of staff per year group, on a rota basis. Students will receive a detention stamp in their planner at least one day before the detention. If they still do not attend without a reasonable reason they will be moved to Stage 5 - isolation (at the discretion of the SLT link). Students in detention will work in silence and copy the school rules. If a student has to be spoken to three times in detention they will be sent away and will repeat the detention. If this occurs at two detentions students will move straight to S5 - isolation. All students should be accompanied to the detention room by the teacher who takes them for period 5 that day. Any student who absconds will be excluded for one day.

### **LEVEL THREE (L3) : ISOLATION**

6.7 Conditions of isolation are as STAGE 5 above in the 'classroom sanctions' section.

6.8 The following behaviour will result in the student being placed in isolation and can be seen in the 'around school' sanctions Framework.

- Smoking (2nd time in a term)
- Serious bullying / fighting
- Handling stolen goods / theft
- Racial / sexual harassment
- Verbal abuse to staff
- In possession of prohibited substances

6.9 The SLT link to each year group will liaise with the Inclusion Manager regarding the isolation day(s). Serco codes as:

|     |                       |     |                   |
|-----|-----------------------|-----|-------------------|
| TFT | Theft                 | SEX | Sexual harassment |
| RAC | Racial harassment     | VER | Verbal abuse      |
| PRO | Prohibited substances | VAN | Vandalism         |

6.10 The first period will be for one day. Students who continue to cause problems around school will work through further periods of two and three days as appropriate.

6.11 There will be an increased level of counselling with an automatic 'trigger' after which counselling will take place.

- (1 day isolation) counselling by Form Tutor
- (2 day isolation) counselling and PSP by Head of Year
- (3 day isolation) counselling and PSP by Senior Leadership Team Link

6.12 There is a 'clean slate' at the start of each term.

#### **LEVEL FOUR (L4) – Pastoral Support Programme**

- 6.13 Students will have a PSP once the student receives a second period of ISOLATION. Students will continue to work towards the targets for a period of eight weeks (half term).
- 6.14 Students will be offered the opportunity of a 'clean slate' after a positive eight-week period.
- 6.15 All other students will be given a 'clean slate' at the beginning of each academic year.

#### **LEVEL FIVE (L5) - FIXED TERM OR PERMANENT EXCLUSION OR MANAGED MOVES**

- 6.16 Students who persistently fail to achieve the targets on their PSP or who commit a particularly serious misdemeanour can expect to find themselves on LEVEL FIVE.
- 6.17 The following behaviour will result in the student being placed on level 5 and can be seen in the 'around school' sanctions Framework.
- Unprovoked or pre-meditated assault on a student
  - Dealing in or using prohibited substances
  - Bringing a weapon onto the school site
  - Assaulting a member of staff
  - Fire alarm / criminal damage
- 6.18 Serco codes as:
- |      |                |      |                                  |
|------|----------------|------|----------------------------------|
| ASSA | Assault        | DEA  | Dealing in prohibited substances |
| WEA  | Weapon on site | FIRE | Fire alarm                       |
- 6.19 The Headteacher is responsible for all fixed-term exclusions and managed moves.
- 6.20 On re-entry to school after a period of fixed term exclusion a student will automatically serve a period of time in isolation (determined by the Headteacher) and be placed on an agreed PSP for an eight-week period. The SLT link will chair this meeting which may include student, parent (carer), Inclusion Manager, LC and a representative of the LA.

## **7 SECTION VII - USE OF THE STUDENT PLANNER**

7.1 The Planner is the foundation of “Positive Behaviour” and its use is vital to the success of the system. Once students have completed their planner-based work in the Positive Behaviour (PB) lesson they should work on GCSE Coursework (KS4) or homework (KS3). It is the student’s responsibility to attend the PB lessons with the appropriate work – failure to do so will result in a negative comment.

### **7.2 Planner Routine**

At the start of registration and each lesson, students open their planners to the relevant page – practical subjects will determine the most effective way in which this can be done in their areas.

7.2.1 Students without planners will be sent to the school office for a day planner.

7.2.3 If parents can be contacted they may bring the planner to school but the pupil must attend a whole school detention at the next possible opportunity. Learning Co-ordinators will issue students with a temporary sheet from the planner for lessons that day.

7.2.3 If the Planner is forgotten a 2<sup>nd</sup> time in one term the student will be placed in isolation, preferably for that day.

### **7.3 Monitoring of Planners**

The fortnightly PB lesson is crucial to the monitoring of the planners which are in turn central to the positive behaviour strategy. During that lesson students must be given opportunity to reflect on their performance in school.

#### **7.3.1 Parental Monitoring**

Parents have an important role in monitoring the planner and it is expected that they will sign the relevant page on a weekly basis encouraging students to maintain the planner in an appropriate condition. The planner is also an important means of communication between home and school.

#### **7.3.2 Form Tutor Monitoring**

Planners will be monitored in each PB lesson which will take place every fortnight. Tutors will monitor for:

- accurate recording of homework
- appropriate response to comments by other staff or parents
- stamps and therefore credits
- sanctions (S2-S7 or L1-L5)
- graffiti

## **7.4 Leadership Link**

During the PB lesson students should be referred to the Leadership Link:

- No more than four in any one lesson
- Always with their planner
- For successfully achieving a certificate level
- Six weeks of “clean slates”
- Excellent performance

7.5 As appropriate a Leadership stamp will be awarded and in the case of outstanding performance the Leadership Link will refer the student to the Headteacher who may award a Headteacher’s stamp.

## **8 SECTION IIIV – THE CONTENTS OF THE STUDENT PLANNER**

8.1 Personalising of the Student Planner is not allowed, and graffiti or a lost planner must be replaced at a cost of £5-00.

## REWARDS

### Major Awards Ceremony

Major Awards Ceremonies are held in the final term for all students achieving Gold Award or above and no period of isolation.

### SLT involvement

Students are referred to a member of the Leadership Team for certificates and praise. A member of the Leadership Team will telephone home to give positive feedback.

### Postcards

Departmental postcards will be sent home for good progress and hard work. A maximum of 4 postcards per teaching group each term.

### Certificates

Certificates are awarded to students during positive behaviour lessons by a member of the Leadership Team.

### Credits

Credits are the main currency for progress in school (3 stamps = 1 credit). Students achieving 50 credits per term will be able to access whole school rewards.

50 credits = Bronze Award

125 credits = Silver Award

200 credits = Gold Award

275 credits = Platinum Award

350 credits = Double Platinum

500 credits = Diamond Award

600 credits = Double Diamond Award

700 credits = Headteacher's Award

800 credits = Governors' Award

### Stamps

3 stamps in one subject area = 1 subject Credit

Stamps for achievement around school for contribution to school life

100% attendance = 1 form tutor credit (3 stamps)

A clean slate per week = 1 form tutor credit (3 stamps)

### Verbal Praise

A 'well done' to students deserving a mention.

## **Classroom Sanctions 7 Stages (S1 – S7)**

- S7 Fixed Term Exclusion, Permanent Exclusion or Managed Move**
- Persistently failing to achieve the targets on the PSP or
  - Placing others' health and safety at risk
  - Following a fixed term exclusion there will be a period of time in isolation (determined by the Headteacher).
- S6 Pastoral Support Programme (PSP)**
- After two periods of isolation in a term
  - Work towards targets set for eight weeks
  - Targets placed in the student planner
  - Isolation or exclusion considered if targets broken
- S5 Isolation**
- After five whole school detentions have been given in one term
  - Placing others' health and safety at risk
  - Student refusing to go to the different classroom as requested
  - Student choosing to swear at a member of staff

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### **CLASSROOM BASED SANCTIONS Clean slate after each term**

- S4 Fourth warning :** Third recorded offence (Planner and Serco)  
Persisting in disrupting the learning of others  
Student sent to a different classroom as per timetable. Learning Co-ordinator involvement.  
**Whole School Detention (3 written warnings in one subject)**
- S3 Third warning :** Second recorded offence (Planner and Serco)  
Persisting in disrupting the learning of others.  
Moved to another area of the room or out of classroom for cooling-off period
- S2 Second warning :** First recorded offence (Planner and Serco)  
Persisting in disrupting the learning of others eg persisting in behaviour that caused verbal warning or lateness, homework, coursework or equipment misdemeanours.  
**3 warnings in one subject per term = Whole School Detention**
- S1 Verbal Warning**  
Not recorded  
Disrupting the learning of others  
Intended to encourage the student to choose to work  
All staff who give out a sanction for S2 and above must write the details in the student's planner and record it on SERCO. If a student has acquired more than one sanction in a lesson, the member of staff should record the highest sanction only on SERCO.

## **Around School Sanctions 5 Levels (L1 – L5)**

### **L5 Fixed Term Exclusion, Permanent Exclusion or Managed Move**

Unprovoked or pre-meditated assault on a student  
Dealing in or use of prohibited substances  
Bringing a weapon onto the school site  
Assaulting a member of staff  
Fire alarm / criminal damage

### **L4 Pastoral Support Programme**

After two periods of isolation in a term  
Work towards targets set for eight weeks  
Targets placed in the student planner  
Isolation or exclusion considered if targets broken

### **L3 Isolation**

Smoking (2nd time in a term)  
Serious bullying / fighting  
Handling stolen goods / theft  
Racial / sexual harassment  
Verbal abuse to staff  
In possession of prohibited substances

### **L2 Whole School Detention**

Smoking (1<sup>st</sup> time in a term)  
Minor bullying / fighting  
Refusal to follow staff instructions  
Unruly behaviour.  
Truancy (for whole day will result in 3 after school detentions)

**5 Whole School Detentions in a term = Isolation**

### **L1 Planner Comment**

A deliberate intent to disobey school rules such as  
Uniform  
Use of inappropriate language  
Litter  
Eating or drinking in the wrong place

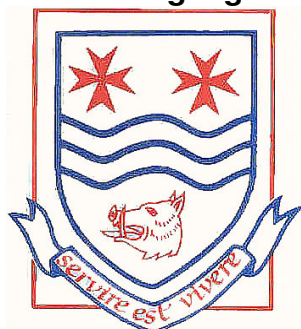
**3 warnings in a term = Whole School Detention**

Students open their planners at the start of registration and each lesson  
No planner in school, 1<sup>st</sup> time whole school detention, 2<sup>nd</sup> time isolation

**Clean slate after each term**

APPENDIX I

**Frederick Gough School**  
**A specialist language college**



**Pastoral Support Programme**

Name: \_\_\_\_\_ Year Group: \_\_\_\_\_ Tutor Group: \_\_\_\_\_

DOB: \_\_\_\_\_ Head Of Year: \_\_\_\_\_

Name(s) of Parent/Carer: \_\_\_\_\_

**Home Status**

Looked After  
(Child in Public Care)

Fostered Short Term

Long Term

Living With Parent(s)

Residential Care

The Aim of this Pastoral Support Programme is to:

- Summarise concerns regarding behaviour
- List strategies that have already been employed;
- Set targets for improvement;
- Inform parents/carers of the area(s) of concern and to enlist their support;
- Highlight how serious the concerns are and the proximity of exclusion.

This Pastoral Support Programme has attached:

- Up to date Behaviour record
- Up to date Attendance record
- Individual Behaviour Plan (IBP)
- Individual Education Plan (IEP)
- Education Plan (EP: Looked After Children)

Reviews

Date of **First Fortnight's Review Meeting** with parent/carer \_\_\_\_\_

PSP co-ordinated and reviewed by \_\_\_\_\_ (member of staff)

**Programme to continue for 8 weeks (with fortnightly meetings)  
Academic History: (to be completed by office)**

|      | English | Maths | Science | Spelling Age | Reading Age | CATS/NFER |
|------|---------|-------|---------|--------------|-------------|-----------|
| KS 2 |         |       |         |              |             |           |
| KS 3 |         |       |         |              |             |           |

**Summary of behaviour which causes most concern**

**Previous/Current Involvement of External Agencies**

|                          | Previous                 | Current                  |                               | Previous                 | Current                  |
|--------------------------|--------------------------|--------------------------|-------------------------------|--------------------------|--------------------------|
| Social Services          | <input type="checkbox"/> | <input type="checkbox"/> | In school support             | <input type="checkbox"/> | <input type="checkbox"/> |
| Connexions PA            | <input type="checkbox"/> | <input type="checkbox"/> | YOT/Police                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Educational Psychologist | <input type="checkbox"/> | <input type="checkbox"/> | School Support Services       | <input type="checkbox"/> | <input type="checkbox"/> |
| Medical                  | <input type="checkbox"/> | <input type="checkbox"/> | Travellers' Education Service | <input type="checkbox"/> | <input type="checkbox"/> |
| EWO                      | <input type="checkbox"/> | <input type="checkbox"/> | Other (Please indicate)       | <input type="checkbox"/> | <input type="checkbox"/> |

**Any other relevant information**

### First Fortnight's Targets

- 1.
- 2.
- 3.

### Support strategies in place

In-School support

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Outside Agency Involvement

### Rewards

I have been involved in the planning of this support programme and will do all I can to help achieve the targets set:

*Signed By*

**Pupil** \_\_\_\_\_

**Parent/Carer** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**LA Rep** \_\_\_\_\_

## **GUIDELINES ON CHANGING AND MANAGING BEHAVIOUR**

This section of the policy provides clear guidance on who is responsible for the management of behaviour in school and on how to deal with situations that arise in and out of the classroom. It does not give an exhaustive list of every possible occurrence, nor does it provide solutions to every situation, but staff should find it helpful in establishing how they should deal with good and poor behaviour in school.

- Good behaviour and order is essential in the school, to allow others to learn and to enable each individual to reach their potential.
- Every member of staff, every pupil and every parent has responsibility for promoting good behaviour and encouraging a positive approach to life and work at school.
- School expectations of behaviour are based on respect for each other and the place in which we work

### ***DEALING WITH PUPILS***

#### **Basic Principles**

1. We have to have a fundamental agreement, that behaviour can be changed by our work - we can have an effect.
2. We have to agree that there are more ways than one to change behaviour. Each pupil is an individual, and needs to be considered as such. There is no single strategy that will work with every pupil.
3. Expect a lot - if you don't, then they will respond accordingly - set high standards (**AIMING HIGH**), but talk to groups and individuals about what you expect - make it clear so they understand what is at stake.
4. This is not a war - or even a battle - we are all on the same side. Look to work with pupils on issues - talk through things with them - don't be afraid to discuss why things need to happen in a particular way. If we can't explain why we insist on things, why do we insist on them?

#### **Staff Contribution**

1. Staff must strive for a consistent approach to managing behaviour, yet maintain the individuality we all nurture as professionals.
2. We should set a good example; we are role models - punctuality, appearance, use of language, reliability, encouragement, fairness, preparation, etc.

#### **Good Practice**

1. If something does go wrong, don't get angry - remember, some**THING** has gone wrong, not some**BODY** - deal with the **behaviour** not the child. Doing this avoids a confrontation - it doesn't become an "us and them" problem.
2. The keys to these latter two points are:
3. **CLARITY** - pupils need to know what will happen, and why.
4. **CONSISTENCY** - pupils need to know things will happen every time - recognition or sanction, irrespective of who is involved, or what lesson they are in.

5. We all want to be encouraged - children more than adults. Therefore, we need to agree that we will find ways of encouraging the behaviour we want to see - **RECOGNITION**. Catch pupils doing something right and speak to them about it!
6. We need to encourage good behaviour and avoid having to apply - **SANCTIONS**.
7. Managing behaviour needs to have a measured approach - be systematic. If something happens in your classroom, or while you are on duty or in the corridor, have a measured response. You need to have things in reserve if your first reaction doesn't get the response needed.
8. Work on a preventative approach - why have a discipline problem at all - try to see how situations develop and plan to prevent that situation arising. Preventative measures should not be designed to cause further angst, nor should they be strategies to avoid dealing with situations - you need to be seen to be being fair.
9. Get to know your pupils - they are people. If you can establish a rapport with them, if they know you as a human, if there is a genuine relationship there, then there won't be any problems. Social events, extra-curricular activity, trips, or even a general chat in a tutor period or in the class during a lesson - all these can help build a bond.
10. If you do see an improvement in things, let them know you've seen it. It doesn't have to be flamboyant - a quiet word will often do - but don't pass up the opportunity to say you have noticed.
11. Each of us has our own personality - we all work in different ways. Use your own personality to build a relationship with pupils - use your strengths.

### **Prevention**

We can all prevent things happening some of the time, by thinking ahead, planning and making sound judgements, based on knowledge of pupils.

1. Use the lesson Framework outlined earlier in the policy.
2. Have clear expectations - classroom code; classroom 'rules'; - discuss them with each group, and make it clear what happens if they meet expectations and if they cross them - it doesn't need to be confrontational.
3. Set your own seating plans in the classroom - change it half termly in recognition of positive attitude amongst the group.
4. Get resources ready early - and have a 'standby' lesson ready in case something goes wrong.
5. Establish clear routines early - register, when and where work is to be handed in, a procedure for giving out equipment, a clear, calm system for children entering the room.
6. Have an obvious place for completed work to be collected.
7. Leave enough time at the end of a lesson to give homework and collect in equipment, and to give a quick lesson recap.
8. Keep easy to use records of attendance, marks, homework.

Even with all of these, and many others, we all come across 'events' in the classroom or on the corridor at some time. We are teaching children and learning is about getting things wrong - sometimes! Children, particularly adolescents, have always pushed the boundaries that adults set, it's what they do. Our job is to set the right boundaries and to keep them on the 'straight and narrow'. We need to know what to do if things do happen.

## BEHAVIOUR MANAGEMENT - WHO IS RESPONSIBLE?

1. *We are all responsible*, day to day, for the behaviour of the pupils we come across - in the classroom, in the corridor, in the playground, in the hall, at the gate. We cannot ignore things, because 'I'm not on duty', 'It's someone else's job', 'I don't teach that pupil', 'That pupil is in a different year to me', etc. If you are there, you deal with it - positive or negative.
2. However, there are times when we all need help. The key is knowing when and who to ask for help, and being confident in getting it, without being 'stigmatised' for it.
3. Even with help, we sometimes simply cannot get results - there may be a more widespread issue at stake - someone who has a broader view needs to look at this and co-ordinate a response to see if the problem can be addressed as a whole school issue. It may mean bringing in other agencies, or it may mean passing back to people if there is no general problem.
4. Even with co-ordination and help, there may be no change. Then co-ordination needs passing on and a higher level of authority may be required to look for ways forward and indicate clearly where we are in a response to the problem.
5. The key issue here is centred on a measured and systematic approach. If issues are referred straight away, can the next person bring about a fundamental change? Where does that leave us as individuals? We have to teach that child next lesson - who is responsible for things then?
6. Remember, we are not alone. We all have events that happen or we see that we would prefer not to deal with. The essential thing is keeping control of it - don't let things get to you and certainly don't let pupils know if something is getting to you. If we use a staged approach to issues and adopt a systems approach, the personal clashes should be resolved.
7. Don't be concerned about seeking help and advice - we all need it sometimes and that never changes. But don't pass things on until you need to. Ultimately, the child will be back with you, so if it is possible to sort out things within your circle, it is the best approach.
8. Communication is critical - let people know when things are going on. An email, slip of paper or a quiet word just to let a Form Tutor know might alleviate things - keep talking.
9. Finally, there will always be 'one off' situations that arise that require immediate action - 'Fire Engine Management' - hot spots, flare ups, etc.

## MANAGING BEHAVIOUR - STRATEGIES

### a) Individual - what can you use to help with behaviour management?

1. Have clear expectations - classroom and around school 'rules'; - discuss them with each group and make it clear what happens if they meet expectations and if they cross them.
2. Follow up breaches or success consistently.
3. Catch pupils doing something right as often as you can.
4. Deal with pupils as individuals - punishments/sanctions, discussions should be between you and the pupil, not a circus. In public places, take pupils away from a group.
5. There are occasions to make a mental note of an event then follow it up away from a crowded situation - 'tactically ignore' some things then send for a pupil.
6. Sometimes a whole group need reminding about something, but a whole group never needs punishing or recognition.

7. Don't get angry, remember, an event has occurred. What can be done to prevent it happening again? You can't put the clock back.
8. Don't shout all the time - it is much more effective if it is an unusual occurrence - and it is much less tiring!
9. Get into routines - entering/leaving the room, calling a register, collecting/distributing books, giving out kit, setting work, a listening time in every lesson, telling them what is going to happen this lesson. Pupils thrive on routine and capitalise on any uncertainty or vagueness.
10. Make time in each lesson to get around pupils while they work.
11. Be seen to be fair - if someone forgets HW once, no big deal - bring it tomorrow. Take action if they don't respond. It puts the ball in their court - they then decide whether or not they want to escalate the situation.
12. Moving problem pupils, alphabetic seating, rows of seats, single desks, quiet working time - all these help you maintain control over a situation - you are making the decisions.
13. When pupils do respond - no matter how small a response - be positive. It needn't be a flamboyant display - a wink, a smile, an encouraging word, even a 'Thanks!' all help.

### **WHAT DO I DO?**

#### **Prevent problems occurring**

Pupils like Framework - they prefer to know where they stand. Establish regular routines and encourage pupils to learn them.

- Plan your work well - know what you are going to do, who you are working with and what you need.
- You determine how your classroom will work.
- Follow the Lesson Framework guidelines.
- Be firm - particularly in the early days.
- Have high expectations.
- Carry out promises consistently.

#### **Encourage things you want to happen**

We respond better to positive contacts and encouragement - treat them as you would be treated.

- Be positive.
- Talk to individuals.
- Use of a little humour.
- Praise them when they respond to something you like to see.
- Use the rewards system consistently.
- Carry through your incentives.

#### **Tackle behaviour and discipline issues**

Everyone has behaviour and discipline problems - you are not alone! Deal with them as issues to be resolved not personal vendettas.

- Have high expectations and tell them what they are.
- Don't let other's interrupt the learning - be calm and resolute.
- Deal with pupils away from others - no audience.
- Don't lose your temper.
- Shout and feign anger - but rarely!
- Carry out your sanctions.
- Don't give up, and don't let things fester.