



FREDERICK GOUGH SCHOOL **POSITIVE BEHAVIOUR POLICY**

CONTENTS

Section 1	Introduction and behaviour principles (page 1)
Section 2	Classroom rules & around school rules (page 2)
Section 3	Rewards (pages 3-6)
Section 4	Sanctions (pages 6-10)
Section 5	The use of the student planner and Class Charts (11-12)
Appendix I	Guidelines on changing and managing behaviour
Appendix 2	Reward and Sanction ladder
Appendix 3	An explanation of terminology used within this document.

1 INTRODUCTION

This policy is written using the general principles outlined below, the principles are outlined within our aims and values statement which is reviewed annually by the governing body. Appendix 1 provides clear guidance to all staff (including the Headteacher) on the approach we should take when implementing our behaviour policy.

Principles

- We have to have a fundamental agreement that behaviour can be modified by our work, we can have an effect.
- 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.
- Maintain high expectations and young people will respond accordingly. Talk to groups and individuals about what you expect.
- Pupils are placed at the centre of all we do. Look to work with pupils on presenting issues, talk through things with them, and discuss why things need to happen in a certain way.
- All children, staff and visitors have the right to feel safe, valued and respected, and to learn free from the disruption of others
- Frederick Gough School is an inclusive school and all pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010
- Staff and volunteers set an excellent example to pupils at all times
- The behaviour policy and associated school rules are understood by pupils and staff
- Rewards, sanctions and reasonable force are known, understood and used consistently by staff, in line with the behaviour policy
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way to reward good behaviour around the school.
- It is recognised that the use of rewards and sanctions must have regards to the individual situation but should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary
- The behaviour policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

1. “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 and encourages children to make the right choices and to see that their choices have a direct impact on what happens within the framework.

1.2 The implementation of this policy has been overseen by Learning Co-ordinators and is discussed regularly by a voluntary committee of staff called the Positive Behaviour Working Group. This ensures feedback to every department in the school. This group will make recommendations to the Senior Leadership Team of changes or refinements that they consider appropriate.

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:

Respect	for each other within our whole school community
Relationships	that are positive and well developed
Responsibility	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 were 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.

1.6 (This policy is supported by all other school policies e.g. Drugs Policy and is in accordance with DfE guidance “Searching screening and confiscation: advice for headteachers, school staff and governing bodies” July 2022)

2. CLASSROOM RESPONSIBILITIES what we expect needs to be clear

- Arrive on time, ready to learn
- If you need the toilet you must have a toilet stamp in your planner
- Planner out on the desk
- Enter quietly and take out the correct equipment
- Do as you are asked, first time, every time
- Do your best
- Wear the uniform correctly
- Raise your hand and wait to speak
- Respect classroom property and equipment

WHOLE SCHOOL RESPONSIBILITIES.

- Respect yourself and others
- Walk quietly on the left and use the correct one-way routes
- Do as you are asked, first time, every time
- Wear the uniform correctly
- Use language appropriately and respectfully
- Eat at the proper time and place
- Use the litterbins
- Respect the school environment
- Be polite and well mannered
- Follow the mobile phone policy
- Store your coat appropriately before entering teaching areas
- Be an ambassador for your school
- Tell a member of staff if someone is behaving in an unsafe manner

**Phones should only be used outside the school building or in the dining hall at break/lunchtime. All phones should otherwise be out of sight once inside the school building and are the responsibility of the owner. The school is not responsible for any damage or theft of the phone. Failure to follow the school's mobile phone policy will result in the sanction system being enforced. Mobile phones may be used as a resource tool inside the classroom; however, this is at the discretion of the Curriculum Leader of that subject and is non-negotiable.*

While the above provides a framework, it is not meant to be exhaustive.

These rules are our simple expectation that ensure the school runs smoothly. More detail can be found in our planner, the rewards and sanctions ladders and is given to students through our pastoral system. Some specifics (e.g. uniform requirements) may change dependent on the latest fashion fads.

3 REWARDS

3.1 All members of this school, students or staff, are expected to work as directed by this policy.

3.2 Central to this philosophy is the right and responsibility of all teachers to **praise** students, including contacting parents, as a matter of routine. Colloquially, this is known as; “Reward, Reward, Reward, Sanction.” **Such spontaneous day-to-day praise is a key foundation in all good schools.**

REWARD SYSTEM

3.3 ‘Class Charts’ is an electronic system that records behaviour. It allows the class teacher to award positive behaviour points. Pupils and parents will receive this through an app or email.

All members of staff have access to Class Charts. Positive behaviour points will lead to the awarding of **CREDITS** to all students displaying appropriate levels of commitment, effort and attainment. Three Class Charts points are equal to one Credit.

Positive behaviour

3 points in one subject area = 1 subject Credit

Points for achievement around school for contribution to school life

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

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

3 points weekly for 100% PREP completion

Each student will start with 3 points per lesson reflecting our expectations. This will be 1 point if only basic expectations have been met. This is tracked through regular data analysis.

Additional points could be awarded for things such as: -

Examples (classroom)

- Answering a question
- Showing resilience during a difficult task
- Performing well on a test
- Showing progress
- Neat work
- An excellent piece of homework
- Helping others

Examples (around school)

- Helping other students / teachers
- Picking up litter
- Reporting an incident
- Showing visitors around
- Participating in House Events.

CREDITS

3.4 As indicated in the Framework, (The Rewards and Sanction System Ladders) the awarding of points (three of which will equate to a credit) will be based around the Student Planner. The administrative burden involved in awarding points is intended to be both simple and time efficient.

3.5 Points can be awarded both within and outside the classroom, offering flexibility for staff to reward students as and when expectations or excellence in all their many guises are noted.

3.6 A clean slate in terms of negative comments will be rewarded with three Form Tutor points each week. Except in unusual individual circumstances students will have to have been present for the full week in order to receive this award.

3.7 At the end of each week, a student who has established 100% attendance will receive three points from their Form Tutor (equating to one Attendance Credit).

3.8 Points are used to reward expectations and excellence in terms of classroom and homework performance, and will be used to reward all significant contributions to the school community outside classroom and homework performance, which support the values of the school. 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.

3.9 Points, and therefore credits, will lead to recognition through our system of Certificates.

ONGOING CERTIFICATES

3.10 Moving to Class Charts has created a difference in the number of points needed for each reward. Further investigation may be needed but for now, the Certificate levels for Credits will be the following:

Our system is based on pupils earning their points and gaining a reward and we will ensure that Celebration Assemblies reflect this.

50 (150 points) Bronze	125 (375 points) Silver
200 (600 points) Gold	300 (900 points) Platinum
400 (1,200 points) Diamond	500 (1,500 points) Headteachers

3.11 Students who have gained the required number of credits/points will be highlighted by a half termly data review. Intermediate certificates will then be awarded as soon as reasonably possible after that by the year team. The final certificate achieved will be awarded during the end of year Celebration Assembly.

POSTCARDS

3.12 Largely, but not exclusively, based on credit/points records, commended students will receive a departmental 'postcard' which will be posted directly to their home. Students from each teaching group may be rewarded each term. Space will be left for a teacher comment, although a signature alone will be quite sufficient.

3.13 Staff are reminded to send home departmental postcards as per the school's QA Calendar.

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

LEADERSHIP TEAM AND LEARNING CO-ORDINATOR INVOLVEMENT

3.15 When students have achieved an award, (Bronze, Silver, and Gold etc.) The student will receive a notification on Class Charts. The data shared half termly will inform the Learning Co-ordinator or Learning Co-ordinator Assistant attached to the year group who will then award a behaviour credit; 1 for bronze, 2 for silver, 3 for gold etc. This keeps the Learning Co-ordinator, Learning Co-ordinator Assistant aware of student achievement and encourages the students to maintain positive staff relationships.

3.16 At various stages of the year, the Learning Co-ordinator or Learning Co-ordinator Assistant may be asked to present bronze and silver certificates to students once every half term.

THE CELEBRATION ASSEMBLIES

3.17 Much of the detail concerned with the main Celebration Assemblies is included at the top of the Rewards Ladder.

3.18 In the final term a Celebration Assembly will be held for each year group. At this assembly students who have achieved a gold or 'above' will be presented with a certificate.

ACTIVITIES

3.19 There are two reward events organised at the start of term 2 and term 3, for all students who have not received a single sanction in the previous term. There is also an additional event organised during term 3 for those students who have not received a single sanction for the academic year.

3.20 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 300 negative points or more, they will not be allowed to participate in this reward. The vast majority of Year 7 students are allowed to go on this trip to show them what they receive when they achieve gold award the following year.

BADGES

3.21 In addition to the rewards above there is also a system of badges which recognises 100% attendance in a term, no sanctions in a term, 15 top attainers in a year group in a term ,15 top achievers in a year group in a term and 80% PREP completion in KS3 A- B grades and 80% PREP completion in KS4. Attainers are those who have achieved the best overall marks in their termly assessments and Achievers are those who have made the most progress.

3.22 Students who have been awarded badges will be able to purchase food from the canteen at morning break.

3.23 Badges must be displayed on the front of the school tie so that they can be checked. Failure to display the badge will mean no access to the dining hall at morning break and the badge may be removed from the student at the discretion of the Senior Leadership Team / Learning Co-ordinator.

3.24 Badges should not be handed to other students. If a student is caught handing a badge to another student then the Learning Co-ordinator/ Learning Co-ordinator Assistant for the year group should be informed. It is at the discretion of the Learning Co-ordinator / Learning Co-ordinator Assistant to then remove the badge and for a sanction to be put in place.

3.25 Students caught with someone else's badge will be issued with an **S4**

PROM

3.26 Prom is an event that staff volunteer their own time for. It is not a legal entitlement for schools to provide a prom and we do so based on the good will and time from staff. The purpose of the prom is for pupils to celebrate their time in school but is also used to encourage the best out of them for their exams at the end of the year. Criteria for attendance at the prom is given at the beginning of the year and can be adapted dependent on the year group and any specific issues that arise. The headteacher can delegate responsibility to differentiate criteria for individuals or groups of pupils to provide reasonable adjustments for certain circumstances but the decision of the headteacher about the criteria and what is a reasonable adjustment is final.

4 SANCTIONS (STAGES 1-6)

4.1 Six stages are identified within the Framework. The vast majority of students at Frederick Gough School 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 S2.

4.2 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.

4.3 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.

4.4 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 1 for examples of general guidelines in our

approach to positive behaviour. This is not an exhaustive list and provides examples of some possible interventions.

Stage one (S1) – Verbal warning

4.5 It is anticipated that students may well receive the occasional **verbal warning** during their time at Frederick Gough School. 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).

4.6 Members of staff must use their professional judgement as to the timing of a verbal warning. Staff do NOT have to explicitly state that it is an 'S1' but should make reference to the fact that this is their final warning before a recordable sanction.

4.7 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 **S2 – written warning** if required.

4.8 The verbal warning should not be given as a blanket warning to the full class.

S2 – First written warning

4.9 A student who continues to behave in an unacceptable manner despite being given an **S1** (verbal warning) will move to an **S2** – the first written warning. This must be recorded on Class Charts **S2** and the reason. Students will move straight to an S2 for PREP/coursework in years 10 and 11, lateness to p1 or p4. Lateness of less than 5minutes will incur an L2. This is the same level of sanction as an S2 but represented by the letter L instead of S.

4.10 Students could move onto **S2** as a result of continuing the behaviour which led to the initial verbal warning (S1) or for behaving in a way which is considered too serious to receive only an S1.

4.11 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.

S3 – Student being removed within subject area.

4.12 Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both an S1 and an S2. Such behaviour will result in the student moving to S3, as the classroom teacher would come to the decision that a child is persisting in causing disruption to the work of others.

4.13 Students will be removed to a ‘buddy room’ at this stage. If pupils go to the ‘buddy room’ at this point of their own accord and work successfully then the sanction will remain at an S3.

4.16 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 THREE. Members of staff who will be available to ‘receive’ difficult students are likely to have:

Curriculum responsibilities OR
A group that is likely to be well-behaved AND
Preferably a class from a different year group.

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.

The class teacher will make contact with home for any student who receives 3 S3 in the same lesson in one-half term. This will indicate to parents there has been an issue in that lesson/subject and provide the context. The contact will be recorded as a comment on Class Charts to sit alongside the S3. Any pupil who receives 5 S3 in one-half term will be highlighted to the year team and pastoral intervention will be arranged where appropriate.

Data reports have been set up on Class Charts for Curriculum Leaders/Learning Co-ordinators /Senior Leadership Team to check S3 and S4 data. Pupils who persistently receive S3 in a particular subject will be placed on subject report, pupils who receive an S3 in one or more subjects will be placed on report by the Curriculum Leader/Learning Co-ordinator/Senior Leadership Team in order to modify their behaviour.

S4 – Student moved within subject area and refuses to go.

If a student refuses to go to the ‘buddy room’ the Senior Leadership Team will be called and if the pupil goes with a member of Senior Leadership Team, they will receive an **S4**. Lateness after 8.45 am or 1.30pm .Pupils will receive an L4. This is the same level of sanction but represented by the letter L instead of the letter S

Equipment

Our aim is for every pupil to present as organised and ready to learn every day. Although the majority of our pupils do this, equipment sometimes is forgotten or lost. This results in time spent providing the equipment and a loss of learning.

Basic equipment is needed on a daily basis. We deem basic equipment to be a pencil case containing a:

- Black or blue pen
- Green pen
- Pencil
- Highlighter

- 15cm ruler
- School planner.

Our expectation is that pupils will carry basic equipment to school and we will have equipment on sale in the library, look after additional equipment for pupils or buy. If pupils still forget then we need to make a firm statement and have increased the sanction from an S2 to an S4 to show how important we consider this to be.

Checking equipment

There are 3 ways that equipment will be checked.

1. Spot checks at the school gate by the year pastoral team (Learning Co-ordinator /Learning Co-ordinator Assistant/Pupil Equity Advocate and Senior Leadership Team). If pupils do not have the correct equipment, they will be lent some but will receive an S4.

2 At 8.40am equipment will be checked in p1 and an S4 will be given to pupils who do not have their basic equipment (equipment button on Class Charts). Equipment will be lent for that lesson and collected back in at the end of the lesson. When the sanction has been given the Learning coordinator Assistant will check the behaviour database, find the pupil and lend them a pencil case for the day. The child will need to give something in return for the case to encourage them to return it at the end of the day. Failure to return it will result in the parent being charged for it and could affect things like the reward trip, prom and other privileges.

3. Random spot checks during form period by tutors. If pupils do not have the correct equipment, they will be lent some but will receive an S4. The tutor plays a pivotal role in supporting the pupils to have their correct equipment by having informal day-to-day chats as well as checking the data weekly and having a more in depth chats with a few pupils. As tutors have good relationships with their tutees they can often spot whether the lack of equipment is becoming a barrier to learning and flag this up to Learning Coordinators. Tutors and year teams will receive weekly equipment data sanctions.

S4

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 in behavioural circumstances colleagues will work through the phases in a cumulative manner whenever possible.

4.17 A student who has entered **S4** is likely to have caused considerable disruption and inconvenience and they will have refused to go to the 'buddy room' of their own accord. They will be escorted by SLT.

4.18 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.

4.19 Both members of staff should be present at the debriefing and will agree upon a comment on Class Charts. The student will receive an automatic Consequence **S4**.

Consequences.

4.20 When a pupil receives an S4 this will mean they have a Consequence to complete. The Learning Co-ordinator Assistant will stamp the pupil's planner with the date when this will take place or email the pupil and parent. The pupil will receive a notification on Frog at 3.30pm on the day of the Consequence. Pupils will hand in the work by 9am the following day. A text will be sent to parents to inform them about the Consequence.

The Learning Co-ordinator Assistant will upload the work that will be completed on the day of the Consequence and this will appear on Frog. Pupils who do not have access to a computer or the internet will complete the work on paper.

If the pupil fails to complete the Consequence, they will be given one more opportunity to complete the work. Failure to do so will result in the pupil completing the Consequence in school.

For pupils who persistently accrue Consequences, a separate arrangement will be made. This will be decided/agreed by the Learning Co-ordinator.

S5 – Study Focus

4.21 Study Focus is a significantly serious sanction. The Study Focus rooms will have a functional and purposeful environment with differentiated work which covers every curriculum area.

The Learning Co-ordinator, Curriculum Leader or Senior Leadership Team link to each year group will decide whether a student is placed in Study Focus and also liaise with the Study Focus Team regarding the 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.

An S5 sanction will be placed on Class Charts. The Learning Co-ordinator Assistant for the year group will then write in the pupil planner when and where the Study Focus will take place. Parents will also receive contact from school to inform them of the S5 sanction. A telephone call is always our preferred method of communication. Where this is not possible the school will email or text.

Pupils will engage in online lessons provided by specialist teaching members of staff and monitored by the Study Focus Team

On-line expectations will be:

- Interact with the lesson by completing all work set
- Make sure you have all the equipment you need for every lesson
- You must behave on-line the same as you would do in a classroom.
- Appropriate use of the computer is expected (As directed by Study Focus Staff) and inappropriate use could result in paper-based work being set.
- These simple rules have been designed to create a calm and safe atmosphere in which to work

Our expectation is that your work is completed on google documents.

- If you do not know how to do this please watch the video on the Frog page.
- If you are still struggling, send your work to the Study Focus Teacher.
- If you do not do your work you will repeat your day in Study Focus.
- If you need to ask any questions about the work you have been asked to complete please ask the Study Focus member of staff for help.

There are two Study Focus rooms. They will be staffed on a rota basis with Study Focus staff and the Senior Leadership Team, with a maximum of 7 pupils in each room where possible. Both Study Focus rooms, fabric and upkeep, and all student work is organised by the Study Focus Team.

Where capacity allows, there will be criteria that will predetermine which room pupils will be placed in. The first criteria will be based upon

- The reason that the pupil has been given an S5
- Relationships of the pupils in the room
- The number of pupils in each room
- The number of times an S5 sanction has been allocated.

Study Focus N25 times

8.40 – 9.45 –p1

9.45-10.45 –p2

10.45-11.05 – Reflection/Word of the week/Reading

11.05-12.20 –p3

12.20-12.50 – Dinner

12.50 -1.20- Task

1.20 – 2.20 – p4

2.20 -3.00 – P5 Final reflection/restorative task /google questionnaire

Guidance for Study Focus N25

1. Students should arrive at 8.40am and give their mobile phone to the member of staff on duty. Phone should be labelled and put in a clear pencil case in the desk draw. If pupils do not arrive at 8.40 or refuse to hand their phone over the Senior Leader on call should be alerted.
2. Students hang their coats and bags on the pegs.
3. Students sit in booth/seat allocated by the Study Focus Team. Allocation should allow for positive management of the students and the monitoring of laptops.

4. Students to remain seated and tucked into their booth.
5. There is a list of pupil rules of how to behave whilst online. They are on Frog and pupils should be reminded of those rules daily by a Study Focus Team member.
6. Students to sit in silence and raise their hand if they have a question/issue.
7. Students should not disturb anyone else.
8. If a student is not working, but is not causing a problem they should be left sitting quietly. If a child is not disrupting the unit but not following the rules ask them to comply but if after a few times they are not log what has happened, then record this on the google monitoring sheet.
9. Toilet breaks should be provided, one am and one pm and logged by the member Study Focus Team on duty.
10. The school day is 8.40 until 3pm, unless the pupil arrives late. In that case, they will the school day will end at 3.25pm.
11. The Study Focus staff will decide if a pupil will pass or fail depending on their success throughout the day. This will be recorded on the google monitoring sheet. This will be based on the amount of work/effort and disruption there has been throughout the day.
12. At break time, pupils carry on working in silence and the rules above apply.
13. There will be a telephone and a backup rota in the Study Focus room to summon for help/support if required.
14. All students will be given a laptop and expected to engage in the Study Focus lessons.
15. Pupils on the Special Educational Needs and Disability register may have reasonable adjustments made to their day if needed. This will be planned in advance and in liaison with the year team.
16. When a student is disrupting the unit and every reasonable attempt has been made to rectify Senior Leadership Team will be called for. Senior Leadership Team staff will remove the pupil and speak to them. The pupil will be removed and housed by Senior Leadership Team staff for the rest of the day.

Study Focus times N01

8.40 – 9.45 –p1
9.45-10.45 –p2
10.45-11.05 – Reflection/Word of the week/Reading
11.05-12.20 –p3
12.20-12.50 – Dinner
12.50 -1.20- Task
1.20 – 2.20 – p4

Guidance for Study Focus N01

1. Students should arrive at 8.40am outside N01 on West Drive not in the school building. If pupils do not line up in the correct area it means their time in the room will be longer. Mobile phones will need to be handed to a member of Study Focus staff on duty. Phones should be labelled and put in a clear pencil case in the desk draw. If pupils do not arrive at 8.40 or refuse to hand their phone over Senior Leadership Team on call should be called.
2. Students hang their coats and bags on the pegs.
3. Students sit in the seat allocated by the Study Focus Team. Allocation should allow for positive management of the students and the monitoring of laptops.
4. There is a list of pupil rules of how to behave whilst online. They are on Frog and pupils should be reminded of those rules daily by a Study Focus Team member of staff.
5. Students to sit in silence and raise their hand if they have a question/issue.
6. Students should not disturb anyone else.
7. If a student is not working, but is not causing a problem they should be left sitting quietly. If a child is not disrupting the unit but not following the rules ask them to comply but if after a few times they are not doing what has happened, then record this on the google monitoring sheet.
9. Toilet breaks should be provided, one am and one pm and logged by the member Study Focus Team on duty.
10. The school day is 8.40 until 3.00pm, unless the pupil arrives late. In that case the school day will end at 3.25pm.
11. The Study Focus staff will decide if a pupil will pass or fail depending on their success throughout the day. This will be recorded on the google monitoring sheet. Decisions made around passing or failing will be based on the amount of work/effort and disruption there has been throughout the day.
12. At break time, pupils carry on working in silence and the rules above apply.
13. There will be a telephone and a backup rota in the Study Focus room to summon for help/support if required.
14. All students will be given a laptop and expected to engage in the SF live lessons.
15. Pupils on the Special Educational Needs and Disability register may have reasonable adjustments made to their day if needed. This will be planned in advance and in liaison with the year team.
16. When a student is disrupting the unit and every reasonable attempt has been made to rectify Senior Leadership Team will be called for. Senior Leadership Team staff will remove the pupil and speak to them. The pupil will be removed and housed by Senior Leadership Team staff for the rest of the day.

4.22 Supervision at break and lunchtimes will normally be by the Study Focus Team. Lunchtime will be 30minutes.

4.23 The duration of the day in the Study Focus rooms will be from 8.40am to 3pm. Students arriving after 8.45am without good reason will stay until 3.25. A student who is absent during the course of a Study Focus session will repeat the full period of Study Focus.

4.24 The level of commitment displayed by the student will be recorded on the monitoring 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 the Study Focus Team.

4.25 A student who works to a satisfactory standard will re-join mainstream education.

4.26 The first period will be for one day. Students who continue to under-perform will work through further periods as appropriate. This will be determined by the Study Focus Team, if necessary in consultation with others.

Pupil behaviour within the community

The school will exercise its right to address and sanction relevant behaviour that happens outside of school time and grounds in the following circumstances:

1. Behaviour that brings the school into disrepute
2. Behaviour occurring as pupils go to and from school or if the pupil is in school uniform.
3. Behaviour that has a significant impact on the functioning of the school or members of the school community or contravenes an instruction given by school.

In rare cases, there are sometimes incidents in the community that necessitates the involvement of the police. In this circumstance, we will ask the police if we can conduct our own investigation. If we cannot, because to do so would undermine any police investigation due to inference, we will ask to be notified when we can.

If the police deem the most suitable outcome of an incident outside of school could be delivered by the school we will do this whenever possible.

As within school, all outcomes will be decided on the balance of probability of that event occurring whilst being mindful that there could be limitations on the evidence that we may be able to gather in order to assert that probability because the incident did not occur on school grounds.

Sexual harassment/Sexualised comments.

Sexualised comments made intentionally to humiliate, degrade or upset others will be acted upon immediately.

For the purpose of this advice, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

KCSIE- Department for Education (Latest publication September 2024)

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature.
- Upskirting
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media; and Sexual exploitation; coercion and threats.

4.28 Power to use reasonable force (Department for Education Feb. 2025)

Where at all possible staff will use strategies to de-escalate situations that arise in school. There are some circumstances however where it is appropriate for designated staff who have undertaken Team Teach training to use reasonable force to safeguard pupils. 'Reasonable force' is categorised as using no more force than needed and for the least amount of time.

Designated staff have powers to use reasonable force to prevent pupils committing an offence, injuring themselves and others, damaging property and to maintain good order and discipline at the school.

Any incident that requires a Team Teach approach follows our Team Teach protocol and will be recorded on CPOMS.

DFE guidance around staff interventions in fights

Duty of Care:

Staff have a legal duty of care to ensure the safety and wellbeing of students. This includes intervening in fights to prevent harm to students involved.

1. Assessment of Risk:

Before intervening, staff should assess the situation to determine the level of risk involved. If the situation appears dangerous, beyond their control or staff feel uncomfortable to intervene they should call for additional support (e.g., senior leaders).

2. De-escalation Techniques:

Staff should use verbal de-escalation techniques where possible to calm the situation before physical intervention. This may involve speaking calmly and assertively to the students involved.

3. Physical Intervention:

If physical intervention is necessary, staff should only use reasonable force as a last resort. The use of force must be proportionate to the situation and aimed at preventing harm.

4.29 Searching and Confiscating

The Headteacher or a Teaching member of the Senior Leadership Team can search a pupil without their permission if they have reasonable grounds for suspecting a pupil is in possession of a 'prohibited item'.

At Frederick Gough School this would always involve two staff members. A member of the teaching Senior Leadership Team and another member of staff who would witness the process. No staff member will lay hands on a child during the search process. There may be occasions where the school would use a 'metal detector' device to search for prohibited items, which will be kept in the Headteacher's office.

Examples of prohibited items are outline below, this list is not exhaustive:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco
- Fireworks
- Pornographic Images.
- Phones/electronic devices. Where there is a reason to suspect they have been used to cause personal injury or commit an offence.

When the incident involved youth produced sexual imagery, the member of staff should refer the incident to the Designated Safeguarding Lead as the most appropriate person to deal with the response.

- Any item the school identifies as an item which maybe search for. Eg Vape.

In these circumstances, designated school staff can confiscate, retain and dispose of a pupil's property.

Should a pupil refuse to be searched we would contact parents for them to assist and always keep the pupil in sight of a member of staff until the parent arrives. In extreme circumstances, we may call the police to assist us but this would be done as a last resort, with the agreement of the head or most senior school lead and we would make every effort to contact parents beforehand.

(S6) – Fixed term suspensions, permanent exclusions

4.30 Students who persistently fail to achieve targets or who commit a particularly serious misdemeanour can expect to find themselves at **S6**.

4.31 The Headteacher is responsible for all fixed-term suspensions and managed moves. When a pupil is suspended from school, they will access work booklets and offered a range of Oak Academy Lessons. In rare cases where IT cannot be arranged pupils will be set work to complete.

4.32 On re-entry to school after a period of fixed term suspension a student will automatically serve a period of time in Study Focus (determined by the Headteacher) and if appropriate will be given support strategies (discussed in our Every Child Matters meetings) e.g. Form/Subject/Senior Leadership Team Report, supportive meetings, Educational Psychologist referral, personalised timetable, staff mentors, Inclusion Team support. The Senior Leadership Team link will chair this meeting which may include student, parent (carer), Inclusion Manager, Learning Co-ordinator and a representative of the Local Authority.

Cumulative sanctions

4.32 At the end of each school year the sanctions that a student has received during that academic year will be totalled up. If negative points add up to more than **300** then a pupil will not be allowed to go on the trip.

The method of totalling the sanctions is as follows: -

If a student received the following sanctions

S2
S3
S4
S5

This would equate to 14 sanctions/negative behaviour points ($2+3+4+5= 14$) instead of 4.

Report Cards

4.33 Report cards may be used as a method of intervention to track persistent behavioural trends. The Learning Co-ordinator for the year group will decide which students go on report based on sanction data. The Learning Co-ordinator will set targets based on this data and liaise with the form tutor for that student during weekly year group briefings. If the report card is unsuccessful and the targets are not met, the student will then go on report to the Learning Co –ordinator for that year group and then Senior Leadership Team link. At this stage, parents *may* be contacted to

meet with the Learning Co-ordinator and Learning Co-ordinator Assistant for the year group.

The 'On Call' system.

4.34 Members of the Senior Leadership Team will be on emergency call-out on a rota basis. There are **three criteria** for a call-out of this type, however this list is not exhaustive:

- 1) A student refusing to go to the buddy room at **S3**
- 2) Health and safety being placed at risk.
- 3) A pupil refusing to hand over their mobile phone.

A phone call should be made to the on call mobile phone number. If this is not possible, a student should be sent or a phone call made to the office. **Do not send an email**, which may not be read for some time.

An emergency call will be dealt with seriously which may lead to immediate Study Focus or exclusion (at the discretion of the member of Senior Leadership Team on call).

4.35 When recording behaviour sanctions on Class Charts, it is essential that a comment is entered to briefly describe the misdemeanour and that the **highest sanction** only is entered. For example, if a student has disrupted the lesson and ended up with S2, S3, S4, only the **S4** should be entered on Class Charts along with a supporting comment.

5 USE OF THE STUDENT PLANNER

5.1 The School Planner

The student planner is an essential piece of equipment that should be used every day. The planner should be on the student's desk each and every lesson (including form time). During form, the tutor should do a quick check of the planners. If a student does not have their planner in school with them (1st time in a term) this is **immediately** recorded on Class Charts. If this occurs, a second time in a term then an **S4** is entered on Class Charts by the form tutor*. The third time in a term will result in an **S5**.

*If it is an assembly day then the sanction should be entered by the **class teacher** during **period 3**.

Year	Assembly Day
7	Friday
8	Thursday
9	Wednesday
10	Monday
11	Tuesday

Parental Monitoring

5.2 Parents have an important role in monitoring the planner. It is expected that the planner is in an appropriate condition. The planner is also an important means of communication between home and school.

Parents will also receive notification of positive behaviour events and other communications via email/text or the Class Charts app.

Form Tutor Monitoring

5.3 Planners will be monitored in Form every half term to ensure:

- Appropriate response to comments by other staff or parents
- Positive behaviour points
- Graffiti.

Leadership Link

5.4 Once every half term the leadership link should circulate amongst the tutor groups and may use this time to award current certificates achieved. This time could also be used for recognising completed awards and checking student planners as appropriate/awarding behaviour points; 1 for Bronze, 2 for Silver, 3 for Gold etc.

5.5 In the case of outstanding performance, the Leadership Link will refer the student to the Headteacher who may award a Headteacher's point.

5.6 Personalising of the Student Planner is not allowed, and graffiti or a lost planner must be replaced at a cost of £5.00.

R Eyre – Reviewed June 2025

Next review date: June 2026

APPENDIX I

The purpose of the Positive Behaviour Policy is to provide a framework for staff to work within.

The school's ethos and culture is to celebrate positive behaviour and to provide guidelines for staff to enable them to respond to negative behaviour. Every member of staff in school is responsible for championing positive behaviour; this can be achieved by modelling, reinforcing, maintaining high expectations and challenging any negative behaviours when they are seen.

The school provides a network of support for all pupils and this support is universal and, ordinarily, available every day. A more targeted approach is adopted for pupils who require more specialist intervention. Both of these approaches evidence that we place the child at the centre of all we do, looking behind the reasons that precipitate misbehaviour.

Building relationships with pupils is often key to successful behaviour management, as it becomes the basis for mutual respect. It is important to analyse why children respond the way they do in certain situations, as this helps us to gain a deeper understanding of the holistic needs of the child. This is a solution-focused approach

to managing need. It is different from an approach that moves quickly through stages that inevitably reach a dead-end.

When critical incidents occur we all need help. In this case, support can be sought from your line manager, pastoral teams and from the Senior Leadership Team.

Low-level behavioural incidents can be regulated by adopting classroom management techniques; there are some examples below;

Behaviour Management Strategies (These are suggestions but the list is not exhaustive)

- ***Discussed with CL***
- ***Every Child Matters referral form. (Pink form)***
- ***On call – SLT***
- ***Contacted home***
- ***Acknowledged good behaviour choices***
- ***Carefully re explained the task***
- ***Reminded the pupils of classroom rules***
- ***Listened to the pupil***
- ***Used positive reinforcement to get the pupil back on track***
- ***Spoke to the pupil privately and at eye level***
- ***Provided clear verbal warnings***
- ***Given the pupil time and space to reflect on their behaviour***
- ***Seating plan adjusted***
- ***Had a restorative conversation***
- ***Reminded the pupil of previous good behaviour***
- ***Allowed 'time out' to calm down and re set (Move, before remove)***
- ***Observe peers teach the same group***
- ***Post cards sent home***

Sometimes we simply cannot bring about change. The difficulties may extend further than school or require specialist knowledge; however, by maintaining a positive outlook, presenting every lesson as a fresh start and continuing to keep learning as the focus we will aid most situations.

There are a few things we can all do to be proactive, below are some suggestions:

- ***Greet pupils as they walk into the room***
- ***Have a task set up and ready for pupils to engage with***
- ***Folders and books out***
- ***Pupils should have their equipment and planner on the desk***
- ***Have classroom expectations/ground rules on the very first slide***
- ***Have a plan of how you will deploy an LSA in the room***
- ***Turquoise folder on the desk, including seating plan.***

Five behaviour management strategies. (Pivotal Education)

1. ***Consistent and calm adult behaviour.***

To maintain a calm environment where pupils will feel safe and comfortable to learn. De-escalation of any negative behaviours will always be our preferred strategy.

- Refocus the pupil on their work
- Thank you (not please) when giving an instruction
- Remind the pupil of the classroom expectation
- Remind the pupil of their attitude to learning
- Look at the seating plan (Reasonable adjustments)
- Use a calm tone of voice.
- Speak individually to pupils

2. First attention to best conduct

To encourage pupils to make positive choices. Staff can then encourage and support academic success as well as positive social conduct and development of personal skills and character will acknowledge positive choices. Positive choices will be encouraged through:

- Personal acknowledgement.
- Moments of sincere, private verbal praise.
- More reflective comments, written and verbal.
- Class displays that reflects success.
- An agreed rewards structure.
- Catching pupils doing the 'right thing'.

3. Routines

To follow classroom routines and any changes will be discussed in advance where possible. Routines will be promoted through:

- Clear and precise expectations of the behaviour expected.
- Use of positive language when establishing routines with pupils.
- Rules and routines to be shared with the class
- No negotiation on rules. (Reasonable adjustments through productive discussion if necessary)
- Use of positive reinforcement to embed the rules and routines.

4. Scripting difficult interventions

Developing positive relationships with the pupils is key. When difficult conversations have to take place it is important to bear in mind who the best person would be to have the conversation and to prepare what will be said beforehand. If you need help with this, please speak with a Curriculum Leader, Learning Co-ordinator or a member of the Senior Leadership Team.

- Talking to the pupil at their level, kneeling down if necessary.
- Remind the pupil of their previous good conduct. (Start with the positive)
- Remind the pupil of the rules and routines in place and that they have moved away from them.

- If giving a sanction is necessary and at the same time offer support. (What could we do to support to make sure this doesn't happen again?)

5. Restorative conversations.

One of the most important things after a challenging incident is reflection. Staff can support and guide pupils through this process to understand what went wrong and what might be a better course of action next time.

- What has happened?
- What were you thinking at the time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done now to make things right?
- How can we do things differently in the future?
- Repairing relationships by talking through what went wrong afterwards is key to understanding how our actions make other people feel.
- Every day is a new day and a fresh start.

The list above is not exhaustive and is designed to present ideas and strategies that may be useful in order to personalise support for pupils.

	Addition to Appendix 1			
	Presenting issue	Pupil Support	Staff Involved	Desired Outcomes
1	<ul style="list-style-type: none"> Attendance below 95% Some lateness and detentions occurring A few concerns around negative relationships with peers and staff Use of consequences and report cards etc. Some S5 sanctions Low self esteem Progress data not as it should be 	<ul style="list-style-type: none"> Seating Plans Tutor Report cards Rewards and consequences 'light touch' classroom intervention strategies (see below) Consider Every Child Matters meeting Consider meeting with parents to check home situation Consider Early Help Assessment Pupil Premium support 	<ul style="list-style-type: none"> Class teachers Tutors Attendance Officer Learning Co-ordinator Family Support Worker if appropriate Designated teacher/ virtual school if appropriate Special Educational Needs Co-ordinator if appropriate Children's Services/Social Worker if appropriate Consider other key agency involvement based on Early Help Assessment if deemed appropriate 	<ul style="list-style-type: none"> De-escalation Consistency More positive and respectful relationships Improved attainment and learning Pupil happier in school. Reduction in sanctions
2	<ul style="list-style-type: none"> Regular pattern of non-attendance developing 	<ul style="list-style-type: none"> Learning Co-ordinator Report 	<ul style="list-style-type: none"> Inclusion (monitoring) by key pastoral staff such as Learning Co-ordinator Assistant, Pupil Equity Advocate. Learning Co-ordinator/Curriculum Leader 	<ul style="list-style-type: none"> Reduction in sanctions Increased attendance Raised engagement

<ul style="list-style-type: none"> • Frequent use of Consequences and/or fixed term exclusions • Relationships with a number of staff and/or peers are becoming more confrontational. • More sanctions accrued. • Concerns around associations being made with peers who are not providing a positive influence either inside or outside school • Possible engagement in bullying or intimidation of others • Poor self-image • Self-harming • Progress data becoming a concern 	<ul style="list-style-type: none"> • Parental meetings with possible contact • Every Child Matters discussion • Time out/exit card. In class support • Class grouping • Gather data - is conflict with one or more tutors? Do problems occur in one or more classes? • Identify possible triggers • Undertake Early Help Assessment if not done already • Consider how extra-curricular activities could be used as a reward to motivate the pupil • Consistent use of classroom 	<ul style="list-style-type: none"> • Learning Mentors • Teachers/Teaching Assistants • Identify key staff the pupil can relate to • Consider Educational Psychologist • Consider Behaviour Support Team • Early Help Arena • Consider mentoring and or motivational program to build self- image • Consider if counselling support needed • Ensure careers guidance in place if year 9/10/11 • Would pupil benefit from a managed move? Involve agencies as appropriate following <ul style="list-style-type: none"> • Consider any medical needs • Consider referral to Child and Adolescent Mental Health Service • Designated teacher/ virtual school involved if appropriate • Special Educational Needs Co-ordinator • Children's Services/Social Worker if appropriate • Youth Offending Service/Police Liaison if appropriate • Behaviour contract 	<ul style="list-style-type: none"> • Raised self esteem • Better attitudes to learning, teachers and peers • Greater focus on learning as a means to achieving personal goals
---	---	---	--

		<p>intervention strategies by all staff in all lessons (see below)</p> <ul style="list-style-type: none"> • Seek to build self- image Look for positives and seek to move pupil towards a more positive version of themselves. 		
3	<ul style="list-style-type: none"> • Regularly defiant • Discriminatory and insulting to staff and/or peers • Fixed term exclusions have had no impact on behaviour • Bullying and intimidation of others • PA status • Homophobic and/or racist language/attitudes • Destructive relationships with many staff and peers 	<p>As number 2 but also consider.</p> <ul style="list-style-type: none"> • Education Health and Care Plan • Regular small group work with Teaching Assistants / Learning Mentors • Key worker support in classroom where problems most likely to occur 	<p>As number 2 plus consider:</p> <ul style="list-style-type: none"> • Referral to General Practitioner /medical needs provision • Application for exceptional funding • Involve Alternative Provision/ Study Hub • Discussions with home and Local Authority. 	<p>As number 2 plus consider</p> <ul style="list-style-type: none"> • Individualised intervention and learning programme in place and successful • In class behavior begins to modify • Parents involved and regular meetings are held to assess/report any progress

<ul style="list-style-type: none"> • Involved in gangs or negative associations inside/outside school • Risky behaviours including possibly; alcohol, drugs, sexual activity or anti-social behavior outside school • Vulnerable to Child Sexual Exploitation • Regular self-harming and clear issues around emotional wellbeing • Relationships with older peers (especially in the case of female pupils) • Constantly disrupts learning in the classroom • Leaves room without permission • Little or no progress being made with regards to attainment 	<ul style="list-style-type: none"> • Consider referral to alternative provision to improve engagement with learning • Advise parents of increased risk of permanent exclusion 		
--	---	--	--

4	<ul style="list-style-type: none"> • Established patterns of rule breaking • Openly challenges authority and disrupts learning of others • Appears totally disengaged from learning • Below 50% attendance • Regular dangerous/risky behaviours displayed • No apparent triggers • No positive relationships with any staff • Relationship with parents has broken down 	<p>All of number 3 plus consider the following</p> <ul style="list-style-type: none"> • Review effectiveness of current strategies and consider if anything more can be tried/adjusted • Final warning meeting with parents and pupil • 1:1 support outside normal classroom activities 	<p>All of number 3 plus consider the following</p> <p>Hold multi-agency meeting to discuss possible alternatives to mainstream education including:</p> <ul style="list-style-type: none"> • Referral to Alternative Provision • Full time programme of off site • Education Health and Care Plan • Home tuition 	<p>All of number 3 plus consider the following</p> <ul style="list-style-type: none"> • Participation in education albeit outside the normal curriculum offering • Supported participation in extra curricula activities
---	---	---	---	---

THE SANCTIONS SYSTEM

This framework is a guide. In all matters the Headteacher's decision is final.

S6

Suspension, permanent exclusion

Setting off the fire alarm	Criminal damage
Placing other's health and safety at risk	Under the influence of substances
In possession of a dangerous weapon	In possession of a prohibited substance
Racial/sexual discriminatory behaviour	Walking away from a member of staff
Refusal to follow SLT instructions	Escorting to whole school detention
Bullying/fighting	Taking photos or videos in school
Bringing the school into disrepute	Inciting a fight/being an accessory

Following a suspension pupils will complete a day in Study Focus

S5

Study Focus

Recorded on Class Charts by LC, CL or SLT

Refusal to go to a different classroom for SLT	No planner 3 rd time in a term
Smoking/Vaping after 1 st time	Bullying/fighting
Inciting fight/being an accessory	Behaviour that puts one's own and others' safety at risk
Truancy for part or whole day (persistent truancy)	Graffiti
Theft / Handling stolen goods	In possession of prohibited substances
Refusal to wear correct uniform provided by school	Refusal to comply with uniform policies
Refusal to hand in phone on an S4	Failure to attend whole school detention
Racial/sexual discriminatory behaviour	Bringing the school into disrepute
Abuse to staff	Refusal to hand over planner (SLT / LC / CL)
Wearing of false nails until have been removed	Taking photos or videos in school

S4

Consequence

Recorded on Class Charts

Refusal to attend the buddy room after S3 4th time refusing to follow instruction

For the above, students SLT will be called and they will be escorted to the buddy room.

Late after 8.45 am, missed form, failure to sign in	Late after 1.30pm
No planner 2 nd time in a term	No tie. No basic equipment
Bullying/fighting (accessory)	Eating/drinking in the library or science lab
Truanting a lesson or part of a lesson	Leaving a lesson without permission
Truancy during form or assembly	Refusal to hand over planner
Using phone in a lesson	Smoking/Vaping 1 st time

Phone to be removed from student and sent to the office for parents to collect

S3

Recorded on Class Charts

Students will be removed from the room and placed with a department buddy.

Not attempting to learn after S2

Persistent disruption

Continued refusal to follow instructions

S2

3xS2s for homework (Year 10, 11) around school = Consequence

Recorded on Class Charts

Lack of effort / Not attempting to learn after warning	Continued disruption
Failure to follow instructions after warning	Late to lesson/form period
No homework/coursework	Not informing staff of unsafe behaviour
Graffiti on planner or exercise book	Incorrect uniform
Using a phone outside of a designated area	Eating or drinking in lesson or around school
Inappropriate language	Dropping litter

S1

Verbal warning

Not attempting to learn

Failure to follow instructions in the first instance

Minor misdemeanour

Disrupting learning

No planner 1st time in a term (accompanied by a text message home)

When issuing a verbal warning the teacher does not have to use the term S1 but should make reference to the next warning being a recordable sanction

Sanctions are totalled cumulatively at the end each academic year i.e. S2, S3, S4, S5 = 14 sanctions (2+3+4+5=14) **not four sanctions**. If any pupil receives 300 negative behaviour points or more they will not be eligible for reward trip.

Appendix 3

An explanation of key terminology used within the Positive Behaviour Policy.

This list is not exhaustive and mentions specifically Job roles outlined within the Positive Behaviour Policy. Further information with regards to staffing is available on the school website www.frederickgoughschool.co.uk alternatively please email reyre@frederickgoughschool.co.uk

Designated Safeguarding Lead: The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. (11- Keeping Children Safe in Education) <https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Learning Co-ordinator: A Learning Co-ordinator is a teaching member of staff who leads the year group to develop an ethos for the year group, coordinate the wider curriculum and remove barriers to learning. There are five Learning Co-ordinators, one for each year group. Specific matters relating to pupils should be directed to the Learning Co-ordinator for the relevant year group in the first instance.

Learning Co-ordinator Assistant: A Learning Co-ordinator Assistant is a non-teaching member of staff who assists the Learning Co-ordinator in the day-to-day running of the year group. There are five Learning Co-ordinator Assistants, one for each year group. Any general queries with regards to pupils should be directed to the Learning Co-ordinator Assistant for the relevant year group in the first instance.

Learning Support Assistant: A Learning Support Assistant will contribute to all aspects of pupil support both within the classroom and also away from the main teaching area. They play a pivotal role in supporting learning & building positive aspirational relationships and are often a conduit between home and school. There are twenty-three Learning Support Assistants.

Pupil Equity Advocate: A Pupil Equity Advocate is a non-teaching member of staff who ensures every child in receipt of the pupil premium grant achieves, aspires and takes full advantage of the full curricular opportunities on offer to them. There are five Pupil Equity Advocates, one for each year group.

Special Educational Needs and Disability Co-ordinator: The Special Educational Needs and Disability Co-ordinator oversees all matters relating to pupils with additional needs relating to learning.

The Inclusion Team: The Inclusion Team provide tailored intervention for pupils who may be struggling emotionally or need additional help to access mainstream education. For some students this will be a short-term intervention at a key time in their life and for others it will form part of a longer-term educational plan. There are thirteen members of the Inclusion Team.

The Senior Leadership Team: The Senior Leadership Team assist the Headteacher in the strategic development of the school and day-to-day duties and decision-making required at a senior level. The team will assist teachers, pupil and parents with regard to any issues that may arise. There are ten members of the Senior Leadership Team including the Headteacher.

The Special Educational Needs and Disability Register is a record of all pupils with additional needs. All pupils on the register have an Individual Learning Plan and their progress is monitored by the school to ensure appropriate resources and support are available.

The Study Focus Team: The Study Focus Team supervise the day-to-day management of Study Focus rooms and offer specific guidance and reflection

opportunities to pupils who are placed in Study Focus. There are three members of the Study Focus Team.

Key terminology used with the Positive Behaviour

This list is not exhaustive and explains the key terms used within the Positive Behaviour Policy. Any queries or questions with regards to this please email reyre@frederickgoughschool.co.uk

Early Help Assessment. An Early Help Assessment is often referred to as an EHA. It is a meeting that involves outside agencies and professionals, the aim of which is to take a holistic approach to improve outcomes for children and their families.

Education Health and Care Plan. An Education Health and Care Plan is a statutory document for children and young people up to the age of 25 who require more support than is readily available via mainstream funding. The plan identifies education, health and social needs, setting out a clear plan of specific interventions.

Educational Psychologist. An Educational Psychologist supports schools, local authorities and parents. They will assess and provide strategies that aim to improve learning experiences of pupils who are struggle to access the curriculum for a variety of reasons.

Every Child Matters Meeting. An Every Child Matters meeting is an internal meeting held in school every two weeks. There is one meeting held for each year group. The meetings discuss pupil intervention in relation to attendance, behaviour, additional needs, counselling and bespoke personalised learning

Fair Access and Inclusion Panel. The Fair Access and Inclusion Panel is a meeting chaired by the Local Authority. The Local Authority work in partnership with schools to facilitate Managed Moves and ensure vulnerable pupils waiting for a school transfer are allocated a place as soon as possible.

Managed Move. A Managed Move is a formal agreement made between two schools and parents. It allows a pupil at risk of suspension/ permanent exclusion to trial a transfer to another school on a dual registered basis.

Permanent Exclusion. A Permanent Exclusion is the most serious sanction that a school can issue. It means that a pupil has been in serious breach of the school's Positive Behaviour Policy. Following an investigation and a formal meeting in school, unless overturned, the pupil will no longer be allowed to attend and their name will be removed from the school roll.

Pupil Suspension. A Pupil Suspension is a serious sanction issued by the school. It means that a pupil has been in significant breach of the school's Positive Behaviour Policy. Following an investigation and communication with parents, the pupil will be suspended for a set period of time. The pupil will remain on the school roll and attend school again following the suspension period.