



South Gloucestershire and Stroud College
Positive Behaviour Policy 2024-25

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Completed by:		
Pez Perrin & Florence Hiatt	Director of Wellbeing & DSL/ Head of ALS	
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		✓

EQUALITY AND DIVERSITY IMPACT ASSESSMENT		
Characteristic	This policy seeks to:	
Age	No appreciable impact	
Disability	Use available resources to identify and address any issues of inequality because of disability. Supporting learners both academically and pastorally in order that they should be able to access this policy and procedure.	
Faith or Belief	No appreciable impact	
Gender	No appreciable impact	
Race or Ethnicity	No appreciable impact	
Orientation	No appreciable impact	
Gender reassignment	No appreciable impact	
Economic disadvantage	No appreciable impact	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Academy Trust's stakeholder groups:	Sections 2.5 and 3	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Academy Trust's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<input checked="" type="checkbox"/> * If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (<u>UNCRC</u>), Right does this policy most protect:	Art. 42 Right to know your rights Art. 40. Right to justice Art. 23 Disability protection
Which Human Right (<u>HRA</u>) does this policy most protect:	Art. 14 Prohibition of discrimination Art. 7 No punishment without law

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of prothis policy; and that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Academy Trust systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	✓

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Our Ethos

- As a college, we want to create a safe and nurturing environment grounded in a friendly culture of mutual respect and support. We have high aspirations and will create an ethos that fosters connection, inclusion, equity and respect. This will be underpinned by three fundamental principles: Being Ready, Respectful, and Safe.

Our aim of our Positive Behaviour policy

- To create a culture of high expectations for staff and student behaviour and apply these expectations consistently and fairly.
- To ensure relationships among students and staff reflect a positive and respectful culture.
- To build a cohesive community where the emphasis is placed on positive behaviours, praise, and rewards.
- To develop the student's employability skills and prepare them for work.
- To ensure students of all ages are active citizens who can make meaningful contributions to the society in which they live.
- To ensure that students are dealt with respectfully and equally.
- To enable students to become self-disciplined, accept responsibility for their actions and make positive choices.
- Recognising that understanding our emotions is crucial to understanding and managing behaviour. Staff and students are given strategies to manage their behaviour and create an environment conducive to learning.
- To help develop and maintain a sense of worth, identity and achievement.

A culture of success

- We recognise the importance of celebrating success and will ensure this is done wherever and whenever it occurs. This will be done in various ways and at different levels, from praising work in the classroom to giving electronic praise badges, and letters of commendation from the College Assistant Principals/Principal.
- Behaviours will be closely monitored by staff, and where appropriate, supportive interventions will be put in place to ensure the student can complete all aspects of their study programme.
- Praise should always outnumber negative consequences, and the aim of any intervention should always be to ensure the student takes greater ownership and responsibility for their actions.

Staff will help to promote a positive culture by:

- Greeting students as they arrive.
- Welcoming students at the classroom door.
- Communicating positive praise consistently and fairly.
- Modelling positive attitudes and behaviours inside and outside of the classroom.
- Setting high expectations of themselves and their students.
- Engaging with students fairly and respectfully.
- We every student as an individual and are aware of the student's educational needs, including SEN and Education, Health and Care Plan (EHCP) provisions.
- Listening empathetically.

How will we promote a positive culture of success?

Staff will celebrate success by:

- Using informal and formal feedback to emphasise positive achievements across the student's study programme (main programme, English and maths, tutorials, enrichment, Industry Placements, employment, and Academies).
- Giving constructive feedback that enables the student to see how they can positively improve
- Writing notes of commendation on the college systems (Pro-Monitor and Smart-Assessor) when students consistently meet or exceed expectations. This can be related to behaviours or academic work.

- Completing the online SharePoint Form, so students receive a personal commendation from the College Assistant/Principal.
- Issuing electronic praise badges that can be uploaded to the student's CV.
- Regularly tracking and monitoring attendance, punctuality, the completion of targets and reviewing statutory documents e.g. EHCPs/PEPs
- Making positive phone calls home regularly.
- Send home e-mails/letters/postcards of praise for work that exceeds expectations or targets that have been met.
- Consistently use Praise Notes on MS TEAMS/Smart-Assessor thanking students for their positive contributions, hard work, attitudes, and behaviours.
- Sharing successes on the College website and social media platforms and with employers.
- The Leadership Team will review behaviours at 5 Census Points throughout the academic year and recognise improvements and success. Termly reports will be shared with staff.

Our approach - The 5 Pillars

- The 5 Pillars promotes a comprehensive and practical approach to managing and improving student behaviour. By establishing clear expectations and boundaries, implementing structured routines, and fostering restorative practices, this strategy supports the development of responsible and respectful behaviours among students. The 5 Pillars behaviour strategy helps to create a culture of mutual respect, accountability, and academic growth, leading to a more productive and challenging classroom experience. All staff should know how to implement the 5 Pillars inside and outside the classroom.

- Staff will reinforce the behaviours of being ready, respectful, and safe by following five approaches:
 1. Consistent, calm adult behaviour.
 2. First, attention to best conduct (see it, deal with it).
 3. Relentless routines (inside and outside of the classroom).
 4. Restorative follow-up (students and staff take immediate ownership of their actions).
 5. Scripted complex interventions (dealing with conflict fairly and consistently).

Collective responsibility: 'Be Ready, Be Respectful, Be Safe'

- All staff are responsible for reinforcing positive behaviour management, and they should model being ready, respectful, and safe inside and outside the classroom.
- Staff should be responsible for addressing inappropriate behaviour as and when they see it and should be fully supported by the Duty Manager/Leadership Team.
- Staff should take a consistent, differentiated, and fair approach to tackle behaviours.

Senior staff (SLT) will:

- Have a visible presence in and around the College, especially in the morning and during breaks.
- Provide consistent and fair support to colleagues.
- Provide emotional support for all (including staff) to help manage stress and secondary trauma.
- Take active steps to reduce the likelihood of absence and work-related stress.
- Ensure staff support all students to understand and adhere to the Codes of Conduct and Student Charter.

Middle Leaders (LAMs) and Team Leaders will:

- Support colleagues to maintain an orderly, caring environment.
- Ensure consistent routines and strategies to deal with positive and negative behaviours.
- Uphold high expectations and engage positively with students.
- Ensure all students understand and adhere to the Codes of Conduct and Student Charter.

The support staff will:

- Work with colleagues to implement restorative practices.
- Work with students to become accountable for their behaviours.
- Provide emotional support to help manage stress and secondary trauma.
- Work with external agencies.
- Be an advocate for students.
- Ensure there is clear and effective communication between departments.
- Ensure all students understand and adhere to the Codes of Conduct and Student Charter.

All staff will:

- Be fully committed to implementing the principles of being ready, respectful, and safe
- Uphold high expectations and engage positively with students.
- Support the development of the student's social and emotional skills.
- Prepare students to become active citizens and build the skills for successful employment.
- Develop positive, trusting relationships with students.
- Invest in their CPD regarding positive behaviour management.
- Ensure all students understand and adhere to the Codes of Conduct and Student Charter.
- Ensure all students understand and adhere to the Probation Policy.

Student behaviours in class: Students should:

- Arrive on time for classes and inform the teacher if they will be late. **Punctuality**
- Come to class with required materials, such as textbooks, notebooks, and assessments or homework. **Preparedness**
- Treat fellow students, teachers, and staff members with respect, courtesy, and professionalism. **Respect for Others**
- Actively engage in class discussions, ask questions, and contribute to the learning environment. **Active Participation**
- Actively engage in class activities, such as group discussions and presentations. **Active Engagement**
- Take notes and demonstrate functional listening skills to enhance understanding and retention of the material. **Active Listening**
- Provide constructive feedback to peers during group discussions or presentations and accept feedback respectfully. **Constructive Feedback**
- Manage their time effectively to meet deadlines, complete assignments, and balance academic responsibilities with other commitments, including Academies. **Time Management**
- Encourage teamwork and cooperation when working on group projects or participating in group discussions. **Collaboration**
- Use electronic devices responsibly and for educational purposes only, avoiding distractions and disruptions to the learning environment. **Responsible Use of Technology**
- Approach diverse perspectives and ideas with an open mind, fostering an inclusive and tolerant classroom environment. **Open-Mindedness**
- Take initiative in seeking clarification, exploring additional resources, and demonstrating a proactive approach to learning outside the classroom. **Initiative and Self-Direction**
- Maintain honesty and uphold academic integrity by avoiding plagiarism, cheating, or any other form of academic dishonesty. **Academic Integrity**

Student behaviours outside of lessons

To ensure a calm, mature and orderly learning environment is maintained and to avoid any possible disruption to teaching and learning, college students must:

- Act respectfully and sensibly between lessons and avoid disruptions in large open areas or corridors.
- Ensure they arrive at the next lesson on time and ready to learn.
- Challenge other students if they believe behaviours fall below the expected standard, or inform their teacher/tutor, especially if they feel unsafe.
- Respect their environment by leaving areas clear of litter.
- Avoid sitting on the floor or corridors, and only eat in designated areas.
- Not smoke or vape onsite.
- Communicate with all students and staff with respect and dignity.

Behavioural expectations beyond the college premises

The college reserves the right to formally address students' inappropriate behaviours as they travel to and from the college or leave the site during the college day. College students must:

- Treat members of the public with mutual respect and dignity.
- Be kind, respectful and tolerant of their peers.
- Avoid gathering in large groups, which may be intimidating.
- Avoid loitering in and around the college.
- Treat the public spaces and facilities with care and respect.

What it Means to be an SGS Student

- Students will develop academic, technical, and vocational skills that prepare them for life in modern Britain. Importantly, they must become responsible, respectful, and active citizens who can contribute positively to society. Equipping them with the correct values, attitudes, and behaviours is critical to achieving this goal.
- Students feel safe and have a sense of belonging and acceptance within the College. They feel like they have autonomy and a voice.
- Our ethos is to uphold the principles of 'Being Ready, Respectful, and Safe' and to celebrate the students who consistently go above and beyond (relative to their level and stage of learning).
- The minimum expectation is that every student will model appropriate behaviours; where they do not, they will be supported to understand their emotions and more effectively regulate and manage their behaviour.
- At the end of each term, staff must assess their students' behaviours, which will be pulled into a parent report shared on the College system, Pro-Portal. This will enable staff to celebrate success and provide targeted support where needed.
- Reports will be shared with parents, guardians, and carers.

Working at the SGS Standard

- The expectation is that all students will be working at the SGS standard.
- An indicative list of the standards can be found below.
- Failure to meet one or more of the standards does not mean a student is automatically below the expectations of the College; the standards are applied holistically and consider the student's circumstances; for example, 70% attendance for a care leaver does not necessitate that a student is working below the standard.
- Judgements must always be made fairly, especially for the most vulnerable, including EHCP, SEN, ECP, LAC, Care leavers, 14-16 or Young Adult Carers.
- Where a student works below the expected standard, there must be clear evidence of supportive, timely interventions.
- Action plans must encourage the student to take proactive steps to address the issues raised ([see Appendix for an example](#)).

Our Approach - Applying the SGS Standards

Well Below SGS Standards	Below SGS Standards	At SGS Standards	Above SGS Standards	Exceeds SGS Standards	Actions during Probation
1	2	3	4	5	
Standards	Example behaviours	Risk	Intervention	Panel support	
Exceeding SGS standards	<ul style="list-style-type: none"> • Always operates well above their target grade/s • Always shows initiative, commitment to learning and self-improvement • Highly effective organisational skills • Always meets deadlines • Exemplary behaviours in and out of class • Always confident, meaningful contributions during classwork • Actively seeks, responds positively to, and acts on, feedback • Actively learns from setbacks and seeks to immediately remedy mistakes • Attendance 98%+ 	No risk	<ul style="list-style-type: none"> • Letter of commendation from the College Principal • Positive feedback with clear targets • Nomination for the Student of the Term Award • Regular 121s • Departmental recognition (Celebrating success boards) • Published by the SU – E-Campus 	<ul style="list-style-type: none"> • Intervention as per standards • No action required by panel 	
Above SGS standards	<ul style="list-style-type: none"> • Often operates above their target grade/s • Often shows initiative, commitment to learning and self-improvement • Very good organisational skills • Deadlines rarely missed • Very good behaviours in and out of class • Confident, meaningful contributions during classwork • Always responds positively to, and acts on, feedback • Learns from setbacks and seeks to immediately remedy mistakes • Attendance 95-97% 	No risk	<ul style="list-style-type: none"> • Letter of commendation from Assistant Principal • Positive feedback with clear targets • Regular 121s 	<ul style="list-style-type: none"> • Invention as per standards • No action required by panel 	

<p>Working at SGS standards</p>	<ul style="list-style-type: none"> • Sometimes operates above their target grade/s • Sometimes shows initiative, commitment to learning and self-improvement • Good organisational skills • Deadlines occasionally missed • Good behaviours in and out of class • Occasionally confident, meaningful contributions during classwork • Responds positively to, and acts on, feedback • Learns from setbacks and seeks to remedy mistakes • Attendance 91-94% 	<p>No risk</p>	<ul style="list-style-type: none"> • Regular 121s • Set challenging targets • Celebrate achievements • Give regular feedback 	<ul style="list-style-type: none"> • Invention as per standards • No action required by panel
<p>Below SGS standards</p>	<ul style="list-style-type: none"> • Rarely operates at their target grade • Rarely shows initiative, commitment to learning and self-improvement • Requires pressure and support to organise themselves • Deadlines frequently missed • Frequently poor behaviours in and out of class • Rarely confident, meaningful contributions during classwork • Sometimes takes actions to improve or listen to feedback • Rarely learns from setbacks and seeks to remedy mistakes • Attendance 80-90% 	<p>At risk</p>	<ul style="list-style-type: none"> • Intervention from CTL / LAM • Tutor Action Plan • Possible parental engagement • Possible ban from the Academy • Review of support if EHCP, SEN, ECP, LAC 	<p>Inclusion panel</p> <ul style="list-style-type: none"> • Held weekly within the 42-day probation window • The Inclusion panel will consist of the following <ul style="list-style-type: none"> Wellbeing Mentor Annual review coordinator LAM <ul style="list-style-type: none"> • Action plan reviewed • Referrals made If necessary

Well below SGS standards	<ul style="list-style-type: none"> • Frequently operates well below their target grade • Frequently shows little to no initiative, commitment to learning and self-improvement • Frequently fails to organise themselves • Almost always fails to meet deadlines • Unacceptable behaviours in and out of class • Fails to make any meaningful contributions during classwork • Never responds to feedback • Does not learn from feedback and do not remedy mistakes • Attendance 79% or below 	At significant risk	<ul style="list-style-type: none"> • Intervention from LAM / AP • Tutor Action Plan • Parental engagement • Immediate review of support if EHCP, SEN, ECP, LAC • Ban from the Academy 	<p>At risk panel</p> <ul style="list-style-type: none"> • Held In line with Safeguarding panel within the 42-day probation window • The at risk panel will consist of the following <p>DSL Head of ALS Assistant Principal An member of SLT</p> <ul style="list-style-type: none"> • Action plan reviewed • Referrals made If necessary
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Our Approach to Managing Behaviours

- Staff should address inappropriate behaviour immediately but must do so respectfully and fairly.
- Staff should view behaviour as communication of an emotional need (whether conscious or unconscious) and respond in an empathic and caring manner.
- Staff should always support inclusion, set boundaries, and restore and repair the harm as quickly as possible.
- A wide range of sanctions are available to staff, which should be consistently applied.
- Negative consequences should only be escalated once low-level sanctions have first been explored.
- Confrontation should be avoided at all costs.
- Staff should always focus on maintaining healthy relationships with students and apply well-rehearsed strategies, including engaging, don't enrage, and connecting before correction.
- Wherever possible, staff should seek to regulate, relate, and reason.

Managing classroom behaviours

- Teachers should refer to this guidance when dealing with inappropriate behaviours in the classroom.
- Differentiated expectations and differentiated responses are required to support our students' Social, Emotional and Mental Health (SEMH) and neurodiversity in relation to SEN need.

Our Approach to Managing Behaviours - Practical Examples

Type of Behaviour	Action	Intervention	Who
<ul style="list-style-type: none"> Low-level disruption to learning. This could include taking over others, interrupting the teacher, using a mobile phone, or distracting others This behaviour results in the pace of the lesson slowing 	<ul style="list-style-type: none"> Use of non-verbal messages, for example, standing next to the student Give simple directions to stop the behaviour Revisit the Code of Conduct/ Class agreement with the whole class Provide feedback on what is going well and remind them what is needed from them Give clear guidance and instruction and teach and model the behaviour you want to see. Thank them 	<ul style="list-style-type: none"> Work with learner to issue an action plan if appropriate Issue a subtle first warning, ensuring this is done discreetly Focus on the primary behaviour Consider TSG referral for support 	<ul style="list-style-type: none"> Teacher
<ul style="list-style-type: none"> Low-level repeated / frequent disruption to learning The initial warning has failed, and the behaviour continues This behaviour is now having an adverse impact on the whole class and is slowing learning 	<ul style="list-style-type: none"> Use of non-verbal messages, for example, standing next to the student Repeat your instructions firmly and assertively Identify that their actions will result in a consequence Give them a choice to stop, or deal with the sanction Remove them from the wider group and state that there will be a consequence 	<ul style="list-style-type: none"> Work with learner to issue an action plan Issue a second warning and outline the consequence Record the incident on Pro-Monitor Speak to the student at the end of the session to discuss the impact of their behaviours and encourage reflection Check-in regularly, giving feedback and Encouragement Staff to liaise with ALS team and SGS Wellbeing service regarding learner needs. Liaise with parent/carer if under 18 	<ul style="list-style-type: none"> Teacher Tutor Support Worker
<ul style="list-style-type: none"> Behaviours are significantly impacting the learning of others This could include significant disruptions, loud noises, rude or inappropriate language or behaviours Showing a lack of respect for others 	<ul style="list-style-type: none"> Pull the student to one side and inform them of the consequence of their actions Discuss the impact of their behaviour, and encourage reflection Re-establish agreements Record the incident on Pro-Monitor Consider adaptations to teaching, environment Take some time to have a longer discussion using restorative approaches Share good practice Seek additional support from a CTL or LAM if the behaviour has affected others 	<ul style="list-style-type: none"> Detail the incident on Pro-Monitor and if merited, issue a Stage 1 warning, and record it on the College system Raise learner at Inclusion Panel (see appendix) Staff to liaise with ALS team and SGS Wellbeing service regarding learner needs. Liaise with parent/carer if under 18 	<ul style="list-style-type: none"> Teacher Tutor Support Function CTL/LAM

<ul style="list-style-type: none"> • Instances of major disturbances • This could include foul language, inappropriate or racist remarks. 	<ul style="list-style-type: none"> • The student will be removed from the class, but this should be a last resort 	<ul style="list-style-type: none"> • Detail the incident on Pro-Monitor and if merited, issue a Stage 1 warning, and record it • Raise learner at Inclusion Panel (see appendix) • Staff to liaise with ALS team and SGS Wellbeing service regarding learner needs. • Liaise with parent/carer if under 18 	<ul style="list-style-type: none"> • Teacher • Tutor
<ul style="list-style-type: none"> • Physical abuse 	<ul style="list-style-type: none"> • If required, a LAM should be informed of the incident and should immediately meet with the student • If SEND, Learning Support should be informed. If LAC, Care Leaver, and Wellbeing Services should be informed • Initiate Emergency review or PEP where appropriate 	<ul style="list-style-type: none"> • If the incident is serious, inform the Duty Manager / LAM • Raise learner to At Risk Panel (see appendix) • Inform the Assistant Principal if the issue could be seen as gross misconduct • Plan coordinated support and intervention with LAM/Learning Support/Wellbeing • Use restorative approach • Establish individualised agreements with students – provide effective feedback to support change • Communicate and discuss with parents/carers/ Social worker if under 18 	<ul style="list-style-type: none"> • Support Function • CTL/LAM/AP

Our Approach to Probation

Probation: Your first five weeks with us at SGS College

New Learners

- During the first five weeks, your tutor/teachers will assess your suitability to study at college. During this time, you must demonstrate an ability to act by the SGS Standard and always be Ready, Respectful, and Safe.
- It is the responsibility of all staff to ensure that sensitive information about a student is captured and shared on college systems. This is especially important for SEND, EHCP, LAC and Care Leavers.
- Maintain a caring, orderly community in which effective learning can take place and where there is mutual respect for all.
- During this period, you will have a 121 with your tutor, who will help you start thinking about your goals, aspirations, and future. This 121 and subsequent actions will be recorded in Pro-Monitor.
- If your attendance, behaviours, or attitudes fall below the expected standard, you will be placed on an Action Plan (see Appendix (A))
- A Review Board will take place after five weeks, and if a student still needs to demonstrate an ability to meet SGS Standards (see pages 11-12), they may be asked to leave the programme.
- Parents, carers, and guardians will be informed of the decision, and a Wellbeing Mentor will support students.
- At this stage, the student may be asked to explore alternative courses which may be more suitable.
- If a learner is a LAC or Care Leaver, Wellbeing Services must be informed when an issue arises and before any action is taken to remove a student. A statutory PEP must be held.
- If a learner has an EHCP, The ALS team must be informed when an issue arises and before any action is taken to remove the student. A student with an EHCP cannot be withdrawn from a course without following the statutory processes in conjunction with the local authority that maintains the EHCP.

Probation: Your first five weeks with us at SGS College

Returning Learners

- Students progressing internally within the College and have been identified as failing to meet the SGS Standard may be asked to return on an Action Plan that the tutor will review weekly.
- The Action Plans will be discussed at the Review Board.
- Failure to meet the SGS Standards may result in a student being removed from the programme.
- Parents, carers, and guardians will be informed of the decision, and a Wellbeing Mentor will support students.
- Actions must be recorded in Pro-Monitor.

Probation: Your first five weeks with us at SGS College

Learners who transition between courses

- It is the responsibility of all staff to ensure that sensitive information about a student is captured and shared on college systems. This is especially important for SEND, EHCP, LAC and Care Leavers.
- Greater flexibility should be afforded to students who require additional support, especially transitioning between programmes.
- Tutors should ensure students receive a 121 as quickly as possible.

Learners with Education, Health, and Care (EHC) Plans:

- Education, Health, and Care Plans (EHCPs) are legal documents outlining the support a young person is entitled to receive to meet their special needs across education, health and social care and achieve positive outcomes.

- Students with EHCPs are subject to the College's probation periods. However, they can only be withdrawn with consultation with the SGS Learner Support Team and Local Authority. Students with EHCPs will be supported to meet the probationary requirements or move to an alternative curriculum area.
- 14-16-year-old students have a statutory right to education. 14-16-year-old learners are subject to the College's probation periods; however, they cannot be withdrawn without consultation with the 14-16 Team and their home school.
- 14-16-year-old students will be supported to meet the probationary requirements or move to an alternative curriculum area.

Probation: Your first five weeks with us at SGS College

Review Boards

- The first Review Board will meet before Day 42 (before half-term) and review the student's suitability for their chosen course, should they not meet the SGS Standard.
- The Review Boards will also celebrate the progress of students who have gone above or exceeded the SGS Standard. These students will receive a letter of commendation from the College Assistant/Principal, congratulating them on their excellent start to college life.
- The Review Boards must include the 14-16 Managers, ALS, and Wellbeing teams.
- Review Boards will occur every six weeks, with the outcomes recorded on college systems. The College's leadership team will closely monitor the results.

Probation: Your first five weeks with us at SGS College

Appeals

- You have the right to appeal against the decision, which must be made directly to the Assistant Principal responsible for the campus provision. Please review the rights to appeal on page 15. There is no further right of appeal.

SGS Create

- SGS Create students, including those with EHCPs, have a statutory right to education and will be subject to the College's probation period. However, they cannot be withdrawn from SGS Create without consultation with the SGS Create a team or the Local Authority, securing a place at another school setting, or becoming electively home-educated.
- SGS Create Students will be supported to meet the expectations of the probationary period.

The Behaviour Policy

- The College treats all students with dignity and respect and expects the same in return. All students are expected to meet the SGS Standard always to be ready, respectful, and safe. We will not tolerate criminal activity, discrimination, harassment, or victimisation and treat this behaviour as gross misconduct.
- All students are subject to this Policy equally. However, reasonable adjustments can be made if you have extenuating circumstances. Suppose you have an Education, Health, and Care Plan (EHCP), or a disability. In that case, the College's Special Educational Needs and Disability (SEND) Manager will be informed and involved in any disciplinary action taken against you.
- If you are Looked after Child, or Care Leaver, the College's Inclusion Manager will be informed, and the Wellbeing Service will support you in any disciplinary action taken against you
- If you are pre-16, or an Early College Placement (ECP) learner, the 14-16 manager will be informed and involved in any disciplinary action taken against you.

Failure to meet the SGS Standard: Disciplinary Stages 1 to 3

Stage 1 – Informal Verbal Warning

- The College will hold you to account for your behaviours, and if there are concerns that you need to meet the SGS Standard, staff will first try to resolve the issues informally.
- If you continue not to meet the SGS Standards, you will receive an informal warning, an action will be developed with you and which will be recorded on the College system.
- Your informal warning will be discussed at the Inclusion Panel and recommendation may be made by the Wellbeing Service and ALS team, should you require additional support or intervention.
- Parents, guardians, and carers of learners under 18 will be notified of the informal warning and sent a copy of the student Action Plan.
- Students will be supported to take accountability for their actions, reflecting on their poor behaviours. These actions should be recorded on the system and later reviewed by the tutor.
- Students will take ownership and accountability for meeting their Action Plan.
- Students will be referred to Wellbeing Services for advocacy support
- Failure to meet the Action Plan and further incidences of poor behaviours may result in the student moving to Stage 2.
- The Action Plan should be reviewed with the learner and last four weeks; the tutor must sign the Action Plan off.
- If behaviours improve, the student will be removed from the disciplinary process.

Stage 2 – Formal Written Warning

- You will receive a formal written warning if you have failed to meet the targets in your Action Plan or consistently do not meet the SGS Standard.
- Your formal written warning will be discussed at the Inclusion Panel and recommendation may be made by the Wellbeing Service and ALS team, should you require additional support or intervention
- A Stage 2 warning may be issued for any of the reasons outlined in the College's Codes of Conduct, and it will start with a formal meeting between you and your tutor, teacher, or training advisor plus your Learning Area Manager, who will act as the 'chair' for the meeting. You can ask a friend or Wellbeing Mentor to support you but not to speak for you.
- Parents, guardians, and carers of learners under 18 will be notified of the formal written warning and sent a copy of the student Action Plan.
- Students will be supported to take accountability for their actions, reflecting on their poor behaviours. These actions should be recorded on the system and later reviewed by the tutor.
- The Action Plan should last up to six weeks, but the student may return to Stage 1 if they demonstrate appropriate behaviours during this period. Any further cause for concern within that time may result

in you progressing to the next stage of this procedure.

Stage 3 – Final Written Warning

- You will receive a Final Written Warning if you have failed to meet the targets in your Stage 2 Action Plan or consistently do not meet the SGS Standard. These may also be issued following an incident of gross misconduct, for example, bullying, harassment, victimisation, racism, sexism, intimidation or acts of violence
- The At Risk Panel (including an Assistant Principal, safeguarding and SEND representative) must conduct the Stage 3 meeting. Students can be accompanied by a parent, carer, or Wellbeing Mentor, as they may be excluded from the College following the meeting.
- An Action Plan will be agreed upon and recorded on the system. Refusal to accept the Plan will result in exclusion.
- Students will take permanent ownership and accountability for meeting their Action Plan.
- If you complete your Action Plan and maintain good behaviour, the disciplinary record will be removed from your file, effectively moving you back to stage 2 of the disciplinary process (all notes and comments within Pro-Monitor and elsewhere will remain for a period of 3 years)
- The college reserves the right to permanently exclude students without issuing an Action Plan, should their behaviours merit it. This should only be used as a last resort.

The Appeals Process

- You may appeal against exclusion, or any stage of the disciplinary procedure, within ten working days of any action being taken against you. It would be best if you did this by sending the Vice Principal a letter or email explaining why you are appealing.
- You cannot appeal against a disciplinary decision unless you believe:
 - That the College did not follow this procedure properly
 - That the College failed to make reasonable adjustments for personal circumstances that you had previously made us aware of; or
 - That there is new evidence that wasn't available during any stage of the disciplinary process
- Appeals will be heard by a Vice Principal or another Senior College Manager within 20 working days of the College receiving your appeal
- You and any other relevant staff members will be invited if a formal hearing is required. You can ask a friend or Wellbeing Mentor to support you but not to speak for you
- The possible outcomes of an appeal are:
 - Your appeal is rejected
 - Your appeal is agreed to but with conditions attached to help you settle back into College or,
 - Your appeal is agreed upon without attaching any conditions.

Returning to College after being excluded

- Students who are excluded from College and whose appeal (if any) has been rejected will not be allowed to enrol at the College again for two years from the date they were excluded. This can be extended up to a minimum period of 5 years.
- Tutors completing the withdrawal procedure must ensure 'Exclusion' is highlighted where it is the reason for removing a student from the College.
- After two years, excluded students can apply to return to the College by writing to the appropriate Assistant Principal.
- The appropriate Assistant Principal will decide whether the learner can enrol and may arrange a meeting for the student to present their case.

Higher Education at South Gloucestershire and Stroud College

- Higher Education providers in England are regulated by the Office for Students (OfS) and as such, are committed to providing:
 - Innovative and engaging curricula.
 - Excellent and transparent quality assurance processes.
 - Supporting the access, continuation, and success of all students.
 - Supporting progression into work or further study.
- Positive student behaviour and engagement form the foundation of the student journey and related outcomes and are central to the HE ethos at SGS College.
- Higher Education at SGS supports the Positive Behaviour approach adopted at FE, with the added value of developing autonomy in our students.
- Several related Policies and Procedures underpin the approach to behaviour:
 - Higher Education Student Code of Conduct.
 - Higher Education Attendance and Engagement Policy.
 - Assessment Policy.
 - Anti-Harassment, Discrimination and Victimisation Policy for Higher Education, Professional and Adult Students.
 - Fitness to Study Policy and Procedure.
 - Responsibilities attached to Student Finance.
- As Higher Education providers, we are responsible for supporting students to achieve their full potential whilst protecting them from unnecessary financial burdens that may occur from inappropriate use of the student loan.
- Because of this, student engagement, progression and behaviour are tracked and reviewed at three critical points in the year before each loan instalment. Further detail can be found in the Attendance and Engagement Policy listed above.
- Where concerns about a student's conduct are raised by fellow students or staff, the policies above will be used to review behaviour in each area. The process will be tracked on Pro Monitor or My Concern, as appropriate, and advocates or carers will be involved if the student consents.
- HE students failing to meet appropriate standards of behaviour or conduct under the Code of Conduct and policies above will be supported towards more appropriate behaviour or conduct through managed Action Plans, agreed by the relevant student support teams and the student, within the agreed time frames, according to the specified policy process.
- Students enrolled on the HE sports academies will be viewed in the same light as all other students, even when action plans may affect their rights to be part of the sports academy programme.

SGS Create Behaviour Policy

This policy outlines the procedures SGS Create will follow in cases of suspension and permanent exclusion of students. The policy ensures that all students are treated fairly and with dignity and that their welfare is always protected. The policy will be reviewed annually to remain practical and relevant.

- **Fair and impartial investigation:** SGS will conduct a fair and impartial investigation into the matter before suspending or excluding a student.
- **Notification:** The student and their parents will be notified of the suspension or exclusion and its reasons as soon as reasonably practicable.
- **Opportunity to present their side:** The student will be given a chance to present their side of the story before deciding to suspend or exclude.
- **Appeals:** Students and their parents can appeal against a decision to suspend or exclude by the school's appeals procedure.
- **Support during suspension or exclusion:** Students who are suspended or excluded will be given work at home.

Suspension:

- The suspension will be used as a disciplinary measure when a student's behaviour is deemed unacceptable and may be harmful to themselves, other students or staff. The Headteacher will decide to suspend a student. Parents and carers will be notified of the suspension and its reasons as soon as it is reasonably practical. The student will be allowed to present their side of the story before the decision to suspend. The Headteacher will determine the length of the suspension, and the student and parents will be informed of this. During the suspension period, the student will not be allowed to attend school and will be given work to do at home. The student and parents must meet with the Headteacher to discuss the student's return to school. The school will deal with any issues arising during the suspension period per this policy.

Permanent Exclusion:

- The permanent exclusion will be used as a disciplinary measure when a student's behaviour is extremely serious or persistent and there is no other reasonable course of action. If a student's attendance becomes an ongoing concern, permanent exclusions may be used only as a last resort when a range of other strategies has been exhausted. In exceptional circumstances, SGS Create may consider it appropriate to permanently exclude a young person for persistent non-attendance, even after a range of support has been provided. If permanent exclusion occurs, SGS Create will inform the Local Authority, responsible for providing education from Day 6.
- The Headteacher will decide to permanently exclude a student, with the approval of the Governing Body. The student and parents will be informed of the decision in writing and its reasons. The student can appeal the decision per the school's Appeals Procedure. During the period of permanent exclusion, the student will not be allowed to attend school, and they will be given work to do at home. The school will make reasonable efforts to ensure students continue their education elsewhere. The school will support the student and their family during this challenging period.

Appeals Procedure:

- If a student or their parents wish to appeal against a decision to suspend or permanently exclude them, they must do so in writing within ten days of receiving the decision. A panel will hear the

appeal of three members of the Governing Body who were not involved in the original decision. The meeting will consider all the evidence and decide within ten days of receiving the appeal. The decision of the board will be final.

Conclusion:

- SGS Create's suspension and permanent exclusion policy ensure that all students are treated fairly and with dignity and that their welfare is always protected. The school will try to support suspended or permanently excluded students and ensure they continue their education elsewhere. The school will also help these students' families during this challenging period.

Appendix (A)

1. Behavioural Policy: Flow Diagram
2. Action Plan (updated for 2024-25)
3. Codes of Conduct Letters
4. Praise Letters
5. Overview of Census Points

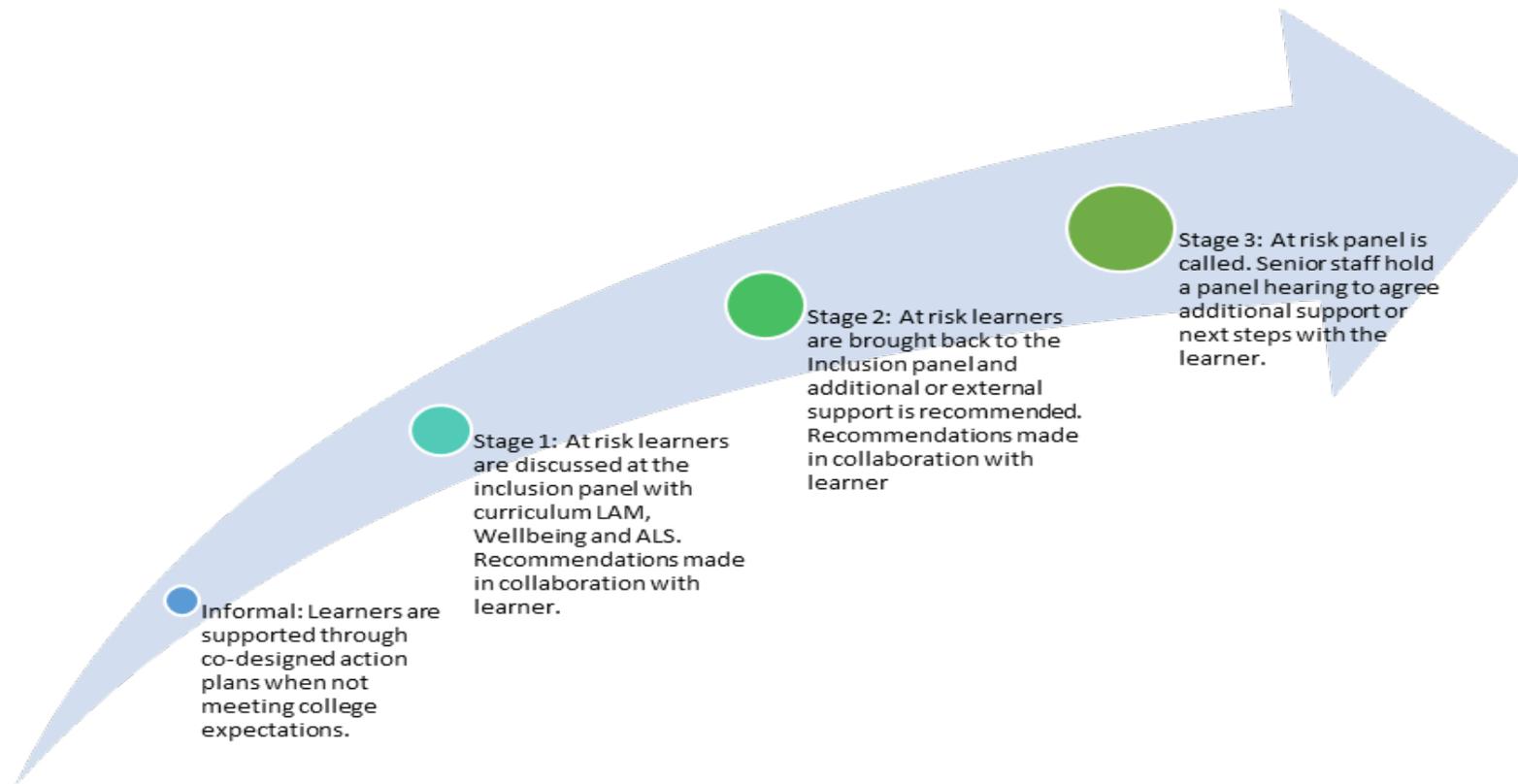
Behavioural Policy: Flow Diagram

1. All students are expected to behave in a way that meets or exceeds SGS Standards.
2. These standards are applied holistically and consider the SEMH of our learners.
3. Meeting or exceeding this standard results in positive praise and increases your chances of success and progression.
4. Failure to meet this standard may result in interventions, disciplinary action, and a possible ban from the Sports Academy and Bristol Institute of Performing Arts (BIPA).
5. Students can go up and down the disciplinary process, depending on their behaviours and attitudes.
6. Action Plans will last a period of at least four weeks.

Case for Concern	Consequence	Academy and BIPA	Panel process
<p>Where a student is not meeting the SGS Standard, a cause for concern should be raised</p> <ul style="list-style-type: none"> • meeting the SGS Standard, a cause for concern should be raised 	<ul style="list-style-type: none"> • The concern/s should be discussed with the teacher and tutor and the outcome documented on Pro-Monitor. Actions should be set • Support functions must be informed if the learner is SEND, EHCP, LAC, Care Leaver, CP, CIN • Academy and BIPA coaches informed 	<ul style="list-style-type: none"> • No ban at this point • Coaches should also monitor behaviours and attitudes 	<p>Discussion between tutor and LAM (if required)</p> <ul style="list-style-type: none"> • No Panel

<p>Stage 1:</p> <p>An informal warning</p> <ul style="list-style-type: none"> • Failure to meet the SGS standard • Failure to meet the Action Plan • Breach of the Student Code of Conduct 	<p>Student placed upon an Action Plan for 4 weeks, reviewed at regular intervals</p> <ul style="list-style-type: none"> • Support functions must be informed if the learner is SEND, EHCP, LAC, Care Leaver, CP, CIN • Academy and BIPA coaches informed <ul style="list-style-type: none"> • If pre-16, a letter is sent home 	<ul style="list-style-type: none"> • Academy ban for 14 days, including training and matches • BIPA: suspension from rehearsals and performances for 14 days 	<p>Inclusion panel</p> <p>Tutors escalate learners to be discussed at panel</p> <ul style="list-style-type: none"> • Held weekly within the 42-day probation window and as agreed within departments after this point • The Inclusion panel will consist of the following <p>Wellbeing Mentor Annual review coordinator LAM</p> <ul style="list-style-type: none"> • Action plan reviewed • Referrals made If necessary <p>The student voice must be Included In the panel. Students must be Involved In the co-production of the action plan.</p>
<p>Stage 2: Formal Written Warning</p> <ul style="list-style-type: none"> • Failure to meet the SGS standard • Failure to meet the Action Plan <p>Serious breach of the Student Code of Conduct</p>	<ul style="list-style-type: none"> • Student placed upon an Action Plan for 4 weeks, reviewed at the end of each week • Support functions must be informed if the learner is SEND, EHCP, LAC, Care Leaver, CP, CIN • Academy and BIPA coaches informed • Parent/Guardian informed • Letter is sent home 	<ul style="list-style-type: none"> • Academy ban for 28 days, including training and matches • BIPA: The student is removed from their role • Alternative work will be set 	<p>Inclusion panel</p> <p>Tutors feedback to panel and If no Improvement, further action Is taken</p> <p>The Inclusion panel will consist of the following</p> <ul style="list-style-type: none"> • Wellbeing Mentor • Annual review coordinator • LAM <p>The panel will complete the following</p> <ul style="list-style-type: none"> • Action plan reviewed • Referrals made If necessary <p>The student voice must be Included In the panel. Students must be Involved In the co-production and the review of the action plan.</p>

<p>Stage 3: Final Written Warning</p> <ul style="list-style-type: none"> • Failure to meet the SGS standard • Failure to meet the Action Plan • Serious breach of the Student Code of Conduct <p>Serious misconduct: Sexism, racism, harassment, bullying of any kind, verbal abuse</p>	<ul style="list-style-type: none"> • Mandatory Action Plan and Code of Conduct Contract. Lasts 4 weeks • Actions reviewed weekly • Support functions engaged • Meeting with Parent/Guardian • If EHCP learner an emergency annual review will need to be arranged. • If LAC or Care Leaver an emergency PEP will need to take place • Possible suspension or exclusion 	<ul style="list-style-type: none"> • Academy: 56 days suspension from training and matches • BIPA: Suspended until further notice 	<p>At risk panel</p> <ul style="list-style-type: none"> • Held In line with Safeguarding panel within the 42-day probation window • The at risk panel will consist of the following <p>DSL Head of ALS Assistant Principal An unbiased member of SLT</p> <ul style="list-style-type: none"> • Action plan reviewed <p>Referrals made If necessary</p>
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Informal: Learners are supported through co-designed action plans when not meeting college expectations.

Stage 1: At risk learners are discussed at the inclusion panel with curriculum LAM, Wellbeing and ALS. Recommendations made in collaboration with learner.

Stage 2: At risk learners are brought back to the Inclusion panel and additional or external support is recommended. Recommendations made in collaboration with learner.

Stage 3: At risk panel is called. Senior staff hold a panel hearing to agree additional support or next steps with the learner.

Action Plan: Ready, Respectful and SafeStages

1, 2 and 3

- This Action Plan has been issued because the student needs to meet SGS Standards and or/is not Ready, Respectful, or Safe.
- The aim is to help the student to address their behaviours and to provide additional support and guidance.
- Failing to meet the Action Plan could result in further action being taken.
- If the student's behaviour improves, they may be removed from the disciplinary process.

Name of student:				
Name of Learning Area Manager:				
Name of teacher/tutor/assessor:				
Name of Wellbeing Mentor (if applicable):				
Parents, guardians, or carers informed	YES		NO	
Identified needs (if applicable)	EHCP	In Care/Care Leaver	SEND	Other
Date issued:				
Date of Review				

Reason for action plan(copy to Pro-Monitor)		
Student advocacy		
Why am I struggling?	What can college do to help me?	What can I do to help myself?
Target 1:	Target 2	Target 3
Does the student need any additional support and referrals to meet the targets in their action plan?		
Review date of action plan		

Students signature:

Date:

Staff signature:

Date:

Panel members signature:

Date:

Stage (1/2) Warning

Date:

Address:

Dear < Name >

This letter confirms that you have been given a written warning on < date > for < reason for warning >

I have had to give < name > a written warning for < reason for warning >. This is following an informal verbal warning issued on < date >. Unfortunately, < name > has not met the targets set then, so we have agreed on a further Action Plan. I have had to give < name > a written warning for being involved in an incident of serious misconduct on < date >. That serious misconduct was <details of incident>.

I enclose a summary of the warning and the agreed Action Plan resulting from it.

I am sure < name > will aim to meet the targets in the Action Plan and we look forward to seeing improvement. However, if < name > fails to meet the targets, we may have no alternative but to move to the next stage of the disciplinary procedure, which could result in them being excluded from the college.

If you want to discuss this further, please get in touch.

Yours sincerely

< LAM's Name >

< Title >

< Contact Details >

Enclosed: Action Plan

Copy to: Student's file

Parent or guardian (if appropriate)

Wellbeing Mentor

Pro-Monitor

Stage (3) Code of Conduct or Exclusion (meeting Invite)

Date:

Address:

Dear < Name >

You are invited to a meeting about < summary of suspension/disciplinary issue(s) and date(s) if appropriate >. This meeting will occur at < venue > on < date & time >. Please report to reception five minutes before the time of the meeting. A family member, a friend or a representative e.g. Wellbeing Mentor may support you at the meeting, but they cannot speak for you.

I enclose a copy of the Positive Behaviour Policy. I also have a copy of the < insert relevant report/action plan >, which will guide our meeting, and you will be allowed to discuss this at the meeting.

If you do not attend the meeting, it will still go ahead, and a decision will be made in your absence.

Please contact < name & contact details > to confirm whether you can attend the meeting.

Yours sincerely

< Assistant Principal's Name >

< Title >

< Contact Details >

Enclosed: Disciplinary Policy. Report or Action Plan relevant to the meeting

Copy to:

Vice Principal

Learner

Parent or guardian (if appropriate)

Education & Wellbeing Mentor

Learning Area Manager

Course tutor, teacher, or training advisor

The outcome of Stage 3 – Code of Conduct Contract

< Date >

< Addressee >

Dear < Name >

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

You will be excluded from the college if you do not keep to the code-of-conduct contract. I look forward to seeing you take responsibility for your actions and respond positively. Your success is important to us; however, the learning journey must be an equal partnership, which requires a positive commitment from you.

Yours sincerely

< Assistant Principal name >

< Title>

< Contact Details >

Enclosed:

Code of Conduct Contract

Behaviour Policy

Copy to:

Vice Principal

Learner's file

Learner

Parent or guardian (if appropriate)

Education & Wellbeing Mentor

Learning Area Manager

Course tutor, teacher, or training advisor

The outcome of Stage 3 – Exclusion

< Date >

< Addressee >

Dear < Name >

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

You will be excluded from the college if you do not keep to the code-of-conduct contract.

I look forward to seeing you take responsibility for your actions and respond positively. Your success is important to us; however, the learning journey must be an equal partnership, which requires a positive commitment from you.

Yours sincerely

< Assistant Principal name >

< Title>

< Contact Details >

Enclosed:

Code of Conduct Contract

Behaviour Policy

Copy to:

Vice Principal

Learner's file

Learner

Parent or guardian (if appropriate)

Education & Wellbeing Mentor

Learning Area Manager

Course tutor, teacher, or training advisor

The outcome of Stage 3 – Exclusion Appeal

< Date >

< Addressee >

Dear < Name >

The outcome of Stage 3 Meeting – Exclusion

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

You may appeal against the decision to exclude you. I enclose a copy of the Behaviour Policy outlining the procedure you must follow to appeal (see pages 20 and 23).

Yours sincerely

< Assistant Principal >

< Director of Curriculum Name

< Contact Details >

Enclosed:

Positive Behaviour Policy

Copy to:

Assistant Principal

Learner's file

Learner

Parent or guardian (if appropriate)

Education & Wellbeing Mentor

Learning Area Manager

Course tutor, teacher, or training advisor

Probationary Period

< Date >

< Addressee >

Dear Parents/Guardians,

South Gloucestershire and Stroud College run a probation system, and all learners are on probation during the first five weeks of their course.

During this period, learners will be assessed on their attendance, attitude, punctuality, aptitude, and performance. In addition, to pass the probationary period, the materials fee must be paid in full, or evidence of an arranged bursary or instalment plan must be provided.

Your son/daughter/young person will also receive specific targets relating to their Programme of Study; these targets must also be met within the first five weeks. Failure to meet the probationary criteria or targets may result in removal from a Programme of Study. Progression to the next year of a Programme of Study will be based upon the end of course achievement, particularly the results of English and maths exams, attendance, attitude, and disciplinary record. Progression to the next level is not automatic.

Yours Sincerely,

Learning Area Manager

Letter of praise (Teacher/Tutor/Assessor)

Date:

Address:

Commendation for < insert example >

Dear < name >

Thank you for your continued commitment to your studies and consistently demonstrating positive behaviours inside and outside the classroom. You have < insert example > and the impact has been < insert effect>. By way of a small thanks, you have been entered into the termly prize draw, which is only available to students with similar commendations. A copy of this letter has also been shared with the rest of your teachers.

I look forward to supporting your development and encourage you to continue pushing and challenging yourself in all aspects of your studies.

Yours Sincerely,

< Insert name >

< Insert title >

Copy to:

Pro-Monitor

Parent, guardian, or carer (if appropriate)

Letter of praise (Assistant Principal)

Date:

Address:

Commendation for < insert example >

Nominated by < insert name >

Dear < name >

One of your teachers < name > has commented on your outstanding progress, stating < insert the quote from the teacher >. You have shown tremendous commitment, and it is lovely to hear that you are making significant progress here at SGS. Keep up the good work and challenge yourself, inside and outside the classroom. By way of a small thanks, you have been entered into the termly prize draw, which is only available to students with similar commendations. A copy of this letter has also been shared with the rest of your teachers.

Yours Sincerely,

< Insert name >

< Assistant Principal >

Letter of praise (College Principal)

Date:

Address:

Commendation for < insert example >

Nominated by < insert name >

Dear < name >

I am delighted to be writing this commendation for < insert >. You are one of a few students who have demonstrated an ability to exceed the expected standards. Your < teacher / tutor / assessor > has commented < insert quote >

You should be very proud of your achievements to date. Keep up the hard work, and I am sure you will achieve your goals and aspirations.

By way of a small thanks, you have been entered into the termly prize draw, which is only available to students with similar commendations. A copy of this letter has also been shared with the rest of your teachers. Well done, and once again, thank you for making a difference.

Yours Sincerely,

Sara-Jane Watkins
College Principal

SGS Standards: Census Points

1. Staff will review the student's attitudes, behaviours, and progress regularly.
2. Staff must record the standard at which the student operates (1-5) before the Census Point.
3. Census Point data will be shared via Pro-Portal and Parent Portal
4. Managers will review Census Point data.
5. Students operating well above the SGS Standard will receive a commendation.
6. Students operating below the SGS Standard will require a 121 and support. An Action Plan will be generated and reviewed regularly.

Census Point 1	Before Day 42
Census Point 2	Before Week 12
Census Point 3	Before Week 18
Census Point 4	Before Week 24
Census Point 5	Before Week 30

Example student profile

Well Below SGS Standards	Below SGS Standards	At SGS Standards	Above SGS Standards	Exceeds SGS Standards
1	2	3	4	5

Student name	Joe Bloggs
--------------	------------

Teacher	CP1	CP2	CP3	CP4	CP5
Teacher A	3	3	3	3	5
Teacher B	3	3	4	3	4
Teacher C	2	3	3	3	3
Average score	2.7	3	3.3	3	4

Example class profile

Class	X	Department	Y	Faculty	Z
-------	---	------------	---	---------	---

Student	CP1	CP2	CP3	CP4	CP5
A	4	4	4	5	4
B	3	3	4	3	3
C	2	1	1	2	1
D	2	2	3	2	2
E	4	4	5	4	4
F	3	3	3	3	3
G	3	3	2	3	3
H	2	2	3	3	3
I	4	3	3	3	3
J	4	3	4	3	4
K	4	5	4	4	4
Average score	3.18	3	3.27	3.18	3.09

