Ecclesfield SCHOOL

Literacy is a key pillar of education and it is a core function of the school to equip our students with the skills required to be confidently and creatively literate. This policy sets out the school's commitment to the literacy of our students and clarifies how the school's commitment will be enacted by all staff and governors.

Date approved: 13th June 2017

Signed: (Headteacher)

Signed: (Chair of committee)

Chapeltown Road, Ecclesfield, Sheffield, S35 9WD

Telephone: 0114 246 1156

Contents:

Ethos

Ecclesfield School understands the power of education to transform lives, communities and society.

We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed. We will protect their childhoods, allowing our learners to carry their innate creativity, inquisitiveness and sense of wonder about the world throughout their lives.

Ecclesfield School recognises the importance of students leading rich and diverse lives and will encourage them to seize the opportunities available to them as a means of celebrating the joy and brief wonder of being young.

As staff at Ecclesfield School, we recognise the privilege we enjoy in working with every member of our community. We see it as our public duty to serve this community and to deliver for the students of High Green, Chapeltown and Ecclesfield outstanding outcomes and extraordinary experiences.

Students' Literacy Entitlement

Literacy is a whole school priority and the Literacy strategy is based on the principle that 'Every teacher is a teacher of English because every teacher is a teacher in English. We cannot give a lesson in any subject without helping or neglecting the English of our pupils' (George Sampson, 1921). We believe that all students of Ecclesfield School are entitled to lessons and experiences that develop them as literate individuals and that the delivery of such an education is a core duty of all staff.

In light of Teaching Standard 3, which enshrines the expectation that all teachers will promote 'high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject' (DfE, 2011), Ofsted will inspect the teaching of literacy, including reading, when evaluating students' achievement and the quality of teaching.

More importantly, because literacy is the gateway to all knowledge, the development of students as literate learners must underpin everything that we do. We have a responsibility to ensure that all our students receive their literacy entitlement and leave Ecclesfield School as confident and literate citizens, to give them the best possible start in the world. Given that improved literacy levels have a direct correlation to increased attainment and life chances, a systematic, whole-school approach to literacy is a necessity. In light of this, literacy must be seen in all parts of the school.

Statement of Intent

Ecclesfield School is committed to:

- Developing, maintaining and improving standards in literacy across the school.
- Ensuring consistency of practice, including methods, vocabulary, notation etc.
- Finding areas for collaboration between subjects.
- Assisting the transfer of students' knowledge, skills and understanding between subjects.
- Ensuring that all teachers are teachers of literacy.

Teachers will use all subjects to develop students' literacy. Confidence in literacy is a precondition of success across the national curriculum.

1. Key roles and responsibilities

1.1. The Governing Body has overall responsibility for the implementation of this Literacy Policy and procedures.

1.2. The Governing Body has overall responsibility for ensuring that this Literacy Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

1.3. The Governing Body has overall responsibility for annually reviewing the Literacy Policy.

1.4. The Headteacher has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

1.5. The Headteacher will be responsible for ensuring the day-to-day implementation and management of this Literacy Policy and procedures.

1.6. The Assistant Headteacher (KS3 Progress) will be responsible for the impact of literacy-based interventions delivered by the Librarian and Literacy Manager, the SfL department and the English department.

1.7. The Assistant Headteacher (with MEA responsibility) is responsible for ensuring the M&A Policy explicitly refers to and supports the development of students' technical accuracy, including correct SPaG.

1.8. The Literacy Leader will be responsible for liaising with teachers across all of the departments to facilitate the delivery of literacy skills.

1.9. The English department will be responsible for teaching English specific skills and delivering Accelerated Reader.

1.10. The Librarian will be responsible for developing a whole-school reading ethos, providing current, accessible relevant and varied resources to support RFP and the school curriculum, and provide practical support for Accelerated Reader.

1.11. All teachers will be responsible for making and taking opportunities to develop literacy skills across their subjects.

2. Definitions

Although literacy includes reading, with fluency for knowledge and understanding, writing coherently and communicating (speaking and listening) effectively, it is not limited to this. Literacy is a broader set of skills which ensure students are ready 'to engage with challenging concepts, to make constructive connections between subjects and to learn from the thinking and experience of others' in cross-curricular links between subjects (Ofsted, 2013a).

3. Literacy audits

3.1. Whole department audits highlight areas of good practice and identify where opportunities to develop literacy skills can be maximised.

3.2. Individual staff audits allow us to identify PL needs across the wider school.

3.3. Based on the audits, the Literacy Leader will expand on the Literacy Toolkit to ensure support is available for all areas.

4. Our commitment to developing Literacy Skills

We will ensure that all members of staff:

4.1. adheres to the school's Literacy policy;

4.2. create a positive environment that celebrates literacy and provides students with role-models by celebrating the literacy successes of older students;

4.3. plan activities to allow students to learn and practice their literacy skills;

4.4. publicly display examples of high-quality literacy work from across the curriculum.

Individual departments will:

4.5. ensure that they are teaching literacy in a clear and consistent way, as set out by the 'Common Approach to Literacy' in the Literacy Toolkit booklet.

4.6. highlight the opportunities for the use of literacy within their subject and ensure that the learning materials that are presented to students match both their capability in the subject and their literacy demands.

All members of staff will:

4.7. have high expectations of all their students and ensure that the literacy content of their lesson is of high standard;

4.8. provide opportunities for students to develop their literacy skills in all lessons;

4.9. ensure they use the 'Common Approach to Literacy in lessons in order to best support the literacy development of students;

4.10.   Follow whole school policy and guidelines when marking students' work and providing feedback.

5. Supporting documentation

5.1. This policy will be supported by the following two documents:

- A literacy action plan that will form part of the whole school action plan. This will be reviewed three times during each academic year and rewritten every year to be in line with current priorities.
- A Literacy Toolkit booklet. This will be written and kept up to date by the Literacy Leader. It will set out a consistent way to approach literacy across the school, i.e. providing a 'Common Approach to Literacy' for all staff to follow.

Appendix 1: **Subject specific literacy audit**

Literacy Audit

Department: _____

The purpose of this exercise is for you to be able to identify 3 priority areas for your department – this will enable you to take a department approach to improving the literacy provision within your subject. You will need to look at all the evidence gathered through whole-school MEA activities (e.g. work scrutiny) as well as consider the findings of MEA activities which have taken place within the department.

Feedback from MEA activities about literacy in your department and suggested areas for development:

Work Scrutiny –
KS3 questionnaires -

Effective - **Missed opportunity** - **Ineffective**

Key area	RAG ○ ○ ○			Comments/ evidence/ examples of how done	Action points
1 Communication					
1.1 Speaking and listening is incorporated into curriculum planning.					
1.2 Students speak in full sentences (with/ without the need for encouragement).					
1.3 Teachers model the language which Students are expected to use (including full sentences, key words etc).					
1.4 Teachers use questioning and discussion to further understanding of a topic.					
1.5 A variety of questioning methods are used to encourage speaking and listening.					

1.6 A range of activities are used to develop communication e.g. think pair share, talk-frames, 'no hands up', role play, wait time in questioning etc.				
1.7 There are planned opportunities to develop speaking and listening outside of the classroom e.g. through extra-curricular clubs.				
2 Reading				
2.1 Reading is incorporated into curriculum planning.				
2.2 Students have a number of opportunities to read independently in lessons.				
2.3 Students have a number of opportunities to read in groups during lessons.				
2.4 Guided reading takes place in lessons.				
2.5 Reciprocal reading takes place in lessons.				
2.6 Students are encouraged to read for pleasure through a list of recommended reading (subject specific).				
3 Writing				
3.1 Writing is incorporated into curriculum planning.				
3.2 Students proof read their own work (with/ without encouragement from teachers).				
3.3 Students are encouraged to use key words in their writing through a variety of activities e.g. matching activities, categorising, quizzes, questions in the pot (relating to key words) etc.				
3.4 Students are encouraged to write in full sentences.				
3.5 Teachers regularly give written feedback, using the school marking code.				
3.6 Students respond to the feedback.				
3.7 Students use a dictionary/ thesaurus to help them in written tasks and when proof reading.				
3.8 Students are provided with subject specific materials to support written work e.g. word mats, evaluation structures.				

3.9 Students are provided with generic literacy resources to support their writing, e.g. conjunctions board.				
4 Subject knowledge				
4.1 Teachers are secure in applying their literacy skills in their own subject.				
4.2 Literacy subject knowledge is secure and sufficient to teach the ability range within lessons.				
4.3 There is specialist literacy knowledge within the department e.g. someone trained in delivering phonics lessons.				
5 Learning Environment				
5.1 The classroom environments support communication through a range of visual cues.				
5.2 Key words are displayed in the classroom and used effectively.				
5.3 The classroom environments support communication through a range of visual cues and literacy support e.g. VCOP pyramids.				
5.4 There are no issues with the storage or retrieval of resources to support literacy.				
5.5 There are no gaps in the resources for literacy.				
6 General				
6.1 All members of the department understand the impact which literacy has on their subject.				
6.2 There is an ethos within the department that 'every teacher is a teacher of English'.				
6.3 The department uses the MLE to support literacy.				
6.4 The department supports literacy outside the classroom e.g. extra-curricular clubs, competitions etc.				
6.5 There is a literacy outcome in all lessons (where appropriate).				
7 SEN				
7.1 Opportunities are provided for teachers to find out more information about the specific needs of Students within the class.				

7.2 Clear guidance is provided for teachers so that they can effectively differentiate for Students who require additional support in reading, writing, speaking and listening.				
7.3 Strategies provided by specialists e.g. Speech and Language Therapists are implemented across the department.				
7.4 All TAs have the necessary skills and knowledge to support specific Students within your department area.				
7.5 Additional adults are used effectively to support literacy.				

Department Priorities:

1.

2.

3.

Appendix 2: A Common Approach to Literacy

Every teacher is a teacher of English because every teacher is a teacher in English. We cannot give a lesson in any subject without helping or neglecting the English of our pupils.' George Sampson, 1921.

A Common Approach to Classrooms

Strategies
☐ Display key words for your subject.
☐ Make sure annotated examples of what high quality work looks like are visible, with questions to promote thinking.
☐ Make sure your '… is reading…' poster is clearly visible to students who pass/ enter my classroom – talk to students about what you are reading.
☐ Make sure the learning objective for every lesson is evident. Students know what they are expected to learn and how they will demonstrate it.
☐ Make sure proof reading and presentation guidance is on display.

A Common Approach to Reading

Strategies
☐ Make hand-outs attractive and accessible, e.g. white space, bullet points, summaries, short paragraphs, reading age appropriate.
☐ Ask questions about a text that go beyond simple comprehension to explore the 'why' and 'how' of issues.
☐ Use a range of reading strategies to support reading e.g. reading aloud, paired reading, reciprocal reading, Pause Prompt Praise, talk about the text, ask students to make predictions about the text.
☐ Explicitly teach the reading skills needed for your subject e.g. skimming (gist of a text), scanning (finding key information), analysis, speed reading, active research.
☐ Give students a 'big picture', question or statement that helps them to understand why they are reading the text.

A Common Approach to Writing

Strategies
☐ Insist that students use the 'house style' for presenting written work and digital text. Explicitly refer to it.
☐ Explicitly refer to the literacy focus.
☐ Explicitly teach the essential conjunctions (e.g. however, because, as, so, although, while, despite…).
☐ Demystify spelling. Give students strategies to help them remember spellings, e.g. sounds, visuals, mnemonics, finding the shorter words within the word.
☐ Build in time for planning.
☐ Build in time for proof reading and re-drafting where necessary.
☐ Insist students respond to written and verbal feedback and act on literacy feedback.
☐ Ensure students have access to and use a dictionary and thesaurus when writing.
☐ Use literacy mats (or other guidance) to help students to work independently when writing.
☐ Be clear about the conventions of the writing you expect in your subject – audience, purpose, layout, key words and phrases, the level of formality. Use the templates provided by the English department as a starting point.
☐ Use a range of strategies for actively teaching writing, e.g. modelling, writing frames, collaborative writing, deconstructing texts and finding the features (this prepares students for 'reconstructing' the text type in their own writing. Features identified through 'deconstruction' become the success criteria for their own writing).

☐	Encourage students to use short sentences at the start and end of paragraphs and longer sentences in the middle.
☐	Ask students to reject the first word that comes to mind e.g. <u>Making</u> (reject and replace with 'constructing') the plastic apple was <u>difficult</u> (reject and replace with 'problematic').

A Common Approach to Speaking and listening

Strategies
☐ Model the features of your own subject language which you expect in group discussions and answers (key vocabulary, conjunctions, style etc).
☐ Give students thinking time before giving an answer (optimum for full engagement with lower order questions = 3-5 seconds, optimum for full engagement with higher order question = 10 seconds)
☐ Use less 'what?' questions and more 'why?' and 'how?'
☐ Increase the use of 'no hands up' (except to ask a question) or other teacher nomination strategies e.g. whiteboards or post-its.
☐ Give students time for oral rehearsal – briefly discussing their answers in pairs with 'Talk Partners' before being expected to say them aloud or write them.

A Common Approach to Vocabulary building

Strategies
☐ Explicitly teach the key words in my subject. E.g. repeat it 4 times and bracket the meaning after, use games such as odd one out, give them the answer, key letters, key word wall.
☐ Explicitly teach tier two and three vocabulary.
☐ Group the word rich with the word poor.
☐ Explicitly teach and mark the spelling of high frequency words.
☐ Model the use of key words.
☐ Be selective when teaching new vocabulary.
☐ Repeat repeat repeat.

Appendix 3:   Library Policy

The Library exists to support the learning needs of the whole school.

It aims to be a central and integral part of school life and underlines the focus of the school in improving teaching and learning, raising literacy levels through a variety of reading development opportunities and promoting enrichment activities for all.

Aims:

1. To encourage greater use of the library by students of all ages and abilities by promoting a culture of reading for pleasure, learning and study.

2. To provide current, accessible, relevant and varied resources to support the curriculum taught in school.

3. To endeavour constantly to raise the level of reading capability of students by providing accessible and varied fiction and recreational non-fiction stock.

4. To provide a calm, bright, safe and welcoming environment for all members of the school community in which to work, learn and read.

5. To develop extra-curricular activities to enhance students participation in all forms of learning.

Objectives:

1. To develop and maintain a wide selection of materials that is easily accessed and reflects students of all abilities and interest levels.

2. To liaise with all members of staff to ascertain the exact curriculum needs of their subject.

3. To promote and support recreational reading by liaising with users and knowing current trends in children's fiction.

4. To encourage use of the Library by all sections of the school by having open access.

5. To foster a spirit of enquiry by enabling students to both find and retrieve relevant information.

6. To encourage reading for pleasure through use of display, competitions and literacy interventions.

Appendix 3:   Teaching and Learning Standards

Ecco Teaching and Learning Standards:

Ecclesfield SCHOOL F.A.C.E. 2017

Feed it back [F]
Ref: Feedback Policy (September 2016)

YOUR FEEDBACK MATTERS

F1: Summative and formative assessments: This is happening within the agreed timescale – at least twice per half term in core subjects and once per half term in non-core. (On green pen using WWW, EBI and DIRT Task stems). Specific strengths (WWW) and development areas (EBI) are provided and personalised DIRT tasks given.

F2: Clarity of feedback: Feedback is clear to students on what is working well (WWW), how to improve and make progress (EBI and DIRT Task).

F3: DIRT response: Because feedback is clear students have acted on DIRT activity and responded to this in a meaningful way. Progress is evident (DIRT response by students is in purple pen).

F4: Diagnostic self-, peer- or teacher feedback (in green) every 5-6 lessons (using WWW and EBI). Students are trained in order to be able to give valuable feedback (e.g. using modelled examples, criteria or learning target lists). Any DIRT response by students (where appropriate) is in purple pen.

F5: Students' presentation of written learning: Students show pride in their written learning. Written work is neatly set out, titles and dates are included. Written learning is well organised and completed. All teaching staff actively remind students of how to meet the presentation guidelines. (Visually shown in each classroom). Where presentation standards fall short of this, students are challenged and address this by improving the appearance of re-writing sections.

F6: Marking for literacy: Evidence of marking using the literacy codes to diagnose and improve students' SPAG. The half termly literacy focus is taught where appropriate in lessons.

Adapt it [A]

A1: Lesson planning informed by data and information to meet the needs of various learning needs of our key groups (HAS, disadvantaged, SEND, MAB, etc.). Teaching staff are planned and resourced to meet the needs of all students (HAS, disadvantaged, SEND, MAB, etc). Teachers are asked questions in class discussions to raise their level of engagement. Opportunities are made to talk to them 1-2-1 in lessons, their books are marked first of the whole class.

A2: Enhancing opportunities for disadvantaged students: Disadvantaged (formerly PP) students are disproportionately targeted in lessons to ensure that their barriers to learning are summarised (e.g. they are asked questions in class discussions to raise their level of engagement. Opportunities are made to talk to them 1-2-1 in lessons, their books are marked first of the whole class.

A3: Adaptive teaching: Formative assessment is evident in every lesson and informs us, as teachers, of the level of understanding and remaining misconceptions that are present in the class. Further teaching and learning within the lesson and subsequent lessons adapt to the information this provides. No two lessons on the same topic will be the same due to the learning speeds and needs of different classes.

Challenge them [C]

CH1: Reaching for the top: All students are relentlessly challenged in order for them to continually drive for deeper and deeper learning and further and further progress.

CH2: Learning objectives and differentiated learning outcomes (ABE or 'expected', 'stretch' and 'challenge' at KS3 and grade descriptors for KS4) are shared with students

CH3: Non-linear question sheets or learning tasks: Different students starting on different questions (e.g. not always Q1) of a list of questions or undertaking different questions, based on their starting point and expected learning outcome.

CH4: Questioning is planned: Complex, multi-layered questions with several possible responses and opportunities for debate, are crafted. Questioning that assesses the level of understanding or misconception are common.

CH5: Inclusive questioning in student-down classrooms: All students are expected to engage with and respond to questions provided (on some level) by the teacher or other students in the whole-class discussion. The teacher either uses random selection (e.g. lollipop sticks or name generators) or targets students. Thinking-pair-share can also provide a means of ensuring all students have a developed and justified response. Hands should not routinely be raised.

CH6: Quality of response in whole-class discussion: Students are expected to speak in full sentences in order to develop their oracy as a pre-cursor to developed writing. "I don't know", or brief answers are not accepted. Planning time can help ensure a more developed response from students.

CH7: Listening expectations during class discussion or teacher exposition: Students are expected to discontinue with individual learning activities, put pens down (or keyboard away) and face the 'class speaker' with eye contact on them (knees to me).

CH8: Speaking during class discussions: Students are expected to speak in 'stage voices' when speaking to the whole class. Students repeat response if others cannot hear and learn from it.

CH9: Fit learning and G.R.I.T. opportunities: Students are given opportunity to learn independently from the teacher, to struggle and grapple with a challenging task for a sustained period of time. Do we need to read out instructions? Do we need to scaffold one particular approach? We avoid answering direct questions from students if they give them the answer and removes challenge. Don't steal their struggle.

CH10: Independence from others: At some point during each lesson, students will have the opportunity to apply new learning to an independent task (e.g. an exam question or piece of extended writing). No talking takes place during this activity, this may include individual reading, extended writing or mathematics.

CH11: G.R.I.T. language: We highlight and embrace failure and we show students the importance of the learning we gain from it. No student 'cannot do it', they simply 'cannot do it YET'. Modelling and discussing common mistakes and even our own reinforces that making mistakes is part of learning.

CH12: Home learning: Developing independent learning outside of the classroom (purposeful and challenging home learning). Students are set the set of the learning once per week in all KS4 subjects, once per week in KS3 core subjects (En, Ma, And Sci,) and when required in KS3 non-core. Ref: Home Learning Policy (2016).

Expect it [E]

EXPECT SUCCESS
Ref: School Praise and Consequence system

E1: Meet and greet: Teaching staff will greet students at the door (and supervising adjacent corridor) as students enter the classroom, gradually from different parts of the school, having already setup initial activity for students to start.

E2: Tactical seating plan: Staff actively decide where students sit, based on learning needs, progress, relationships and learning activity. Seating plans are up-to-date and present in active teaching filed ready to share with any cover team member, visitors or observers.

E3: Initial engagement: We expect students to have all basic equipment (pen, pencil, ruler, eraser, planner and calculator) on desk, be sat down with uniform on show and have started completing the initial activity within 30 seconds of them entering classroom.

E4: Attendance and punctuality: SIMS register is taken within 5 minutes of lesson while students are engaged in initial activity. Students are challenged if they are late with lost learning time made up at the next available opportunity.

E5: Standard of dress Uniform: We expect all students to wear the branded jumper/cardigan, black trousers, white shirt, branded school and polishable shoes. One plain stud earring is allowed in each ear. No other jewellery is visible (e.g. scarves and nails are natural looking and of a reasonable length. No non-uniform items are worn (e.g. scarves, etc.). Electronic equipment: All electronic equipment (mobile phones, Apple Watch, MP3, IPods) are only used in free time (before 8:40am, break, lunch or after-school) unless a member of staff has asked for it as part of learning. They should be switched off and not put in bags.

E6: Standards of student conduct: The teacher or other member of staff owns the classroom. Low-level disruption is challenged and not accepted. Poor attitudes or application to learning are defended and challenged using the teacher's professional judgement and, where necessary, the consequence system is consistently applied. Opportunities for specific praise (based on effort and progress not attainment) are also taken and taken.

Any learning time lost is regained during C2 or C3 detention time.

E7: Time out of class: Waiting outside a classroom: No students should normally be on corridors unless waiting for on call or have a 'time out' pass. The consequence system is followed for any students exhibiting negative behaviours or poor effort. Toilet requests: Students are not allowed to go to the toilet in lessons (including at any time during double lessons) or mentoring time unless the member of staff deems the circumstances to be exceptional (unless they have a medical toilet pass from Pastoral Manager).

E8: Lesson end: The lesson ends (as it starts) on time with the classroom environment left the way it was found. The class is expected to be seated ready for dismissal (standing if not possible) and released gradually in an orderly fashion. Students are not released from class too early nor too late.

E9: Fostering positive relationships: We model the behaviours that we expect – developing respect, honesty, responsibility, a 'can do' attitude and understanding of others. Consequently, students' SMSC and community ethos is developed (#WeAreEcco). We believe that each student can learn and achieve more than they currently are.

E10: Effective Mentoring: We are proactive in supporting and nurturing those students in the mentor groups that carry our name. We follow agreed pastoral protocols and take assertive action to ensure the highest standards of support and challenge. (e.g. planner, uniform and equipment checks, conversations regarding attendance, punctuality, behaviour, barriers to learning, successes and progress).

Consequence column (E):

Refusal to sit in seating plan: Follow consequence system.	
Item of equipment missing: Minus in planner (e.g. 'minus no pen').	
No learning time is lost.	
Student not present: N in SIMS register. (If present earlier in day and not present in your class, please inform on call. Person who is supervising this student adds comment for reason for absence from class. **Late student:** L in SIMS register plus indication of minutes late in comments box. Student kept behind (or returns at next period of free time) for twice the length of time. Learning missed is completed. Students late to school and no late slip: Return to Student Services to obtain one.*	
Incorrect or incomplete uniform: Uniform on call (phone 1100/1101 or MLE on call). Item seen or heard leads to it being confiscated by member of staff. Staff member gives to student services at next opportunity. Given back at 3pm. Refusals on call.*	
It is vital that all consequences are accurately recorded on SIMS to ensure students experience a consistent approach and follow-up, regardless of which member of staff has given it. Students are given a C3 instantly if there is direct verbal or physical abuse to another student or the member of staff or behaviour is dangerous. Just as with low-level disruption, a lack of effort is seen as a negative attitude towards learning and thus the consequence system is followed. Students may get to a C2 and be moved to a nearby classroom. If learning is disrupted in the new classroom then a C3 is given and on call requested.	
On occasions it may be prudent for a student to walk outside to reflect on their actions, but for no more than 2 minutes before returning to their learning in the consequence system. Urgent toilet need: T in planner against period in the day (e.g. 'T P3') and staff signature. Learning time is made up as the next period of free time. No one leaves a lesson to collect a report or see anyone without an appointment slip or note in planner.	
If in exceptional circumstances a student is late from your class, a dated note must be written in their planner giving the time they left you, a brief reason and signed by you.	
We talk to students and each other about student behaviours and not students. Behaviours for learning can change.	
Item of equipment missing in planner (e.g. 'minus no pen'). Student sent to the Finance Office to purchase replacement equipment.	
Incorrect uniform in mentoring time: Send to Pastoral Manager with a dated note in planner.	
Incorrect uniform in mentoring time: Minus in planner. Students sent to Pastoral Manager.	