

Frequently asked questions / What parents / carers want to know	Section Addressed (if appropriate)	Notes
1. Does the school welcome parents' partnership in raising achievement and enabling students to fulfil their potential?	1	Regular data is sent home, as well as full reports annually. Contact is welcomed via the year teams. Each student has a tutor who they see every day. The year group is led and managed by the Learning & Guidance Co-ordinator who is supported by a Learning Mentor. All these staff are concerned with raising achievement and any remaining barriers to learning.
2. Who is the first point of contact for parents or students and who should they contact if any problems are identified?	8	Each student has a tutor who they see daily and who gets to know them personally, socially and academically. Each tutor group has the tutor and another member of staff attached to it for the purpose of academic tutoring. This is where progress is reviewed and targets set three to four times a year.
3. How is regular contact maintained?	8, 1	Parents are sent progress data three to four times a year and also receive an annual report. Where a student is making good effort across the curriculum an additional letter is sent home at data monitoring times. Students are given STARS (certificates) as part of our rewards system and it is hope they share those with parents (it is planned in the future that these will be able to be seen on line as well as any sanctions received. The year teams welcome contact regarding any issue and will contact home regarding any concerns. Parents' evenings occur annually and there are numerous information evenings on various issues.
4. Are parents and students given an opportunity to air their views about any concerns they may have?	8, 3	We have both year councils and a school council where students are encourage to give their views. Subject and pastoral reviews also take place where students discussion groups are held to gain student feedback. A Parent Partnership Group is run by Andrew Hedley, KS 3&4 Co-ordinator. Contact ahedley@qehs.net if you want to be involved.
5. Is there emphasis on expectation of	2, 5, 3, 6	Students are taught about behaviour expectations via a focus on

good behaviour, modelled by senior leaders, and reinforced by teaching of appropriate behaviour and consistent application of behaviour management strategies? Are staff appropriately trained?		behaviour for learning in the guidance programme. This is reinforced in classrooms and the staged process is used to gain a consistent approach. Behaviour management is part of the new staff induction programme and regular courses are also organised. The process used in QEHS is regularly revisited with staff.
6. How is behaviour monitored and how do parents know that something is done in response to monitoring?	3, 4, 13	Behaviour records (both rewards and sanctions) are maintained on every student in an electronic form and these logs are therefore immediately available to both staff and parents. These logs are analysed weekly by tutors / LGCs and this analysis focuses in support strategies to manage any behaviour modification as well as any appropriate sanctions.
7. Are there rewards and sanctions in place?	4, 11, 12	SIFS (Student Information Feedback Sheets) are used by staff to report concerns about behaviour and the sanction used. STARS (STudent Achievement Records) are used to reward behaviour. Where there are concerns about SIFS the LGC will contact home. In future all of this info will be online as well as academic data. In 2009-10 we plan to work on further development of the rewards system via the School Council.
8. Is a range of support available to address concerns?	7, 8	We adopt a multi-agency approach to supporting students with any barriers to learning that they may have. We recognise on its own a school cannot support all the individual needs of young people. However, we do have key pastoral staff to support students' personal development and well being:- LGCs, Mentors and Tutors. Various agencies are used in our multi agency approach e.g. School Health Advisors, Education Welfare Officer, Connexions (careers service), SORTED (drugs support), Education Psychologist, Child & Adolescent Mental Health Service, Hexham Youth Initiative, Youth Service, Extended Services workers, CEIT Team (Children's Early Intervention Team).

9. Is special attention given to easing the transition into the school?	9	All students are involved in a transition day where they visit QEHS and meet their tutor and the group that they will be in, in Year 9. Visits are made to Middle Schools by the Headteacher and lengthier visits by the LGC and Mentor. Students deemed vulnerable are further supported by the organisation of additional visits to see key staff.
10. Who is involved in drawing up the school's values, in ensuring that Staff Development addresses behaviour management and that the school environment is conducive to developing positive attitudes?	1, 10	The governing body and the SLT is involved in the development and monitoring of the policy. They consult with all stakeholders e.g. parents, students, the Local Authority and other agencies.
11. Does a senior member of staff have particular responsibility for behaviour policy issues?	2	The contact is Diane Harris, Deputy Headteacher.
12. What is the process by which behaviour is managed?	See The Staged Process	Staff are asked to use the staged process consistently in lessons.
13. What about detentions?	See Detentions Document	24 hours notice is given for an after school detention. This is not required for any detention given in school. Parents are asked to support us with transport arrangements if it is an after school detention. If there are any difficulties parents are asked to contact us to discuss the matter on an individual basis.
14. How do students learn about what behaviour is expected?	5	In the Guidance Programme students follow sessions on a behaviour for learning and all the processes are explained to them e.g. the Staged Process.
15. How do teachers cope with disruptive students?	3	Teachers follow the Staged Process and are supported via HODs, senior staff as indicated.

16. What support is there for teachers regarding management of poor behaviour?	6	HODs and Senior Staff support teachers on a day to day basis. Training is also part of new staff induction programme with regard to individual students.
17. What happens when my child misbehaves?	See Staged Process Documents	CLICK HERE - For Staged Process document.
18. What happens with detentions?	See Detention Document and Staged Process document	CLICK HERE - For the Detentions document All the details about detentions, when and why they may be given and the procedures are in these documents.
19. What outside support is there for disruptive behaviour?	7	Students in need of support can be referred to the CEIT (Children's Early Intervention Team). This team has social inclusion workers and specialist behaviour support teachers who can support the students.
20. How is behaviour monitored?	4	Each student has an incident log on our computer system which records both positive incidents and those of concern along with sanctions issued.
21. Who would I speak to at the school regarding behaviour issues?	4, 8, 7	If the issue is regarding your son / daughter you can contact their tutor or their LGC. If the issue is more general in nature then you should contact Di Harris, Deputy Headteacher.

NB: The School Council have recently been involved in a review of the Rewards and Sanction system at QEHS. New systems will be put in place from September 2010. This is likely to include a Celebratory Evening.