



Churchdown School Academy
ACHIEVING SUCCESS FOR ALL

Behaviour Policy

Churchdown School Mission Statement

Our mission is to be a school where student development and learning are at the centre of everything we do. Students are expected to strive for personal excellence and demonstrate a commitment to learning as they fulfil their potential. Our community is a nurturing and caring one, where students are encouraged to show compassion, friendship, and support towards one another. We aim to provide an education which is fully inclusive, where every child is valued for who they are and who they can become.

At Churchdown School the education we provide is guided by the values of integrity, resilience, respect, ambition, and tolerance. These values are particularly important to us as we develop the students into lifelong learners and prepare them for a life beyond school.

The Education (Independent School Standards) Regulations 2014 requires us to have a written behaviour policy. This policy complies with the Department for Education's (DfE's) advice for head teachers and staff "Behaviour and Discipline in Schools" (January 2016). This policy applies to all students in the School and should be read together with our policies on:

- Child Protection and Safeguarding (including Peer on Peer Abuse);
- Bullying;
- Exclusions;
- Use of Reasonable Force;
- Searching, Screening and Confiscation; and
- Special Educational Needs and Disability.

Behaviour

At Churchdown School we expect high standards of behaviour inside and outside the classroom, outside the School (including online) and in communications regarding the School. We encourage all students to take responsibility for their own actions, both in and out of school (including online), and to consider their impact upon others.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a child is adopted, looked after or is a carer. Harassment and bullying (including cyber bullying, prejudice-based and discriminatory bullying) in any form will not be tolerated, including online, or outside of school.

The Headteacher is in overall charge of behaviour management and teachers are responsible for day to day issues.

This Behaviour Policy applies to all age groups at the School and at all times and applies when the student is:

- at school, representing the School or wearing school uniform;
- travelling to and from school;
- on a School visit;
- identifiable as a student of the School; or
- involved in any activity that could have repercussions for the orderly running of the School, pose a threat to another student or member of the public, or that may adversely affect the reputation of the School.

Parents and carers undertake to uphold the School's policies and regulations, including this policy. Parents are encouraged to work in partnership with the School to maintain high standards of behaviour inside and outside of School (and online), particularly in relation to attendance, punctuality, behaviour, uniform/dress, standards of academic work, and homework. [Parents and students will receive a copy of this policy before starting at the School.]

We have an agreed Code of Conduct that is summarised as follows:

- Come to school ready to learn, dressed appropriately and properly equipped.
- Treat others with kindness and respect and listen to their opinions.
- Take personal responsibility for our actions.
- Follow the school rules about mobile phones
- Move around the school in a careful and considerate way.
- Look after our own property and that belonging to others and the school.

Parents will be expected to read this policy and our Code of Conduct with their child from time to time and support the School in managing expectations of appropriate behaviour both at home, online and at school.

We believe that students respond best to praise and reward. As a school we celebrate the success of our students. We have a clear system of rewards ranging from regular praise to House Points, certificates, commendations, and letters from the Headteacher, as well as an annual prize giving event.

However, we recognise the need for a range of carefully measured sanctions to reinforce our expectations when students let themselves down. These range from referral and detentions and, ultimately, exclusion from school. Any sanction is applied fairly and with the student understanding the reason for its imposition.

Expectations of Student Behaviour

- 1 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students, school staff and adults within and outside the School. Students should show compassion, friendship, and support towards each other.
- 2 The School has identified examples of unacceptable behaviour as that which includes name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying (including cyber bullying, prejudice-based and discriminatory bullying) and harassment.

3 The School presents its Expectations under 4 headings:

- 1. In the Classroom**
- 2. Around the School**
- 3. To and From School**
- 4. Prohibited Articles**

Expectations for Behaviour in Lessons:

The School's ethos is built upon empowering young people and adults to be the best that they can be. In terms of Behaviour for Learning, this ethos is expressed through a culture that promotes self-discipline; reflection upon behaviour; choices about how to behave and consequences of behaviour; certainty with respect to consequences and empathy for how any individual's behaviour affects the learning of others. Positive behaviour for learning characteristics will be encouraged and rewarded.

These positive learning behaviours are:

- Readiness for learning
- Resourcefulness when learning
- Responsibility for your own learning
- Resilience in learning
- Reflection on your learning

Classroom expectations

- **I have a right to be treated with kindness and respect.**
This means no-one will laugh at me, ignore me, or hurt my feelings.
- **I have a right to be treated as an individual in this room.**
This means that no-one will treat me unfairly because of my age, appearance, race, colour, beliefs, accent, sex, or ability.
- **I have a right to be safe in this room.**
This means that no-one will hit me, push me, taunt me, or hurt me in any way.
- **I have a right to learn about myself in this room.**
This means I will be free to express my feelings and opinions in a sensible way, without fear of being interrupted or ridiculed and to ask questions if I do not understand.
- **I have a right to be valued and respected**
Regardless of culture, race, gender, sexual orientation, religion, or background

Around the School

Show care and consideration for others and the School environment.

- Show respect for other students and adults
- Follow the correct routes around school
- Move about the building sensibly
- Keep to the left in corridors
- Stay inside the school grounds
- Eat only in the proper areas
- Wear the school uniform correctly
- Use the litter bins provided
- Take care of school property
- Support the School's disapproval of all anti-social and offensive behaviour, in particular, bullying (including cyber bullying, prejudice-based and discriminatory bullying), smoking, swearing, and dropping litter

To and From School

Churchdown School expects safe, sensible, and polite behaviour to and from school.

- Wait for school buses on the pavement behind the line
- Line up at the door until you are told to get onto the bus
- Stay in your seat and do not distract the driver
- Respect other users of roads, paths, and pavements
- A cycle permit is required for travelling to school on a bicycle
- Wear a cycle helmet if riding a bicycle
- Wear the school uniform correctly and with pride
- Do not do anything which may damage the School's reputation

Prohibited Articles

There are certain articles students are not allowed to bring to school

- Cigarettes, Matches, Lighters, Aerosols
- Alcohol or drugs (see below Drugs and Alcohol Policy)
- Chewing Gum
- Anything which could be considered dangerous
- Valuables, unless requested to do so

Through the School Vision

We are committed to our vision of Achieving Success for all. All members of our school community, Parents, Staff and Students, have responsibilities to enable all to succeed.

Parents to:

- Support and promote the Churchdown School expectations
- Make sure that their child attends regularly and on time
- Provide notes in the event of absence and avoid taking holidays in term time
- Encourage their child to complete homework and coursework
- Encourage their child to take part in after school activities
- Use the House Diary to communicate with staff, and sign it weekly
- Attend Parents' Evenings and other meetings to discuss their child's progress
- Advise the School promptly of any issues that may affect their child's work or behaviour

School to:

- Value all students and staff equally
- Make known and apply the Churchdown expectations
- Challenge inappropriate and unacceptable behaviours
- Provide an appropriate curriculum for all students
- Monitor and report on every student's progress
- Communicate with parents/guardians through the Personal Organiser
- Inform parents/guardians of successes and concerns
- Provide opportunities for meetings through Parents' Evenings and other appointments
- Set, mark and monitor homework
- Provide facilities for students to complete homework in school
- Help each student to develop his or her individual talents
- Provide a safe and happy working environment

Students to:

- Respect the Churchdown School expectations

- Respect the authority of teachers and other staff
- Attend school regularly and be punctual for registration and lessons
- Bring all the equipment needed for the day
- Wear the school uniform correctly
- Be polite and considerate to others
- Respect others and their property
- Complete class and homework to the best of their ability
- Allow others to get on with their work
- Care for school property and equipment
- Talk to their tutor and parents/guardians about any concerns and successes at school
- Report incidents of bullying or inappropriate behaviours

The School has established a clear policy to deal with any reported instances of bullying (please refer to the School's Anti-Bullying Policy).

Drugs and Alcohol Policy

School Statement

1. The School is committed to the health and safety of its students and staff and will take action to safeguard their well-being.
2. The School has a zero-tolerance rule to the use of drugs or alcohol by students, nor the illegal supply of these substances.
3. The School acknowledges the importance of its pastoral role in the welfare of young people and through the general ethos of the School will seek to support students in need.
4. The School has clear structures to cope with situations that arise regarding the misuse of drugs and alcohol, and also the illegal supply of these substances.

Purpose

1. To provide accurate information so that students can make informed decisions.
2. To enable students to identify sources of appropriate personal support.
3. To give clear guidance on how to resolve problems related to drug and alcohol abuse in school and outside.
4. To make students aware that those who engage in substance abuse need help and understanding.
5. To make students aware of the risk that users or potential users face.

Details

1. The Headteacher takes overall responsibility for the policy and its implementation.
2. Drugs and Alcohol Education forms part of the PSHCE course, throughout the School.
3. A member of the Leadership Team is appointed within the School who has delegated general responsibility for handling the day to day implementation of this policy. Gloucester Police juvenile liaison can be involved in this process.
4. Meetings for parents regarding drug and alcohol abuse have taken place periodically.
5. The Senior Leadership Team member coordinator will keep themselves and staff abreast of the current situation regarding drug and alcohol abuse by appropriate Inset.
6. In the event of substance misuse or supplying by a student on the school premises, normal discipline procedures will apply. Any such instance will be considered as a serious breach of discipline. Parents or carers and Governors will be advised immediately, as well as the relevant police section.

7. In the event that an immediate exclusion is necessary, further investigations will be carried out by staff, police, and parents. The final outcome will depend on the individual circumstances of each case. Please see the School's Exclusions Policy for more information.

Recognition, Rewards and Sanctions

The School will promote good and improved behaviour by students through a system of recognition and reward. This will include the use of:

- Praise and positive feedback
- Awarding of House Points
- Awarding of certificates per curriculum subject/year group in 'Celebrating Success' Assemblies
- Commendations and awards
- Letters to parents and carers
- Positive phone calls home/postcards (pastoral/subject area)
- The Edge
- Recognition in the newsletter

The Awards Hierarchy

1. Trophy/Vouchers on Achievements Evening
2. Award or Colours on Achievements Evening
3. House points including House points
4. An Award presented in Assembly
5. Rewards Draw Assembly – award for each tutor group
6. Phone Call and/or letter to Parents
7. Prizes for tutor group with best attendance/most House Points in every year group

Support

The School will review the support available to individual students, who may be at risk of disaffection or exclusion, including:

- Pastoral Support from Tutor, Heads of Year, SEN Dept and LT
- Mentoring from VI Form students
- Behaviour Support Groups
- Readmission Meetings with Heads of Year/LT
- Targets for Future Behaviour
- Individual Education Plans
- Appropriate Curriculum Provision
- Provision of lessons within the Learning Support Centre
- Work Experience Placements
- External Alternative Provision
- Behaviour Strategy Meetings with staff/parents/external agencies

Consequences, Sanctions, and the Process

Positive encouragement is hoped to encourage good behaviour. However, from time to time the conduct of students may fall below the reasonable expectations of the School. The Head teacher has authority to discipline students whose behaviour is unacceptable, who breach the School rules, or who fail to follow a reasonable instruction, to help the School to set boundaries and to manage unacceptable or challenging behaviour.

For the sanction, to be lawful, it must satisfy the following 3 conditions:

- the decision to punish a student must be made by a teacher or paid member of staff with responsibility for students (such as teaching assistants) authorised by the Head teacher;
- teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school (including online); and
- the sanction must not breach any other legislation (for example, equalities law) and it must be reasonable in the circumstances.

The Headteacher and authorised staff can apply sanctions which must be fair and proportionate to the conduct of the student. The punishment must be reasonable in all the circumstances following due investigative action and account will be taken of the student's age and special educational needs or disability (SEND) or certain health conditions.

Staff must act fairly and consistently in applying sanctions and should take in to account the student's previous behaviour, any mitigating circumstances and the context and motive of the student's misbehaviour.

The Consequences are:

- Verbal warnings
- Break time/lunch time detention
- 1 hour after school (Subject staff/Head of Department)
- 2 hours after school (Head of Year)
- Hot seating within departments (Managed by Head of Department)
- Isolation (Head of Year)
- Fixed term exclusion

Should a student choose to ignore verbal warnings/chances the consequence is a break time detention (depending on the seriousness of the action). For immediate effect it should be done on the next available break time slot to build bridges before the next lesson.

This should be recorded in the student's diary so a student is not double booked with another member of staff.

The same protocol should be used when delivering a lunchtime detention as for when delivering a break time or after school detention.

If the event is more serious and warrants more than a break/lunch time detention, then an after-school detention will be set with subject staff in their teaching rooms. This is to be recorded in the students House Diary. A phone call will also go home to parents/carers explaining why their child has been asked to stay behind.

Should the student not attend this detention then it will escalate to a Head of Department detention for one hour after school (but more serious infringement of the rules can result in a two-hour detention). At this stage a phone call will also be made to parents explaining why their child is being asked to stay behind.

Heads of Department and Heads of Year detentions will be issued if the matter still hasn't been resolved. This can be up to two hours after school and a phone call home or a meeting with parents/carers will take place.

More serious or continuous infringements of the School rules will result in an isolation plus extended day (8am – 5pm) run by Heads of Year and the LT. Parents/carers will be asked to come into a meeting if this is the case to discuss the issues that led to the isolation. Work will be sent by subject teachers to cover the lessons that the student(s) would have been taught that day.

Breaking the rules of the isolation will result in a further isolation being set or a possible fixed term exclusion in accordance with the School's Exclusions Policy.

Sanctions may change over time but will never involve any form of unlawful or degrading activity. Corporal punishment is prohibited for all students under Section 131 of the Schools Standards and Framework Act 1998 and will never be used or threatened at the School.

Behaviour related to SEND

The School recognises that challenging behaviour may be linked to a student's SEND or certain health conditions. The School takes its equality obligations seriously and we will comply with our duties under the Equality Act 2010 not to discriminate against a student because of their disability.

We will make reasonable adjustments for managing behaviour which is related to a student's disability and undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a disadvantage compared to other children. The School is committed to complying with its [SEND policy] at all times.

Contextual safeguarding

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the School's Child Protection and Safeguarding (including Peer on Peer Abuse) Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly.

Bullying

School Statement on Bullying

1. Further details may be found in the Anti-Bullying Policy.
2. Churchdown School is committed to providing a caring, friendly, and safe environment for all our students so they are able to learn in a safe and secure atmosphere.
3. Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all students should be able to speak to staff and parents knowing that incidents will be taken seriously, dealt with promptly and effectively, and that those involved will be supported and kept safe.

4. We are a TELLING school - anyone who knows that bullying is happening is expected to tell the staff who will listen and respond. This policy was created after extensive consultation with parents, students, staff and governors.

Purpose

1. All staff, governors, students and parents should have an understanding of what bullying is.
2. To make clear that bullying will not be tolerated.
3. To ensure clear procedures for reporting bullying are understood and followed.
4. To preserve everyone's right to be happy and ensure any instances of bullying are addressed.

Details

- Bullying is the repeated use of any behaviour by an individual or group intended to hurt another person or group, resulting in either physical or emotional pain and distress to the victim(s). It is the intentional hurting, harming, or humiliating of another person.
- Bullying may take many forms and may include:
 - a) **Physical** : pushing, kicking, hitting, or any threat or use of violence of any kind.
 - b) **Verbal** : name calling, sarcasm, spreading rumours, teasing.
 - c) **Emotional** : tormenting, sarcasm, being unfriendly, name-calling, excluding, taunts, graffiti, comments about Protected Characteristics or size or spreading rumours.
 - d) **Sexual** : unwanted sexual contact or abusive comments (including the sharing of nudes/semi-nudes).
 - e) **Cyber** : internet and phone abuse, including via text messages, email, social media, gaming, or other instant messages, and can include the use of images and video)
 - f) **Homophobic** : comments about people's sexuality
 - g) **Religious** : taunts, comments that offend, written remarks
 - h) **Racial** : comments or written remarks about racial background
- Bullying can sometimes amount to peer on peer abuse, which is defined as abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. Further information about peer on peer abuse, including the procedures to follow when an incident on peer on peer abuse is reported can be found in the School's Child Protection and Safeguarding (including Peer on Peer Abuse) policy.
- Bullying is often motivated by prejudice against particular groups, and may involve actions or comments regarding a person's race, religion, sex, gender, sexual orientation, SEND or certain health conditions, or because of a child's familial circumstances, such as they are adopted, in care or that they have caring responsibilities. Bullying may be motivated by actual differences between children, or perceived differences. For example, bullying can still be homophobic if directed towards a child that is perceived to be gay, whether or not this is the case.

Procedures

1. Report bullying incidents to tutors (or the nearest member of staff if appropriate)

2. In serious cases the incidents will be referred on to Heads of Year who will interview students involved, contact parents, and record the incident.
3. The bullying behaviour and threats of bullying must immediately stop. Heads of Year, tutors, parents, and victims must liaise closely to ensure this happens.
4. An attempt will be made to help the bully to change his/her behaviour.
5. In persistent cases exclusion will be considered in accordance with the School's Exclusions Policy.
6. Where an incident of bullying causes or is likely to cause significant harm to a pupil, the School will follow the procedures set out in the School's Child Protection and Safeguarding (including Peer on Peer Abuse) Policy.

Prevention

PSHE sessions, tutorials and assemblies are avenues to heighten awareness of bullying and procedures to counter it. Friends of victims have a responsibility to talk to staff if the victim is reluctant to do so.

Students may indicate by signs or behaviour that s/he is being bullied. Parents and staff should be aware that these are possible signs and should pass on their concerns if a child:

- is unwilling to go to school
- becomes withdrawn or depressed
- regularly has clothes or books destroyed
- becomes disruptive or aggressive
- starts stealing money
- is frightened to say what is wrong
- begins to do badly in school work
- attempts suicide or runs away
- self-harms

The repetition or a combination of these and other signs of bullying should be investigated by parents/carers and staff and reported or recorded in accordance with the School's Anti-Bullying Policy.

The Behaviour and Bullying Policy will:

- encourage students to take responsibility for their own actions
- allow students to develop to their full potential, academically and socially
- develop a sense of justice, fairness, and tolerance towards others
- encourage consistent attitudes to rewards and sanctions

We shall be succeeding when:

- the policies are valued, understood, and used by all
- everyone believes the policies apply to them
- incidents requiring disciplinary procedures decrease
- behaviour out of school reflects credit on the School

- children are happy, confident and feel safe

Intervention

The School will endeavour to intervene early in incidents of poor behaviour to avoid it escalating. Staff will consider whether the behaviour gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Child Protection and Safeguarding (including Peer on Peer Abuse) policy. Staff will also consider whether continuing disruptive behaviour may be the result of unmet educational or other needs and will consider whether a multi-agency assessment is necessary.

The School will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

Use of Reasonable Force

[The School reserves the right for staff to use reasonable force to control or restrain a student in specific circumstances. Staff are generally discouraged from using physical interventions and are aware that they must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures.

Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique, or equivalent.

All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures.

We recognise that touch is appropriate in the context of working with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries.

Searching, Screening and Confiscation

The School reserves the right to search students and their possessions and seize any item which a member of staff has reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence. Any searches of students, screening, or confiscation of items will be in accordance with our policy on Searching, Screening and Confiscation.

Allegations against staff

The School takes its safeguarding responsibilities extremely seriously and any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and managed in accordance with the appropriate School policies and procedures, in particular, the School's Child Protection and Safeguarding (including Peer on Peer Abuse) Policy.

Any allegation by a student which is found to be deliberately invented or malicious will be managed in accordance with this policy, and the School's Exclusions Policy, as appropriate. Malicious allegations of abuse against staff or students may result in the suspension or permanent exclusion of the accuser and may also be referred to the Police where appropriate,

Records

Sanctions are recorded in pupils' house diaries.

Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into student's PSHCE/RSHE lessons, or amending this policy.

Equality Impact Assessment

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the School.

Complaints

We hope that parents will not feel the need to complain about the operation of this Behaviour Policy, and the School will strive to manage any difficulty sensitively and efficiently before it reaches that stage. However, the School's Complaints Procedure can be found on our website and made available on request.

Appendix 1 - Code of Conduct

At Churchdown we have high expectations of each other's behaviour on or off the premises, and online. This helps us to work together. This code of conduct shows what we expect of each other.

Come to school ready to learn, dressed appropriately and properly equipped.

- Arrive on time for school and lessons.
- Wear the correct uniform neatly with shirt tucked in and no make-up.
- A maximum of one stud per ear, worn in the lobe, is the only acceptable jewellery.
- Coats should only be worn at appropriate times.
- Prepare for lessons and bring all equipment that you need for them.
- Stay in the correct areas of the school grounds at all times.
- Behave politely and respectfully and in accordance with the School rules when travelling to and from school.

Treat others with kindness and respect and listen to their opinions.

- Speak and act towards others in a way that is respectful and will not offend.
- Listen to others' opinions- everyone is an individual.
- Treat others the way you would like to be treated.
- Respect the feelings and property of residents when travelling to and from school.

Take personal responsibility for your actions.

- Deal with conflicts without violence.
- Tell the truth - own up if you do something wrong.
- Keep promises.

Follow the School rules about mobile phones

- No photos or videos in school
- Used only at break and lunch time
- Turned off and put away during lessons, assemblies, and registration
- Always get permission from a teacher before contacting home
- Behave sensibly around the School
- Move around the School in a careful and considerate way.
- Walk on the left-hand side of the corridors and obey any one-way system.
- Be calm around the School grounds and keep to paths.
- Go to lessons promptly.
- Open doors for others.
- Be safe.

Look after our own property and that belonging to the School and others.

- Respect and take care of other peoples' work on display.
- Return anything that you borrow.
- Hand anything you find to the office.
- Put all rubbish in a bin and recycle wherever possible.
- Do not bring chewing gum into school.
- Only eat in the dining room or outside the buildings.

Appendix 2 - Exclusions

There is now an "Exclusion policy" which applies to serious breaches of the School rules, including but not limited to criminal behaviour. Examples of serious breaches of the School rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Peer on Peer abuse;
- Physical assault/ threatening behaviour;
- Fighting;
- Sexual harassment;
- Racist, sexist, or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

The School may be forced to exclude a student, in the event that other disciplinary measures, prove to be ineffective.

All details of exclusions can be found in the School's Exclusions Policy.

Appendix 3 - The 5 Rs



- Punctual to lesson
- Properly equipped
- Positive attitude – want to learn
- Eager to participate
- Have a target for achievement
- Be prepared to learn in all lessons

Readiness for Learning



- Be curious... don't just accept
- Show initiative and learn in different ways
- Make use of all learning materials
- Ask relevant questions and make use of other people
- Make good use of your teacher
- Use skills you have acquired in lessons
- Share learning with peers

Resourcefulness when Learning



- Take responsibility for your own learning
- Know right from wrong and make the right choices
- Work with others – help others learn
- Manage your emotions and consider the consequences of your actions

Responsibility for your own Learning



- Be persistent – stick at it; don't give up
- Have a positive attitude to learning and school
- Stay involved
- Set yourself targets and practise to achieve them
- Have a 'can do' attitude
- Never say: 'I can't', 'I give up'
- No task should be viewed as too difficult

Resilience in Learning



- Develop Personal, Learning and Thinking skills
- Be able to honestly describe the progress you have made
- Listen to and learn from feedback from all people
- Learn from mistakes – that is how we all learn!
- Give constructive feedback to others

Reflection on your Learning