

# The Phoenix Collegiate



## School Behaviour Policy

Issued by/responsible person: Chris Kelsall	Issue No: 2	Review frequency: Every 3 years
Policy number <i>(to be provided by C. Motard)</i> : S03	Approval's date: 24/05/19 by HT	Review Date: May 2022
Approval requirement agreed at FGB on 13/11/17: this policy needs to be approved by Head teacher		

## **Behaviour Policy**

Positive behaviour and full attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure – the positive climate for learning

### **The Principles**

This policy forms an integral part of our school curriculum, for at Phoenix we recognise the need to teach values such as respect, fairness and inclusion as well as knowledge and skills. These clear values are reflected in the schools' principles and its social, moral and religious education programmes and the development of social and emotional aspects of learning.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community, as we base our teaching and our school ethos on these values:

- All members of the school community show respect for one another
- All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community
- Good behaviour is to be rewarded and sanctions applied consistently for inappropriate and unacceptable behaviour
- Appropriate action will be taken to reduce the risk of inappropriate behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups through the promotion of early intervention
- Students whose behaviour and attendance may deteriorate through events such as bereavement, abuse or through the divorce or separation of parents will be identified and supported
- All members of the school community will be listened to and responded to
- All members of the school community are entitled to work and learn in a safe and secure environment
- All members of the school community are to act as ambassadors for the school on e.g. school trips, work placements, sport events and journeys to and from school
- All school adults will model positive behaviour and promote it through active development of students' social, emotional and behavioural skills
- The school will encourage a positive relationship with parents and carers to develop a shared approach which involves them supporting and implementing this policy
- All members of the school community need to understand and accept these principles upon which this behaviour policy is grounded
- We adopt a flexibility of approach to meet individual needs (LAC good practice and ACES)

### **Roles and Responsibilities**

- The Governing body will establish, in consultation with the Headteacher, staff, students and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff and the implementation of the policy is essential. Staff also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and consistently implementing the agreed policy and procedures.

- The Governing Body, Headteacher and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and Carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be encouraged to raise with the school any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesired behaviour.

At Phoenix, we recognise that promoting positive behaviour is the responsibility of the school community as a whole as seen above. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

<b>School</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>•To make clear the school's statutory power to discipline students and that students and parents will need to respect this.</li> <li>•To enforce their school behaviour policy – including rules and disciplinary measures.</li> <li>•To expect students' and parents' cooperation in maintaining an orderly climate for learning.</li> <li>•To expect students to respect the rights of other students and adults in the school.</li> <li>•Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the Head teacher may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>•To take firm action against students who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>•To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>•To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</li> <li>•To ensure the school behaviour policy does not discriminate against any student on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</li> <li>•To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>•To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>•To support, praise and as appropriate reward students' good behaviour.</li> <li>•To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND, and the needs of vulnerable children and offering support as appropriate.</li> <li>•To make alternative provision from day 6 for fixed period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion.</li> <li>•To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li> <li>•To ensure staff model good behaviour and never denigrate students or colleagues.</li> <li>•To promote positive behaviour through active development of students' social, emotional and behavioural skills.</li> <li>•To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li> <li>•To work with other agencies to promote community cohesion and safety.</li> </ul>

<b>Students</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>•To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>•To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> </ul>	<ul style="list-style-type: none"> <li>•To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</li> <li>•To act as positive ambassadors for the school when off school premises.</li> <li>•Not to bring inappropriate or unlawful items to school.</li> <li>•To show respect to school staff, fellow students, school property and the school environment.</li> <li>•Never to denigrate, harm or bully other students or staff.</li> <li>•To cooperate with and abide by any arrangements put in place to support their behaviour.</li> </ul>
<b>Parents</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>•To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>•To expect their children to be safe, secure and respected in school.</li> <li>•To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.</li> <li>•To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>•To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>•To help ensure that their child follows reasonable instructions by school staff and adhere to school rules.</li> <li>•To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>•To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>•To be prepared to work with the school to support their child's positive behaviour.</li> <li>•To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>•To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.</li> <li>•If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.</li> </ul>

## Education and Inspections Act 2006 – Key Points

### Key Points

#### Power to discipline

- Schools have a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct.
- All teachers and other staff in charge of students have the power to discipline.
- The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers.

#### Outside school premises

- Schools have a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.
- Regulation must be reasonable. Schools should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable.

#### Searching, Screening and Confiscation (DfE Advice January 2018)

##### Searching

School staff can search a student for any item if the student agrees.

- At Phoenix, the following adults are authorised to search for weapons and other prohibited items listed below without consent, using agreed methods: members of SLT and House teams.
- Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the student).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

##### Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated students' property.

##### Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

- Any member of school staff can screen students.

Also note:

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

### **Detention**

- School staff have a statutory power to put students aged under 18 in detention after school sessions and on some weekend and non-teaching days.
- Detentions are lawful if:
  - Students and parents have been informed that the school uses detentions as a sanction.

### **Procedures**

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit with staff, students and parents. The procedures will be monitored by the Headteacher through the pastoral team, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

### **Training**

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Review**

The Governing Body will review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness.

<p><b>Show manners and respect</b></p>	<p><b>How you:</b></p> <ul style="list-style-type: none"> <li>• wear and respect the agreed school uniform.</li> <li>• value your learning and respect the opinions of others.</li> <li>• follow instructions and respect people who guide you.</li> <li>• respect and look after our school environment.</li> </ul>
<p><b>Behave so that all students can learn</b></p>	<ul style="list-style-type: none"> <li>• attend regularly, are punctual and are fully equipped.</li> <li>• actively engage in, and are enthusiastic about your learning.</li> <li>• are independent and take ownership of your learning.</li> </ul>
<p><b>Try your best</b></p>	<ul style="list-style-type: none"> <li>• always show a positive attitude.</li> <li>• challenge yourself and never give up; ask questions about your learning.</li> <li>• know your targets and the next steps required to reach them.</li> <li>• improve your progress by responding to teachers' feedback.</li> <li>• leave your classroom understanding how you must prepare for the next lesson.</li> </ul>

**Committed to Learning:  
Every Lesson - Every Subject - Every day**



## Promoting Good Student Behaviour

- ▲ Staff will praise students when they see good behaviour
- ▲ Staff will tell students clearly what is expected of them
- ▲ Rules are consistent and fair
- ▲ Responsibilities and expectations will be matched to individuals and their development
- ▲ Staff will regularly inform students' parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a note in the student planner or phone call home). Parents can also check out ClassCharts to monitor their child's achievement and behaviour points
- ▲ When students have worked hard to support others, in or out of school, they will be commended – exemplary acts will be commended through assemblies

### Rewards

The school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral part of achieving this and are much more effective than punishment in motivating students. They have a large motivational role in helping students realise that desirable behaviour, self-awareness and responsibility is valued.

### Sanctions

Sanctions are more likely to promote positive behaviour and regular attendance if students see them being applied fairly and consistently.

Staff will:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might require the student stay behind at break time to finish it off);

### Detentions Procedure

- 1) At Phoenix, we believe that the sanction of detention must be: (1) reasonable in light of the seriousness of the undesired behaviour (2) reasonable to achieve a specific outcome.
- 2) As such, detention time is to be used purposefully to either: (1) allow students to catch up on learning opportunities that were previously self-denied through undesirable behaviour, or; (2) to resolve more serious behaviour-related issues through restorative approaches.

Prior to any of the below sanctions, staff should first use a range of behaviour management strategies. Sanctions should only be given to students once a range of behaviour management strategies have been used.

Consequences at Phoenix	Teacher			Leader of Subject/Head of House			SLT		
	1 <sup>st</sup> Sanction 1 ↓	Repeat Sanction 1 ↓	Repeat Sanction 3 ↓	Repeat Sanction 4 ↓	Repeat Sanction 5 ↓	Repeat Sanction 6 ↓	Repeat Sanction 7 ↓	Repeat Sanction 8 ↓	Repeat Sanction 9 ↓
<b>Uniform infringement; Equipment infringement</b>	Verbal warning borrow equipment  Isolated with tutor if none borrowed.	Jewellery/ trainers/ phone kept until 3pm  Isolated with tutor if none borrowed.	Jewellery / trainers/ phone kept until 3pm  Parent/ carer collects if none borrowed.	Jewellery/ trainers/ phone kept until 3pm Parent/carers collect  Pastoral Manager phone call	Head of House phone call				
<b>Disruption of learning or lack of effort; Defiance (C1)</b>	Verbal warning	Verbal warning	30 minute detention Call/Text home						
<b>Disruption of learning (2<sup>nd</sup> time) Defiance/ lateness to lesson 5 minutes or less (C2)</b>		10 minute staff detention	30 minute detention Call/Text home						
<b>Disruption of learning/ Defiance for a 3<sup>rd</sup> time (C3/C4) Parked Failure to attend 10 minute detention Lateness to lesson more than 5 minutes</b>			30 minute/ 60 minute detention Call/Text home restorative meeting						
<b>Littering, anti-social behaviour. Poor behaviour in corridors/canteen social areas</b>				30/60 minute detention with restorative actions.					
<b>Failure to attend 30 minute detention; or inappropriate behaviour in detention; truancy from lesson</b>					Lead of subject detention Subject report. Plus 60 minutes detention				
<b>Minor physical aggression; multiple truancy from lessons failure to attend lead of subject</b>					House 60 minute detention H.O.H report				

detention ; inappropriate online behaviour; inappropriate use of social media									
Failure to attend HOH detention, damage to property; Physical aggression to peers; Verbal abuse to staff; Inappropriate behaviour in isolation; Use of mobile phones in changing rooms					60 minute SLT detention	Isolation Letter home Phone call home, Parental meeting			
Continued verbal abuse to peers; physical violence; persistent inappropriate behaviour; set off fire alarm; theft; inappropriate behaviour offsite							Parental meeting, Offsite isolation		
Continued verbal abuse; theft; inappropriate behaviour offsite; photos taken in changing rooms								FT Exclusion, parental meeting.	
Possession of an illegal weapon or substances								FT Exclusion, parental meeting.	Permanent exclusions

### Mobile Phones:

There is an escalation in the sanction applied should a phone be confiscated due to a student repeatedly breaking the school rule as follows:

- On the first occasion students will be able to collect their phone from the school office at 3pm on the same day.
- On the second occasion the phone will only be returned to the student's parent/carer. The phone can be collected from the school reception after 3pm the same day.
- Students whose phone is confiscated for a third time in a year, must arrange for parents to collect it after 3pm from the school reception, seven days (**five** full school days) after it was originally removed. E.g. A phone confiscated on a Thursday will be returned at 3pm on the following Thursday.

- The length of confiscation of a student's mobile phone due to a fourth incident will be at the discretion of the Headteacher.

If a student is found with the mobile phone of another student, its use will be recorded against both parties

### **Single serious incidents**

Any incident of serious misbehaviour should have an **immediate referral** to a member of the House team or member of the Senior Leadership Team.

In serious cases and at the discretion of the Headteacher, a student may be excluded from school for a fixed term. All parents and students will be expected to attend a re-integration meeting with the Head of House/ member of SLT. During this meeting, specific conditions will be discussed under which the student involved will be permitted to return to school

- A number of fixed term exclusions from school may result in an **appearance before governors** of the student with his/her parent/carer. During this meeting, once again, conditions will be discussed under which the student will be permitted to remain at the school.
- Under extreme circumstances, a decision may be made to **permanently exclude** a student from the school

### **Expectations for positive behaviour off the school site**

At Phoenix, we have high expectations of the behaviour of our students when off school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

### **Social media (such as mobile phones, internet sites and chat rooms)**

Technology can be exploited by students in order to bully or embarrass fellow students or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate.

### **Abuse or intimidation of staff outside school**

Phoenix will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff who feel that they have been subject to abuse or intimidation by students outside of school should refer the issue in the first instance to the Headteacher Mr Mike Smith

The school will apply disciplinary sanctions and / or restorative justice procedures as appropriate at a suitable time when the student is in school.

## Exclusion of a student

### FIXED TERM EXCLUSION

The decision to apply a fixed term exclusion can only be taken by the Headteacher or Deputy Headteachers. If this is not by the Headteacher then he must be informed as soon as is practicable. The parents are contacted immediately by telephone (if possible) and the decision communicated in writing.

The length of the exclusion should be determined by two factors which may be combined. The first is the **severity of the incident** for which exclusion is thought to be appropriate and the second is the **disciplinary record of the student. Where a student has previously received a fixed term exclusion for a similar offence the sanction will be more severe.**

It is the responsibility of the House team to ensure that students who are excluded from school are provided with appropriate work from subject areas.

### PROCEDURES FOR PERMANENT EXCLUSIONS:

These are determined largely by statute and are as follows:

1. The decisions to permanently exclude a student can only be taken by the Headteacher. This cannot be delegated.
2. The parent must be informed immediately by telephone (if possible) and confirmed in writing.
3. A permanent exclusion can only result from: -
  - a. A serious breach of the school's disciplinary policy which may include possession of an offensive weapon, supplying drugs, serious physical assault against students and assaulting a member of staff.
  - b. Continual breaches of school behaviour policy
  - c. When a range of alternative strategies have been tried and have failed.
  - d. Consideration that to allow this student to remain in school would seriously harm the education and welfare of the student or others in the school.
4. The parent will be invited to attend a meeting of the student welfare and disciplinary committee of the Governing Body within **fifteen days** of the original date of exclusion.

Exclusion protocols:

We follow the statutory guidance issued by the Department for Education: *Exclusion from maintained schools, academies and pupil referral units in England* published in September 2017, which can be downloaded from [www.gov.uk/government/publications](http://www.gov.uk/government/publications).

The Governing Body Disciplinary Panel adheres to the following agenda in all permanent exclusion hearings:

**PERMANENT EXCLUSION MEETING**

**HELD ON:**

*Date*

**AT**

**PHOENIX COLLEGIATE**

**AGENDA**

1. Head Teachers Report
2. Questions to Head Teacher from Parent then Governing Body
3. Parent/Carer's response to Head Teachers Report
4. Questions to Parent/Carer from Head Teacher and Governing Body
5. Summary from Head Teacher
6. Summary from Parent/Carer

***All parties except for the Panel and Clerk to withdraw to another room while the Governors deliberated and considered everything that had been presented.***

7. All parties return to the meeting
8. Decision to be given to everyone from the Panel
9. Close of meeting

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# The Phoenix Collegiate

## STUDENT STATEMENT SHEET

*This form should be completed by students involved in or being witness to incidents which are breaches of the school's Behaviour policy. Please complete ALL sections of this form.*

**NOTE: Statements should not be taken where the incident is so serious that it may be the subject of a police enquiry. Seek guidance from SLT if you are in doubt.**

Name:.....  
Group:.....

Tutor

Were you: a. Involved in the incident?  or b. A witness to the incident?

Time of Incident:..... Date:..... Time of Statement:.....  
Date:.....

Where did the incident happen?

Who was involved in the incident?

Who else witnessed the incident?

**In your own words describe what happened**

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Student Signature.....

Date:.....

Should this incident be reported to the police, this statement may be requested as part of their investigation. Upon completion, this form should be stored in a secure place.

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..... Student.....  
..... *Continue over the page*

Student Signature.....

Date:.....

Should this incident be reported to the police, this statement may be requested as part of their investigation. Upon completion, this form should be stored in a secure place.





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..... *Continue over the*

Staff Signature.....

Date:.....

Should this incident be reported to the police, this statement may be requested as part of their investigation. Upon completion, this form should be stored in a secure place.

## The Phoenix Collegiate

### Home-School Agreement

#### Together we will

- Enable children to make their needs known
- Enable children to know right from wrong
- Ensure children reach their maximum potential
- Provide a safe and secure environment where children can grow and develop
- Establish open and respectful communication
- Share common goals and expectations for all children
- Develop consistent approaches for addressing behaviour issues where appropriate
- Encourage the children to value and respect people from all cultures and communities

#### The school will aim to

- Provide a safe, caring and supportive environment
- Provide a balanced, stimulating and well-taught curriculum to meet students' needs
- Provide full access to learning

Set challenging targets and support your child in achieving them

- Set, mark and monitor appropriate homework
- Ensure that your child achieves his/her potential as a valued member of the school community
- Promote and reward high standards of work and behaviour
- Encourage students to build good relationships and develop a sense of responsibility
- Keep you informed about the curriculum, general school matters and your child's progress
- Be open, welcoming and deal with your concerns quickly and sensitively
- Value and respect them as an individual

#### As a parent/carer I agree to

- See that my child attends school regularly, on time, in the correct uniform and properly equipped for all lessons
- Make the school aware of any concerns or problems that might affect my child's work or behaviour
- Notify school of each day of absence
- Ensure dental/medical appointments are made out of school hours
- Ensure holidays are not arranged during term time
- Support the school's policies and guidelines for behaviour, which I have read and understood
- Ensure my child completes homework by checking and signing the student planner each week
- Attend parents' meetings and discussions about my child's progress

**As a student, I will**

- Attend school regularly
- Be punctual at all times
- Wear the correct uniform
- Bring the correct equipment to all lessons
- Be polite and helpful to others
- Follow the School Learning Expectations
- Remain on the school site unless given permission to leave
- Use the school's computers as authorised
- Do all my classwork and homework as well as I can, meeting all necessary deadlines
- Respect the school environment and keep the school free from litter and graffiti
- Look after my school equipment and return it in good condition
- Make the most of the opportunities available to me
- Follow staff instructions and accept their authority in school