

# The Kimberley School



## Behaviour Management Policy

### Behaviour Management Policy Statement

All students should be able to attend school feeling safe, enjoying learning and making good progress. This will only happen if behaviour management is successful. The three key elements that underpin all of our work are:

- 1) The development of good relationships between staff and students
- 2) The effective, fair and consistent use of sanctions and rewards across the school.
- 3) Our approach to identifying and tackling bullying, including cyber-bullying

This policy sets out how the whole school community works together to achieve good behaviour and how we deal with low level disruption in lessons. *School staff should understand the principles underpinning the policy and should know what is included in it so that they can refer to it as necessary. However, all staff should have a working knowledge of the contents of appendices 1,2,3 and 4.*

Reviewed: May 2017, Review Date: May 2021

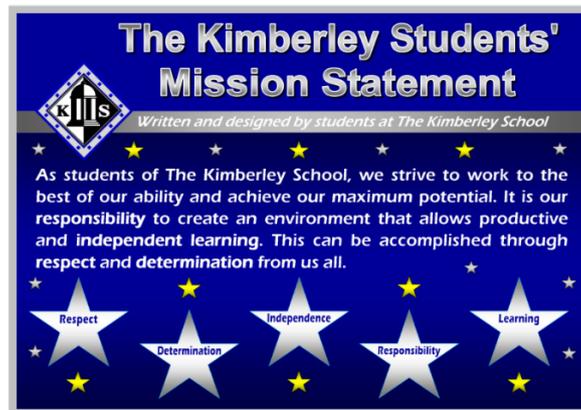
*Amended Jan to clarify behaviour points for Low Level Disruption. Appendix 5 and 6 have been omitted from the website version as they contain information on the schools' management system.*

## The development of good relationships between staff and students

We ask all adults in the school to use this quotation as a frame of reference in their work with all students:

*I have come to a frightening conclusion.  
**I am the decisive element in the classroom.**  
It is my personal approach that creates the climate.  
It is my daily mood that makes the weather.  
As a teacher I possess tremendous power to make a child's life miserable or joyous.  
I can be a tool of torture or an instrument of inspiration.  
I can humiliate or humour, hurt or heal.  
In all situations, it is my response that decides whether a crisis  
will be escalated or de-escalated, and a child humanised or de-humanised.*

We ask all students to follow the Kimberley Diamond Rules, Appendix 4, and be aware of their role in achieving this mission statement:



Teaching and learning should take place within an atmosphere of mutual respect. Teachers are responsible for establishing clear classroom procedures and ensuring that school rules are uniformly applied. Positive behaviour in lessons does not happen by accident. It is a result of well-planned, challenging lessons, with good pace, clear objectives and outcomes. Great teachers ensure that they are punctual lessons and greet their students at the door.

In some instances, the core aspects of the behaviour management policy will not have the desired impact on individual student's behaviour. When this is the case the year performance leader and the student support team will work with parents, the student and teachers to implement, monitor and evaluate a personalised support plan. In some situations, school sanctions may compromise our work to accelerate the progress of disadvantaged students. When this is the case sanctions may be adjusted to ensure that this does not happen.

Where students have a special educational need or display social emotional behavioural difficulties, sanctions may be revised and made appropriate to individuals' understanding. This process will involve the YPL and special educational needs co-ordinator. Parents and carers will be invited to be part of this process where appropriate. Revised strategies will be communicated to each student and their teachers through student profiles and will be reviewed on a regular basis.

When poor behaviour continues despite teachers' following all stages of the behaviour policy then it is important that senior and middle leaders ensure that appropriate action is taken so that there is no further disruption to the work of the teacher and the rest of the class. This policy also sets out how this will happen.

Resources that teachers and subjects may find useful in building positive relationships and promoting good behaviour are available in this [staffshare folder](#). Staff are encouraged to use this folder to share resources.

## **The effective, fair and consistent use of sanctions and rewards across the school.**

Students learn best when they know: what behaviour is expected of them; and that rewards and sanctions will be applied fairly and consistently to all students.

### **Rewards**

It is important that all staff recognise students' efforts and achievements. Through the use of different rewards, a positive culture is realised where our students will be motivated to give their best and contribute to the life of the school and wider community. Rewards and recognition of students' accomplishments can be offered in many ways, including:

- Achievement points (**See Appendix 6**) and termly top 100 Assemblies
- Verbal praise offered by teachers in classrooms and assemblies
- Praise cards or letters of achievement sent home
- Achievement Walls
- Articles in the school's newsletter giving details of participation and achievements
- Awards of trophies for success in inter-form and other competitive sports events
- Externally organised competitions or awards which provide opportunities for student achievement
- Certificates gained for outstanding efforts, participation, attendance or achievement. These may be awarded in assemblies or in an awards event.

### **Sanctions**

Where there are incidents of poor behaviour it is important that sanctions are applied consistently and fairly by all staff across the school. Although there will always be an element of professional judgement all staff should endeavour to apply sanctions consistently in line with the details set out in Appendices 1 and 2.

*Appendix 1.* This tells students what will happen in certain instances around the school. However, it is impossible to define in advance in all circumstances and so professional judgement should always be used.

*Appendix 2.* This sets out the sanctions that will be used and the processes for applying these sanctions.

All incidents of poor behaviour and sanctions should be recorded on the School's Information Management System (SIMs). This is then used by middle leaders, tutors and the student support team to identify and address any patterns of poor behaviour outside of lessons or across a number of lessons. *Appendix 5* provides guidance on how to do this on SIMs.

### **Progress Reports**

If we believe a child is struggling in effort, progress or behaviour we will may decide to put the student onto a monitoring progress report. This will be either green to their tutor, orange to the YPL or red to a member of the senior leadership team (SLT). The progress report is a mechanism that enables us to monitor behaviour against agreed targets. This in turn will allow the school to put appropriate support in place to improve the academic development of the student. Parents are asked to support school by signing the report and reinforcing the school's expectations.

### **Malicious allegations against school staff**

The school will follow the guidance in the August 2011 DfE guidance, "Dealing with allegations of abuse against teachers and other staff". Where students are found to have made malicious allegations they are likely to have breached school behaviour policies. The school will therefore consider whether to apply appropriate sanctions, which could include a temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

### **Legislation**

This policy is based on the "Education and Inspections Act 2006, School Standards and Framework Act 1998, Education Act 2002. The responsibilities and powers of the school are detailed in *Appendix 3*

## Low Level Disruption

This is low level behaviour that prevents other students from learning. To define it is difficult because it will always be subjective and the teacher is best placed to know when low level behaviour is preventing others from learning. Perhaps this quote from a teacher helps us understand what we, at the Kimberley School, define as Low Level Disruption. 'Chatting to neighbours; swinging on chairs; tapping pens; turning round; quietly humming; commenting quietly on something the teacher/a peer has said in class discussion; shouting out.' Low level disruption is not tolerated at the Kimberley School.

This message will be regularly communicated by YPLs and the assistant head teacher responsible for behaviour in assemblies. At least one assembly a term will focus on low level disruption so that students understand that it is not tolerated and what will happen when it occurs.

When there are incidents of low level disruption then teachers will explain to the student that: their behaviour is preventing teaching and learning; that this is not tolerated at the Kimberley School; and how we expect them to behave in the future. **There is no need to record LLD as a behaviour point if it stops when the teacher or other member of staff highlight it.** However, If the behaviour continues then it should be logged on SIMs as low level disruption and the teacher **should** implement a sanction as is set out in Appendix 2.

Who should use the information on low level disruption on SIMS?

- Tutors to identify individual students and to work with them in tutor time to avoid repeat behaviours
- SPLs to identify and address patterns of low level disruption in their areas
- The assistant head teacher, YPLs and the student support team to identify and address individuals causing concern across the school
- The senior deputy head to identify individual teachers who need support in tackling low level disruption

**When should a member of staff record a behaviour point on SIMs and issue a sanction in line with appendix 2 of the policy?**

- 1) If low level disruption continues despite your warnings.
- 2) If the behaviour is very disruptive or very poor.
- 3) If the student is lesson excluded.
- 4) If the student does not complete homework.

Teachers should not record behaviour points for sixth form students. The teacher should contact the sixth form leadership team if you have any concerns about the behaviour of any student in the sixth form

*A behaviour point should always be teamed with a sanction; the behaviour point is not the sanction, it is a tool by which a member of staff can record that poor behaviour happened and that a sanction has been put in place. Middle and Senior Leaders can then use this to identify and tackle repeated patterns of poor behaviour across the school.*

**These behaviours are not Low Level Disruption:**

- Lesson exclusion
- Not doing homework
- Refusing to follow the teachers' instructions
- Swearing at a teacher
- Being rude/abusive to teacher or peers
- Damaging equipment (school or student's)
- Throwing a chair across a room
- Using a mobile phone in a classroom
- Leaving the room without permission
- Arriving very late to the lesson with no reason

These behaviours are very poor or very disruptive and the teacher should always record a behaviour point and issue a sanction in line with appendix 2 of the policy if behaviour is very disruptive or very poor. This is not an exhaustive list and there will always be an element of subjectivity in line with the teachers' professional judgement.

**What happens if the Low Level Disruption or very poor/disruptive behaviour continues despite everything that an individual member of staff does to stop it?**

Appendix 2 sets out that you should seek support from their Subject Performance Leader/Line Manager in the first instance and that they will involve year or pastoral teams if they are unsuccessful in improving the behaviour.

## **The school's approach to identifying and tackling bullying, including cyber-bullying**

Bullying in all its forms, including cyberbullying can have a devastating effect on individuals. It is not tolerated at the Kimberley School.

At The Kimberley School we have adopted the definition of bullying from the Anti-bullying Alliance: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace." Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the Bystanders or Accessories. Bullying differs from teasing/falling out between friends or other types of aggressive behaviour when:

- there is a deliberate intention to hurt or humiliate
- there is a power imbalance that makes it hard for the victim to defend themselves.
- It is persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required.

Bullying behaviour can be: physical, emotional, sexual, or online. It can also be prejudice related, towards children with special educational needs or disabilities, homophobic, biphobic and transphobic bullying or related to race, religion or culture. Bullying can also be related to appearance, health, or home circumstances. It can also include "baiting" and "banter"

Baiting can be used, on or offline, to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

### **How can parents or other adults report concerns about bullying to the school:**

- By phoning the school reception and asking for the Student Support Team
- By emailing the school reception ([office@kimberleyschool.co.uk](mailto:office@kimberleyschool.co.uk)) who will refer this to the Student Support Team
- Through the online, [anonymous reporting system - SHARP](#) on the school website
- By contacting any other member of staff at the school

### **How can students report concerns about bullying?**

- By reporting to the Student Support Team
- By reporting to any other adult (tutor, teacher, Senior Leader, Year Performance Leader) that they trust in the school
- Through the online, [anonymous reporting system - SHARP](#) on the school website

## **What action will the school take?**

The school will take firm and decisive action to deal with any incident of bullying, which is witnessed by or reported to any member of staff. When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, they should immediately refer this to the Student Support Team. This report will be taken seriously and investigated by this team. This will be followed up regularly to ensure that bullying has not resumed.

## **Parental Involvement**

The Kimberley School is firmly committed to working in partnership with parents/carers and believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs. We recognise the important influence which parents/carers have on their children and would wish to enlist their support when their child is involved in bullying – either as victim or as a perpetrator.

### **The school's approach to identifying and tackling harmful sexual behaviours**

Kimberley School will not tolerate sexual violence or sexual harassment. It is not acceptable, will never be tolerated and is not an inevitable part of growing up. It cannot be dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

Sexual violence and sexual harassment (online or offline) can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Children with Special Educational Needs and Disabilities can be especially vulnerable.

It is important to note that any alleged perpetrator is entitled to a different level of support to that which might be provided to an adult who is alleged to have abused a child.

Parents, other adults and students should report any concerns about harmful sexual behaviours through the same route as is set out above for bullying. The school will respond to any reports of harmful sexual behaviours in line with part 4 of the Department for Education's [“Sexual Violence and sexual harassment between children in schools and colleges advice document December 2017”](#). The ongoing response will also be managed in line with this advice.

## Appendix 1 – what happens if?

Behaviour	Sanction
<b>I'm not very well organised</b>	
I arrive late to school in the morning	You will receive a punctuality rapid response detention.
I arrive late to my lesson	Your teacher will ask you to make up the lost time and they will record how late you were. Your YPL may set you a rapid response detention.  Persistent lateness will result in a more serious sanction
I do not wear the correct uniform	You need to bring a note from home for your tutor. If you continue to do this then your YPL will give you a detention.
I wear too much make-up or jewellery	You will be told to remove it.
<b>I forget to bring my books and equipment</b>	
I chew, eat or drink in a lesson	Your teacher will give you a warning. If you continue to do this then your teacher will set you a detention
I do not get myself organised or ready to learn	
I need to leave the room	You can ask your teacher. If they agree they will issue you with a note
I don't complete homework on time	You will be given a detention
<b>I behave poorly in lessons</b>	
I refuse to work or disrupt the lesson	The teacher may tell you to move seat or ask you to leave the lesson for a short time so that they can talk to you outside. Your name may be recorded on the board.
I continue to disrupt my lesson and take up the teachers' time or stop others from learning.	You will be sent on a lesson exclusion and you will be given a sanction by your teacher
I don't go to a lesson exclusion	You will be placed in pre-exclusion for a day
I behave badly in a lesson exclusion	
<b>I don't follow school rules</b>	
I wear a "hoodie or hat" anywhere in school	It will be confiscated and you can collect it from student support at 3.05pm
My phone is seen by a member of staff	The phone will be confiscated and you can collect it from student support at 3.05pm. If your phone has been confiscated twice in a half term your parents will be asked to collect it.
I refuse to hand my phone in when told to by a member of staff	You will be placed in pre exclusion for the day. The phone will be confiscated and you may be told to hand the phone in at the start of each day. Your parents may be asked to collect the phone from reception.
I smoke cigarettes or e-cigarettes on the school site	You will get a detention and may be excluded for one day.
I misbehave at lunch or break times	You may lose your break or lunchtimes or you may be placed in pre-exclusion for a day
<b>I don't attend detentions or behave poorly in them</b>	
Teacher set detention	You will be set a subject detention.
Subject set detention	You will be set a SLT detention.
SLT detention	You will be placed in the pre-exclusion the next day
I behave poorly in pre-exclusion	You will have to complete more time in pre-exclusion or be placed on a fixed-term exclusion.
<b>Serious poor behaviour</b>	
I verbally or physically assault a student or member of staff	A proportionally appropriate sanction that could include: <ul style="list-style-type: none"> <li>• a pre-exclusion which may be in another school</li> <li>• a fixed-term exclusion</li> <li>• reporting you to the police</li> <li>• a permanent exclusion.</li> </ul>
I vandalise property or equipment	
I am involved in a fight with another student	
I bring a dangerous weapon into school	
I take drugs or bring them into school	

The Kimberley School Diamond Rules define what we expect of every student in the school. Failing to do any one of these will result in one of the sanctions described above.

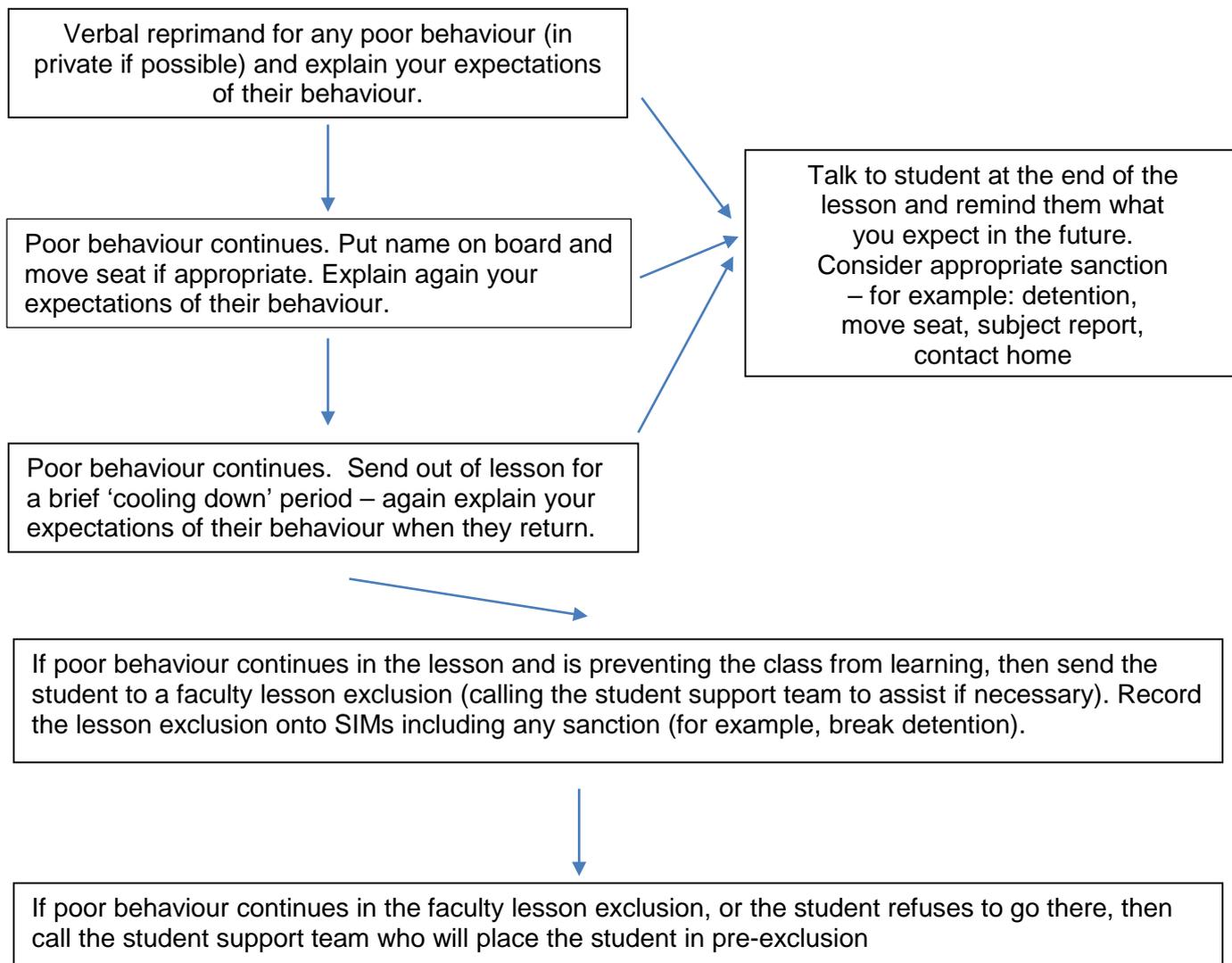
## Appendix 2: The Kimberley School - Sanctions.

It is our collective responsibility to manage behaviour consistently and fairly.

Good relationships between staff and students are at the core of our behaviour management policy. This document details the range of sanctions at The Kimberley School and how they should be used.

The following is an outline of an appropriate staging in dealing with continuing inappropriate behaviour in a lesson. Individual teachers will use their own individual strategies to deal with poor behaviour initially.

***The first three steps are not a menu to be followed – just an indication of a process to go through.***



***If there is an extreme incident in your lesson (for example – fight, assault, possession of a banned item.....) then call the student support team who will remove the offending students, investigate and, if necessary, apply an appropriate sanction.***

When there is consistent poor behaviour over a number of lessons within the same subject area please discuss this with your subject performance leader (SPL) who will work with you to address this. If this is unsuccessful then your SPL will seek support from the tutor, YPL or student support team

When a student is consistently behaving poorly across more than one subject the YPL will lead a response drawing on the support of the student support team and liaising with the relevant SPLs; however, subject responses to poor behaviour will still need to continue.

## Lesson Exclusions

Lesson exclusions should only be used as a last resort within a lesson where a student has refused to follow all reasonable instruction and is preventing the teacher from teaching and the rest of the class from learning. At this point whole class learning cannot proceed.

Each faculty should have a lesson exclusion rota that sets out which classes students should be sent to for every period of the school week.

If a student is repeatedly lesson excluded from the same teacher's lesson then the teacher should seek support from their SPL, who may involve the student support team, YPL or tutor as appropriate. Lesson exclusions should not continue indefinitely.

If arrangements are made within the subject team for a student to be lesson excluded in the next lesson, then the teacher or SPL should see the student in advance of the lesson and inform them of this. This can sometimes create further difficulties.

### Detentions - for incidents in lessons.

1. Individual teachers can set break time, lunchtime or after school detentions. Each time a detention is set it should be recorded on SIMs.
2. If a student was present in school but fails to attend one of the above, then the SPL should see the student and set another detention following the same processes as above.
3. If a student fails to attend either of the above, then the SPL should see their line manager to confirm that the above steps have been taken; and arrange a date for the student to be in SLT detention.
4. If a student fails to attend the SLT detention, then home will be contacted and the student placed in the pre-exclusion unit the following day.
5. If a problem cannot be solved by a subject area and all of the above strategies have been exhausted, then the SPL should discuss the next steps with the YPL.

### Rapid Response Detentions:

These are lunchtime detentions run by the senior leadership team.

<b><i>When should these be issued?</i></b>	<b><i>Who can set these?</i></b>
If a student consistently arrives late to lessons.	<ul style="list-style-type: none"><li>• Teachers should record the "minutes late" on SIMs</li><li>• This will be monitored by student support team and YPL</li></ul>
If a student arrives late to school	<ul style="list-style-type: none"><li>• Attendance Officer/ SLT will issue a lunchtime RRD on random occasions throughout the week</li><li>• Attendance Officer/SLT will issue a lunchtime detention</li></ul>
A student has 3 lates in a fortnight cycle	

### Incidents outside lessons.

If an incident occurs outside of lessons, then the member of staff involved should attempt to resolve the situation. In some instances, it may be appropriate to report the non-subject incident on SIMs which will be followed up by Student support team who will put in place an appropriate sanction.

### Incidents outside of school.

The school will use sanctions to deal with poor behaviour outside of school if it brings the name of school into disrepute; or it is likely to spill over into the school and compromise the smooth running of the school.

## **Pre-exclusion**

Pre-exclusion is the last step school can take before a fixed term exclusion. Depending of the severity of the incident this will take place in school or at one of our partner schools. It is a serious sanction and should only be used when:

- a subject team has exhausted all possible strategies to improve behaviour of the student;
- the actions of the student were serious enough to escalate the sanctions immediately to pre-exclusion;
- a student acts in clear defiance of school rules- i.e. refusing to go to a lesson exclusion, refusing to follow instructions, etc.

## **Who can put a student in pre-exclusion?**

The student support leader, YPLs or the senior leadership team

If a SPL wishes to place a student in pre-exclusion, then this should be agreed with the year performance or student support leader as they will have an overview of the students' behaviour.

In all instances it is crucial that:

- the student is informed why they are in pre-exclusion; and
- the student support team inform parents why the student is in pre-exclusion.

## **Who can set a fixed term Exclusion?**

- For 1 or 2 days: Student support leader or YPL
- For more than 2 days: Deputy or assistant head teacher

## **Permanent Exclusion**

The head teacher may decide to permanently exclude a student or place them on full-time alternative provision when:

- they have received multiple fixed term exclusions or is approaching the legal limit of 45 days in an academic year; or
- a one-off incident is of such a serious nature that allowing the student to remain in school would seriously harm the welfare of the student or others in school; or
- the students' behaviour is harming the education of other students in the school; or
- a student persistently breaks the school's behaviour policy.

## **A quick reminder of major sanctions:**

- Refusal to go to a lesson exclusion will result in one-day pre-exclusion.
- Refusing to hand over a mobile phone will result in one-day pre-exclusion.
- Smoking and 'vaping' on school site could result in a 1 day fixed term exclusion.
- Poor behaviour in pre-exclusion could result in a fixed term exclusion or extended pre-exclusion.
- The following are strictly forbidden on the school site – bringing any of these onto the school site or being in possession of them could result in a fixed term or permanent exclusion:
  - Illegal drugs or alcohol
  - Cigarettes, vapour e-cigarettes, illegal-highs
  - Matches, lighters or fireworks
  - Anything that could be used as a weapon

## Appendix 3 - Schools' Responsibilities and Power with respect to Behaviour and Discipline

The policy draws on DfE guidance: "Behaviour and Discipline in Schools – A guide for Head Teachers and School Staff"

### The key points of the policy are:

- Teachers have a statutory authority to discipline pupils for misbehaviour which occurs in school and, in some instances, outside of school
- The power to discipline also applies to paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants
- Heads and governing bodies must ensure that they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children

### Discipline in Schools – Teachers' Powers:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Teachers also have a statutory power to discipline pupils for misbehaving outside of the school premises. The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

### Detention

- Teachers have legal powers to pupils in detention
- Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- Where detention is outside school hours there is no requirement to give 24 hours' notice to parents\*
- They do not have to give 24 hours' notice for a lunchtime detention.
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - a. any school day where the pupil does not have permission to be absent;
  - b. weekends - except the weekend preceding or following the half term break;
  - c. non-teaching days – usually referred to as 'INSET days'

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions
- The school must act reasonably when imposing a detention. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

*\*At Kimberley we will continue to give 24 hours' notice for after school detentions to parents and carers. However, in instances of persistent misbehaviour of non-cooperation we will reserve the right to use no-notice after school detentions after prior notification to parents/carers. This is because we recognise the safety issues for students who travel some distance to and from our school and who rely on public transport.*

### **Power to use Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

## **Appendix 4 – The Kimberley Diamond Rules**

Arrive at lessons on time  
Line up quietly for lessons  
Always wear your uniform correctly  
Sit where you are asked to in the classroom  
Always listen and follow the teacher's instructions  
Never stop others learning  
Bring the correct equipment for each lesson  
Do your best every day with every piece of work  
Respect all others  
Bullying of any kind is not tolerated  
Low level disruption is not tolerated

**Out of school, locally or away with a school group, you should remember that our reputation depends on the way you behave.**