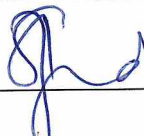


BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

BEHAVIOUR POLICY

Date of approval	June 2018
Date of next review	June 2021
Term of review	3 years
Committee Responsible	FGB
Prepared By	SLT
Signed and dated by Chair of Committee	 12/12/18

Changes Made	Date

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1. Guiding principles

At Beis Yaakov High School Academy we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enables all students to reach their full potential, emotionally, socially, intellectually and spiritually. The primary aim of our Behaviour Policy is to promote good behaviour. Staff set high expectations, model mutual respect and praise positive behaviour. This policy is designed to promote good behaviour rather than merely deter antisocial behaviour.

2. Practice and Guidance

Roles and Responsibilities in Promoting Positive Behaviour

The SLT will ensure:

- The Behaviour Policy is implemented consistently throughout the School by setting the standards of behaviour.
- Records are kept of all reported serious incidents of misbehaviour.
- Teachers or leaders report to /meet with parents / carers when necessary.
- The health, safety and welfare of all children in the School is taken into account in the application of the Behaviour Policy and the best interest of the individual is appropriately balanced against the best interest of the collective.
- Reports are made to Governors, when requested, on the effectiveness of the policy.

The Executive Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Executive Principal may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour.(see Exclusions Policy)

3. Code of Conduct

The Code of Conduct for Behaviour utilises the School's religious ethos and the students' commitment to character development as both religious imperative and civic responsibility.

The PSHE curriculum incorporates ongoing learning relating to the principles of respect that are central to the Code of Conduct. Creative programming with whole school activities, group breakouts and student led programmes throughout the year further support the ethos and engender commitment to character development and behaviour for learning. There are copies of the Code of Conduct in every classroom and on notice boards around the School.



BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

בית ספר לבנות בית יעקב

CODE OF CONDUCT

	איִזְהוּ מְכַבֵּד, הַמְכַבֵּד אֶת הַבָּרִיּוֹת (אבות, פרק ד משנה א)
א	At בית יעקב we show respect to all members of staff at all times
ב	At בית יעקב we respect other students for who they are and are sensitive to their feelings
ג	At בית יעקב we show that we value the opportunities we have been given by arriving punctually to all lessons, with our equipment, ready to learn
ד	At בית יעקב we take responsibility for our actions and respect the guidance we are given by our teachers
ה	At בית יעקב we respect our school environment and take pride in keeping the school clean and tidy
ו	At בית יעקב we follow the school uniform code and maintain our own self-respect by dressing appropriately all of the time

4. Baseline Expectations

The list below outlines the behaviour expected from students, both in lessons and around the school site.

(Note: an abridged list of rules and expectations appears in the front of the Student Planner. See appendix 2.)

Pupils will be:

Safe and calm around the Academy site by;

- Showing good manners and respect to all members of staff and visitors in the school, as well as to one another.
- Observing the 'Corridor Code': Walking quietly and quickly on the left.
- Respecting and being proud of the environment, keeping it litter-free.
- Always wearing the correct uniform and observing the uniform code. No excessive jewellery. One pair of stud, gold or silver, earrings are allowed. Dangling earrings or hoops are not allowed. Nail polish and acrylic nails are not allowed. No 'hoodies' on the academy site. Shoes must be plain black or navy, shoes or ankle boots.
- Not bringing any electronic equipment/phones/MP3s/earphones to school. If found, they will be confiscated for a period of time (usually two half terms).
- Not bringing valuable or expensive items or large sums of money to school: the Academy does not accept responsibility for the loss or replacement of any valuable items.
- Working together to ensure that everyone connected with the School is free from prejudice and bullying, *including inappropriate and hurtful use of internet/mobile technologies*, reporting any abusive language, aggression or discrimination.

Punctual and Ready to Work by;

- Arriving at school with enough time to be ready to begin davening at 08:45.
- Being in time for all of their lessons.
- Carrying their Student Planner at all times (a replacement is on sale in the School Office).
- Being properly equipped: an appropriate sized bag, books, pens, pencils, ruler, eraser, calculator, glue stick, PE kit on the relevant day.
- Going to the toilet in break/lunch time and not during valuable lesson time.

Safe and calm in lessons by;

- Remembering that the classroom is always a place of learning.
- Remaining silent and listening carefully when the teacher is talking to the class.
- Sitting in lessons according to the teacher's seating plan.
- Drinking only water in lessons, when permitted. Never eating or chewing.
- Always listening carefully, always doing their best.
- Not calling out in class; raising their hand to make a contribution.
- Encouraging each other to work hard.

Proud of their work by;

- Doing their best.
- Looking after their workbooks and ensuring they are free from graffiti and doodles.
- Underlining titles with a ruler, setting out their work neatly with dates.
- Recording their homework in their planner.
- Keeping their planner in good condition and free from graffiti and doodles.
- Meeting all their deadlines for work, homework and coursework/controlled assessments.
- Knowing their most recent levels/grades, their target levels/grades and how to reach them.
- Acting on teachers' advice, commenting on the marking in the space provided.

5. Parents, carers and families

Successful implementation of the policies is in many cases dependant on support from parents and carers. We expect that parents and carers will:

- Support the School when consequences following poor behaviour have been issued.
- Promote positive behaviour at home in order to have continuity between home and school.
- Share concerns constructively with the School.
- Attend meetings to discuss any concerns with their child's behaviour.

6. Recognitions and Consequences

We constantly seek ways of recognising good behaviour as well as issuing consequences due to poor behaviour.

Recognitions

Examples of student behaviour deserving of a recognition given by a subject teacher include:

- Well thought out and reasoned response to questioning
- High level of achievement in set work
- Remarkable piece of homework
- Exhibiting good middos/ care and concern for staff or students

Teachers will actively look for opportunities to recognise positive behaviour or good middos/ care and concern for others in corridors and around the school. In this way, we reinforce the positive behaviours that we would like all the students to adopt.

Examples of student behaviour around the school deserving of recognition include:

- Assisting a peer in need
- Being a role model i.e. stopping confrontation
- Helpful behaviour

Immediate recognition is given by means of the teacher writing a comment in the teacher feedback section in the student planner. The planner will be viewed and signed by parents/carers at the end of the week. The Mechaneches also views and signs the homework diary and at the end of the week and will use the opportunity to reiterate positive feedback in the Mechaneches' comments in the planner and by means of verbal feedback.

Further recognition is provided by means of weekly and termly recognition certificates, which are either sent home or presented in assembly.

7. Breaching the Behaviour Code

Possible breaches of the Behaviour Code range from low level disruption in a lesson to serious breaches in the lesson, in the classroom or around the school site.

While lower level breaches will be dealt with following the ladder of consequences (see below) beginning with a "caution" or "teacher consequence", serious breaches will be immediately escalated to the Behaviour Manager or SLT, who, using their discretion will apply C4, C5 and C6 consequences and will, if necessary, proceed to external exclusion or permanent exclusion.

The following would be considered extremely serious breaches of our Behaviour Code and may lead to permanent exclusion:

Items not permitted on the school site: *stink bombs, lighters, cigarettes, laser pens.* The list is not exhaustive and the School maintains the right to confiscate any item considered dangerous, offensive, inappropriate, or that may compromise safety.

Dangerous items: *fireworks, illegal drugs, solvents, knives, pointed items, alcohol, guns (including plastic toys or replicas).* Pupils found in possession of dangerous items will have them confiscated and the Academy may involve the Police. The Academy has the authority to dispose of banned items.

Other serious breaches: Intentionally setting off the Fire Alarm outside of a genuine emergency; Serious bullying or cyber bullying (whether done on or off-site); Knowingly bringing a 'trespasser' (anyone not a member of School) onto the School site; Damage to Academy or other property; Any significant breach of health and safety on or near the Academy premises; Aggressive, abusive or otherwise inappropriate behaviour on or off-site.

Bringing the School into disrepute: As members of the School, students represent the School and its ethos. It is expected that all pupils contribute to the School's positive reputation in the wider community and do not bring the School into disrepute. Students' dress code and general behaviour must be in keeping with the School's Beis Yaakov ethos and show a sense of pride in our School's religious values. Parents and girls have given their written commitment to buy into and support the School's religious ethos and the School takes seriously any breach of its religious ethos, whether publicly or privately, onsite or offsite. (Included in this is the School's agreed policy on Mobile Phones and Technology – see Appendix 1)

The following are examples of low level disruption and other breaches to which the Ladder of Consequences, beginning with teacher consequences from C1 upwards, would apply:

Swinging on chair; interrupting/calling out; not concentrating or engaging in the lesson; chewing; running inside the school building; ignoring instructions; silly noises in class; rudeness; lack of classwork; persistent disruption; inappropriate remark to other pupils; answering back; leaving class without permission; offensive name calling; throwing objects; dropping litter; leaving possessions around the School. (The list is not intended to be exhaustive.)

Teacher Consequences

A pupil, who breaks a classroom/Academy rule will be set a consequence. The consequence will be written into the student planner and may range from a lunch/break or after school detention.

Year Tutor / Behaviour Manager Referral

A student who fails to accept responsibility and fails to attend the teacher consequence will be referred to the Year Tutor/ Behaviour Manager and a 50 minute detention will be set after school. The consequence will be written into the student planner and logged onto SIMS. Every afternoon, an automated text message is sent home informing relevant parents of the detention which has been set.

Failure to attend the 50 minute Year Tutor/ Behaviour Manager consequence will escalate to a two 50 minute detentions after school. This detention will be written into the student planner and an automated text message will be sent home to remind the parents of the detention which has been set.

Failure to attend the two 50 minute detentions will result in a 1 day internal exclusion the following week. On the day this takes place, the Year Tutor/ Behaviour Manager will telephone home to inform the parents.

Removal from Lessons

A pupil may be removed from a lesson when they are preventing the learning of the other students in the class.

If this happens the teacher will call for a member of senior staff for support to remove the pupil. The removal from lesson will involve the pupil being out of class from anything between one period up to the entire day whilst the incident is being investigated. The student will be given a 50 minute detention after school in the first instance and this detention will be written in the student planner and an automated text home will be sent. Before the student returns to the class they were removed from, the teacher will contact parents/carers and discuss the incident in more detail. The amount of times a student is removed into the internal exclusion room will be tracked and monitored throughout the academic year which may lead to further consequences/fixed term exclusions if the behaviour does not improve.

If any incident involves violence or verbal abuse of a member of staff, the sanction could include a fixed-term exclusion from School. Any decision on exclusion will be taken by the Executive Principal.

8. Monitoring and Evaluation

- The effectiveness of this policy will be regularly monitored by SLT.
- The School keeps a variety of records of incidents of misbehaviour
- IE tracking, SIMS records, home/school link communications.

Trips

Attendance on school trips is a privilege and not an automatic right. If a pupil's behaviour before a trip is consistently unacceptable, they will not be accepted on a trip. The School reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our School Code of Conduct.

Review

The policy will be reviewed in line with the School's review cycle. However, the governors may review the policy earlier if the Governing Body receives recommendations on how the policy might be improved.



BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

בית ספר לבנות בית יעקב

Consequences Ladder

	Likely Consequence	Examples of Behaviour
C1	<u>Teacher cautionary note</u> Note in homework diary: "Caution"	-Low level disruption; chatting; calling out when not appropriate; eating; chewing gum, not following instructions; not bringing equipment; inadequate classwork
C2	<u>Teacher consequence</u> -usually a short teacher-led break time detention [Note in homework diary: "Teacher consequence"] -Homework to be copied out twice [Note in homework diary: "Homework not submitted – twice for (new date)"]	-Repeated C1 behaviours and failure to improve following C1 cautionary note -Late for lesson (up to 5 mins. More than 5 minutes is considered truancy, C6) -Homework not handed in; incomplete homework handed in; standard of homework shows insufficient effort; presentation of homework shows insufficient effort or care
C3	<u>Referral to Year Tutor/ Behaviour Manager</u> -Year Tutor(YT) / Behaviour Manager (BM) to review behaviours with student -Phone call home from YT/BM	-Repeated failure to complete C2 consequence; repeated C1 or C2 behaviours and failure to improve following C1 and C2 consequences -Dropping litter; removing canteen property from the hall; not following instructions from a member of staff outside of lessons
C4	<u>After school detention</u> YT/ BM gives 50 minute after school detention [Text home notifying of after school detention] <u>Removal from lesson</u> - SLT called to take student to U3 until the end of the lesson -Automatic after school detention [Phone call home notifying of removal from lesson]	-At discretion of Year Tutor/ BM, but usually automatic on referral from class teacher -Failure to bring homework diary to a lesson -Serious, repeated disruption of learning in a class; unacceptable incident of behaviour towards a teacher or student
C5	<u>Double after school detentions</u> YT/ BM to give two 50 minute after school detentions	-Failure to attend C3 meeting with YT/BM or to attend C4 detention
C6	<u>Internal exclusion</u>	-Failure to improve behaviour following

	(usually a half day) The decision will be made by the Principal or other members of SLT in consultation with the member of staff referring the incident.	repeated referrals and detentions. -Damaging or defacing school property -Truancy (Failure to be where you are meant to be - may include being more than 5 mins late for lesson) -inappropriate behaviour towards a member of staff or student -behaviour that compromises the safety of others or that seriously disrupts the school day
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9. Support System

Introduction

In managing difficult behaviour, it is sometimes necessary to escalate through the Ladder of Consequences and beyond into internal and external exclusions. The school's guiding principles in managing the most challenging students is a) to look at the causes of behaviour and view the student as a whole, and b) to de-escalate wherever possible. Even while process the process and moving the ladder of consequences, senior leaders will work to put a package of counselling and mentoring in place and will work with all relevant staff to plan a student's rehabilitation.

Internal Exclusions (IE)

Lunch time detentions

Pupils may be detained during lunch hour for a maximum of 25 minutes but only if the School ensures that they have their lunch as well. If a whole class is involved (this should happen only rarely and is a signal to staff to discuss the problems involved as soon as possible), then you must see the Behaviour Manager in order to arrange the day and time chosen. S/he may also be able to provide alternatives to detentions.

After school detentions

In relation to after-school detentions, detentions should be administered with permission of the Form Tutor who will arrange the time for the detention and ensure that parents are informed in advance (usually by text message).

No pupil is excused a detention and if there is any argument or a noted from a parent seeking cancellation or deferral, the Executive Principal must be informed immediately and the pupil has to wait for a decision.

If a pupil fails to turn up for a detention it must be reported to the Executive Principal immediately. Usually the punishment is doubled.

Pupils "on report"

A report will be used by Year Tutors/ Behaviour Manager to focus students on particular behavioural targets (such as punctuality, behaviour, homework, etc.) Pupils are put "on report" usually by Form Teachers or SLT when there is cause for

concern. Pupils should place their report sheet in the teacher's hands at the very start of the lesson; otherwise staff are unaware that they are being asked to observe the pupil particularly closely. It is most important that staff grades relate specifically to the reason given on the sheet for the pupil being on report. On recording a grade at the end of the lesson, teachers must always initial it. Should a low grade be given then the reasons for this grade will be entered on the back of the report sheet.

Fixed Term Exclusions

Fixed term exclusions (where pupils are sent home for a fixed period of time) are only used in exceptional circumstances such as failure to conform in the exclusion room, failure to follow the instruction of a senior member of staff, where the pupil's behaviour is felt to pose a risk to the health and safety of others, failure to conform in an acceptable way and therefore interfering with the smooth running of the School. Upon a pupil returning from a Fixed Term exclusion, as part of the support programme, the pupil will be placed on a "report" to help focus them in class and around the School so their behaviour does not lead to any other form of consequence.

Behaviour Support Plan

A Behaviour Support Plan (BSP) is set up for a pupil who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons or other serious misbehaviour. A support package is devised in order to assist the pupil to improve her behaviour. *Prior to starting a BSP or in the early stages of a BSP, if a child is continuing to misbehave, a respite placement at another school – respite alternative provision – may be offered. Failure to respond to a BSP would ultimately lead to either a managed move or permanent exclusion.*

Senior Staff Panel (SSP)

A Senior Staff Panel Plan is set up for a pupil who is thought to be at risk of permanent exclusion due to either repeated disruption of lessons or other serious misbehaviour. A SSP could also be triggered if a pupil accumulates too many consequences which are logged onto SIMS over a period of time.

Executive Principal

The Executive Principal may set up a final warning meeting if a student's behaviour has deteriorated and all other interventions have failed. The parents/ guardian of the student will be made aware that after this meeting any further issues regarding their child's behaviour could/will lead to a permanent exclusion.

Permanent Exclusions / Local Authority Provision

Permanent exclusions are rare but are a sanction available to the Executive Principal should there be extreme circumstances or a student has persistently failed to respond to other sanctions or strategies intended to support her in modifying her behaviour. Permanent exclusion would be used in serious one off cases such as malicious accusations against school staff, an assault on a member of staff, selling illegal substances or for repeated misbehaviour and failure to respond to a BSP. On occasions, pupils are withdrawn from school and a place is taken up in one of the local authority pupil referral centres or other provisions is arranged in conjunction with the local authority as an alternative to permanent exclusion.

Conclusion

We are committed to working supportively with parents and aim to contact parents at an early stage if we have any cause for concern. Equally, we recognise that guiding young people through their teenage years can be challenging for parents as well as teachers and wherever possible will support parents in this process.

Appendix 1

SCHOOL POLICY ON MOBILE PHONES AND TECHNOLOGY

וְנִשְׁמָרְתֶּם מֵאֵד לְנִפְשֵׁיכֶם (דברים ד:טו)

Mobile Phones

- A pupil may not own any type of mobile phone, including one without internet or text capability. This applies even if the internet access has been blocked.
- On those occasions where parents or guardians feel that for reasons of safety there is a need for their daughter to have access to a mobile [e.g. if their daughter will be away from home for an extended period] then, at their discretion, a student may borrow the parent's / guardian's phone and hand it back on return home. It goes without saying that this phone must likewise have no internet access, and ideally be a text-free/call-only phone as well.

Internet-Enabled Devices (I.E.D.)

These include (but are not limited to) PC's, Laptops, Tablets, I-pads, I-pods, I-watches and various game consoles.

- A pupil may not own an I.E.D.
- A pupil may not have access to, or use an I.E.D.
- A pupil may not use an I.E.D. for any other purpose unless its internet has been blocked effectively.

Cameras

- The School does not prohibit the ownership or use of Wi-Fi-enabled cameras. However, it is recommended that the Wi-Fi-capability is removed.

Memory stick/card

- Pupils may not use a data storage device (e.g. memory stick/card) in school unless its content has been approved and it has been checked for viruses by an approved member of staff. The uploading/downloading of data to/from the school network must be done by an approved member of staff.

General

- If a pupil is found with a Mobile phone, IED or camera inside school, it will be confiscated and not returned, unless specific permission was granted by the School on that occasion.
- The School reserves the right to enforce all of the above and to carry out random spot-checks in School from time to time.

Appendix 2

Copy of Code of Conduct, Expectations and Rules for Student Planner

CODE OF CONDUCT

One of the basic elements of education is self-discipline. You learn to control your own mind so that you do the things you should do, not the things you want to do.

A high standard of self-discipline and behaviour is required from all students. You are expected to take responsibility for your own actions and to show courtesy and respect to staff, visitors and to one another. At בית יעקב we take responsibility for our actions and respect the guidance we are given by our teachers.

At בית יעקב we respect our school environment and take pride in keeping the School clean and tidy. Take care of your property and respect other people's property.

Move about the School in a quiet and orderly manner. Keep to the left and do not run.

Students must not enter classrooms, laboratories or workshops until directed to do so by a teacher.

Always pay careful attention during lessons and do not allow your mind to wander – Learn to Listen and Listen to Learn.

Lesson-change bells are a signal to staff; do not pack up your books until the lesson is concluded by your teacher.

You are expected to obey all members of staff without argument. If you feel that you have been unfairly treated then you may appeal to the teacher concerned or Head of School at the end of the school day.

[A copy of the School's Code of Conduct (see above) is inserted here.]

PUNCTUALITY & ATTENDANCE

Punctuality

Punctuality is an important part of self-discipline and is essential to good time management.

Always make sure that you are in the appropriate classroom no later than the times show overleaf.

If you arrive at school after 08.45 am, you must sign in at the reception desk. You will need a note explaining the reason for late arrival. Late arrivals without a note or a justifiable reason will result in a lunchtime detention for arrivals of up to 10 minutes late and an after school detention for arrivals of more than 10 minutes late.

Attendance

The proper place for you to be on a school day is at school. If you are not in School then you must have a justifiable reason and your parents/guardians should telephone the School Office before 09.00 am on every day of your absence. You should always bring a note from your parents / guardians when you return to the School after being off sick.

Parents may not arrange family holidays during term time. When this is unavoidable, requests for leave of absence should be made by completing a Request for Absence Form, which is available from the School Office.

ILLNESS, ACCIDENTS & SIGNING

Illness and Accidents

If you feel unwell in school or have had any sort of accident, you must tell a teacher. Normally you will be sent to the School Office where a First Aider will take care of you. If you are too ill to remain in school or if hospital treatment is necessary, then your parents/guardians will be contacted to make suitable arrangements.

Under no circumstances should you leave the School to go home without permission.

Medicines

If you need to take medicine at the School you should bring a letter from your parents stating when you need to take it. Your medicine must be left with the School Office. The only exceptions are an inhaler for asthma or an epipen, which you are permitted to carry with you.

Signing Out

Medical appointments should, wherever possible, be scheduled for a time outside of school hours. If you do need to leave the School during the day for an appointment, you must bring a note from your parents in advance of the date and you will receive an exit slip from the Office.

Upon exiting, you must sign out at the School Office. If you return to the School later on the same day then you must sign in again. A copy of the exit slip will be kept on your school record file.

SCHOOL UNIFORM

A high standard of personal appearance is expected of all students and anyone arriving at the School in non-uniform clothing may expect to be sent home to get changed. Below is a brief list of some of the main points with regard to uniform:

- Navy blue pleated skirt – minimum 2 inches below the knee

- School shirt and jumper purchased from school uniform supplier
- Plain black or navy tights
- Plain black shoes or navy; not trainers
- Hair colour and style must be appropriate to the School.
- Jewellery and make-up are not permitted in the School.
- Coats and other outdoor clothing may not be worn in the School. Students arriving in boots or any kind must leave them in the cloakroom and wear suitable shoes in school at all times.

P.E. KIT & EQUIPMENT

P.E. Kit

- Blue P.E. shirt purchased from school uniform supplier
- Navy blue skirt
- Training shoes

Please ensure that all uniform and P.E. skirt is marked with the owner's name.

Equipment

Every student is expected to provide the following basic items of equipment for every lesson:

Black or blue ball point pen	Pencil
(and a spare!)	Pencil eraser
Coloured pencils/Fine fibre tips	Pencil sharpener
Pair of compasses	Ruler 30cm
Calculator	Protractor
Rough Notebook/Jotter	Set square

Tippex/Liquid Paper is not allowed in the School and must not be used in any school work.

Text books and specialised equipment will be issued on loan and students will be required to pay a deposit to cover the cost for any loss or damage to school property.

VALUABLES, LOST PROPERTY, BREAKS AND FOOD

Valuables

Please do not bring expensive items or large sums of money to the School. Radios, cameras and personal entertainment equipment must never be brought to the School under any circumstances.

Lost Property

Lost property should be handed in to the School Office without delay. If you lose something, please enquire at the School Office and if the item has not already been handed in, you should tell your Form Tutor.

Breaks

All students must stay on the school premises during morning and afternoon break times.

Food

Students may bring snacks to be eaten outdoors during morning and afternoon break times.

Packed lunches may only be eaten in the dining room.

You must not eat or drink in classrooms or corridors at any time.

Chewing gum is forbidden in the school.

The School is a nut free school, therefore all snacks and lunch must be checked to ensure that they do not contain nut ingredients.

Please do not leave litter.

PRESENTATION & HOMEWORK

Presentation

Presentation of work is always important. Careless presentation creates a bad impression on your reader who may be doubtful about what you have to say. Many readers will make judgement on your general ability and even your attitude, if the presentation appears to be careless.

Do not put stickers or graffiti in any of your school books.

Always head up your written work with a title and the date.

Try to draft your work then check for content, organisation and accuracy. Rework as necessary, then write up neatly.

Take care with layout, making proper use of margins and indented paragraphs. Write in blue or black ball point and only use colour when it is necessary to aid presentation.

Proofread all work for spelling, punctuation and grammar. Do not hope for the best – make sure your work is correct otherwise your marks and grades will suffer in all subjects.

Homework

Homework is both important and necessary. Homework done regularly throughout secondary school can be equivalent to an additional year of study!

The homework timetable in this planner will help you to organise your work and time. Use the weekly diary to keep a check on what you have to do and by when it must be completed.

Try, where possible, to do your homework at the same time each day, in a quiet place where you are free from distraction.

You are likely to achieve more by working regularly for relatively short periods (say 1 hour at a time) than in a single long session when your concentration will lapse.

Above all, plan ahead to make the best use of time and do not leave projects, coursework or homework until the last minute!

RECOGNITION, CONSEQUENCES & BULLYING

Rewards

The School aims to promote high standards of behaviour, self-discipline and learning through positive encouragement and reward.

When you do something well your teacher will recognise this by speaking to you in class, writing comments on your work or in your planner and giving you high marks.

Outstanding effort or achievement may be rewarded through the School Recognition of Achievement Scheme. Merits earned in this way contribute to the award certificates at the end of each term, and to your Record of Achievement.

Punishment

If you fail to meet the required high standard of behaviour then you should expect to be punished with a consequence.

You may be kept in detention for up to 10 minutes without notice.

Detention for up to 50 minutes may be imposed and your parents will receive notice explaining the reason why.

You might be placed 'On Report'. Each teacher will write a comment after every lesson and the report card will be checked by your Mechaneches or Year Tutor and sent home for your parents to sign each day.

In serious cases you may be excluded from the School for a period of time and then invited to come in with your parents and agree to accept a written Code of Conduct before being re-admitted.

As a last resort, students may be expelled from the School and the reasons notified to the School Governors and the Local Authority.

Bullying

Bullying may be verbal or physical and will not be tolerated by the school in any form whatsoever.

If you are a victim of bullying, or if you observe incidents involving others, do not hesitate to inform a member of staff. You should not put up with any form of bullying from girls in your year or in any other year group in the School.