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High Performance Learning

The Sheffield Private School

Positive Student Behaviour Policy for FS and Primary

School Principal	Head of Education	Academic Director
Roger Hancock	Saher Gilani	SH. Noora Alkhalifa
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Rationale-

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The rationale behind implementing a Positive Student Behaviour Policy in the FS and Primary School is to foster a positive, safe and conducive learning environment for all students, as well as to develop attributes within students that assists them to develop as socially adept adults in a multicultural global society.

This Positive Student Behaviour Policy provides clear guidelines on expected student behaviour and the actions that will be taken by the school if student behaviour is of a concern. It provides clarity to both teachers and students, and ensures equity across the school by treating all students consistently in regards to positive student behaviour management.

This Positive Student Behaviour Policy provides guidelines to parents on how the school develops and manages positive student behaviour in school, thereby, allowing parents to work collaboratively with the school through mutual support from home.

This Positive Student Behaviour Policy helps the school fulfill its legal and ethical obligations to provide a safe and respectful learning environment for both students and school staff.

Aim –

Developing and managing positive student behaviour attributes in FS and Primary children is central to their social, emotional and pastoral development, enabling them to be positive school learners, and helping to develop in them the HPL skills to work collaboratively and with empathy alongside their peers and supervising adults.

Developing and managing positive student behaviour attributes in FS and Primary children enables them to develop a respect and understanding of their role in caring for their learning environment, which will hopefully expand into a wider respect for the external environment beyond school, and in which they will ultimately play crucial roles as global citizens and leaders.

Developing and managing positive behaviour attibutes in FS and Primary children enables them to develop empathy, understanding and respect for the differences between people, cultures, and nationalities.

Developing and managing positive behaviour attributes in FS and Primary children teaches them that society has laws, rules and cultural expectations that need to be followed.

Developing and managing positive behaviour attributes in FS and Primary children teaches them that positive behaviour attributes can lead to rewards and benefits, and that negative behaviour attributes may lead to sanctions and actions that are not desirable.

EXPECTED CODE OF CONDUCT FOR ALL STUDENTS–

We, as a school community, believe that both the school and the home share the responsibility of creating an understanding of appropriate behaviour and the development of self-discipline among our children. We believe that the following attributes reflect good behaviour and conduct among all students:

1. **Respect and Kindness**: Students are expected to treat all members of the school community, including peers, teachers, and ancillary staff, with respect and kindness. This includes respecting others' personal space and property.

2. **Honesty and Integrity**: Students are expected to act with honesty and integrity, avoiding actions like cheating, plagiarism, or lying.

3. **Responsibility for learning**: Students are expected to take responsibility for their own learning. This includes regular attendance, punctuality, active participation in lessons, and completion of assignments on time.

4. **Positive Communication**: Students are expected to communicate in a positive and respectful manner, both verbally and digitally. This includes avoiding language that is disruptive or may be perceived as being offensive.

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5. **Safety and wellness**: Students are expected to contribute to a safe school environment. This includes following safety rules and school health and safety policies, avoiding physical aggression, and reporting any safety concerns to a teacher or school administrator.

6. **Respect for school property**: Students are expected to treat school property with care. This includes classrooms, textbooks, the School Library, wall displays, laboratory equipment, and any other materials or facilities provided by the school.

7. **Inclusion and Diversity**: Students are expected to show respect and value the diversity of the school community. This includes respecting the rights and dignity of individuals regardless of their race, religion, gender, age, or other characteristics and differences.

8. **Adherence to School Policies**: Students are expected to follow all school policies and rules including those related to Health and Safety, Dress Code, BYOD, and Attendance.

9. **Dress Code** – All students are expected to wear correct school uniform. Care should be taken to ensure a neat and clean appearance. Students should wear black shoes. Trainer shoes are to be worn only with PE uniform on PE day. Students must use only school sweaters and blazers. Any other sweaters or blazers will not be allowed in school. Children should label their sweaters to ensure that can be easily traced if left behind in school. Shirts must be tucked in neatly and ties visible if applicable to wear.

10. **Jewellery** – All students are allowed to wear a watch except during PE lessons. A single pair of stud earrings is allowed. Ornaments such as bangles, bracelets, sport bands and rings are not permitted. A religious necklace is permitted. All jewellery items must be removed for PE lesson. For PE, all earrings including small studs must be removed for safety reasons. This includes after-school activities.

11. **Make-Up** – No make up is allowed to be worn in school. Students must have a neat haircut. Fancy haircuts and coloured hair dye are not permitted. Students with long hair should have their hair combed and tied up when at school.

12. **Mobile Phones**- In the Primary mobile phones may only be permitted if there is an explicit need for them. This must be communicated to the school by the parent and permission sought from the Vice Principal or Asst. Vice Principal. Mobile phones should be kept inside school bags, not in pockets. If a student is found using a mobile phone during the school day it will be confiscated and will be returned to the student at a time appropriate to that offence. A first-time offence will allow students to collect the device themselves. Any additional offence may lead to parents/guardians being required to collect the device.

Authorised Use of Electronic Devices

In FS and Primary, personal electronic devices brought to school by students shall be restricted to educational and administrative purposes in approved locations and times under the supervision of school personnel. For 2024-2025, FS and Primary will implement a BYOD policy in Years 4 to 6 only. Students in other year groups requiring the use of mobile devices in lessons will be given the use of school provided devices, such as tablets or laptops or given access to the Primary ICT suite. There may be occasions when students in year groups other than Years 5 and 6 may also be asked to bring their mobile device to school. However, unless a direct request is made by the class teacher, approved by the Head of Department or Year Lead, and informed to the Head of Primary, then students in year groups 3 and below should not bring mobile devices to school. When students in FS and Primary are asked to bring personal devices to school, the school reserves the right to conduct random spot checks on the student's device to ensure that no inappropriate material or Apps are installed.

Authorised users of personal mobile devices shall:

- ❑ Use electronic devices in accordance with the expectations set forth in the TSPS BYOD policy.

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- ❑ Comply with guidelines set by school personnel for the use of electronic devices while on school property or while engaged in a school-sponsored activity.
- ❑ Take photographs and audio/video recordings only when authorised by school personnel for educational purposes.
- ❑ Access the school network using approved infrastructure only.

Guidelines for the use of personal electronic devices are further mentioned in ***Appendix 1***

Behaviour for Learning

Positive descriptors of behaviour for learning:

What do we expect to see when a child is positively engaged in their learning? Most students will do all this and more, but, as a basic expectation and in no particular order, Students should:

- Arrive to class on time with appropriate equipment and books.
- Listen to the teacher and follow the teacher's instructions.
- Listen to other students and be considerate to their verbal contributions.
- Focus on the tasks and activities set by the teacher.
- Ask relevant and thoughtful questions.
- Give considered and thoughtful responses.
- Not shout or call out in class, but raise their hand if they wish attention from the teacher.
- Work collaboratively and in empathy with others.
- Present work which is organised and neat.
- Complete work to the best of their abilities.
- Complete and submit tasks on time, including homework.
- Take responsibility for keeping their learning environment neat and tidy.
- Use school provided facilities and equipment with care and consideration.

Managing Positive Student Behaviour

Ten rule guideline to managing positive student behaviour in the classroom:

In managing positive student behaviour, the following ten rule guidelines should be considered by adults:

1. Create and follow basic classroom routines with students based on the HPL VAAs that are displayed in each class….
2. Create opportunities to have fun together….
3. Provide clear student expectations and give praise and reward when these are met and follow through when they are not, and by using the reward and conduct points appropriately on ISAMS ….
4. Encourage healthy habits….
5. Teach and practice coping skills….
6. Acknowledge feelings….
7. Focus on the behaviour, not the child….
8. Praise good behaviour and use examples of this to model to other students….
9. Use Quiet, Quick Corrections for unwarranted behaviour….
10. Be Calm, Firm, and Consistent….

Ten non-negotiables for all lessons:

The following ten non-negotiable rules should be applied in all lessons and form part of the expectations of all members of the class community, both students and staff:

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1. Say Good Morning, Good afternoon and Hello to each other at the start of the lesson.
2. Say Please and Thank You whenever appropriate.
3. Be open to and courteous about all cultures, religions, ideas and nationalities.
4. Show empathy to others when they are upset.
5. Respect each other's individuality; whether that is related to age, gender, nationality, appearance or other differences.
6. Speak politely and respectfully to each other at all times.
7. Congratulate each other for achievements.
8. Respect each other's personal space and property.
9. Model a neat and clean appearance.
10. Keep personal and shared working areas tidy and safe.

The five non-negotiables of school corridors, staircases and washrooms:

The following non-negotiable rules should be applied in all school corridors, staircases and washrooms. Students breaking these rules will be challenged by teachers.

1. Students should walk in the corridor and on the staircases.
2. Students should keep talk to a low volume.
3. Students should show courtesy to others at doorways and on staircases.
4. Students should walk up and down on the right side of the staircase and the corridors.
5. Students should not congregate or play in the washrooms.

Rewards for positive behaviour

Rewards for positive behaviour should be frequent and varied. Rewards can extend from quick informal reward such as verbal praise, to more formal rewards such commendation certificates as a result of extended good behaviour and efforts. Rewards can and should include:

- Immediate verbal praise.
- Use of the observed good behaviour as a named model to others.
- Written praise or comment on the student's work.
- Written praise or comment in the Student's Parent Communication Book.
- Display of student work or photos of student or their work.
- The award of Reward Points on ISAMS which will be converted to Housepoints.
- Moving students positively within a behaviour chart according to the agreed school policy.
- Positive comments to parents via telephone, email, face to face, or on school reports.
- The giving of responsibility as acknowledgement of good modelled behaviour.
- Certificates, prizes, and awards in assemblies and at presentations.

Consequences and sanctions for negative behaviour

While the school's policy is to focus on rewarding positive behaviour, there will be times when students need to understand and experience a consequence or sanction for negative behaviour. Consequences and sanctions can include:

The following can be used **at the teacher's discretion** in the classroom:

- Non-verbal warning.
- Verbal warning.
- Moving students within a behaviour chart according to the agreed school policy.
- Conduct points on ISAMS which will be converted to negative Housepoints.
- Time out within the classroom.
- Removal of in-class privilege.

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The following can be given **after discussion/agreement with the teacher's line manager and SLT where appropriate**:

- Time out in another classroom completing a reflection grid (not the school corridor)
- Referring to a middle or senior manager.
- Contacting of parents.
- Individual Behaviour Chart.
- Withdrawal from school-based activities, trips etc.
- Removal of out of class privilege.
- School exclusion or internal isolation according to school policy

Intervention Strategies

A range of interventions may be similarly applied in conjunction with a consequence or sanction to address negative behaviour. These may include:

- Student – Teacher discussion.
- Discussion at Year Group or Department Meeting.
- Counsellor involvement.
- Head of Wellbeing involvement.
- Head of Inclusion involvement.
- Group mentoring by teacher.
- Pastoral support plan.
- TAC (Team around child) meeting.

Record Keeping

All students in FS and Primary have a Home-School Communication book. Teachers should use this book to record and communicate incidents of positive and inappropriate behaviour.

ISAMS has a facility called ***Reward and Conduct Manager***. For the year 2023-2024, teachers should use this facility to record student rewards and conduct. All Reward and Conduct Points should be recorded onto this facility. All incidents of inappropriate behaviour that require more than an in-class verbal warning by the teacher should be recorded onto the Reward and Conduct Manager.

Department and Year Group Meetings should place on each meeting agenda an opportunity for teachers to share and raise concerns about student behaviour. The minutes of these meetings may act as a written record.

The House Point System

The Sheffield Private School has a reward system that should be used by teachers to encourage and recognise positive student behaviour. All students are linked to one of four School Houses, and can be awarded House Points that recognise positive student behaviour.

For a reward system to be effective, students should be aware of why they are being rewarded and the success criteria of the reward system. Students can be rewarded for quality work, for excellent behaviours for learning, effort and for demonstrating HPL skills. Years 1 to 5 will use Class Dojos and these will be exported onto isams. Year 6 will directly upload their house points onto isams in line with secondary.

The iSAMS Achievement tab will be used to record house points (***see Appendix 4***)

The Achievement tab will cover:

- ❑ All subjects, Tutor and Extra-curricular.
- ❑ Within each subject an additional tab with HPL Terms

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- ❑ Meta-thinking, Linking, Analysing, Creating, Realising, Empathetic, Agile, Hardworking. (***Appendix 2*** for reward point definitions)
- ❑ Each house point will be worth 2 points.

Negative – As the points will be added on a net point system these will be negative for when students make wrong decisions.

The ISAMS Conduct tab will cover records of negative student behaviour and will include:

- ❑ All Subjects and tutor time including any behaviours with the school (break, lunch, trips etc)
- ❑ Conduct points may be recorded for: Lack of homework, being off task in lessons, Incorrect uniform, lack of PE Kit, lack of Equipment, late to lesson, late to registration, Other. (***Appendix 3*** for conduct point definitions)
- ❑ Each conduct point will deduct 1 point.

In this way, positive points and therefore positive behaviour will always be more valuable than negative.

House points accumulated through ISAMS Reward and Conduct points will be regularly monitored by the Primary Student Leadership Co-ordinators and shared with students in Assembly.

Class teachers are responsible for ensuring that accurate written records of both positive and inappropriate behaviour are kept on students. Support actions will not be taken by middle or senior leaders without a written record of incidents made by class teachers.

Certificates for house points recognition:

These will be presented at half-termly celebration assemblies and will be managed by the Primary Student Leadership Co-ordinators.

Each student, upon achievement, will receive certificates for the total of:

250 TSPS HPL Award
500 TSPS HPL Award
1000 TSPS HPL Award

Bus Behaviour

For Health and Safety reasons, students are expected to exhibit certain standards of behaviour on school buses:

Inappropriate behaviour on buses include:

- Moving around the bus while it is moving
- Standing up while the bus is moving
- Throwing items inside the bus, or outside the windows
- Shouting
- Inappropriate language
- Verbal or physical aggression towards others
- Bullying or fighting
- Littering
- Damaging the bus
- Distracting the bus driver
- Failure to follow the bus monitor's instructions
- Failing to wear a seatbelt if one is available
- Disembarking at an authorised stop

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- Bringing friends onto the bus without written permission from the school
- Eating or drinking (apart from water) on the bus
- Breaking or setting off the bus alarm signals without due reason
- Not respecting the the personal space or property of others

Action for inappropriate bus behaviour:

- Level 1 - Verbal warning by bus monitor
- Level 2 – Repeated verbal warning by bus monitor and a written record being made in the bus diary
- Level 3 – Intervention by Head of Wellbeing and letter to parents informing them of situation
- Level 4 – Intervention by Vice Principal and a warning letter sent to parents that repeated incidents will result in removal from school bus.
- Level 5 – A 3 day bus ban
- Level 6 – A Permanent bus ban for remainder of term.

Certain behavioural issues arising on school buses will be fast tracked to intervention by Head of Wellbeing and Vice Principal.

Ladder of Referral

The Sheffield Private School has a "Ladder of Referral" system. This can be used for general communication, requests and queries. It is also a helpful visual for students to understand how misbehaviours will be reported and followed up. However, should a more serious incident occur then these behaviours will automatically be reported to the Vice Principal of FS and Primary.

It is essential that both parents and students are aware of the appropriate channels of communication within the school.

Teachers should use this ladder to ensure all communication from students and parents are dealt with as efficiently as possible. Skipping stages of the ladder of referral could lead to delays in response time due to tracking information along a chain of command.

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Sanctions and Interventions - Levels of offence guidelines for teachers

Level of Offence	Examples of Offence	Consequences
1	• Incomplete homework • Lack of effort in class • Poor punctuality • Incorrect uniform • Lack of equipment • Lack of attention in class • Unacceptable bus behaviour	• Verbal warnings • Discussions with student • Use of in-class behaviour charts • Award of Conduct Points (after two verbal warnings)
2	• Disrupting others in class • Disrupting teachers from teaching • Using electronic devices inappropriately • Silly but safe behaviour • Argumentative behaviour with peers or teachers • Repeated Level 1 offences	• Raising issue at meetings • Time out in class • Comments in school-home communication book • Use of in-class behaviour charts • Award of Conduct Points (after two verbal warnings) • Further discussions with student • Group mentoring • Recording onto ISAMS
3	• Dangerous behaviour • Malicious behaviour • Disrespectful behaviour to others (both peers and teachers) • Abusive language/behaviour • Aggressive behaviour • Bullying • Refusal to carry out teacher instruction • Repeated Level 1 offences	• Must be escalated up ladder of referral • Time out in class • Timeout in another classroom • Phone call or email to parents • Removal of privileges • Referral to Assistant Vice Principal • Individual behaviour support plan

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	• **Truanting from lesson**	
4	• **Repeated Level 3 offences after Level 3 consequences applied.**	• **Review of the Individual Behaviour Support Plan** • **Referral to Counsellor or Head of Inclusion / Vice Principal** • **In-school isolation** • **External suspension** • **Meeting with parents**
5	• **Unresolved behaviour after Level 4 consequences applied**	• **Permanent suspension after guidance sought from KHDA**

Detentions and use of student free time

Apart from 'Time Out' within the class and in a peer's class, 'detention' will not be formally used in FS and Primary. Detention impinges on students' non-taught time in school, which is minimal, and is thus not deemed to be positive for an FS /Primary child's emotional, social and pastoral wellbeing. Alternative consequences to inappropriate behaviour will be sought.

Roles and responsibilities

Class teacher –

1. Understanding and upholding this Positive Student Behaviour Policy.
2. Ensuring behaviour records are kept accurately and fully on all students that they teach.
3. Ensuring that line managers are fully informed of behavioural issues where appropriate.
4. Keeping good lines of communication open with parents of students that they teach to ensure effective and mutual parent support.
5. Modelling Appropriate behaviour – Teachers should model the kind of behaviour expected from students, providing a positive example for students to follow.
6. Classroom Management- The teacher is responsible for creating and maintaining a positive, safe, and conducive learning environment in the classroom. This includes planning and delivering Good lessons that will encourage positive engagement.
7. Enforcing the policy: Teachers have the authority to enforce the behaviour policy within the school and on school trips or in circumstances where they are representing the school
8. Supporting Students-Teachers should provide support and guidance to students helping them understand the importance of good behaviour and assisting them in developing strategies to improve.
9. Participating in training and development -Teachers should participates in professional development opportunities related to behaviour management, keeping up to date with best practices and new strategies.
10. Collaboration- Teachers work closely with other school staff, such as guidance counsellors and the inclusion department to support students' behaviour.
11. Individual behaviour plans- In some cases, teachers may be involved in creating individual behaviour plans for students who need additional support.

Year Leads / Department Heads -

1. Policy implementation – Year Leads and Department Heads should ensure the consistent application of the school's behaviour policy across all areas of the school community in which they have leadership responsibility.
2. Staff training- They should provide guidance and training to teachers and other staff members about the behaviour policy, ensuring they understand how to implement it effectively.
3. Student support -They work directly with students who are struggling with behavioural issues, providing guidance and support to help them improve.
4. Monitoring and evaluation- They monitor the effectiveness of the behaviour policy, including tracking behaviour incidents and outcomes, and suggest changes or improvements as necessary. They refer a student to a line manager if the behaviour of a student is concerning using referral ladder.

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5. Leadership- Year Leads and Department Heads provide leadership in fostering a positive school culture that promotes good behaviour and respect for others.
6. Providing effective and open communication channels with their department or year group to encourage staff to share concerns about student behaviour and to seek guidance.
7. Ensure that student behaviour records are kept effectively and acted upon where necessary for students within their department or year group.
8. Individual behaviour plans – They may be involved in developing and implementing individual behaviour plans for students who need more intensive support.
9. Crisis management- In case of severe behavioural incidents, pastoral heads help manage the situation, ensuring the safety and wellbeing of all students and staff.

Senior Leadership Team –

1. Policy development and review- They lead the development and periodic review of the school's behaviour policy, ensuring it aligns with the school's values and objectives, and complies with any relevant educational regulations.
2. Policy implementation- They ensure the consistent and fair implementation of the behaviour policy across the school. This includes setting clear expectations for students, teachers and other staff members.
3. Staff training and guidance- They provide guidance and training to staff on the behaviour policy and its implementation. This could include providing resources, organising professional development seasons, or one-on-one discussions.
4. Student support- They meet with students who have significant or recurring behavioural issues, providing guidance and support to help them improve.
5. Disciplinary decisions- In cases of serious misconduct, they are responsible for making disciplinary decisions, such as suspensions or expulsions in line with school's behaviour policy.

Parents –

1. Support their child to achieve positive behaviour.
2. Support the school in managing positive behaviour management with their child.
3. Communicate promptly and effectively with the school over matters related to the behaviour of their child.
4. Model good behaviour to their child.

Appendix 1 – Guidelines for Authorised use of electronic devices

1. Students must take full responsibility for their own devices. The school is not responsible for the security or transportation of personal devices. Class teachers will advise students on the safe keeping of devices while they are in school.
2. Students may only use devices such as tablets, notebooks, small laptops and iPads when in lessons and directed to do so by the supervising teacher. Students are not permitted to use these devices at lunchtimes, break times or after school whilst still on the premises or at any other times when not directly instructed and supervised by a member of staff.
3. Students must immediately comply with any teacher requests to shut down a device or close the screen. Devices must be in silent mode and put away when asked by teachers.
4. Students are not permitted to capture, transmit or post photographic images/videos of any person on campus for personal reasons or to be posted on public and/or social networking sites.
5. Before recording audio or video or taking a photograph required for an assignment, a student must obtain permission from a teacher who will ensure that all the necessary permissions are taken prior to the event. Recordings and photographs are allowed only for a teacher-approved project or activity.
6. Students should make every effort to charge devices prior to bringing them to school. We have no provision to charge any device in school.
7. To ensure appropriate network filters, students will only use the BYOD wireless connection in school and will not attempt to bypass the network restrictions by using 3G or 4G network or VPNs of any kind. Non-compliance will result in confiscation of the devise and/or the loss of the ability to bring personal devices to school for a period to be determined by the school.
8. Individual and personal passwords must not be shared between students.

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9. Infecting the network with a Virus, Trojan, or program designed to damage, alter, destroy, or provide access to unauthorised data or information is in violation of the BYOD guidelines and will result in disciplinary actions. The school maintains the right to collect and examine any device that is suspected of causing problems or is the source of an attack or virus infection.
10. Processing or accessing information on school property related to "hacking," altering, or bypassing network security policies is in violation of the BYOD guidelines and will result in disciplinary actions. Students can only access files on the computer or internet sites which are deemed relevant to the classroom curriculum and suggested by the subject teacher.
11. Printing from personal devices is not available at school.
12. Students must adhere to school rules regarding cyber bullying, digital citizenship and netiquette at all times. The school maintains the right to collect and examine any device that is suspected of being involved in any type of bullying or misuse.

Appendix 2 - Reward points and definition

Each reward point will be converted into 2 House Points

1. **Agile** - The ability to be curious, think independently, be proactive and be open-minded and flexible in your thought processes. The student demonstrates a willingness to innovate and invent new and multiple solutions to a problem or situation.
2. **Analysing** - The ability to deduct, hypothesise, seek supporting evidence and to break down a task, decide on a suitable approach, and then act.
3. **Creating** - The ability to create new ideas through building on existing ideas or diverting from them. To abandon one idea for a superior one or generate multiple solutions.
4. **Empathetic** – To present your own views and ideas clearly and concisely; listen to the views of others and be willing and able to work in teams. To demonstrate citizenship and a sense of community ethos.
5. **Hardworking** - The ability to train and prepare through repetition, keep going and not give up and remain confident, focused, flexible and optimistic while helping others to move forward in the face of adversity.
6. **Linking** - The ability to connect concepts to other similar situations and to use connections from past experiences to seek possible generalisations.
7. **Metathinking** - The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other. To monitor, evaluate and self-correct and to articulate personal views based on evidence.
8. **Realising** - The ability to work at speed and with accuracy and apply skills with ease.
9. **100% Attendance**
10. **Extra-Curricular**
11. **Recycling**
12. **Above and Beyond**
13. **Healthy Eating**
14. **Community Service**
15. **Sports**
16. **Various House Challenges**
17. **Head of Year**
18. **Subject leads**
19. **SLT**

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Appendix 3 - Conduct Points

Each Conduct point will be converted into one negative House Point

1. Chewing gum – prohibited on school grounds, consumption and possession in school bag or on person.
2. Graffiti – Act of vandalism on school property.
3. Incorrect Uniform – Failed to wear their uniform correctly (shirt untucked, no tie, no black shoes etc).
4. Incomplete homework – Failed to complete or submit their set homework.
5. Lateness to lesson – Arrived more than 2 minutes late to the class.
6. PE kit – No PE kit, failed to wear the correct PE kit, wore PE kit on full uniform day.
7. Not equipped for the lesson – Failed to attend the lesson with their full equipment (planner, textbook, notebook, required equipment for their specific lesson etc).
8. Not meeting expectations – Failed to meet the expectations of the teacher after two warnings.
9. Truancy – Failed to attend a lesson without explanation.
10. Devices - Inappropriate use of a device or use of a device without permission.
11. Other – any other reasons that is not listed above and is agreed by the Middle Leadership Team.

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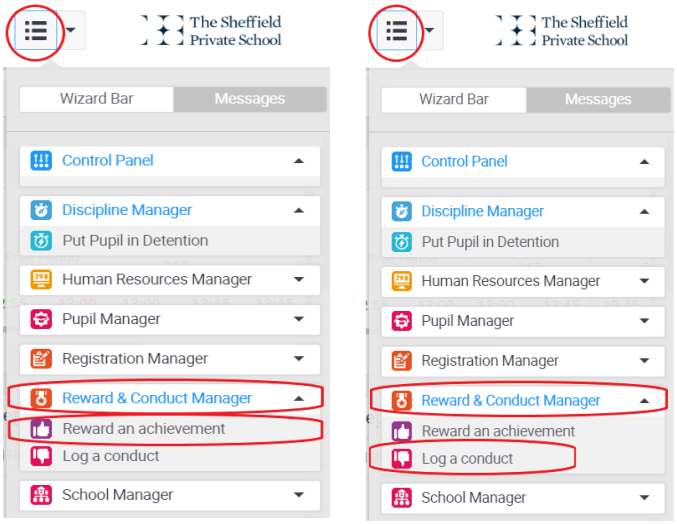
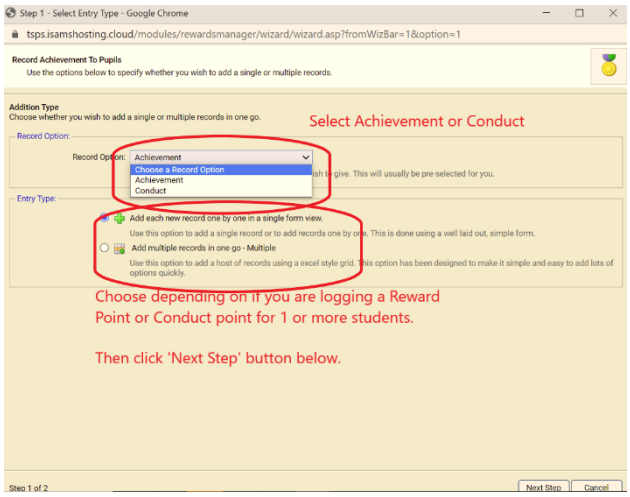
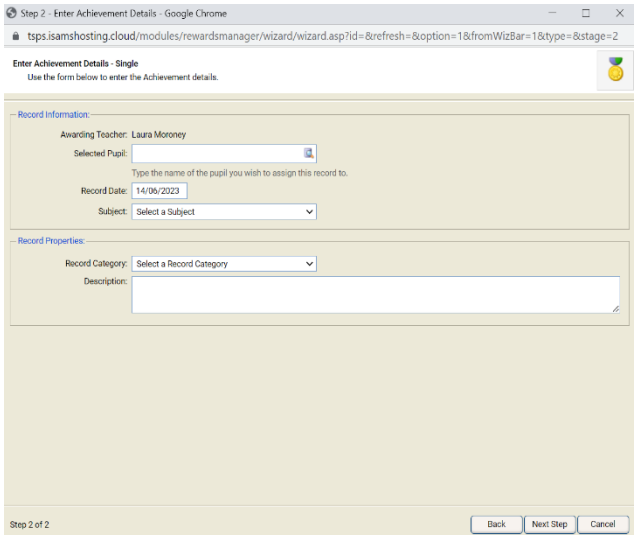
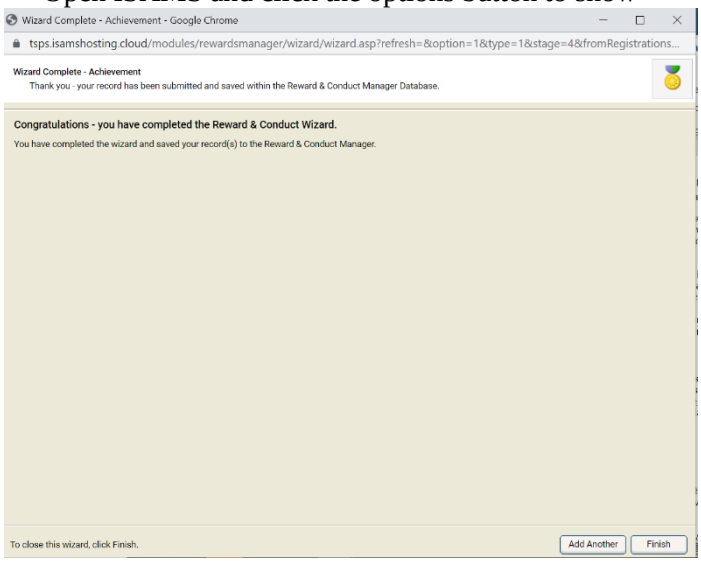
Appendix 4- ISAMs Log





1. Open ISAMS and click the options button to show the Wizard on the top right of the screen as shown and choose Achievement or conduct.





2. Choose to add for 1 or more students.
3. Click 'Next Step'
4. Fill in the fields that appear on the next screen.
5. Click 'Next Step'
6. Message should appear confirming.
7. Click 'Finish'.