

Upper School Behaviour Policy

1. Philosophy and aims of the policy

1.1 The School's social vision statement is for Harrow International School Hong Kong to be 'A caring, respectful community in which everyone thrives'. This social vision should underpin everything we do in the School and this policy seeks to ensure that all members of the community are supported in making this happen. This philosophy can be broken down into three clear guidelines for all pupils:

Always strive to thrive - READY
To treat our community with respect - RESPECTFUL
To care for our community - SAFE

1.2 The School expects students to behave in a positive and responsible manner in order to support effective teaching, learning and personal development in the School. The emphasis in the School is on praising and rewarding positive achievement, and consistent modelling of the Leadership Attributes by pupils, as well as promotion of the Harrow values of courage, honour, humility and fellowship. Where behaviour fails to promote the School's social vision statement, the School's responsibility is to educate pupils on how they can take positive action to resolve the situation and learn from the experience. That is, the pupils involved should learn from the incident by reflecting on what happened, their role in any disciplinary incident and their responsibility for acting to rectify any harm done. The behaviour system should also be restorative, in that the end result should be restoring order and equilibrium to the community or relationships affected (this could be a friendship, a classroom context, a boarding house or any other context involving multiple people).

1.3 The philosophy of this policy, therefore, is as follows:

- a. For pupils to learn from the disciplinary process in order to make better decisions in the future
- b. To restore order to a situation, community or relationship which has been disrupted by poor behaviour
- c. It is the responsibility of all members of the School to live by, and promote the social vision and values, and for staff to apply the policy as fairly and consistently as possible.

1.4 This policy is supplemented by other key school policies, including (but not limited to):

- Child Protection and Safeguarding Policy
- Prevention of Bullying Policy
- Child-on-Child Abuse Policy
- Digital Safeguarding Policy
- PSHE Policy
- RSE Policy
- Exclusion Policy
- Searches, Screening and Confiscation Procedures
- Attendance Policy

1.5 The School's Behaviour Policy takes account of the DfE Guidance, Behaviour and Discipline in Schools: Advice for Headteachers and School Staff' (Feb 2024) and also acknowledges the School's duties under the Equality Act 2010 and in respect of pupils with learning differences (SEND). The policy should not be read in isolation, but in conjunction with the policies listed above.

2. Promoting Responsible Behaviour

We encourage responsible behaviour by:

- Recognising and appreciating pupils' achievements in academic and co-curricular spheres of school life in many ways and providing widespread opportunities for pupils to take responsibility within the School and/or their boarding Houses.
- Supporting pupils through a well-defined and coordinated pastoral care system.
- Having a clear set of school rules with regular reminders about them.
- Having a fair and consistent system of sanctions that takes into account both the needs of individuals and the community as a whole.
- Having clear policies and codes of conduct designed to raise awareness and to promote responsible behaviour in the particularly important areas of the use of ICT, anti-bullying, Child-on-Child abuse, illegal drugs, alcohol, smoking and academic dishonesty.
- Providing a PSHE programme which encourages students to come to greater self-knowledge and understanding, to develop emotional and spiritual wellbeing and to express their emotions in a safe, secure manner.

3. Recognising achievement

3.1 Fundamental to promoting such positive behaviour is the way in which the School recognises and appreciates the efforts and achievements of students. Teachers offer verbal and written praise for good academic work, positive behaviour and leadership and are encouraged to make good use of the rewards system. Merits are awarded for pupils who emulate the School's values or show real effort in what they are doing. Send-Ups are for pupils who show academic attainment, and for an exceptional piece of work, a pupil may be awarded a Head's Send Up. Merits and Send Ups will be recorded on the School's MIS system. Each term, students in each

year group who gain large numbers of Send Ups and Merits are celebrated. At the end of the academic year, prizes are presented on Speech Day for high levels of academic attainment and/or endeavour over the course of the year. Achievement in extra-curricular activities can be rewarded through Colours for activities in which students represent the School. House Masters/House Mistresses regularly praise student achievements in all areas of School and House life in Call-over and in their regular newsletters to parents. Student achievements are also announced in assembly each Monday and in publications such as the Head's letters, newsletters and on social media.

3.2 As students progress through the School, there are many opportunities for them to show their ability to take on positions of responsibility in their Houses and in school activities when they are older. Key to this is the degree to which older students are perceived as good role models for younger students and take a pastoral interest in the wellbeing of other students. The most outstanding students in terms of leadership potential become School Prefects or Ambassadors in Year 13 and follow a dedicated training programme. There is a competitive formal selection process for Heads of School, School Prefect and Ambassador positions; HMs and SLT decide on the appointment of their Head of House and House Reps. Prefects and Ambassadors are able to give out low-level rewards and sanctions (Merits and Reminders) following training from SLT.

4. Classroom Rules

4.1 The School recognises that effective teaching and learning and consistent classroom management are critical to promoting good behaviour and limiting opportunities for misbehaviour among pupils. Staff should not allow the behaviour of an individual to have a detrimental effect on the group's learning and should model and promote the Harrow International School behaviour expectations at the beginning of and throughout the year, using the *Classroom Rules and Expectations*, *Behaviour for Learning Stages* and *Classroom Technology Rules* (appendix) as guidance.

4.2 Guidance and support for staff in these areas are covered in the Induction programme (including the provision and explanation of the School's Behaviour and Child Protection policies), the Staff Handbook, in addition to feedback on regular lesson observations, drop ins and through in-house and external CPD courses where appropriate. Staff may also seek support and advice from a member of the pastoral team or a senior member of staff.

5. Behaviour for Learning

5.1 At Harrow International School Hong Kong, we want pupils to have a love of learning, realising that knowledge and learning has its own intrinsic value and that hard work and dedication is the way in which this can be achieved. To achieve this, we aim to have an unapologetic focus on high standards, academically and behaviourally. We also recognise that all pupils need to be nurtured academically and pastorally to help them be the best versions of themselves. To help

ensure this is achieved, in the Upper School we will have a pupil-school contract that outlines the fundamental values we require in pupils, and staff's commitment and contribution to embedding these important characteristics. The contract shared with pupils is:

Teachers will....	Pupils will....
Set and model high standards	Commit to working hard
Develop knowledge	Value knowledge
Challenge academically and with purpose	Embrace challenge and practice with purpose
Provide feedback on work that moves learning forward	Use feedback to improve work
Develop the tools required to succeed	Learn from mistakes

5.2 Teachers use a choices and consequences system to enforce good classroom behaviour. This is supported by the 'Behaviour for Learning' stages which are displayed around the school.

The Behaviour for Learning stages are:

Stage	Pupil Action	Teacher Action	Consequence
0.	Start of lesson – settling down	Routines and procedures are established, creating a positive and respectful classroom culture. Pupils are praised for meaningful actions as part of building good staff-pupil relationships.	Merits recorded on MIS.
1.	Disrupting learning.	Verbal reminder to follow classroom expectations.	N/A
2.	Continued disruption of learning despite verbal reminder.	Verbal warning for disruption to learning.	N/A
3.	Continued disruption of learning despite second verbal warning.	Pupil moved within the classroom if possible. If necessary, spoken to briefly outside of the classroom.	'Skew' recorded on MIS and class teacher detention – 10 minutes (breaktime or lunchtime) – Restorative conversation logged on CPOMs
4.	Continued disruption of learning despite the formal warning.	Pupil moved to another colleague's room/SLT office with work to do. Second	Second 'Skew' added to MIS. Parents to be contacted by class teacher later that day

		'Behaviour Concern' added to CPOMs	with tutor/HoD/HM copied in. DRT – 30 minutes
5.	Continued disruption to learning despite removal to another room.	Alert a member of SLT if not already aware.	Parents will be contacted by SLT and a detention given – 60 minutes

All teachers use this system in the following way when dealing with challenging behaviour:

- **Non-verbal cues** to direct a pupil's behaviour and encourage a positive learning environment. For example, hand signals, eye contact etc.
- **Verbal cues** to direct a pupil's behaviour and encourage a positive learning environment. For example, "Allison, we focus on our work so that we can learn".
- **Outline the choice direction** for a pupil's actions – this is a preliminary warning which outlines the choices a pupil has and the consequences for making particular decisions. For example, "Allison, you can either stop talking and get on with your work, or you will move up to the next stage".
- **Explain the consequences** – this helps to make it clear for the pupil concerned whilst also reinforcing the expectations to the rest of the class. For example, "Allison, you have continued to talk, which disrupts our learning, you are now on stage 2".
- **Record** any pupil actions that constitute a breach of discipline in line with the 'Behaviour for Learning' stages as a 'Skew' on MIS and a 'Behaviour Concern' on CPOMs if level 4 is reached.
- **Mean what you say** – ensure that all consequences are followed through. For example, if a detention is issued, it must happen.
- **Be consistent** in your use of choices and consequences and support pupils to make the right decisions.
- **Follow Classroom Routines and the Expectations and Rules around technology.**

6. Pupil Code of Conduct

6.1 The Pupil Code of Conduct sets out the general principles which pupils are expected to apply at school. The specific rules set by each part of the school reflect the age of the pupils and their setting, and are designed to promote the safeguarding, effective working, wellbeing and reputation of the whole school community.

Pupils respond positively to courteous, kind, and considerate treatment. Staff are expected to be role models for children in the way we expect them to behave. There must be an emphasis on the **positive approach of encouragement, praise, and reward** rather than that of criticism and sanctions. It is imperative that this approach is consistent in its application across all areas of the School. The Pupil Code of Conduct is indicative of the broad expectations that we should have of all pupils, and staff should ensure that the behaviour of pupils is always consistent with these expectations.

It is not helpful simply to produce a catalogue of detailed rules and regulations or to develop a rigid 'slot machine' approach to the imposition of sanctions. Staff are required to enforce the 'spirit' of these guidelines rather than becoming involved in legalistic interpretations.

All pupils in the Prep and Senior School at Harrow International School sign up to the Code of Conduct below:

As a pupil of Harrow International School, Hong Kong, I agree to the following:

READY: Completely ready for the day ahead, making the most of every opportunity the School offers:

1. I will wear my uniform correctly with pride.
2. I will arrive at lessons on time and will be fully prepared with all the correct equipment.
3. I will have a good attitude to learning, high expectations of myself, and always try my best.
4. I will set a good example and be a role model for others.

RESPECTFUL: Treat others as I would wish to be treated, be honest, polite, compassionate and sensible:

5. I will act with dignity and show respect to my peers, staff and visitors.
6. I will consider the feelings of other people, and I will respect that others may have opinions and beliefs that differ to mine.
7. I will be kind to others, treat them with compassion, and be ready to help them if I can.
8. I will speak politely to others.
9. I will strive to adhere to the Harrow Values
10. I will care for the School and wider environment and respect the property of others.
11. I will not behave in a way that brings the School into disrepute, including when outside School and online. I will accept sanctions when given.

SAFE: Aware of my surroundings and others within it,

12. I will behave properly and safely in lessons so that I do not disturb the teaching and learning of others.
13. I will ensure that I am safe when online.
14. I will move around the School campus calmly and safely and ensure that I am in the correct places when I am meant to be.
15. I will be upstanding and ensure others are safe.

7. Consequences to Behaviour

7.1 School Rules

In the Upper School, rules are outlined to pupils at the beginning of the academic year and displayed in classrooms. The Upper School rules are discussed with all pupils new to the school

as part of their induction programme. All Upper School pupils are reminded of the school rules as part of the Tutorial programme. The School's Pupil Code of Conduct and specific aspects of the Rules also form the basis of regular reminders by senior staff in the weekly whole school assembly.

7.2 Sanctions

Detentions issued within the classroom are to be administered by the subject teacher and/or departments in line with the 'Behaviour for Learning' stages. However, concerns and one-off 'high tariff' behaviours, will be monitored on a whole school level with appropriate sanctions imposed where necessary.

'Skews' will be recorded on MIS for the following behaviours in lessons:

- Off-task behaviour
- Lack of effort
- Not following instructions
- Offensive language and/or behaviour
- Lack of equipment
- Uniform
- Inappropriate device use
- Prep not completed
- Punctuality

If a pupil accumulates three or more Skews, they will be required to attend a lunchtime or after school DRT arranged by their HM. If a pupil's behaviour continues to be a concern then they will be referred to the senior pastoral staff. For inappropriate or poor behaviour outside the classroom, pupils will be issued with Demerits. These will be logged on the School's MIS system.

Detentions outside of school hours

Tuesday Afternoon Detentions. Parents will be informed in advance of this detention by letter, email, or telephone with at least 48 hours' notice. This sanction will run from 16.30 – 17.30.

Friday Afternoon Detentions are for persistent offenders or for causing a major problem to the community, for example, a repeat incident of bullying another pupil. In addition, this sanction can be given to any pupil for a one-off serious offence which constitutes a breach of the behaviour policy. This sanction takes place on Friday afternoon from 16.30 until 17.30pm. Parents will be informed in advance of this detention by telephone and confirmed in writing. Copies of these letters are placed in the pupil's individual file. Parents will be required to arrange for their child to be collected from school at 17.30pm if they have a Friday detention.

7.3 Referral System Upper School

The Subject teacher/Tutor should deal with low level disciplinary matters in the first instance using the methods described above. (Demerits and Skews should be recorded on MIS, and behaviour concerns, conversations with pupils and parents recorded on CPOMs).

Where these means are ineffective, or where the teacher is concerned that misbehaviour is symptomatic of wider problems, they should refer the pupil to their HM, Head of Sixth Form, or to the relevant Head of Department for subject specific issues. If a pupil accumulates three Demerits or three Skews then they should be referred to their HM. HMs will receive a weekly report showing any rewards or sanctions received by pupils in their House.

The HM will keep an overall picture of individual pupil's behaviour records through the weekly MIS report showing any rewards or sanctions received by pupils, and any concerns logged on CPOMs. Parents should be kept informed of the concerns about the pupil's behaviour, and the pupil may be placed on a target report card. Advice can be sought from the Assistant Heads (Prep and Senior) and the Deputy Head (Pastoral, Boarding and Safeguarding). If a pupil subsequently receives three DRTs, then they should be referred onto a member of the senior pastoral team.

If interventions by the HM are not successful in addressing the pupil's behaviour, with appropriate sanctions having been given and meetings with parents, then these concerns should be escalated to the Assistant Heads (Prep and Senior) and the Deputy Head (Pastoral, Boarding & Safeguarding).

Pupils should only be directly referred to SLT in cases of serious misbehaviour that requires immediate and severe sanctions, for example, dangerous, threatening, abusive or illegal behaviour. All Subject Teachers/Tutors are required to record a concern on CPOMs for any matter referred to senior colleagues and MUST make a detailed report of any serious incident requiring immediate intervention by the senior Pastoral staff, having taken a statement from any pupils involved.

8. Temporary and permanent exclusions

8.1 Exclusion from School, in accordance with School's Terms and Conditions, can be a temporary withdrawal for a fixed term or a permanent exclusion. The School's procedures for dealing with permanent exclusions (expulsion) are dealt with in the Expulsion and Required Removal Policy.

Temporary exclusions are mindful of the guidance 'Behaviour and Discipline in Schools' (DfE, February 2024). The Head may at their discretion require parents to suspend a child from the School, if they consider that the child's attendance, academic commitment or behaviour (including behaviour outside the School) is seriously unsatisfactory and, in the reasonable opinion of the Head, removal is in the School's best interests or those of the child or of other children.

Only the Head or in their absence their Deputy have the authority, after proper consideration, to temporarily exclude from School any pupil for a single serious incident or a repeated failure

to observe the School's Pupil Code of Conduct or the School's Rules, and to judge on the acceptability of variations not covered.

In the event of a temporary exclusion of a pupil being deemed appropriate, the parents of the pupil can expect the following:

1. Communication with the Deputy Head or another senior member of staff, as appropriate, providing details of the breach of the School rules (or the particular incident) and the basis for the decision to consider excluding temporarily.
2. In most cases, it will be appropriate to hold a meeting with the pupil and parents concerned so that the member of staff who conducted the investigation can present the information that has been gathered and to give an opportunity for the pupil and parents to comment on the offence and the evidence relating to it.
3. Depending on the nature of the offence, it may be necessary to temporarily exclude a pupil from School while the investigation is being carried out. It may also be necessary for the School to contact the Police or Social Welfare Department.
4. A formal letter to confirm the temporary exclusion will follow within two school working days of the meeting and the subsequent decision to temporarily exclude, clearly stating:
 - The reasons for the temporary exclusion.
 - The length of the exclusion.
 - The date on which the pupil is permitted to return to School.

Depending on the circumstances and seriousness of the situation, the School will decide if temporary exclusions will be served in School or at home. Temporary exclusions usually range from one to five day' duration, but the School reserves the right to temporarily exclude for a longer duration if we feel it appropriate to do so.

Work will be provided for the duration of any temporary exclusion. This work will be marked and returned as appropriate, usually via the pupil's Tutor or HM.

Any pupil who has been temporarily excluded will be required to attend a re-integration meeting with a senior member of staff on his/her return to School. Parents will also be invited to attend and during the meeting, strategies for returning to normal school life, expectations for conduct and potential consequences of further breaches will be established.

9. Behaviour and Conduct

9.1 The following list is not exhaustive or exclusive, but provides an indication of behaviours which would result in a sanction. Category 1 behaviours will likely result in demerits or skews whilst Category 2 behaviours are considered more serious and may result in detentions or exclusions, depending upon the circumstances.

In all cases, the School will handle instances of inappropriate or unacceptable behaviour on a case-by-case basis, completing a thorough investigation and considering all relevant circumstances.

Unacceptable/Inappropriate Behaviours	Sanctions
The school will always take a serious view of: Category 1 Behaviours: • Breaches of school uniform regulations • Chewing gum or eating or drinking in any public area of the school. • Deliberate and persistent disobedience. • Insolence to staff or prefects. • Vulgarities or offensive language. • Behaving in a way which is unsafe either to yourself or others (including running in corridors or stairs). • Arriving late to school or lessons. • Poor behaviour outside school (especially on trips or educational visits) which reflects adversely on the School's reputation. • Damaging other pupils' or school property in any circumstances. • 'Borrowing' other pupils' belongings without permission. • Any of the above category 1 behaviours may be escalated to category 2 depending on the circumstances. Category 2 Behaviours: • Persistent lack of punctuality. • Persistent disruptive behaviour. • Physical assault against pupils or adults. • Stealing, lying or cheating. • Leaving school without permission or being 'out of bounds' within school • Verbal abuse of, threatening behaviour towards or malicious allegations against pupils or adults. • Producing and posting online any material that may be a breach of privacy, any	'Skews' will be recorded on MIS for the following behaviours in lessons: • Off-task behaviour • Lack of effort/engagement with learning • Not following instructions • Offensive language and/or behaviour • Lack of equipment – including not having the correct PE kit • Inappropriate device use • Prep not completed • Punctuality • Non-attendance of academic intervention sessions Designated Reflection Times – during the school day Detentions outside of school hours: Tuesday After School Detentions. Friday After School Detentions Referral System Upper School Temporary and permanent exclusions Category 1 behaviours will likely result in demerits or skews whilst Category 2 behaviours are considered more serious and may result in detentions or exclusions, depending upon the circumstances

images of members of the school community without their knowledge or consent, or anything that may cause damage to the reputation of the School. • Misuse of phones or phone pouches. • Bullying, including cyberbullying. • Involvement with youth produced sexual imagery or online psychological or sexual harassment. • Racism. • Sexual violence, harassment or abuse (this can include pantsing). • Smoking, Vaping, Drug or alcohol use. • Damage to School property • Theft. • Any conduct that facilitates, encourages or makes possible, any of the offences listed above. • Any conduct that significantly harms the reputation of the School.	
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In Upper School, pupils placed in three Friday detentions in a period of twelve months or less will have their conduct reviewed and the School may consider further sanctions such a temporary exclusion for the School.

10. Monitoring and Review

The School rules and the system for sanctions and rewards are, as a minimum, reviewed on an annual basis by the Deputy Head (Pastoral, Boarding and Safeguarding), Head of Sixth Form, Head of EYFS and Head of Lower School and other senior members of pastoral staff, to monitor their effectiveness in promoting the School's Pupil Code of Conduct and to ensure fairness and equitability for pupils of all ages, backgrounds, genders and race. Parents will be reminded of the policy at least once per academic year, and it is available on the School website.

Pupils may contribute to regular reviews via regular meetings of the Pupil Dialogue Council or by speaking to their tutor/HM/AHM at any time. School rules and the systems for sanctions and rewards are subject to amendment by the Head at any time if necessary and the basis for, and nature of, such amendments will be notified to pupils, parents, staff and Governors.

Owner: Deputy Head (Pastoral, Boarding & Safeguarding)

Reviewed: September 2026

Next review: September 2027



UPPER SCHOOL BEHAVIOUR POLICY

'A caring, respectful community in which everyone thrives'

REWARDS

MERITS	typically for good effort
SEND-UPS	typically for excellent achievement
HEAD'S SEND UP	for outstanding achievement or effort
You will be prompted to choose a category for your reward:	
LEARNING	LEADING VALUES

REFLECTIVE QUESTIONS

WHAT?

What is happening / What happened?

WHO?

Who has been affected?

WHAT?

What needs to happen now?

HOW?

How are you going to make this happen?
What help might you need?

SANCTIONS

SKEW for behaviour in class **DEMERIT** for behaviour outside of class

Category 1 behaviours will likely result in demerits or skews whilst Category 2 behaviours are considered more serious and may result in detentions or exclusions, depending upon the circumstances

BEHAVIOUR FOR LEARNING

STAGE 1 Verbal reminder for disruption to learning

STAGE 2 Verbal warning for continued disruption to learning

STAGE 3 Formal warning recorded as a Skew on MIS. Pupil moved within the classroom if that is possible. If necessary, spoken to briefly outside of the classroom. Teacher detention - 10 minutes.

STAGE 4 Second Skew recorded on MIS. Pupil moved to another colleague's room with work to do. Parents to be contacted by teacher or Head of Department via telephone later that day. Detention - 30 minutes (Note: one-off high tariff behaviours such as verbal or physical aggression can also be moved straight to stage 4).

STAGE 5 If disruptive behaviour persists in the new classroom, inform the Matron team and make a record on CPOMs. SLT detention after school - 60 minutes (Friday night detention).

UNACCEPTABLE/INAPPROPRIATE BEHAVIOURS	SANCTIONS
The school will always take a serious view of: Category 1 Behaviours: ◆ Breaches of school uniform regulations ◆ Chewing gum or eating or drinking in any public area of the school. ◆ Deliberate and persistent disobedience. ◆ Insolence to staff or prefects. ◆ Deliberate and persistent disobedience. ◆ Vulgarity or offensive language. ◆ Behaving in a way which is unsafe either to yourself or others (including running in corridors or stairs). ◆ Arriving late to school or lessons. ◆ Poor behaviour outside school (especially on trips or educational visits) which reflects adversely on the School's reputation. ◆ Damaging other pupils' or school property in any circumstances. ◆ 'Borrowing' other pupils' belongings without permission. ◆ Any of the above category 1 behaviours may be escalated to category 2 depending on the circumstances.	'Skews' will be recorded on MIS for the following behaviours in lessons: ◆ Off-task behaviour ◆ Lack of effort/engagement with learning ◆ Not following instructions ◆ Offensive language and/or behaviour ◆ Lack of equipment – including not having the correct PE kit ◆ Inappropriate device use ◆ Prep not completed ◆ Punctuality ◆ Non-attendance of academic intervention sessions Designated Reflection Times - during the school day Detentions outside of school hours: Tuesday After School Detentions.
Category 2 Behaviours: ◆ Persistent lack of punctuality. ◆ Persistent disruptive behaviour. ◆ Physical assault against pupils or adults. ◆ Stealing, lying or cheating. ◆ Leaving school without permission or being 'out of bounds' within school ◆ Verbal abuse of, threatening behaviour towards or malicious allegations against pupils or adults. ◆ Producing and posting online any material that may be a breach of privacy, any images of members of the school community without their knowledge or consent, or anything that may cause damage to the reputation of the School. ◆ Misuse of phones or phone pouches. ◆ Bullying, including cyberbullying. ◆ Involvement with youth produced sexual imagery or online psychological or sexual harassment. ◆ Racism. ◆ Sexual violence, harassment or abuse (this can include pantsing). ◆ Smoking, Vaping, Drug or alcohol use. ◆ Damage to School property ◆ Theft. ◆ Any conduct that facilitates, encourages or makes possible, any of the offences listed above. ◆ Any conduct that significantly harms the reputation of the School.	Friday After School Detentions Referral System Upper School Temporary and permanent exclusions Category 1 behaviours will likely result in demerits or skews whilst Category 2 behaviours are considered more serious and may result in detentions or exclusions, depending upon the circumstances



HARROW
INTERNATIONAL SCHOOL
HONG KONG

Classroom Technology Rules

Organisation



We do not receive notifications during lessons.



Devices are charged before the lesson.



Work submitted in the wrong format is considered late.

Learning



Devices stay in our bags unless instructed to get them out.



Screens are closed when the teacher is talking.



We only visit websites and apps for learning when instructed to do so.



We use our real names for online activities.



We are responsible users of classroom technology!

Educational Excellence *for* Life and Leadership

CLASSROOM ROUTINES AND EXPECTATIONS



Pupils line up sensibly and quietly outside their classroom and waits for their teacher to let them into the classroom



Each pupil greets their teacher at the door politely as they enter the classroom



Pupils enter the classroom calmly and quietly and find their assigned seat



Pupils put their planners (PS) and pencil cases on their desks. Laptops remain in bags until needed unless otherwise instructed by the teacher



Pupils put their hand up in lesson to ask or answer a question. There should be no shouting out



Pupils ensure they project their voices when speaking aloud in class so that the teacher and all of their peers can hear them



Pupils look and listen to the person who is speaking in class, whether this is the teacher or a fellow pupil



Pupils record prep appropriately



At the end of the lesson, pupils tuck their chair under the table and stand quietly behind their desk until they are dismissed by the teacher



Each pupil says goodbye to their teacher as they leave the class.

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BEHAVIOUR FOR LEARNING

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STAGE 3

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Second Skew recorded on MIS. Pupil moved to another colleague's room with work to do. Parents to be contacted by teacher or Head of Department via telephone later that day. Detention – 30 minutes (Note: one-off high tariff behaviours such as verbal or physical aggression can also be moved straight to stage 4).

STAGE 5

If disruptive behaviour persists in the new classroom, inform the Matron team and make a record on CPOMs. SLT detention after school – 60 minutes (Friday night detention).

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