

## HOLLAND PARK SCHOOL 2021 to 2022

POLICY | BEHAVIOUR

STATUS | STATUTORY

PRINCIPLES

We aim to:

- provide a consistent and fair approach to behaviour management;
- define clearly for students, and parents, what we consider to be unacceptable behaviour, including bullying and discrimination;
- outline how students are expected to behave when in school and outside in the local community;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management;
- outline our system of rewards and sanctions;
- create a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared and consistent, and reflect current and up to date Government legislation;
- consistently apply the guidance set out in our Governors' Statement of Principles.
- ensure that all staff are aware of the powers available to them, and how to apply them;
- ensure that students and parents are introduced pre-admission to the school's expectations via the Home/School agreement and associated documents.

Date of Review	August 2021			
Reviewed by	Ross Wilson   Deputy Head			
Date of Approval	<i>Pending</i>			
Approved by	Governing Body			
Date of Next Review	Summer 2022			
Location	L:drive	✓	Website	✓

## 1. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- Searching, screening and confiscation at school.
- The Equality Act 2010.
- Keeping Children Safe in Education.
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.
- It is also based on the special educational needs and disability (SEND) code of practice.
- In addition, this policy is based on:
  - Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
  - DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

## 3. Definitions

We define misbehaviour as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- behaviour that prevents other students from completing their work, or learning effectively, in lessons;
- intentional non-completion of classwork or independent study;
- a poor attitude towards other students, teachers or adults;
- breaches of the school's uniform agreement.

Serious misbehaviour is defined as:

- repeated and persistent breaches of the school's expectations;
- any form of bullying;
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - sexual comments;
  - sexual jokes or taunting;

- physical behaviour like interfering with clothes;
  - online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism;
  - theft;
  - fighting;
  - smoking;
  - racist, sexist, homophobic or discriminatory behaviour;
  - possession of any prohibited items. These are:
    - knives or weapons;
    - alcohol;
    - illegal drugs;
    - stolen items;
    - tobacco and cigarette papers;
    - fireworks and lighters;
    - pornographic images;
    - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

#### 4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful;
- repeated, often over a period of time;
- difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

## Anti-bullying

Students, staff and parents work together to create a school community free from bullying and where it is recognised that any form of bullying will not be tolerated.

We all recognise that our school:

- has a clear statement on anti-bullying;
- supports staff to identify and tackle bullying appropriately;
- ensures that students are aware that all reported bullying concerns will be dealt with sensitively and effectively;
- reports back quickly to parents when concerns arise;
- seeks to learn from anti-bullying good practice elsewhere;
- utilises the support of relevant organisations when appropriate.

We expect all students to sign and adhere to our expectations and to respect all members of the school community at all times. Our students' anti-bullying statement reads:

*As a student at Holland Park I promise to adhere to our shared expectations and ensure that I never bully another student. If I am being bullied in any way, I will report it to a teacher immediately. I agree that any student who systematically bullies another student should be excluded from the school's community.*

## 5. Roles and responsibilities

5.1 The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the head to account for its implementation.

5.2 The Head, Academy Head and Deputy Head (behaviour) are responsible for reviewing and approving this behaviour policy. They will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff are responsible for:

- implementing the behaviour policy consistently;
- modelling positive behaviour;
- providing a personalised approach to the specific behavioural needs of particular students;
- recording behaviour incidents.

The Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents are expected to:

- support their child in adhering to the school's expectations of students;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the school promptly.

## 6. Expectations

Our expectations are recorded in an A to Z for students. These are detailed at *appendix 1*.

### 6.1 Consequence System

- Schools are complex places and Holland Park School will endeavour to see each student and incident individually.
- Staff are expected to adhere to a set of common expectations and responses through the Consequence System to ensure a consistency and fairness of approach across the school.

### 6.2 Detentions

- Detentions are used as a form of a disciplinary penalty and are used in response to poor punctuality to school and lessons, poor quality classwork, lack of or poor quality independent study and behavioural concerns relating to any point during the school day or when wearing the uniform out in the local or wider community.

- Staff are advised to give parents a minimum of 24 hours written notice, if a student is to be detained outside of the published school sessions, e.g. longer than 15 minutes after the school day, or on a Saturday.
- The school reserves the right to retain a student without giving 24 hours' notice, however it is considered to be good practice to request the permission of the parents if the detention is planned to last for any time longer than 15 minutes.

### **6.3 On Duty**

- All students are expected to behave in accordance with the school's Expectations. Where students fail to comply either in or out of the classroom, it is important that such behaviour is challenged accordingly by use of the Consequence System and behaviour points are allocated as appropriate.
- Should a situation arise in a classroom where a student's behaviour escalates it may be necessary for the teacher to call for support through the On Duty system on the behaviour module of SIMs.
- The aim when 'On Duty' is used is to resolve the situation and allow the student to continue with the lesson. The intention behind this is to ensure that all subject teachers are empowered in relation to classroom management, where we think a positive reintegration may not happen the member of staff will use the skeleton timetable and place the student with a subject leader for the remainder of the lesson.
- Where the member of the Behaviour and Attitudes Team considers there to be a risk that poor behaviour may continue, the student will be removed and placed in 2.13A for the remainder of the school day. The expectation will be that their parent and the students attend a meeting with a member of the Behaviour and Attitudes Team.
- Where a student has caused a significant breach of health and safety they will be automatically removed from the class and the matter will be investigated and dealt with by a member of the Behaviour and Attitudes Team. This may result in internal or fixed term exclusion.

### **6.4 Exclusion**

- The school adheres strictly to the Law in relation to exclusion and it has regard to appropriate guidance issued by the Secretary of State.
- Following exclusion a meeting between the school, the student and the parent is arranged in which a re-admission agreement is signed. It is likely that 'special conditions' will be agreed before re-admission.
- The Governors' Discipline Panel is involved in all exclusions as laid down by the law on Exclusion.

- A Governors' Discipline Panel, made up of three governors, will be convened when a student has been excluded in excess of fifteen days in any one term or has been permanently excluded. A Governors' Discipline Panel will also be convened in relation to any fixed term exclusions which would lead to a student being excluded from between 6 and 15 days but only when the student's parent(s) express a wish to make representation.

## 7. Rewards and sanctions

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded in a range of ways:

- by comment, orally and in workbooks;
- by inclusion on visits and excursions;
- by letters home;
- by recognition in assembly;
- by belonging to the Student Leadership Team.
- by the awarding of Achievement Points.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- a verbal reprimand;
- sending the student temporarily out of the class;
- expecting work to be completed at home, or at break or lunchtime;
- issuing consequence points (see *appendix 3*)
- detention at break or lunchtime, or after school;
- referring the student to a senior member of staff;
- utilising the 'on duty' system;
- letters or phone calls home to parents;
- agreeing a behaviour contract;
- putting a student 'on report'

We may use Room 2.13A (internal exclusion) in response to serious or persistent breaches of this policy. Students may be sent to 2.13A during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention may also be sent to 3.12A.

Room 2.13A is managed by the Behaviour and Attitudes Team and overseen by Mr Wilson, Deputy Head.

## **7.2 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate;
- considered;
- supportive;
- decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report;
- carrying out risk assessments, where appropriate, to help determine whether to:
  - manage the incident internally;
  - refer to early help;
  - refer to children's social care;
  - report to the police.

Please refer to our child protection and safeguarding policy for more information.

## **7.3 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school.

This means misbehaviour when the student is:

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a student of our school.

Sanctions may also be applied where a student has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be issued on school premises or elsewhere when the student is under the lawful control of the staff member (e.g. on a school-organised trip).

## **7.4 Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy, and allegations of abuse policy, for more information.

## **8. Behaviour management**

**8.1** Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Our expectations are recorded in an A to Z for students. These are detailed at appendix 1.

The school operates a system of 'On Duty'. This system offers support to all colleagues when difficulties arise. Members of the Behaviour and Attitudes Team respond to all On Duty requests. Students removed from lessons are monitored centrally and parents are informed. Further detail is provided in the 'On Duty' section.

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder;
- hurting themselves or others;
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents.

All staff are required to read and familiarise themselves with the school's Restraint and Holding Policy.

### **8.3 Confiscation**

- Any prohibited items (listed in section 3) found in students' possession will be confiscated – these items will not be returned to students.
- We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion between school leaders and parents.
- Searching and screening students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **8.4 Pupil Support**

- The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.
- The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **8.5 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## **9. Pupil transition**

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. [Edit to reflect our approach]

Behaviour management will also form part of continuing professional development.

## 11. Links with other policies

This behaviour policy is linked to the following policies:

- Restraint and Holding Policy
- Child protection and safeguarding policy
- Allegation of Abuse against staff policy

## Appendix 1

### EXPECTATIONS: AN A TO Z

It is important to know what is required and expected of you. The following pages provide such guidance and reiterate the agreements you made with the school before you first joined.

### ACHIEVEMENT POINTS

Teachers award achievement points in recognition of you doing something exceptional in the lesson, as part of your independent study, or by displaying kindness, or compassion, or excellent manners inside or outside school. The school believes that quality relationships are further developed by recognising the efforts of students. Teachers will award you with one achievement point in recognition of you:

- performing exceptionally well in a lesson;
- producing an excellent piece of work in a lesson or for independent study;
- demonstrating progress in your workbook;
- demonstrating kindness towards someone else;
- demonstrating excellent manners;
- supporting a school event;
- participating in a sporting event; or
- positively contributing to the school's reputation in the local or wider community.

Your achievement points profile contributes directly to House Points and they are your way of making a positive contribution to the annual House Points competition.

### ASSEMBLY

Assembly is a time for collective reflection. Its tone is intended to guide us through the day, and aid us to see the world, and its people, in a more compassionate and considered way.

Please line up at the Hall staircases by 08.25. You will be asked to enter assembly by a member of the Leadership Team.

When you enter the hall, **silence** is expected. No food or drink are permitted in assembly.

Before you enter the assembly, please ensure that your uniform is correct. When seated in your allocated chair (A to Z tutor group order), your bag should be placed under your seat.

### ATTENDANCE

You should always aim for a 100% attendance. The absolute minimum you should achieve over a year is 97%. If you are absent, your parent must contact the school on the morning of the first day of absence and thereafter for each day you will be away. There is a direct correlation between excellent attendance and outstanding academic success.

## BEHAVIOUR

All students are expected to behave in a mature and sophisticated manner at all times. Mr Wilson, Deputy Head, leads on behaviour and attitudes.

Respect underpins the school's behaviour policy and Ofsted have judged behaviour in school to be outstanding because of the mature, respectful and sophisticated conduct of students.

Owing to this principle, we refuse to tolerate conduct that undermines the respect we encourage between all students. Fighting, abusive language, aggression, disruption, homophobia, extremism, racism and sexism are all ruled out of school life. Where they do (infrequently) occur, the school takes a strong line on how such behaviour is dealt with. The school is committed to using any power necessary to safeguard its students and sustain the extraordinary working environment it has already established.

Behaviour Zones indicate one method in which instances of poor behaviour are managed across school. Consequence points form a central part of our behaviour policy. Though children are individual and have needs unique, we start from a point of consistency.

## BEHAVIOUR ZONES

Students are placed in a behaviour zone if their behaviour has become a concern. Poor behaviour seriously compromises your ability to be successful, academically and personally.

### THE GREEN ZONE

Teachers will have spoken to you about your behaviour in class. They will have issued consequence points at C1 (see Consequence Points) onto your electronic file. It is essential that you listen to their advice, follow the school's expectations, and modify your behaviour accordingly and speedily. Students who accrue a number of C1s will be moved into the Yellow Zone.

### THE YELLOW ZONE

This means that you are on report to a member of the Behaviour Team: Mr Raihani, Mr Andrews or Mr Clarke.

Your teachers will have spoken to you on several occasions about your behaviour. You will have accumulated a number of consequence points on your electronic file. Your parents will have been asked into school to speak with staff about their concerns.

*What happens in the Yellow Zone?*

You will be placed on Yellow Report for a period of at least 2 weeks. You will be required to see a member of the Behaviour Team at break, lunch and the end of the school day to have

your report discussed. You will not leave school until 15.30 as you will be required to submit your work for review. Your teaching group may be changed. You may be withdrawn from lessons and placed in **ROOM 2.13a**.

*How do I get out of this Zone?*

You will need to demonstrate to your teachers and the Behaviour Team that your work and success are your priority. You will have stopped receiving consequence points. The Behaviour Team will be satisfied that your behaviour around the school site and in lessons is no longer a concern.

## **THE RED ZONE**

You have failed to improve your behaviour despite having been monitored and supported closely by the school's Behaviour Team or you have returned from a fixed term exclusion. It is possible that you will have been excluded from school for a number of days. Your parents will be involved daily.

*What happens in the Red Zone?*

You will be on report to Mr Wilson, Deputy Head. Your behaviour will be referred to relevant agencies and there may be a wide range of adults working with you and your family.

*How do I get out of this Zone?*

You are in a serious situation and only through the quality of your workbooks and good reports from your teachers will you be considered successful. Your attendance and punctuality to school will need to be good. You will be reported to be building good relationships with your teachers and those staff supporting you. You will be producing work commensurate with your ability and target grades.

## **AVOID BEHAVIOUR ZONES**

Your role as a student is to attend school regularly, work hard, build excellent relationships with your teachers and enjoy yourself. You are in an outstanding school: why would you wish to compromise this? It is a privilege to hold a place at Holland Park; make the most of it and look forward to the success it will bring you.

## **THE BUILDING**

The school building and its resources are our greatest learning asset. We are privileged to enjoy a stunning environment filled with the highest quality furniture, fittings and learning resources. We all have a responsibility to look after these assets and ensure that they are never intentionally damaged. Any student found intentionally damaging school resources or the building, will be required to replace the item at the original purchase cost. It should be noted that many of the school's resources are bespoke and therefore carry a high value. For our own safety the school is protected by CCTV cameras both inside and outside the building.

Whilst it is rarely necessary to refer to this system, students should note that their conduct around the building is recorded and may, if necessary, be referred to where concerns are reported.

## **BULLYING**

Students, staff and parents work together to create a school community free from bullying and where it is recognised that any form of bullying will not be tolerated. The school has a policy on anti-bullying and reviews this regularly. We all recognise that our school:

- has a clear policy on anti-bullying;
- discusses, monitors and reviews this policy on a regular basis;
- supports staff to identify and tackle bullying appropriately;
- ensures that students are aware that all reported bullying concerns will be dealt with sensitively and effectively;
- reports back quickly to parents when concerns arise;
- seeks to learn from anti-bullying good practice elsewhere;
- utilises the support of relevant organisations when appropriate.

We expect all students to sign and adhere to our expectations and to respect all members of the school community at all times.

## **ANTI-BULLYING AGREEMENT STATEMENT**

As a student at Holland Park I promise to adhere to our shared expectations and ensure that I never bully another student. If I am being bullied in any way, I will report it to a teacher immediately. I agree that any student who bullies another student should be excluded from the school's community. I have read carefully and understand the expectations of the school and will follow them at all times.

My name:

My signature:

*Parents: I have reviewed the expectations of the school and have discussed these with my child. I can confirm that my child is aware of all that is required and will adhere to these principles each day. I can also confirm that we understand the consequences associated with non-compliance. Please sign and date below.*

## **CHILDREN'S WELFARE**

It is the responsibility of all adults to ensure that you are safeguarded and to promote your welfare. Mr Wilson is the school's Designated Safeguarding Lead and he is assisted by Mr Raihani and Ms Wickham. All adults across school have undertaken safeguarding training. Please ensure that you speak to an adult in school immediately if you think that your welfare is being compromised when you are in school, online, out in the community, or at home.

## CONSEQUENCES

We expect all students to behave sensibly and maturely at all times. The consequence system is applied when a student's behaviour fails to meet our agreed expectations. The following table details when consequence points will be issued and the reasons they are issued. Please note that all consequence points are recorded on your electronic file and can be referred to at any point in your school career. The majority of students at Holland Park never receive consequence points; this should be the aim of every student.

## COURSEWORK & CONTROLLED ASSESSMENT TASKS

These forms of assessment are externally examined and require you to meet the published deadlines for each subject. Deadlines are set to ensure that work is completed by a specified date, providing adequate time for teachers to mark work prior to it being sent to the examination board for moderation. It is important to plan your time and adhere to the deadlines.

## DETENTION

Detentions are issued as a result of students not meeting expectations. You will be notified by a member of staff via a slip, note and/or a telephone call to your parent. No notice detentions can be issued. Failure to attend detention will result in a more significant sanction.

## ESSENTIAL EQUIPMENT

You must bring the following to school with you each day and have the items with you in every lesson:

- A reading book of your choice.
- Your school bag to put everything in.
- At least two black ink pens (black ink for writing).
- At least two blue ink pens (blue ink for redrafting or correcting work).
- Pencils.
- A 30cm ruler.
- A sharpener.
- An eraser.
- Your workbooks and textbooks for each day.  
A calculator.
- Highlighters - at least two different colours.
- Your PE kit when required.
- Your PE bag when bringing kit to school.

## EVENTS

There are a range of events that take place throughout the year and you are encouraged to participate where applicable and on other occasions to attend and support other students. These events are culturally enriching experiences. Some events are organised to raise money for charity. Contributing to charitable events should be the norm for every student. All students are expected to contribute to the success of their House, through participation in events and the individual accumulation of points.

## EXEMPLAR WORK

Your workbooks contain examples of excellent work completed by other students. Make sure you refer to them regularly and seek to emulate them in terms of quality and presentation.

## EXTRA-CURRICULAR (BEYOND 3PM)

Each student is expected to make a regular commitment to extra-curricular activities. These are organised by staff in addition to opportunities for additional learning support. For a list of all activities available, please see the plasma screen notices. Extra-curricular activities run from 15.00 every afternoon during term time and the school expects you to make a commitment to these sporting, academic and enrichment opportunities.

## EXITING THE SCHOOL

There are three exits from the school building. One is located at the bottom of the student staircase. The others are located on the north and south sides of the building.

## FIRE

- If you hear an INTERMITTENT alarm, stand by, remain in class.
- If you hear a CONTINUOUS alarm, evacuate when told to do so by your teacher.
- You must follow your teacher calmly to your tutor group's designated place on the MUGA.
- You must leave your classroom and the building immediately, without stopping to collect equipment, bags, coats or other belongings.
- When on the MUGA, you must line up in alphabetical order facing your tutor and REMAIN SILENT.
- You will be given further instructions as necessary.
- Always listen to and obey the instructions of the adults in charge.

Please ensure that you are familiar with evacuation routes. These are detailed on every classroom wall. It is a criminal offence to interfere with, or set off unnecessarily, fire safety

equipment in a public building. Any student caught setting off the fire alarm unnecessarily will be excluded and the police will be advised.

## FOOD

Eating is only permitted in the dining room, located in the basement of the school, and outside. Students found to be eating elsewhere in the building may have their food confiscated.

## HEALTH & SAFETY

To ensure the Health and Safety of our school community we have agreed that students must:

- never bring dangerous items such as lighters or laser pens to school. Any student found in possession of a knife, blade, or point, will be reported immediately to the police. This could result in arrest and exclusion from school;
- never let off 'stink bombs' or fireworks;
- never be involved in the misuse of drugs, including solvents, alcohol or tobacco anywhere in or around the school. Students who do so will be reported to the police and excluded from school;
- recognise that smoking is not permitted on the school site or anywhere in the local community; do not bring electronic cigarettes into school;
- not use a mobile phone, anywhere in the building;
- not wear caps or hats in the building or anywhere on site;
- not bring a hooded top/sweatshirt to school;
- not wear outdoor coats in the school building;
- not bring chewing gum into school;
- walk on the left and never run inside the building;
- never raise yourself up on the railings of the atrium walkways, staircases or perimeters;
- never drop items off the walkways into the atrium;
- never climb fences or gates to leave or enter the school site;
- never push or barge another student.

## HOMEWORK

Homework/Independent study is an essential part of your success. Your homework tasks will be accessed via Show My Homework. Teachers set homework for purposes of consolidation, testing and extending understanding. Independent study is a useful measure of progress and forms part of your assessment report of your academic achievement. Make the most of homework by:

- making sure that you understand exactly what it is you are required to do;

- using the school library and other libraries;
- asking for help if you need it either in or outside lesson time;
- attending homework clubs.

Homework is not optional. It is an expectation that you complete all work set to the very best of your ability.

## HOUSES

All students belong to a House. House points contribute positively to the House league. All students are encouraged to gain positive points for their House through organised events and daily endeavour.

## HOUSE POINTS

Throughout the year you will accumulate House Points for your House. There is an annual house points competition which is a cumulative total of all students in the House.

## LESSONS

At the start of each lesson...

- be punctual;
- line up sensibly outside your classroom;
- enter quietly;
- get yourself ready to start learning - take out your workbooks, pens etc.;
- stop talking when the teacher is ready to begin the lesson.

During each lesson...

- listen carefully throughout the lesson. The teacher will need to explain different activities;
- don't be afraid to ask questions or for help;
- put up your hand to answer questions, it is good manners and gives everyone a chance to be heard - we must show respect for others;
- co-operate and work sensibly and safely with other students;
- always do your best;
- don't waste time talking when you are writing up your work;
- when you are given homework make sure you know what is expected and when you are required to hand it in.

At the end of each lesson...

- pack away when your teacher asks you to; remember the bell is for the teacher not for you;
- make sure that your part of the classroom is tidy and ready for the next class;
- leave the room sensibly;

- take care in the corridors;
- be safe around the school site.

## LOCKDOWN

If you hear an INTERMITTENT alarm, stand by, remain in class.

If this persists it is an indication to your teacher to 'lockdown' your classroom. This may require you to lie still, calmly and silently, flat on the floor. Your teacher will advise.

In a lockdown situation you must NEVER leave the room you are in, to see what is happening outside. You must follow your teacher's instructions at all times.

## MARKING

Marking is an important dialogue between you and your teacher. Always respond in writing to your teachers' comments. You may be required to redraft a piece of work or carry out a further learning task (using blue ink). Guidance about marking will be given by your teachers. Make sure you follow all guidance you are given, carefully.

## MOBILE PHONES

You are permitted to have a mobile phone on site. It must, however, be switched off and in your school bag at all times. You bring a mobile phone to school at your own risk. The school will not take responsibility for lost or stolen phones no matter what the circumstances.

Mobile phones cannot be used to take photographs, listen to music or watch video.

If you abuse the privilege of having your mobile phone in school, it will be confiscated and your parents will be required to visit school to collect it, at the school's convenience, from Student Services.

You must NEVER take a mobile phone into an examination and are strongly advised to leave them at home on days you have examinations.

The school reserves the right to ban any student from bringing a phone on site, if there are repeated breaches of these expectations.

## MUSIC

Listening to music, other than as part of a lesson or planned activity, is not permitted. Phones and other devices cannot be used on the school site. Headphones should not be visible. Failure to comply with this expectation will result in items being confiscated.

## PHOTOGRAPHY

Taking photographs or recording video clips in school is not permitted without the strict written permission of Mr Chappell. Students caught doing so without permission will have their device confiscated, the images deleted, and a further sanction may be put in place.

## PLACE 2 BE

The school works in partnership to support students who have been affected by the Grenfell Tower tragedy. Mr Wilson oversees this provision.

## PLACE 2 TALK

Students in years 7, 8 and 9 can access counselling support through an initiative called Place 2 Talk. Students feeling anxious should submit an email to: [place2talk@hollandparkschool.co.uk](mailto:place2talk@hollandparkschool.co.uk). You will then be made aware of an appointment time with the Place 2 Be counsellor.

## PRESENTATION

When you do any writing at school it is always important to present it correctly. It makes your work look good and makes it easier for teachers to mark. Whatever piece of writing you are doing there are several important things that you should do:

- always remember to put C/W or H/W in the top left-hand corner to show whether the work is classwork or homework;
- always put the date in the top right-hand corner of the page;
- always give the piece of work a title and remember to underline it, using a ruler.

REMEMBER – the way you present your work is very important. Not only will it give you a sense of pride but it will also make your work easier to read and revise from at a later date.

Your teachers will expect you to do your best work, which may include drafting, refining and rewriting. Acquiring these skills will always benefit you personally and create a good impression of you in others who read your work. Make sure you use a dictionary to assist you with spellings when you are unsure.

When processing work on a computer, to match the school's common format, use the Corbel font, in size 12, with justified margins on the left and the right.

## PUNCTUALITY

You are expected on site no later than 08.25. Failure to be punctual may result in you being detained after school.

## RESILIENCE PROGRAMME

All students are able to access support from Ms Wickham through the school's Resilience Programme. This is an 18-week programme intended to develop students' essential resilience skills and competencies that are useful in and out of school. Students will learn about the link between thoughts, feelings and behaviour. They will develop an understanding about different habits of thinking and how some thinking is helpful and some not. Resilience skills will enable them to think flexibly and accurately as a route to problem solving, overcoming the difficulties they face and making the most of opportunities on offer. Mr Wilson oversees this provision across school and Ms Wickham is the school's resilience programme lead.

## REWARDS

You can be rewarded in a range of ways: by comment, orally and in workbooks; by inclusion on visits and excursions; by letters home; by recognition in assembly; by belonging to the Student Leadership Team and through the school's system of House Points.

## ROOM 2.13A

This is the school's internal exclusion room. Students are placed in this room if their behaviour is repeatedly a cause of concern. The room is supervised and managed by members of the behaviour team.

## SAFE USE OF NEW TECHNOLOGIES

The school has a clear Safe Use of New Technologies policy. You and your parents signed this before you joined the school.

All students in Years 7 to 13 are expected to use technologies in order to extend their knowledge and understanding of key topics, however, we expect students to use all technology in a safe and responsible manner.

In order to become polite and safe online citizens, we expect:

- students to use IT systems, including the internet, SMHW, email, digital video and mobile technologies, for educational purposes only;
- students to log-on only to the school network and SMHW with their own user name and password;
- students to follow the school's IT security system and not reveal usernames and passwords to anyone;
- students to change their passwords regularly;
- communications to be responsible and sensible at all times;
- students to take responsibility for their behaviour when using the internet. This includes the resources accessed and the language used;
- students who do access material that could be considered offensive or illegal to report it immediately;

- students not to give out any personal information such as their name, phone number or address. Any contact to persons external to the school community as part of school projects is to be approved by a member of staff;
- students to seek permission from a member of the Leadership Team before using pictures of other students or members of staff. Images must be stored in line with school policy and used for educational and school related purposes only. Images of staff and students must not be distributed outside the school network without permission from a member of the Leadership Team;
- students to ensure that any online activity, both in school and outside of school, will not cause the school, the staff, students or others distress or bring the school into disrepute;
- students to be fully supportive of the school's approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community;
- students to respect the privacy and ownership of others' work online at all times;
- students to understand that all use of the internet and other related technologies can be monitored and logged and can be made available to members of staff;
- students to read and sign annually our 'Using the Internet Policy'.

The following is forbidden at Holland Park School:

- the deliberate browsing, downloading, uploading or forwarding of material that could be considered offensive or illegal;
- downloading or installing any software on school computers.

**PLEASE NOTE THE FOLLOWING INTERNET INFRINGEMENTS.**

Category A (C1)	Use of non-educational sites during lessons.
Category B (C2)	Use of chat-rooms or newsgroups.
	Continual use of non-educational sites during lessons after being warned.
	Unauthorised use of email after being warned.
Category C (C3)	Accidentally accessing offensive material and not logging off or notifying a member of staff.
	Transmission of commercial or advertising material.
	Deliberately corrupting or destroying others' data; violating the privacy of others.
	Any purchasing or ordering of items over the internet.

Category D (Exclusion)	Deliberately accessing, downloading and disseminating any material deemed offensive, obscene, defamatory, racist, homophobic or violent.
	Receipt or transmission of material that infringes the copyright of another person, or infringes the condition of the Data Protection Act, revised 1988.
	Intentionally bringing the school's name into disrepute.

PLEASE NOTE THAT INTERNET USE IS MONITORED.

I have read and understood our Safe Use of Technologies Policy and will keep to it at all times.

My name:

My signature:

My parent's(s) signature:

## SECULARITY

Holland Park is a secular school. This means that we recognise all faiths and religions but we do not celebrate or mark any. There is time for spiritual reflection in school and, indeed, school sees your moral, cultural and spiritual development as central to its work, alongside academic learning. Assemblies promote reflection but they do not feature elements of worship from any religious denomination.

## SOCIAL MEDIA

The school embraces social media and recognises its value in the transmittal of information. We also recognise that it can be a cause of much distress among students. We ask that you consider carefully what you upload, acknowledging that digital footprints are traceable and extremely difficult to delete. If ever in doubt, please refrain from commenting on such platforms. It is not unusual for students to contact teachers via email but this can only be through the school's network, using school email addresses. Similarly we do not expect students and teachers to communicate over platforms such as Facebook, WhatsApp or Snapchat. The school will intervene if you are using the platforms inappropriately. Please take note of the age restrictions on social media sites, as they are in place to protect you and others from potential harm.

SOCIAL MEDIA SITE	AGE RESTRICTION
FACEBOOK	13 YEARS OLD
WHATSAPP	16 YEARS OLD

SNAPCHAT	13 YEARS OLD
INSTAGRAM	13 YEARS OLD
TWITTER	13 YEARS OLD
TIKTOK	13 YEARS OLD

## THE STUDENT LEADERSHIP TEAM

The Student Leadership Team is led by Ms Mulholland and Mr Arnold. Students are elected to the team following an application process. The fundamental role of the team is to contribute to ensuring that the overall quality of teaching & learning in the school is outstanding, particularly from a student's perspective.

## UNIFORM

Our school uniform plays a valuable and significant role in contributing to the school's ethos. It is our students' identity in the community and reflects the high and exacting expectations of the school. It is therefore expected that all students comply with the school's requirements at all times.

### BOYS' UNIFORM

- The Holland Park boys' jacket.
- The Holland Park boys' trousers.
- The Holland Park blue shirt.
- The Holland Park tie.
- The Holland Park jumper.
- The Holland Park school bag.
- The Holland Park outdoor coat.
- The Holland Park PE kit: tracksuit bottoms/shorts, swimwear, school PE socks, House polo shirt and PE bag.
- The school scarf.

### GIRLS' UNIFORM

- The Holland Park girls' jacket.
- The Holland Park girls' skirt or trousers.
- The Holland Park blue blouse.
- The Holland Park cardigan.
- The Holland Park school bag.
- The Holland Park outdoor coat.
- The Holland Park PE kit: tracksuit bottoms/shorts, swimwear, school PE socks, House polo shirt and PE bag.

- The school scarf.

Please note: only the school scarf and coat may be worn. Alternatives are not permitted on site.

We advise parents to ensure that all items of uniform are labelled clearly with their child's name so that any items which are lost can be returned easily. Any lost items of clothing without names will be passed to Student Services for collection.

The school has a clear uniform policy. It is therefore important that students wear Holland Park School's uniform appropriately, in accordance with the following expectations:

- all students are expected to wear the Holland Park suit;
- all students are expected to use their Holland Park bag and PE bag;
- in the colder months, students must wear the Holland Park School outdoor coat, scarf and jumper or cardigan;
- socks and tights should be black and not patterned. Socks should be ankle length. Tights should be plain and not intentionally worn with ladders or holes; socks must not be worn over tights;
- all students are expected to wear plain, black, formal shoes (Kickers, boots, trainers, canvas shoes and Velcro fixings are not permitted);
- plain black or plain white head scarves may be worn by female students for religious purposes;
- veils are not permitted.

With the exception of the shoes, socks, tights and head scarves, all items of uniform are available only from our uniform supplier, Stevensons. Students are expected to wear full school uniform at all times in school, to and from school, and on any educational school journey.

Holland Park School takes pride in its appearance. Students are reminded of the following expectations:

- boys are expected to wear their shirts with the top button fastened and their tie just above their waist in length;
- boys should wear their shirts tucked in at all times;
- boys should wear their trousers around their waist not their hips;
- boys should wear a plain black belt, as provided with the school trousers;
- girls should not modify their skirts in any way; wearing them rolled up to mini is not acceptable;
- girls are expected to wear their blouse tucked into their trousers or skirt;
- girls may unbutton the top button of their blouse;
- the Holland Park stripes must be visible on trousers and skirts at all times;
- headbands should be plain black. Coloured bows and hair decorations are not permitted.

### *boys and girls*

- make-up and nail varnish are not permitted;
- wearing jewellery to school is not permitted. This includes earrings, studs, bracelets, rings and necklaces. Watches are permitted;
- shaved eyebrows, tramlines in hair, top-knots, pony tails, buns and headbands (for boys), excessively unnatural colour-dyed hair or closely shaved heads are not permitted;
- any student modifying their uniform will be required to purchase a new item to replace it;
- boys may wear jumpers and girls cardigans, but only under a jacket. There is not to be any swap. Similarly boys wear a tie and girls do not.

Stevensons' Uniform Shop is open on Tuesdays and Thursdays from 14.55 until 16.15 during the school term.

## VISITS

From time to time, the school organises visits for different groups of students. It is important that you return authorisation slips for all school visits so that teachers can account for your needs on the visit. During these visits the expectations of the school still apply. Failure to meet these expectations could result in students being sent home and parents will be required to pay the cost of the travel home. Unless otherwise informed, students are expected to wear school uniform for their visits. Parents may be asked to make a financial contribution to visits unless it is a core part of the curriculum.

## WATER

The school has five water points located around the site: two outside and three in the basement. The water points are available for you to fill up your bottles before school, during break and lunch times and at the end of the school day.

## WISEPAY

The school operates a cashless payment system in the basement dining room. Your parents have a login for Wisepay which enables them to top up your account; you pay for food and drinks using your thumb. Should you have any problems using this system then please go to the IT office (1.15). This system is also used to pay for any trips or visits that take place during the academic year, this avoids you needing to bring cash or cheques to school.

## WORKBOOKS

Your workbooks are bespoke and are unique to the school. It is important that you read the guidance within your workbooks carefully. Please care for each book. Each page is a reflection of your attitude, your effort, industry and determination. Keep your book clean, graffiti free and inside its plastic cover. Respond to your teacher's marking; this will enable progress.

## WORLD WIDE WEB

The internet is filled with information and opportunity. We ask that you use it in accordance with our IT policy. Social media sites such as Facebook, TikTok and WhatsApp can often be the cause of many disagreements between students. Please be considerate of others when you use such forums. It is important that you remember that your digital footprint will stay with you forever and may be recalled at any point. Before you post anything, think: would I wish this to be viewed in the future by school, potential colleges or employers, or your parent/s?

## Appendix 2

### GOVERNORS' STATEMENT OF PRINCIPLES

#### Introduction:

The purpose of this statement is to give guidance to the Head/Academy Head when drawing up the school's Behaviour Policy by stating the principles which the Governing Body expect to be followed. The purpose of such a policy is; to promote outstanding teaching and learning and high standards of attainment; preserve the reputation of the school; fulfil the Governors' duty of care to students and employees at Holland Park.

This statement is for the attention of parents, students and staff.

#### The Governors' statement: (adopted in June 2007, updated for September 2021)

- I. Holland Park has a duty to keep all students safe, happy, able to learn, and to enable staff to teach and promote learning without interruption or harassment.
- II. The aim of our school is to engender an atmosphere in which a young person feels safe and valued. In that environment everyone needs to be committed to learning, to study, and to achieving their potential. We are committed to building a strong learning culture.
- III. We are committed to creating a caring, secure, and orderly community, in which the boundaries of acceptable behaviour are clear, shared, consistent, and reflect Government legislation as represented in the Keeping Children Safe in Education 2020 (updated 2021), the DFE Behaviour and Discipline in Schools 2016 (updated 2021), the Human Rights Act 1998, the Race Relations Act 1976 (Amendment 2000) and the Criminal Justice and Public Order Act (1994).
- IV. Sanctions are issued fairly and consistently. These are detailed for students in their Student Planner and are associated with our 'Expectations'.
- V. The school has the following powers (as a result of legislation introduced in the Education and Inspections Act of 2006):
  - a) The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.
  - b) The ability to detain students during a break on the same day; on evenings, weekends or staff only days during term time (these are classified as permitted days). Parental consent is not required.
  - c) The ability for a member of staff, authorised by the Head/Academy Head, to use reasonable force to prevent a student from committing an offence,

causing personal injury, damaging property, or doing something that prejudices discipline at the school.

- d) The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
  - e) The ability to search a student for offensive weapons, where there are reasonable suspicions that a weapon is concealed. Reasonable force may be used if necessary.
  - f) The ability to search a student with their consent for any item which is banned by the school rules.
  - g) The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.
- VI. The school has the right to issue Parenting Contracts and Penalty Notices. This guidance came into force in September 2007 alongside revised exclusion guidance. The new law allows:
- a) Schools to issue Parenting Contracts;
  - b) Schools to apply for behaviour related Parenting Orders;
  - c) Schools to issue penalty notices; to apply when students are found in a public place during the first 5 days of all exclusions; for poor punctuality and attendance; for behaviour infringements. Request the confiscation of items and accompanying documentation.
- VII. The school utilizes exclusion from school as a significant sanction. Exclusions are overseen by, and when exceeding 15 school days, review by, the Governors' Discipline Panel. The authority to exclude is held by the Head and the Academy Head only or in their absence the Deputy Head acting as Head. All exclusions are carried out in accordance with published DFE guidance.
- VIII. All sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.
- IX. The school works collaboratively with the Police. It is now obligatory for schools to give the police any evidence of a criminal act discovered. This might include drugs, weapons and telecommunication bullying.
- X. The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.
- XI. The school also operates a policy of rewards, to ensure that students are recognised for the good they do and the contributions they make to the school.

The foundation for this is the reward system. On a daily basis students may be awarded achievement points. A wide range of other incentives exist.

XII. All teaching staff are empowered by the Head/Academy Head to:

- a) Impose sanctions
- b) Detain students (without parental consent).
- c) Use reasonable force (please refer to the school's policy on restraint).
- d) Request the confiscation of items and accompanying documentation.

In addition to the above, the school's Leadership Team and other identified members of staff are empowered by the Head/Academy Head to:

- a) Confiscate and dispose of inappropriate items or items misused on the school site.
- b) Search students; using reasonable force where necessary.

XIII. The school operates a complaints procedure. This is published annually in the Parent Planner and on the school's website and seeks to ensure quick resolution by those colleagues, with support from the line manager, most closely associated with the concern. This relates to both staff and students.

XIV. The Governors' Statement is supported by the following policies:

- Behaviour
- Restraint and holding of students
- Drugs
- Equalities

and is introduced for parents via:

- The Home/School Agreement
- The Parent Planner

XV. Students who are significantly underperforming across all subjects as a result of poor and disruptive behaviour may be recommended to repeat part of, or the whole of, an academic year. In such cases, progress will be monitored on a termly basis.

XVI. The school has a policy of 'risk assessment'. Such an assessment will be completed when a student present dangerous or threatening behaviour. Risk assessments will also be carried out when students joining the school mid-term have been permanently excluded from their previous school, or been excluded for a fixed term for aggressive or dangerous behaviour. Following assessment the school may refuse admission on the grounds of concern relating to the Health and Safety of other students and adults.

XVII. A member of staff will not automatically be suspended when accused of misconduct and is pending an investigation. The Governing Body will contact the Head/Academy Head to draw on the advice in the 'Dealing with allegations of abuse against teachers and other staff' policy when setting out the support staff can expect to receive if they are accused of misusing their powers.

XVIII. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for misbehaving outstanding school, at weekends and during holidays.

XIX. Teachers may discipline students for: any behaviour when the child is:

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

XX. Teachers may discipline students for: misbehaving at any time, whether or not the conditions in XIX apply, that:

- a) could have repercussions for the orderly running of the school;
- b) poses a threat to other students or members of the public;
- c) could adversely affect the reputation of the school.

XXI. Governors may review this statement of principles from time to time and seek comment from staff, parents and students.

## Appendix 3

# HOLLAND PARK SCHOOL 2021 to 2022 | CONSEQUENCES

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**CONSEQUENCE POINTS** | will be issued for the following infringements

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### C1 |

- Arriving late to school (after 08.25)
- Failing to complete two consecutive homework tasks.
- Writing graffiti on a workbook.
- Being late to the lesson without a satisfactory reason.
- Presenting your work without care or attention.
- Failing to have the correct equipment for the lesson.
- Shouting out during a lesson
- Chewing gum.
- Wearing jewellery.
- Failing to wear uniform correctly and ignoring requests to do so from a member of staff.
- Wearing make-up or nail varnish.
- Leaning back when sitting on your chair.

*ACTION | 1 consequence points will be added to your student profile*

### C2 |

- Disrupting other students' learning, despite several warnings by the teacher.
- Having a visible or audible mobile device and failing to hand it to a member of staff for confiscation.
- Persistent and open defiance of instruction despite warnings and the issue of a C1.
- Using inappropriate language (not directed at teacher) in lesson.
- Misuse of IT network (please refer to school's IT policy).
- Failing to attend a detention issued by the teacher / department.
- Repeatedly wearing jewellery and refusing to hand over the item for confiscation.
- Bullying another student.

*ACTION | 2 consequence points will be added to your student profile*

### C3 |

- Using inappropriate or offensive language towards an adult.
- Truancing lessons.
- Leaving the classroom without permission.
- Intentionally damaging another student's work or assignment.
- Walking away from an adult without permission (in defiance).
- Bullying another student.
- Demanding money or other articles from another student.

- Gambling on school premises.
- A significant breach of health and safety.
- Truancing school.

ACTION | *3 consequence points will be added to your student profile*

#### C4 |

- Knowingly bringing a 'trespasser' onto the school site.
- The persistent bullying of another student, despite interventions taken by a member of the Behaviour Team to resolve the problem.
- Making racist, homophobic or other offensive comments.
- Fighting on the school premises or in the local vicinity.
- Damaging school property (including theft). Please note that you will be charged for a new replacement.
- Intentionally setting off the fire alarm system outside of a genuine emergency.
- Viewing racially or sexually offensive material on the internet on school site or in the local vicinity.
- Possession of matches, lighter or fireworks.
- Bringing offensive or dangerous weapons to school (including blades and pointed objects).
- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault.
- Possession, use or supply of illegal drugs.
- Behaving in a manner in the school building which compromises the safety of others.
- To express views, or be actively, in opposition of fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- Throwing or dropping items from the walkways into the atrium or into the basement.
- Making inappropriate comments or derogatory remarks about another student on social media.

ACTION | *4 consequence points will be added to your student profile.*

*Invariably C4 infringements result in exclusion from school.*