Behaviour Policy and Statement of Principles – Westminster

Contact names – Westminster Campus	
Principal	Angela Liu
Designated Safeguarding Lead (DSL)	Salah Hajjaj
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Third Party contacts	
ChildLine (NSPCC)	Tel: 0800 1111
MindEd (including online counselling training for staff)	www.minded.org.uk
Young Minds	www.youngminds.org.uk
Place2Be (4-14yrs)	www.place2be.org.uk
Education Endowment Foundation (The Sutton Trust)	Teaching and Learning Toolkit – guidance for teachers
Anti-Bullying Alliance	Mental health and bullying: a guide for teachers and other children's workforce staff
Play Therapy UK (PTUK)	www.playtherapy.org.uk
PSHE Association	PSHE Teacher Guidance: Preparing to teach about mental health and emotional well-being (free)
Brook Learn	https://learn.brook.org.uk/

WHOLE SCHOOL KEY FACTS:

- The Principal sets the standards of behaviour in school, as expected by Cognita, the proprietor
- We ensure the welfare, health and safety of our students at all times, providing help for students at an early stage, and referring to CAMHS those with more severe needs
- We also have an anti-bullying policy and we have a zero tolerance approach to bullying
- Our policy sets out the consequences in place which reflect our school ethos
- We safeguard and promote the welfare of children and young people as a top priority, including referring externally to children's social care
- We expect our parent/carer(s) and students to follow the school code of conduct, which we believe is fair and proportionate
- Probable criminal behaviour will be reported to the police
- We do not permit the use of corporal punishment

1   Purpose

1.1.   All students will benefit from learning and developing in a well ordered school environment where consequences affirming positive behaviour as well as consequences for disruptive or poor behaviour are consistently applied. In order to help students succeed, all staff have a role to play in supporting them to be resilient and mentally healthy.

1.2.   We are required to ensure the safety and well-being of all our students and staff and take great pride in the behaviour and conduct of all our students. We provide a safe and affirming place for students where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

1.3.   In keeping with The Education (Independent School Standards) (England) Regulations 2014, our policy outlines our code of conduct for students and young people, as well as the use of consequences to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.

1.4.   Every school must have a behaviour policy. Our governance arrangements, from Cognita, set the general principles which form our approach towards behaviour and discipline in our schools. This is in keeping with the spirit of the Education and Inspection Act 2006, with Cognita as the proprietor.

1.5.   Our policy and principles have been developed in wide consultation with staff, students and parents to ensure that we adopt a consistent approach to behaviour management.

1.6.   The Principal is responsible for developing the behaviour policy within the framework set by Cognita, and in keeping with best practice in schools outlined by DfE; most recently non-statutory guidance, Mental Health and behaviour in schools (June 2021). Teachers have power to apply consequences when students misbehave in school and, in some circumstances, outside of school.

1.7.   This means that the Principal decides and sets the standard of behaviour expected of all students in our school. This includes how the standards will be achieved, the school code of conduct, and any consequences for behaviour that exemplifies or undermines our values and expectations. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that students complete assigned work and regulate conduct.

1.8.   Our behaviour policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an anti-bullying policy document, which is available on our website and from the school office.

1.9.   Our school policy takes into account the need to safeguard and promote the welfare of students, as outlined in our safeguarding policy, and in accordance with section 157 Education Act 2002, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for students with special educational needs.

1.10.   If any student's behaviour is considered by the Principal to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our safeguarding including child protection policy and procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures.

1.11.   We publish our policy for parents, students and staff. It can be found on our website and accessed from the school office. We review this at least annually. This policy is referred to in our parent contracts accordingly.

1.12.   We will always consider whether any continuing disruptive behaviour might be a result of unmet educational or other needs. In particular, we are mindful that the British Child and Adolescent Mental Health Survey found that 1 in 10 children and young people under the age of 16 had a diagnosable mental disorder (2012).

1.13.   We support students at times when difficult events happen in students' lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience which helps to prevent mental health problems from occurring later in life.

2 Applicability

2.1. Appropriate behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management which combines appropriate consequences with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.

2.2. We work together with our parents, students and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we apply consequences for behaviour that exemplifies or undermines our values and expectations.

2.3. To this end, we have an ethos of setting high expectations of attainment for all students with consistently applied support. We expect our staff, parents and students to understand and respect the code of conduct of the school and the expectations and responsibilities laid out in our behaviour policy. We expect both staff and parents to model appropriate behaviour at all times so that our students can benefit fully from their experiences in school.

2.4. It is important that our staff follow the behaviour policy at all times to ensure that we all implement our policy consistently and effectively. We understand that this ensures that our students feel they have been treated fairly compared to others.

2.5. We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a student's well-being, during any activity whether on, or off, the school premises under any circumstances.

2.6. Should any student display severe emotional, behavioural and social difficulties, it is still our role to support them to be resilient and mentally healthy and to ensure that all students are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.

2.7. Students who are mentally healthy have the ability to:
- develop psychologically, emotionally, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- use and enjoy solitude
- become aware of others and empathise with them
- play and learn
- develop a sense of right and wrong
- resolve (face) problems and setbacks and learn from them.

2.8. In severe cases, we expect the student to be supported elsewhere as well as by support in school at an early stage such as via the Common Assessment Framework and early help services, including from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual students might be suffering from a diagnosable mental health problem and involve their parents and the student in considering why they behave in certain ways. We aim to intervene early and help to strengthen resilience, using national and local agencies to support students, using evidence-based approaches.

2.9. We will make good use of the PSHE Association guidance and lesson plans to support effective teaching on mental health issues. We ensure our PSHEE curriculum focuses on developing and maintaining students' resilience, confidence and ability to learn. We also use these discussions and activities to identify students who require additional pastoral support.

2.10. Staff work closely with the Learning Support teacher and designated safeguarding lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

3   Definitions and Scope

Statement of Behaviour Principles

3.1. Good schools establish good relationships between staff and students and amongst students themselves. These in turn foster positive behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect.

3.2. The promotion of good behaviour, in line with the school's ethos and IB Learner Profile, focuses on the fostering of high levels of personal responsibility, self-discipline and motivation.

3.3. Through the IB curriculum and the strong community-centric ethos of the school, students are encouraged to become highly principled individuals who act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They are encouraged to take responsibility for their own actions and the consequences that accompany them. Southbank students are also taught to be caring, empathetic, compassionate individuals who demonstrate high levels of respect towards the needs and feelings of others.

3.4. Our school provides:
- a committed senior leadership team that sets a culture within the school that values all students; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- staff who understand about the protective factors that enable students to be resilient when they encounter problems and challenges;
- an effective strategic role for the Learning Support Department, ensuring all adults working in the school understand their responsibilities to students with special educational needs and disabilities (SEND), including students whose persistent mental health difficulties mean they need special educational provision. Specifically, the Learning Support Department, will ensure colleagues understand how the school identifies and meets students' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- liaison with parents and carers as well as with the students themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;

- continuous professional development for staff informs them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- clear systems and processes to help staff who identify students and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published Learning Support policy;
- working with others to provide interventions for students with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the student's needs; a plan to set out how the student will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
- a healthy school approach to promoting the health and wellbeing of all students in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

3.5. Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe students day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every student well and can spot changing patterns and early signs.

3.6. The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.

3.7. We will support students with medical needs and be fully aware of any medication that students are taking, including supporting the individual health care plan.

3.8. The following principles underpin our approach towards behaviour and discipline:
- In an international school, understanding students' behaviour within their past / native culture can help determine the kind of intervention / consequence that has most chance of achieving a positive outcome
- school staff and students should all show respect for one another;
- consequences should always be applied consistently for behaviour worthy of praise as well as for unacceptable behaviour, including bullying and violence;
- appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students, such as those with special educational needs;
- students whose behaviour and attendance may deteriorate through life events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;

- all students should be listened and responded to;
- all students are entitled to learn in a safe and secure environment;
- students should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- all school staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills; and
- all members of the school community should understand and accept the principles on which the behaviour policy is grounded.

4 Procedures & Responsibilities

4.1. Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our students should be able to behave in socially acceptable ways.

4.2. Teachers have authority in our school to apply consequences for unacceptable behaviour which occurs in school and this authority applies to all paid staff with responsibility for students; unless the Principal says otherwise.

4.3. To be socially acceptable, we believe that students should be able to:
- treat other students and adults with respect;
- speak politely to other people; and
- have self-confidence and high self-esteem.

4.4. To encourage this, the staff will:
- treat all students and adults with respect;
- speak politely to other people;
- praise students' efforts and achievements as often as they can;
- explain to students what they should have done or said when they get it wrong;
- tell parents about their child's efforts and achievements; and
- avoid using critical or sarcastic language.

4.5. We will not accept the following behaviour from students or adults:
- use of unkind or rude language;
- hitting, kicking, biting or other such physical responses; or
- racist, sexist, homophobic or other abusive or humiliating remarks or discriminatory comments.

4.6. If such behaviour occurs during an activity:
- we will tell the student that it is wrong and explain what they should have done or said, or not said;
- if the behaviour is repeated, the point (above) will be repeated;
- if the behaviour continues, we will remove the student from the activity and speak to the parent when the student is collected;
- we will try to find out why the student is behaving in this way and then consider appropriate consequences accordingly.

4.7. The role of the teacher:
- Teachers are responsible for ensuring that the Code of Conduct in our school is enforced in their class, and that their classes behave in a responsible manner during lesson time.
- Any incidents of anti-social behaviour will be discussed by the teacher with the class, eg during circle or pastoral time.
- Every teacher applies the Code of Conduct consistently and treats each student fairly.
- Concerns about a student's actions, words or behaviour – either positive or negative – are recorded and organised in such a way that any emerging trend can be identified by those responsible for the student.
- The teacher reports to parents about the progress of each student for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any student.
- An incident form is used to record in detail any incident involving a student, or anyone employed in the school, which results in personal injury or damage to property. These include loss or theft, deliberate damage, any other serious incident. These are reported to the Principal and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the student's personal file.
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter.
- Never make racist, sexist, homophobic or other abusive or humiliating remarks.
- Never resort to physical violence.
- The use of reasonable force may be used exceptionally and only to prevent injury to students, damage to property or to prevent students committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including where necessary deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Principal only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search students in a blanket way.
- Comply fully with the Code of Conduct, including use of mobile phones and cameras

4.8. Key expectations of students in our School:
- arrive on time to lessons/classes with all the equipment needed for the lesson;
- listen attentively when the teacher is giving instructions;
- follow instructions promptly and accurately;

- gain attention through appropriate, non-disruptive means (except in an emergency)
- follow the teacher's instructions about moving around the classroom;
- treat others with respect and consideration at all times;
- dress cleanly and neatly in appropriate clothing for the activity;
- obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- move sensibly and calmly around the buildings and grounds;
- never make racist, sexist, homophobic or other abusive or humiliating remarks;
- never resort to physical violence;
- comply fully with the acceptable use of the Code of Conduct, including use of mobile phones and cameras

5   School Procedures

5.1.   The following outline a range of strategies in use in school to reinforce desirable behaviour:
- changes in classroom organisation, seating, etc
- using different resources
- setting small and achievable targets
- short periods of supervised time for personal reflection
- monitoring routines that acclaim good behaviour when it is seen in class
- involving parents at an early stage to make an action plan together
- peer mediation and peer mentoring
- restorative justice approach
- school counselling sessions to help students with social, mental or emotional health difficulties
- social skills training
- referral to CAMHS and/or educational psychology services
- referral for family support and/or therapy to help the student and family better understand and manage behaviour.

5.2.   Consequences
- The teacher generally deals with minor behavioural concerns in a caring, supportive and fair manner. A student's individual needs will always be considered carefully. However, if there are any times when students behave in ways that are unacceptable in our school, there are consequences such as those outlined above.
- We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our safeguarding children policy and refer the conduct to the DSL for advice and support before determining any consequence. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.

- Adults always make it clear that any concerns they have are in regards to the student's behaviour, not the student. They should always use private not public conversations so that, after a consequence has been applied successfully, the student can make a fresh start. **Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.**

5.3. Parents will be involved at the earliest stage, if problems are persisting or recurring.

5.4. Any consequence must be reasonable in all the circumstances and account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Southbank SLT
Specialist Legal Advice	n/a
Consultation	n/a
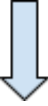
Compliance	
Compliance with	ISSR, Keeping Children Safe in Education, Statutory Framework for EYFS, Compliments and Complaints Procedure, Safeguarding and Child Protection Policy, Equality and Diversity, Special Educational Needs and Disability, School Uniform, School Exclusion Procedures, PSHE, SMSC, Anti-Bullying, Use of Reasonable Force, Accident and Incident Recording and Reporting, Learning Outside the Classroom, Whistleblowing, Acceptable Use Policy (mobile phones and cameras).

Audience	
Audience	Principals, DSLs, SENDCOs, pastoral leads in schools

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Reviewed	Sept 2024

Annex 1 **Behaviour Reporting and Descriptors** all campuses

Recording Process - Student Issues	
Behaviour, safeguarding, welfare ⬇	Academic ⬇
Record on CPOMS	Complete a ROC and upload to iSAMS

| Behaviour Level Descriptors		
	Staff Action	**Descriptor**
4	Teacher manages independently	**Low-level** disruptive behaviour, eg ● talking inappropriately, calling out, interrupting ● unsettled, disrupting other students ● inappropriate behaviour moving around the school or off campus ● work not completed as a result of low-level disruptive behaviour
3	Consult/inform class teacher/advisor, *and:* Discuss with Head of School at earliest opportunity Record on CPOMS	**Persistent** low-level disruptive behaviour/ higher-level disruptive behaviour, eg ● raised voice directed at peer or adult ● swearing ● pushing or shoving ● running around classroom ● throwing objects (without intent to harm) ● name-calling ● answering back to a member of staff ● short-term refusal to work ● hiding under furniture ● confrontational behaviour ● very inappropriate behaviour moving around the school or off campus
2	Immediate referral to Deputy Principal/ Head of School	**Low-level persistent disruptive behaviour;** fails to improve/high-level disruptive behaviour, eg

	Record on CPOMS	● throwing objects with intent to cause damage or harm ● persistent refusal to comply with instructions from a member of staff ● evidence of bullying or intimidating behaviour ● Racist, sexist or homo/bi/trans phobic remarks, or other discriminatory comments towards anyone including those with protected characteristics ● breach of School Acceptable Use Policy, eg using another student's log in details ● repeated inappropriate or impolite language towards staff ● Inappropriate sexualised behaviour (including online) ● extremely inappropriate behaviour moving around the school or off campus
1	Immediate referral to Principal Record on CPOMS	**Continued high-level disruptive behaviour/one-off serious incident**, eg ● repeated evidence of bullying/ persistently intimidating behaviour/one off serious behaviour incident ● deliberately injuring another student ● swearing at or threatening a member of staff ● vandalism/deliberately damaging or defacing school property ● Serious or repeated incident of racist, sexist or homo/bi/trans phobic remarks, or other discriminatory comments towards anyone including those with protected characteristics ● theft ● throwing furniture ● serious breach of school Acceptable Use Policy eg, sending threatening or offensive messages, access of illegal material ● any act of criminality ● sexualised behaviour including unwanted physical touch, upskirting and gestures ● under the influence of illegal drugs and/or in possession of drugs ● the possession of any prohibited item ● extremely serious inappropriate behaviour moving around the school or off campus

Annex 2 **Westminster Campus**

Campus-specific Behaviour Guidance - Westminster

Expectations and consequences: The Westminster community makes clear the expectations of its members via this policy and the Code of Conduct, which is reviewed regularly in conjunction with student representatives. When a student behaves in a way that is inconsistent with those expectations and is therefore detrimental to the community, they can expect there to be a consequence. On the other hand, when a student behaves in a way that amplifies the best of our community, they can expect positive reinforcement, either privately or more publicly, depending on the context. It is the relationship between staff charged with this responsibility and the students in our care that ensures the success of our behaviour management strategies.

The SHANARRI framework helps our community understand the culture in which we will thrive. By feeling safe, healthy, achieving, nurtured, active, respected, responsible and included, members of the community will be best-placed for happy, successful lives.
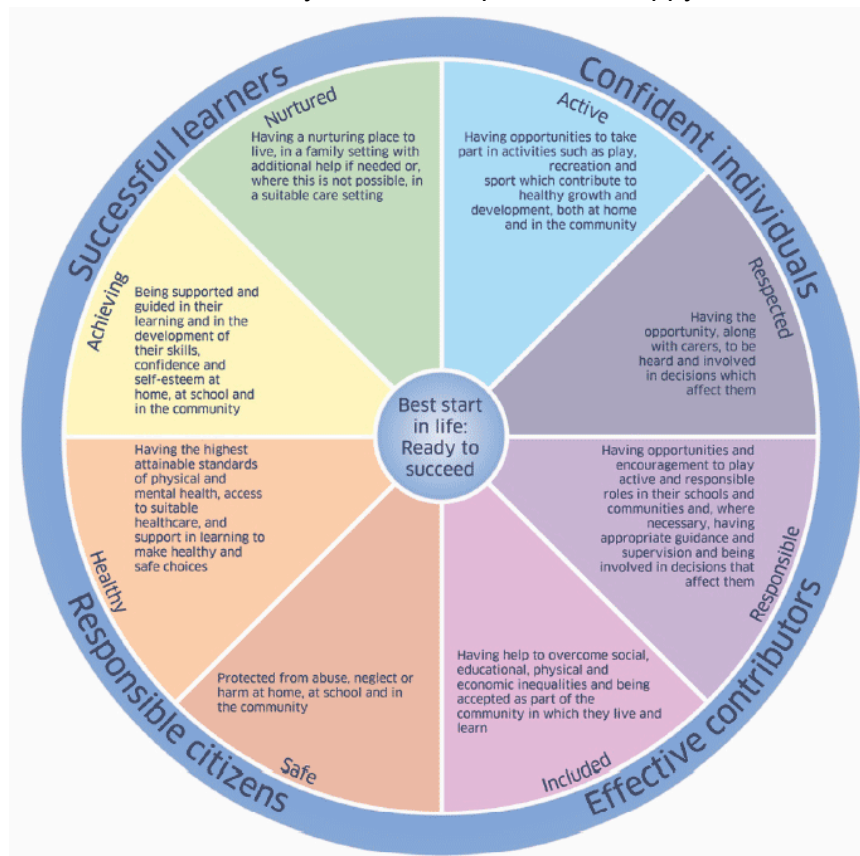
Relationships are the key to behaviour management. In our relationships with each other, we take steps to promote and sustain this culture. Specifically, we aim to deal with each other as follows (from the Search Institute Developmental Framework):

Elements	Actions	Definitions
Express Care Show me that I matter to you.	• Be dependable .... • Listen .... • Believe in me .... • Be warm .... • Encourage	Be someone I can trust. Really pay attention when we are together. Make me feel known and valued. Show me you enjoy being with me. Praise me for my efforts and achievements.
Challenge Growth Push me to keep getting better.	• Expect my best .... • Stretch .... • Hold me accountable ... • Reflect on failures	Expect me to live up to my potential. Push me to go further. Insist I take responsibility for my actions. Help me learn from mistakes and setbacks.
Provide Support Help me complete tasks and achieve goals.	• Navigate .... • Empower .... • Advocate .... • Set boundaries	Guide me through hard situations and systems. Build my confidence to take charge of my life. Stand up for me when I need it. Put limits in place that keep me on track.
Share Power Treat me with respect and give me a say.	• Respect me .... • Include me .... • Collaborate .... • Let me lead	Take me seriously and treat me fairly. Involve me in decisions that affect me. Work with me to solve problems and reach goals. Create opportunities for me to take action and lead.
Expand Possibilities Connect me with people and places that broaden my world.	• Inspire .... • Broaden horizons .... • Connect	Inspire me to see possibilities for my future. Expose me to new ideas, experiences, and places. Introduce me to people who can help me grow.

Relationships occur in many contexts in a school – in the classroom during an academic or PSHEE lesson; in ECAs; on trips; in the school office; in shared spaces on campus; and in public spaces off campus. As a result, when a student falls short of our expectations, any member of staff may be directly responsible for taking action and, where appropriate, deciding on consequences likely to allow a student to show they have learned where they fell short and what they need to do both to make amends and avoid further occurrences.

While another staff member may, at times, take a lead during the resolution of a particular concern, resolution should ultimately involve a conversation of closure between the staff member who raised the concern initially, and the student, except where other factors such as safeguarding or third-party involvement makes this impractical or inappropriate.

Behaviour Off Campus – Off Campus Lunchtime Privilege

From Grade 6 onwards, students are encouraged to take responsibility for their own personal safety and conduct via the 'off campus privilege' system. (See related document: Supervision Policy)

All students attend sessions whereby the code of conduct for Off-campus Lunchtime Privilege is explained. The code of conduct stipulates that every student must:

- Tap in and out using personal student ID card each time they leave and return to the Portland Place, Conway Street and Cleveland St sites
- Remain within the specific Grade boundaries as defined on the maps issued to students
- Only use zebra or traffic-light controlled road crossings
- Not loiter or litter anywhere
- Not enter pubs or gambling establishments
- Display good manners, behaviour and consideration towards the public and one another at all times
- Exercise safety/security procedures as reinforced at the start of the school year
- Report directly to their next scheduled class without stopping.

Off Campus Privileges also depend on appropriate behaviour at other times and may be reconsidered in the following circumstances that fall short of our community expectations:

- Persistent lateness to meet homework deadlines
- Unexcused lateness to school and/or the start of lessons
- Low-level insolence to staff or other students
- Low engagement/negative attitude in lesson time.

There are various interventions a staff member may make when a student's behaviour falls short of expectations.

The removal of off-campus privilege (grounding) and, when appropriate, time out under staff supervision, is particularly applicable when behaviour while off-campus falls short of expectations.

Loss of this privilege is recorded in iSAMS Wellbeing Manager. If a pattern emerges, the Grade Leader and parents are informed and, where appropriate, will take an active role in monitoring the student's behaviour until the student has consistently shown they deserve to have the privilege restored.

On Report

This is the monitoring of a student by the Advisor and/or Grade Leader if their report grades and/or effort are significantly and consistently below the appropriate level, or after concerns have been raised by a teacher or teachers. Reports are intended to help a student by providing more directed, sustained advice and support than usual in keeping with the principles of the behaviour policy. The Advisor, Grade Leader, teachers concerned and Principal are kept informed of progress.

Probation

Probation may be required if improvement is not achieved through the monitoring described above. Probation meetings with parents are led by the Grade Leader or senior staff as appropriate and progress is reviewed every two weeks. If appropriate the probation is discussed at academic and grade meetings. The terms and conditions of the academic probation are recorded and sent home to parents via iSAMS, with a copy included on iSAMS.

Student Code of Conduct

A Southbanker must:

Treat everyone with respect and try to make new students feel welcome and secure.

- Be respectful of space in the school and aware of the general public when off campus.

- Always leave classrooms tidy at the end of each class.

- Have a respectful attitude towards their own learning and others in school

- Use appropriate language inside school and at all times on school trips

- Be aware of the off-campus boundary map and stick together in small groups

- Be aware that 'banter', can be felt as bullying and must therefore realise the possible negative consequences it can have on your fellow student

- At all times support their fellow students and reject bullying

- Must always take a stand against and reject any form of discriminatory action or language based on: nationality, race, religion, creed, disabilities, physical appearance, sexuality, etc. The category of grounds for abuse are not exhaustive and such acts will not be tolerated in school by students or staff alike.

- Be aware that when outside the school, the students are ambassadors for it and must therefore behave accordingly

- Never steal

- Never smoke or possess prohibited items (including vaping) on school grounds or off-campus

- Try their best at all times either in class or if participating in ECA