

BEHAVIOUR MANAGEMENT POLICY Secondary School



PARENT-STUDENT VERSION



Wesgreen International School Sharjah

VISION

Work Insures Success

MISSION

Distinguished by its emphasis on individual attention to student success, commitment to diversity, and responsiveness to the evolving needs of our community, Wesgreen International School provides a solid base leading up to the Cambridge University external examinations and a well-rounded co-curricular education.

VALUES

Wesgreen International School is committed to creating opportunities for intellectual and personal growth in an inclusive environment. We value excellence, curiosity, respect, responsibility, humility and integrity. We enhance leadership skills through hard work, and the confidence to face uncertainty in a global society.

“To embrace the cultural values and aspirations of the Emirates”

Wesgreen International School aims to respond to the needs of each individual student, developing the whole personality and fostering qualities of mind, body and spirit, feeling and imagination.

Aims

Wesgreen International School aims to help each student:

- Develop a lively enquiring mind, utilising skills and abilities necessary to ensure the highest personal academic achievement.
- Develop sound social and moral values.
- Learn to respond to the needs of others; respecting other races, cultures and religions.
- Celebrate and enjoy experiences of friendship, success, happiness and shared endeavour.

A happy and successful school is one in which good order prevails and students respect boundaries. We insist on high standards of conduct, behaviour and appearance and rely on parental support to achieve this.

We expect our students to behave well, both inside and outside the school, by showing self-discipline and respect for both themselves and others. This will be their response to the ethos of Wesgreen and the homes from which they come; by their conduct they are expected to bring credit to both. A summary of our school rules is listed below. Other rules may be explained, as the occasion arises, on appropriate occasions.

All students are expected to respond promptly and obediently to the reasonable instructions of staff. Rewards for good behaviour and sanctions for poor behaviour are set out in this document.

School Rules

All students are expected to follow school rules at all times. The rules contained in the student diaries, website and students/parent Handbook, summarise the expected good conduct of students in Wesgreen. These should be read and acted on by all students, parents and staff.

PASTORAL CARE AND THE ROLE OF A FORM TUTOR

Life in this school provides many opportunities for each student to develop as a confident adult, learn to study and work with others. In Wesgreen it is important that all students feel that their individual needs are understood and that they can receive support and guidance. This is, in the first instance provided by the **Form Tutor** who is responsible for the academic and pastoral guidance for the students and for delivering the Life Skills lessons as and when appropriate. In this way we endeavour to ensure that no student ever feels insignificant or lost in Wesgreen no matter what their educational or social needs may be.

Students in Wesgreen are in the unique position of being under the care of two Form Tutors in small form groups. The registration / form period and form time help the Tutors come to know their group well. A great emphasis is placed on the role of the Form Tutor; it is expected that a good relationship will develop between the Tutor, the students in the form and their parents.

Tutors are expected to monitor attendance, punctuality and uniform daily. Homework is also monitored as form tutors check and sign the Student Diaries daily and more formally once a week. Organisers are an effective tool for home-school communication.

Students' behaviour is monitored by the subject teachers and the form tutor to ensure that at all times their tutees are considerate towards other people and thereby ensuring a high standard of courtesy and conduct.

Tutors are also involved in reviewing progress. They see each student at least once for a formal target setting session (see Target Setting forms).

Students are encouraged to see the value of serious study and develop habits of self-discipline. All these influences help to prepare a young person for life in the wider community. Where necessary, discipline with regard to work or conduct may be forced by detention after school.

Tutors may also initiate a Scan Report (a short report to determine student academic progress / behavioural issues, etc.) to get an overall picture. If this report warrants further action, a student may be placed on a Daily Report and monitored closely by all concerned. If the later is initiated, the parents will be informed, as they too will be involved in the process on a daily basis.

Tutors may, in consultation with the HoY/HoS, initiate a class report if the class as a whole is a cause for concern.

Tutors will receive a copy of the Teacher Information Form (TIF)/ Cause for Concern (CFC) forms and will maintain their own filing of Pastoral records for their form. This will give them a 'bird's eye view' of students in their form and this rounded picture will enable them to write constructive and meaningful comments for tutor reports. Form tutors will be usually approached in the first instance to provide a general summary of student progress including aspects related to punctuality, behaviour and uniform.

Form tutors and form groups will also be encouraged to have a form tutor notice board. Student Diaries are to be checked formally once a week and form tutors will extract information from these and take necessary action (e.g. student not writing homework, not getting it signed, graffiti on the diary, etc.) by following the discipline procedure as set out below.

School Diary / Planner

- The aim of the school diary is to promote regular communication with parents, encourage students to plan and think ahead, enable the school to praise good work, and encourage regular work and good behaviour.
- A school diary is issued to every student in the school and is used to record homework, merits and comments on behaviour.
- Parents should review and sign the diary every week.
- The school diary is monitored and checked daily and signed weekly by the Form Tutor.
- The diary is a vital means of communication between school and home.
- If the diary is lost, it will be replaced; however there will be a charge for this and it may not be possible to recover some of the information such as number of merits.
- Merits will be issued in the student diary for good work (attainment and effort) or behaviour and these will be totalled up every half termly. Academic and other (sporting

and outstanding contribution to school and extracurricular activities) will contribute towards the overall house standing.

- The diary is may be used to advise of detentions; 24 hours notice of a subject/senior staff after-school detention will be through a separate letter or occasionally notification will be written in the planner. It is the student's responsibility to pass after-school detention communication to the parent and parent's responsibility to organise transportation after the detention is over.
- Students must have their school diaries with them every day and place them on top of the desks during each lesson.

Student Leadership at Wesgreen

At Wesgreen, we have a group of Prefects (nominated by staff) consisting of ten Year 11 Prefects, one Senior Prefect, four house captains, a Head Boy/Girl and a Deputy Head Boy/Girl. All candidates deemed to be ideal for their respective roles present a speech to the school, outlining the ways in which they will be leaders in the school. Year 10 Club Captains and Class Monitors for all groups are also appointed early in the academic year. Class monitors will be appointed by the form tutors and will change on a monthly basis. Our young leaders take on many extra roles in the school, developing their leadership, communication and social skills.

Wesgreen Houses

The house system aims to encourage school spirit, pride and unity. It is an effective way to promote effort and positive social behaviour amongst the students and around the school. The house system provides an opportunity for senior students to develop leadership skills and responsibility, and to provide a role model to younger students. It also encourages student participation in sporting and cultural extra-curricular activities.

House groups draw the members of the house closer together and develop bonds between members no matter what age or background or class. They will promote healthy competitions and develop leadership skills. They will promote a sense of belonging to each other.'

There are four houses:

Leopards	Red
Falcons	Green
Scorpions	Black
Vipers	White

Academic merits and non-academic house points will contribute towards the overall positions of the houses.

The best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of students is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between students and between staff and students will lead not only to harmonious relationships but also to the fulfilment of the students' potential both academically and socially.

Merits are rewarded for a range of actions such as attainment, effort, homework, projects, and good community action etc. These are recorded in students' organizers. Prizes and

certificates will be awarded during assemblies and then at the prize day at the end of the year for students gaining the most merits. There is also a Trophy for the tutor group with the most number of merits and the student with the most number of merits.

Subject departments will award certificates for the highest achievement across the whole year and for the student who has made the most progress during the year.

An annual prize will be given to the student in each year who has gained the highest achievement across most subjects. From this list we will award a prize for the student of the year.

Students have an opportunity from time to time to make presentations about their achievements during the assembly. Other awards for sports are also presented during assembly.

Rewards System

Our student diaries have a section on Merits for rewarding students. Rewards can act as a thank you or as a target or motivator for students to work to. They can also inform parents as to student's progress at school.

These are designed to celebrate success at every level in all aspects of a student's life.

Teachers are encouraged to offer verbal praise and encouragement when appropriate.

Aims:

- To encourage every student to work to his/her best ability across the curriculum by producing high quality work
- To reward a consistently good effort or outstanding piece of work
- To raise academic standards in the School by conspicuously valuing outstanding effort and achievement
- To encourage good behaviour

By recognising, rewarding and celebrating quality work.

- Students learn more if they have high expectations, self-confidence and determination. Competition against others is a powerful motivating force for many students.
- Positive reinforcement of good work is the most powerful means of improving the quality of a student's performance. Positive reinforcement identifies strengths and challenges weaknesses. Academic achievement must be measured against a child's own ability, the more able the child the more we should expect.

Merits to be totalled up every six weeks (around reporting time) by form tutors and certificates awarded in assemblies. Names of students receiving certificate at all levels to appear in the school newsletter. Certificates to be awarded as follows:

50: bronze

100: silver

200: gold

350: platinum

Form tutors will be counting the merits every six weeks. A database will be maintained by the administration staff and will contribute towards the overall points for each the Wesgreen houses. Merits will be recorded on student reports.

A general guideline for the number of merits awarded is as follows:

Excellent to good piece of work including excellent test results: 1-3 Merits maximum

Good effort: 1 maximum

Long term projects or outstanding contribution to school life: up to 5 maximum

(including active participation in extracurricular activities)

Sanctions

The following sanctions may be used depending on the nature of breach of school rules:

Break time detentions without prior notice to parents. Notice will be given for longer detentions, or those set outside times of the school day, in line with the school policy. The Letters and School Diary will be used to communicate such detentions to parents. Detentions may be used where homework has not been completed, for infringements of school rules or for poor punctuality to school or class. More than three after school detentions may result in a Saturday detention. Saturday detentions may also be used by Heads of Years and Heads of Schools for other breaches of the school's disciplinary code.

Wesgreen Discipline Procedures

1. Talking to the students about expectations and appropriate behaviour / Note in the Diary / Verbal Warnings
2. Class/Form teacher detention (break times in the first instance and this may progress to after school with 24 hours notification)
3. Head of Department/Year detention (break times in the first instance and this may progress to after school with 24 hours notification)
4. Head of School's Detentions (break times or after school with 24 hours notification)
5. Heads of Years after school detention.
6. Heads of Years weekend detention (Saturdays).
7. Internal suspension (number of days to be determined by HoS).
8. External suspension and written final warning (approval and number of days at discretion of the Headmaster).
9. Permanent exclusion (approval by Headmaster in consultation with the Board and the Ministry)

FAILURE TO ATTEND ONE OF DETENTIONS WILL AUTOMATICALLY MOVE THE STUDENT UP TO THE NEXT LEVEL.

Note: In all cases where a student is required to remain at school at the end of the day or where they must attend a Saturday detention, the student is responsible for handing over the detention notification to the parent and the parent is entirely responsible for arranging transportation.

Behaviour Management Card

Students can be placed on report at any time if the form teacher, Head of Department or the Senior Staff feel it is appropriate based on the evidence gathered thus far. This may be due to

the student receiving a number of Cause for Concern forms or a general feeling that the student needs to be placed on report. The form teacher may wish to use a Scan Report form (available from Senior Staff) firstly to see if the rest of the staff agrees with him/her being placed on report. Report Card can only be initiated after consultation with Senior Staff.

The report card system for the academic year will be as follows:

There are 3 stages of report

1. Form Tutor's/ Head of Department's Report (White colour)
2. Head of Year's Report (Green colour)
3. Head of School's Report (Red colour)

Form Tutor's / HoD's Report Card

It is the responsibility of the student on report to take his/her card to every lesson and give it to the teacher at the start of the lesson.

It is not the responsibility of the teacher to ask for the report.

There are three targets:

1. Behaviour/attitude
2. Punctuality
3. Organisation/Effort

The criteria for passing/failing the report is stipulated in the report card itself. They can then take the report card home for their parents to sign, but **MUST** remember to bring the report card to school again the next day. If they fail to return the card for the following day they will automatically fail that day. This will also be the case if the card is returned but not signed by someone from home.

At the end of the Form Tutor/Head of Department report card period a meeting will be scheduled between the student, and the form tutor and the Senior Staff to discuss their progress and whether or not they will come off the report card system, or move up to the next level.

Head of Year's Report Card

Students will be placed on this level of report if they have failed to adhere to the conditions of the Form Tutor/Head of Department Report. A letter detailing the reasons why and the procedures of this report will be sent to parents/guardians before the report period commences.

The procedures for this level are the same as for the previous apart from the student having to see the Head of Year at the end of each day and obtain a signature from them.

The targets for this level are more specific and are set during the meeting at the end of the previous level. If they fail to reach this target the Head of Year will keep them behind. The Head of Year will run this detention.

Head of School's Report Card

Students will be placed on this level of report if they have failed to adhere to the conditions of the Head of Year's Report. A letter detailing the reasons why and the procedures of this report will be sent to parents/guardians before the report period commences. The procedures

for this level are the same as for the previous apart from the student having to see the Head of Schools at the end of each day and obtain a signature from them.

The targets for this level are more specific and are set during the meeting at the end of the previous level. If they fail to reach this target they will be kept behind on the same day if possible after parent notification.

Students and Parents must be aware of the following school policies:

Attendance and Punctuality

Registers (main registration in the morning AM and at form tutor time PM).

Every student should be punctual for the start of the school day. Line-up is at 7.45am every morning.

The back gate will be closed at 7.45 am sharp and the students arriving after 7.45am will be allowed to enter the school via reception, sign in and join their form group, but will be marked late on their register. The main school gates will be locked at 8.15am and any student arriving after that time will not be permitted to enter the school campus and they should return home.

Students register with their form tutors once a day in the morning during assembly time (/ indicates present) and afternoon (\). Line up is at 7.45 am and any student coming after this time must enter the school via reception, sign in and join the form group and be marked late. Appropriate codes (including one for LATE) may then be slotted in the circles once the reason for absence becomes apparent.

Three late arrivals to school in the morning result in a break time detention by senior staff.
Three break time detentions as a result of late arrivals in the morning result in an after school detention.

Three after-school detentions as a result of late arrivals in the morning result in a Saturday detention.

Absences are authorised if parents inform the legitimate reason for the absence either prior to the absence or immediately after the absence (written explanation or a telephone call to the office).

The register will be used in the event of an emergency and fire alarms.

The numbers of time students are late or absent (including unauthorised absences) will be reported to parents in the short and long reports and submitted to the Ministry of Education at the end of the academic year.

From September 2010, tutors will also be responsible for collecting absence notes during registration time and form tutor time. They will file these and authorise absences by using the appropriate codes such as 'M' for medical. It is the form tutors responsibility to remind students to bring absence notes to authorise absences. The school will follow up on absences (on the third day a telephone call is made to enquire about the reason for absence).

Tutors will also be responsible for providing statistics for the short and long term reports (including the number of absences, number of unauthorised absences and number of lates).

Subject Register

Subject teachers will keep their own student attendance record in the Teachers' Planner. This is an invaluable piece of information and can be used during Parents' Evening and when presenting a case to senior staff regarding student punctuality to lessons. Teachers will use the same disciplinary system to deal with lates to lessons as applied to any other behavioural issue. It is primarily a subject teacher and departments' responsibility to deal with subject lateness.

Persistent lateness to results will result in the same Wesgreen Disciplinary Procedures as above and recorded in the TIF/CFC (Teacher Information / Cause for Concern) forms.

Attendance / Truancy

Unexcused Absence/Truancy- If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class or misses a lesson without permission of the Head of School, it will be considered to be an unexcused absence (truancy)

For a student who is within the school premises:

- First time offender; a warning or a quiet word from the teacher and a negative note in the planner will be deemed to be sufficient.
- A repeat of a similar offence will lead to a phone call to the parent and the student being placed on a White Report.
- Further incidents of truancy will result in a student being placed on a Green Report. Parents will be required to attend a meeting with senior staff. The student will also be required to attend Saturday detention.

For a student who is absent from school without the knowledge of the parent, the following procedure shall apply

- The parent shall be informed immediately and asked to come to school for parent-teacher conference
- The student will be placed on a Red Report with clearly set targets
- For all cases of unexcused absence, the student will be asked to remain in school to complete missed work.

Homework

Why is homework important?

Homework is a vital part of every student's education. Homework is valuable for the following reasons:

1. It can help students to make more rapid progress in learning.
2. Consolidates and extends the work covered in class.
3. Gives an opportunity for independent work. It can allow students to develop the practice of working on their own without the constant presence of the teacher or other students on the one hand and the external discipline of the timetable, etc. on the other. This way of working is vital at the later stages of secondary education and after.
4. Work at home can provide the quiet and private conditions needed for creative and thoughtful work of all kinds.
5. It can allow students to use materials and other sources of information that are not always available in the classroom. This way, students access resources not available in the classroom and prepare them for new learning activities.

6. It can involve parents and others in the students' work for their mutual benefit. This engages parental co-operation and support and creates channels for home-school dialogue.
7. It can give opportunities for long term research and other work and in the process develops their research skills.
8. It gives student valuable experience of working to deadlines and facilitates staff with their marking schedules. This enhances their study skills, e.g. planning, time management and self-discipline.

The nature of the homework

The nature of the homework will vary between year groups, different classes and topics of study. Marking homework forms an integral part of our assessment. We aim to return marked homework for the students as soon as possible, for inclusion in that topic of work and whilst the exercise is fresh in the student's mind.

All subjects set homework in a regular, weekly programme. Teachers aim to set tasks which challenge students and are relevant to the work in progress. All departments also have extension materials available. We see homework as an important part of our school routine because it extends class work and encourages students to develop the techniques for independent study. The principles set out here are followed by all subject teachers.

Teachers will ensure that homework is set regularly and is an appropriate and relevant extension of the work done in class. The work is marked within a week and feedback given for student improvement. This can be used as part of the continuous assessment scheme. Some time is set aside in class for students to write Homework in their diaries. Details of the homework tasks will be written on the board.

'Writing Up Your Work Rules' are applicable to all subjects and will be highlighted to students at all times particularly at the beginning of the academic year.

Writing Up Your Work Rules

The way in which you present your work is very important because it tells the reader something about you. In order to create a good impression, you need to produce neat and tidy work, which shows that you have made a real effort to do your best.

1. Each piece of work should have a clear title in the middle of the line.
2. It should be dated.
3. It should state whether it is C/W (class-work) or H/W (homework).
4. All the above should be underlined.
5. Drawings and tables should be drawn in pencil. Straight lines should be drawn using a ruler and a pencil.
6. You should write in blue or black ink. Wherever possible, the same coloured ink should be used throughout your book. Red ink should not be used at all times. Coloured pens should only be used when necessary.
7. Corrections or additions (to marked homework or class-work) should be easily identified or headed appropriately.
8. Correction fluid should not be used. If you make a mistake, put one straight line through using a pencil and a ruler.

9. If you are continuing work from a previous lesson, you should put a new date in the margin and write 'continued' (cont') underneath and underline it.
10. When you have finished your work, draw a line underneath it.
11. Only start on a new page when starting a new topic. Do not waste space or paper.
12. All worksheets must be stuck in such a way that the information (on both sides) is readable. Do not leave loose worksheets in your book.
13. Your exercise and textbooks must be covered.

How does the school help students organise their homework?

1. Each student is given a homework diary with a homework timetable at the beginning of the year. It says when the homework for each subject area will be set and when it is due in.
2. We try to make sure that our instructions concerning homework are clear to everyone in the class, and that all students are given time to write/copy down the homework.
3. We aim to mark or respond to homework regularly, and in a way that is helpful to parents.
4. The form tutors will monitor the diaries and whether homework is being recorded (correctly) on a daily and more formally on a weekly basis.

How can parents or guardians help with the homework?

1. Check that the homework details are filled in clearly and regularly in the homework diary. There is space in the diaries for your weekly signature and comments.
2. Help your child organise his or her time to best advantage so that things are not left to the last minute or even forgotten.
3. Try to make sure that there are suitable working conditions at home.
4. Take a positive and active interest in your child's work rather than just insisting that it is done.
5. Let the students inform the teachers if there are problems with homework that cannot be resolved. Perhaps your child seems to be doing too much, or not enough, or is finding it too easy or too difficult. Contact the relevant subject teacher in the first instance. The form tutors will also be glad to help.

Homework

When the homework is not done the following sanctions may be applied:

- Subject teacher discussion with student
- Informing parents via diary
- Break time detention so that the student completes the work
- The work maybe marked down or no credit awarded for it
- Tutors will identify students with homework problems across several subjects. The Tutor will place the student on White Report for a minimum of one week.
- In case of persistent refusal to complete homework parents will be required to attend a meeting with the subject teacher and/or Head of Department. Senior staff, including Heads of Years and Head of School, will also be involved where the above sanctions and interventions by the Head of Department have failed to rectify the situation.
- Persistent offenders may be required to attend Saturday school and use resources in the library to complete all homework. In such a case the parent will have to make transport arrangements.

Failure to do homework or not submitting work on time will result in the same Wesgreen Disciplinary Procedures as above and recorded in the TIF/CFC (Teacher Information / Cause for Concern) forms.

In cases of plagiarism, marks will be deducted and this will result in detention by senior staff or internal suspension.

As an incentive good and exceptional pieces of homework maybe included in display work and merits awarded.

Uniform

A dress code/uniform creates a positive school climate. All students are to abide by the school dress code, which meets standards of neatness in grooming, uniformity in our school's image, and pride in our school. Parents are required to enforce the school uniform policy. The description of the uniform can be found on the school website.

All students are expected to be in full school uniform each day, including travelling to and from school and on days where trips are taken. On days where PE is timetabled and on Activity Day School uniform PE kits are worn. Students come to school in PE uniform and remain in that uniform for the remainder of the day.

The only exception to the wearing of full school uniform will be scheduled on non-uniform days.

Under shirts must be white, without printing or logos on them. On non-uniform days appropriate and modest clothing must be worn. Jeans with holes and knee-length walking shorts may not be worn.

Large or excessive jewellery is forbidden. (Girls: only ears may be pierced and one small stud may be worn in the lobe of the ear. Unusual styles overtly coloured hair is not allowed. Make-up and nail varnish is not to be worn. Body markings and other piercings are not permitted.

Form tutors and senior staff will check the uniform every morning during assembly line-up. If the policy is not adhered to, the following sanctions will apply:

1st infraction: Note in the diary by the form tutor to be acknowledged by the parent and returned to the form the following day.

2nd infraction: Telephone call home initiated by the form tutor and recorded in the TIF/CFC forms. Detention set by form tutor.

3rd infraction: Parents contacted to bring the correct uniform immediately. Accompanied by senior staff detention. Initiated by the form tutor and TIF/CFC form completed.

4th infraction and beyond: Students sent home. May result in internal suspension. This stage is also initiated by the form tutor and TIF/CFC form completed.

Persistent offenders not adhering to the school dress code will be subjected to the same Wesgreen Disciplinary Procedures as above and recorded in the TIF/CFC (Teacher Information / Cause for Concern) forms.

Fighting/Assault

School operates a “no tolerance” policy for fighting or assault. This includes ‘play-fighting’. The school will thoroughly investigate all incidents of fighting and/or assault. Where it is clear both parties are equally responsible for taking wholly inappropriate action, **both parties will be excluded from school. The Head of School, in conjunction with the Headmaster, will determine the length of exclusion.**

On return to school all excluded parties will be placed on a Red Report for a minimum of two weeks. A parent must attend a meeting with the Head of School before the student’s expected return date.

Use of Internet

As part of the school’s ICT program, we offer students supervised access to the Internet. Before the school allows students to use the Internet, they must sign the **Acceptable Use Policy** and the **Rules for Responsible Internet Use, which** operates at this school.

Bullying: Physical, Verbal and On-line

Bullying is repeated unreasonable behaviour directed towards another student, or a group of students, or staff member. It often happens in front of other people and usually includes name-calling, mocking, kicking, taking belongings, writing or drawing offensive graffiti, interfering with people’s belongings, gossiping, excluding people from groups, and threatening others.

Any form of bullying in class or outside class is strictly forbidden. This includes cyber-bullying: making offensive and hurtful comments about other students or the school on-line. All students should know what the school policy is on bullying and expected to report all incidents relating bullying behaviour to staff. Wesgreen staff makes a commitment to all students that each reported incident will be taken seriously and dealt with sensitively. Students and parents are assured that necessary action will follow in accordance with the school’s separate anti-bullying policy.

Mobile Phones

We strongly discourage students bringing mobile phones to school. The school has set up a scheme whereby mobile phones may be handed over to the administration at the start of the day and returned at the end of the day. Any students seen with a mobile phone or other electronic device during the school day and on school grounds or premises will be severely reprimanded and the device confiscated. The device may not be returned until the end of the academic year. The school cannot be held responsible for any stolen or lost mobile phones or other such devices.

Damage to property

All students are expected to respect school premises and property of other members of the school community at all times. If any student in the school carelessly or wilfully damages school property or that of any other person within the school premises, the parents of the offending student shall be informed via a phone call and by letter.

The following sanctions shall apply depending on the severity of the damage:

- Where the damage is slight e.g. graffiti, the student will be required to complete community service for a period of one week, reporting to senior staff.
- In more serious cases, the student will be placed on internal exclusion until the parent meets the cost of replacing the damaged property.
- Depending on the nature of the damage, the Headmaster or the Head of School may apply further sanctions as appropriate, up to and including external exclusion.

Individual Education Plan (IEP)

IEPs are drawn up for a student whose behaviour or work is deemed to be in need of monitoring and support. Students are involved in the drawing up of set targets, to be achieved by a given date, and the review of them. This will be done through use of behaviour contracts and the parents will be informed of the same.