Positive Behaviour Policy
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Person Responsible: Nadia Megnin

This policy has been drafted in consultation with staff and students.
MISSION STATEMENT

British School Muscat seeks to establish a positive ethos which is conducive to learning and in which the individual pupil is valued and respected.

Our Behaviour Policy sets out guidelines which support all pupils within a caring framework, leading them to a position of self-discipline and personal responsibility.

Introduction

Good behaviour is a necessary condition for effective teaching and learning to take place. It will involve praise and rewards; sound relationships between teachers and pupils and stimulating and effective teaching and learning. It will also involve in some instances the application of sanctions. The school’s expectations of good behaviour will be modelled, reiterated, and reinforced by pupils, parents and staff by a variety of means:

The Home School Agreement (Appendix A)  The school year begins with this agreement. Tutors go over its details with pupils in Form groups, ensuring that all appreciate that they are signing to uphold behaviour which respects self, others and the school environment and demonstrates it by courteous dealings with others and evident pride in the school community and self, for instance in a smart appearance, punctuality, excellent attendance and work done to the best of the pupil’s ability.

The Home School Agreement outlines what the school, parents and the pupil agree to do to support the aims above. It is signed each year by all parties and by the Form Tutor on behalf of the school.

The Sixth Form Contract (Appendix B)  The Sixth Form version of the Home-School Agreement differs to reflect the Sixth Form but shares the latter’s details regarding behaviour.

The Code of Conduct (Appendix C)  Parents are requested to ensure that their children have read and understood the Code of Conduct when they join the school. The Code of Conduct exists to enable the school to be a purposeful and a happy environment where each student can fulfill his/her potential.
Shared Responsibilities for promoting positive behaviour

Any approach to promoting positive behaviour must ensure all members of the school community are aware of their responsibilities and actively support the school ethos and behaviour policy.

The Roles of the Teachers

All staff are responsible for ensuring that the expectations of pupil behaviour are fulfilled. Staff should be very familiar with all school policies related to behaviour and the Home-School Agreement.

All staff must follow the guidelines and procedures regarding rewards and sanctions as outlined in Appendix D

Subject teachers  Subject teachers are expected to take initial responsibility in administering the standards of discipline expected in academic work and behaviour on arrival at, during and on leaving their lessons. (See Appendix D - Sanctions).

In addition, teachers should use the Student Planner to communicate praise or concern to parents as appropriate.

Subject teachers will refer any behavioural concerns, academic or otherwise, to Heads of Departments. However, if unacceptable behaviour seems persistent, more generalised, relating to wider progress or wellbeing of an individual or group of pupils, then referral will be made to relevant Form Tutors and/or Key Stage Leaders.

Heads of Departments  Heads of Departments are responsible for maintaining academic standards in the subject areas within their remit and for supporting their subject staff with overall pupil behaviour in classes in the first instance.

Heads of Departments may place a pupil on report (Departmental Report – Appendix E) to monitor and provide targets for improvements.

Form Tutors  Form Tutors reinforce the standards of behaviour expected at the start of each morning and afternoon by the atmosphere of their Form room. They begin the year by going through the Home-School Agreement with the Form Group, ensure that all understand and oversee the signing of the Home-School Agreement.

Uniform should be checked by the Form Tutor during form time and sanctions instigated by the Tutor. Persistent offenders are referred to the Key Stage Leader. Uniform rules should be consistently applied by all class teachers not just Form Tutors.

Form Tutors should always be informed of rewards, detentions and incident report by the subject teacher and/or Head of Department. Subject teachers who are concerned about the progress of a pupil should discuss the matter with the Head of Department and the
Form Tutor. Form Tutors will discuss attendance, detentions and any other issues at the weekly pastoral briefings.

In times of conflict, Form Tutors often perform the role of advocate for members of their Form. The Form Tutor monitors the Student Planner as a means of communication with home and will have regular checks for comments from staff and parents, discussing issues with the pupil. In addition the Tutor is able to monitor House Points won, absence, punctuality, detentions and, with such knowledge and understanding of pupils, is expected to promote and support the best standards of behaviour.

A Form Tutor may place a pupil on report (Tutor Report – Appendix F) to monitor and provide targets for improvements.

All pupils will be allocated to a House. Enthusiasm and loyalty to the House and school are fostered by Tutors encouraging the will to be cooperative but also to achieve.

**Key Stage Leader**  Key Stage Leader will have a very close interest in all things pertaining to pupils in their care, including academic performance. They will liaise with teachers, subject heads, tutors, parents, and the Inclusion Coordinator, the Head of Senior School to promote, develop and maintain the aims of this policy.

It is important that the role of the Key Stage Leader is not solely that of disciplining the pupils in their year group. Their role in the behaviour management of the school comes into play only when all the above strategies have failed. Persistent, severe problems need the support of the Key Stage Leader.

Key Stage Leaders may place a pupil on report (Key Stage Report – Appendix G) to monitor and provide targets for improvements.

Key Stage Leaders will lead the team of Form Tutors with respect to their duties to the children in their care, in relation to personal welfare and academic attainment and achievement.

A Pastoral Briefing led by Key Stage Leaders will take place every week from 7:15 – 7:30 am and Year Meetings will take place once a month from 2:10 – 3:10pm during which a number of items including students’ behaviour and welfare will be discussed with Form Tutors.

**Deputy Head of Senior School**  The Deputy Head of Senior School has overall responsibility for behaviour and discipline, welfare and safety in the school and reports directly to the Head of Senior School. The DHSS is the designated Child Protection Person for Senior School.
Pupils

Pupils should:

- Come prepared to school and ready to engage in the learning process by attendance at all classes;
- Accept responsibility for their own learning;
- Respect the rights of teachers to teach and pupils to learn;
- Attend regularly and punctually in correct uniform with homework completed and all necessary equipment for class;
- Deal with conflict in an appropriately non-aggressive manner;
- Treat fellow pupils and adults with respect;
- Respect the school environment and the property of others;
- Be loyal to the school by maintaining high standards of behaviour and uniform in public;
- Adhere to school rules;
- Abide by the Home School Agreement (Appendix A)

Parents

Parents should:

- Abide by the Home School Agreement (Appendix A);
- Send their son/daughter to school on time, every day, in uniform, with their homework completed and with all the necessary equipment;
- Support the school in its expectations of good pupil behaviour and agreeing to our sanctions;
- Maintain regular communication with the school including providing absence notes, attending parents' meetings and keeping appointments made;
- Support the school in implementing all other aspects of school policy including our assessment and discipline procedures;
- Use the appropriate lines of communication to share information or express a concern about their child;
- Show respect and good manners towards staff, other parents and pupils;

Governors

Governors should:

- Refer any reported matters relating to pupil behaviour to the Head of Senior School or Principal;
- Support the expectations outlined in this policy along with the Home-School agreement and support the school and its regulations;
- Undertake their duties outlined in the Exclusion Policy if required;
Rewards and Sanctions

Rewards
The School is keen to acknowledge effort and good behaviour and to praise and celebrate pupils in their curricular and co-curricular achievements. The opportunities include:-

- Reports on sports, trips and other activities given by pupils in whole school assemblies;
- House Points Certificates are awarded by teachers and written into a chart within the student planner; Bronze, Silver, Gold and Platinum Certificates are awarded to students who reach specific house point totals. These are the presented during Tutor Time, Key Stage and/or wholeschool Assemblies.
- Subject commendation postcards for good work or significant improvement or achievement in any area of school; these are given by teachers or presented to a student in assembly;
- Nomination by Heads of Year for Termly Learning Ethos awards
- Notable academic and extra-curricular achievements are celebrated by announcements in assembly and certificates and trophies are awarded in the presence of the whole school;
- Achievements are also recorded in press releases, the School’s Newsletters and website;
- An annual Commendation Evening Ceremony, which includes prizes for achievement in subjects and for exemplifying the Learning Ethos.

Sanctions
Pupils are given clear guidance on personal conduct by their Form Tutor, Subject Teachers, Heads of Departments and Key Stage Leaders. However, from time to time incidents may occur, as in any community. In cases of misbehaviour, both in school or when off site, or for inadequate work, the school will use a range of sanctions.

Crucial to our system of sanctions is the principle of proportionality. A record of any reported incident will be logged in Engage.

The examples in Appendix D are not meant to be prescriptive but should serve to give some indication of when a particular sanction might be used.

Detentions
Lunchtime detention is given for a variety of reasons as detailed in Appendix D. A teacher will make a note of the detention in Engage and the student’s planner giving the reason for the detention. The parents must sign the planner on the evening it is issued and the pupil will show the signed page of the planner to the teacher giving the detention.

For after school detentions, parents must be given at least 24 hours’ notice. The teacher will make a note of the detention in Engage and in the student’s planner giving the reason for the detention. The parents must sign the planner on the evening it is issued and the pupil will show the signed page of the planner to the teacher giving the detention.

The detention takes precedence over other extra-curricular activities.
Anti-Bullying

The British School-Muscat’s Positive Behaviour Policy outlines what we will do to prevent and tackle bullying.

Our approach to anti-bullying aims to:

- Promote respect and tolerance for each other;
- Provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning;
- Clarify for pupils through PSHEE, across the curriculum and in assemblies what bullying is and that it is always unacceptable;
- Explain to staff, pupils and the whole school community the impact of bullying on individuals and the school as a whole;
- To have in place an anti-bullying support system that all staff and pupils understand and to apply the system consistently.

Our School:

- Will be explicit about our values and expectations;
- Will discuss, monitor and review our anti-bullying policy annually;
- Will support staff to promote positive behaviour and identify and tackle bullying appropriately;
- Will ensure that pupils are aware that all bullying concerns will be dealt with promptly, sensitively and effectively;
- Will ensure that pupils feel safe to learn and that pupils abide by the Positive Behaviour policy;
- Will report back to parents regarding their concerns on bullying and will deal promptly with complaints. Parents in turn will work with the school to uphold the Positive Behaviour Policy.

Definitions:

We aim to work towards combating any negative or devaluing behaviour towards another person which includes bullying.

What is bullying?

“Bullying is the intentional hurting of one person by another. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.”

The teachers, staff, governors, parents and pupils of BSM believe that negative and devaluing behaviour:

- Is hurtful, threatening, harmful and disrespectful;
- Can include behaviours which hurt, threaten or frighten another person or group of people;
- Can be unprovoked, repeated and sometimes can continue for a long period of time.

Bullying behaviours can include physical, social and psychological aspects such as:
- Neglecting, making someone uncomfortable;
- name-calling, taunting, mocking, making offensive comments;
- kicking, hitting, pushing and shoving, fighting, spitting;
- taking or damaging belongings, stealing from pupils' school bags or lunch boxes;
- cyber-bullying; text messaging, sending hurtful texts including texts of a sexual nature;
- emailing, chat-room insults;
- photographing, using or publishing photos without consent;
- gossiping, spreading hurtful and untruthful rumours;
- socially excluding people from groups e.g. not talking to them, excluding them from activities;
- can relate to race, religion or culture; special education needs and disabilities; appearance or health; sexual orientation; sexist or sexual bullying.

We also believe that pupils who observe negative and devaluing behaviour and take no action are colluding and are, therefore, partly responsible for the bullying.

### Preventing and responding to Bullying

At BSM, we believe that all our pupils have the right to learn and develop in a secure, caring and friendly environment. Bullying can spoil lessons and stop learning. Everyone should be able to contribute to lessons and to the life of the school without intimidation.

The school aim is to prevent bullying and create an atmosphere where all pupils and others feel safe. A school philosophy will be built through the curriculum, extra-curricular activities, assemblies, INSET and staff meetings. Negative or devaluing behaviour will not be tolerated and will be dealt with appropriately and promptly.

All incidents will be treated seriously and may ultimately lead to exclusion.

### Positive steps towards prevention

We will:

Train all staff to identify bullying and follow school policy and procedures on bullying;
Consider all opportunities for addressing bullying including through the curriculum, assemblies and through student leaders;
- Involve Peer Mentors where appropriate;
- Encourage positive behaviour;
- A Bully box will be available in the Nurse’s room where pupils can, anonymously, post notes regarding bullying issues;
- Supervised break duties and regular patrolling by the Senior Leadership Team and duty staff of areas where bullying can occur at specific times, i.e. playground, corridors, classrooms, toilets.
Developing a common school approach

All staff have a responsibility to play a part in preventing and eliminating bullying within the school;

The referral process should be through the pastoral system (i.e. behaviour policy);

The safety of the victim is vital; they must feel safe and know that the school is a safe place. Their safety must be monitored after the incident;

Every incident is serious to the victim and, as such, their anxiety must not be belittled;

Before any action is taken, it will be discussed with the victim;

The bully must be dealt with too and it should be done constructively;

Teachers are role models and should not bully;

Ensure everyone is aware of the consequences and that parents will be contacted.

Encouragement to tell

We actively encourage anyone who is being bullied, or others who know about it, to feel that they will be listened to, and that action will be swiftly taken which is sensitive to their needs.

Disclosure (telling an adult/peer) can be direct and open or indirect and anonymous. A Bully/worry box is available for indirect/anonymous disclosure in the Nurse’s Room. Everyone must realise that not telling someone means that the bullying is likely to continue.

Roles

Staff

We expect staff to:

- Provide children with a framework of behaviour including class rules which supports positive behaviour;
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere;
- Provide pupils with a good role model;
- Raise awareness of bullying through stories, role-play, discussion, peer support, student leaders, PSHE;
- Through the Principal, keep the Governing Body well informed regarding issues concerning behaviour management;
- Work with the Senior Leadership Team so that the anti-bullying policy can be properly enforced and monitored;
- Regularly canvas views on the extent and nature of bullying;
- Ensure pupils know how to express worries and anxieties about bullying;
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying;
- Involve pupils in anti-bullying campaigns in schools e.g. during an Anti-Bullying Week;
- Offer support to pupils who have been bullied;
- Work with pupils who have been bullying in order to address the problems they have;
- Consistently apply the anti-bullying procedures;

All pupils

Pupils must be aware that negative and devaluing behaviour will not be tolerated.

Pupils must:

- Report all incidents of bullying (whether they are bullied or they know of a bullying situation);
- Treat all people as you would like to be treated;
- Be firm – know that the school will support you;
- Put all incidents of negative and devaluing behaviour in writing – provide witnesses if possible.

If you witness a bullying situation and do not report it, you are condoning the behaviour and supporting the bully.

All parents

If you have worries about your son/daughter being bullied, please contact his/her Form Tutor or the Key Stage Leader.

If you know of any incident of bullying, please contact your child's Form Tutor or report it to the Key Stage Leader or the Head of the Senior School.

Any concerns that parents may have must be referred to a member of staff.

Be aware of signs that your child is being bullied:

- Has their behaviour changed recently?
- Is their relationship with brothers/sisters any different?
- Are they quieter/more boisterous than normal?
- Do they avoid going to school?
- Are they often late in the morning?

Communication with Governors

- Any Anti-Bullying issues which have implications for child protection will be reported to Governors in line with the procedures set out in the school’s Child Protection Policy.
- Any Anti-Bullying issues which lead to fixed term or permanent exclusions will be reported to Governors in the Principal’s termly report.
- Any bullying trends which are causing concern to the school will be reported to the Governors in the Principal’s termly report.

**Tackling Bullying**

**Recording**

Incidents clearly identified as bullying must be reported to the Form Tutor or Key Stage Leader and all incidents and follow up action will be recorded and logged.

**Dealing with an incident**

Bullying incidents discovered at BSM will be taken seriously, dealt with promptly and support will be provided for the victim and bully.

BSM will support all involved by:

- Talking through the incident with the victim and bully;
- Helping the victim and bully to express their feelings;
- Discussing strategies for making amends.

Sanctions will follow those outlined in Appendix D

Parents (of both the victim and bully) will be informed of what has happened, and the action taken.

A record will be made of these discussions and, if necessary, witness statements will be obtained.
Exclusions

Fortunately the School has only rarely to consider excluding pupils on disciplinary or health grounds. However, when it does, steps need to be taken in a careful sequence in order to ensure that pupils are treated fairly and consistently. This policy lays out the steps that must be taken and the points to consider before a decision is made to exclude a pupil.

BSM is committed to:

Ensuring that pupils who are being considered for exclusion on disciplinary or health grounds are treated fairly and consistently.

Having transparent steps that should be systematically taken and the factors that should be carefully considered before a decision is taken to exclude a pupil.

Showing who is responsible for steps in the procedure leading up to exclusion.

Avoiding Exclusion

In most cases exclusion will be the last resort after a range of measures have been tried to improve a pupil's behaviour. Policy, procedures and training collectively minimise the number of pupils at risk of exclusion. However, for those at risk, additional measures include:

- Engaging with parents
- A change of teaching set or class
- Introduction of a specific pastoral support programme
- Outsourced (funded by parents) individual adult support
- Limited curriculum alternatives
- Assessment of Special Educational Needs
- Allocation of a key worker such as a Learning Mentor or member of the Inclusion team
- Referral to a specific external support service, such as an educational psychologist or child psychiatrist.

The behaviour of pupils at risk is sometimes driven by complex combinations of social, emotional and health problems, so the involvement of all adults, including parents is carefully co-ordinated, creating a broadly representative team.

A number of different alternatives to exclusion are available to the Principal and Head of School in response to a serious breach of behaviour policy. This include, but are not limited to:

- Restorative Justice
- Mediation
- Internal Exclusion
- Recommendation for withdrawal to the parents
- Negotiated transfer to another Muscat school
Removing Pupils from School

There are three exceptional circumstances in which individual pupils may be removed from school on disciplinary or health grounds, namely where:

a. There is sufficient evidence that a pupil has committed a serious disciplinary offence. In these circumstances the pupil may be excluded from school for a fixed period or permanently.

b. A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the Principal may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated at home for a fixed period, subject to review at regular intervals. *This is not an exclusion*.

c. A pupil's presence in school represents a serious risk to the health or safety of other pupils or school staff, or themselves. In these circumstances the Principal may send the pupil home for a period of time after consultation with the parents (where possible). *This is not an exclusion* and may only be done for medical reasons.

A decision to exclude a pupil should be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Principal, (or, in the absence of the Principal, the Acting Principal) can exclude a pupil.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies as outlined in this policy, which have been tried without success. It should be acknowledged by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Principal’s judgement, it is appropriate to recommend the permanent exclusion of a pupil for a first or 'one off' offence.

These might include but not be limited to:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying, using or being in possession of an illegal drug
- Carrying an offensive weapon
- Persistent and defiant misbehaviour including bullying (which includes racist or homophobic bullying)
These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school's community.

**Before Making a Decision to Exclude**

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal should ensure that a thorough investigation has been carried out and consider all the evidence available to support the case for or against exclusion.
When Exclusion is not Appropriate

Exclusion should not be used for any other reasons than those outlined above and as per Appendix D.

Removal of Pupils on Health & Safety Grounds

The Principal may send a pupil home, after consultation with that pupil's parents (where possible) and a health professional (for example, the School's nurse), where because of a diagnosed illness such as a communicable disease he or she poses an immediate and serious risk to the health and safety of themselves, other pupils or staff. This is not an Exclusion and should be for the shortest possible time. If difficulties persist, the Principal should seek medical advice.

The Principal has the right to exclude students from the school if they have travelled to areas that are subject to a WHO advice of “essential travel only”. The exclusion should be for the shortest length of time, e.g. the incubation period.

Fixed Period Exclusions

The Principal may exclude a pupil for one or more fixed periods. However, individual fixed period exclusions should be for the shortest time necessary.

Considerations Following a Fixed Period Exclusion

The school's obligation to provide education continues while the pupil is on the roll, and must be met during a fixed term exclusion. In all cases of more than a day's exclusion, work should be set and marked.

The Principal should arrange a reintegration meeting with parents following the expiry of a fixed period exclusion. This should represent an opportunity to discuss how best the pupil can return to school and can be a useful forum to consider with parents the possibility of a parenting contract. However, a fixed period exclusion should not be extended if such a meeting cannot be arranged in time or the parents do not attend.

All fixed term exclusions should be reported formally to the Board of Governors in the Principal's report and informally to the Chairman of the Board of Governors on or before the first day of the exclusion.

Parental Co-operation

If a parent does not comply with an exclusion, for example by sending the excluded child to school, or by refusing to collect, or arrange collection of him or her, the Principal must have due regard for the pupil's safety in deciding what action to take. An exclusion will not be enforced if doing so may put the safety of the pupil at risk. If efforts to resolve the issue with the parents are unsuccessful the Principal should consider whether to contact the Ministry of Education about available legal remedies.

Permanent Exclusion

Whenever the Principal decides that a pupil should be permanently excluded, s/he should exclude the pupil indefinitely pending a review by the Pupil Discipline Sub Committee and subsequent consideration by the full Board of Governors of the sub committee’s findings and recommendations.
This process should be completed, wherever possible, within 10 school days. The Principal can only recommend permanent exclusion. S/he can not permanently exclude a pupil without the approval of the Board of Governors. The final decision therefore, rests with the Board of Governors whom, during their investigation, must consider all aspects of the case and meet with the parents of the affected pupil.

**Procedures Following Permanent Exclusion**
In the case of a permanent exclusion the pupil remains on the roll of the school until the Board of Governors has decided on the outcome of its review.

**Behaviour Outside School**
Pupils' behaviour outside school on school business — for example, on school trips, away school sports fixtures, or work experience placements — is subject to the school's behaviour policy. Bad behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Principal may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the Principal. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school can be grounds for exclusion.

**Equality**
The school has a duty to ensure the absence of racial discrimination and promote equality of opportunity and good relations between people of different racial groups and religious beliefs.

The Principal should take steps to ensure that s/he will not discriminate against pupils on racial grounds and/or religious persuasion when making a decision about whether to exclude a pupil. For example, the Principal should monitor and analyse, and report to the Board concerning, exclusions by ethnicity and religious belief to ensure that s/he does not treat some groups of pupils more harshly than others.

**Informing Parents about the Exclusion**
The Principal should follow carefully the following procedures, which are designed to ensure fairness and openness in the handing of exclusions.

Whenever the Principal excludes a pupil, the parents must be notified immediately, ideally by face to face, followed up by a letter within one school day. Letters of notification of exclusion must state:

- For a fixed period exclusion, the precise period of the exclusion
- For a permanent exclusion recommendation, the fact that a full review of the case will be conducted by the Pupil Discipline Sub Committee, in consultation with parents, and ultimately decided upon by the Board of Governors
- The reasons for the exclusion
- The person whom the parent should contact if they wish to make representations (this will usually be the Clerk to the Board of Governors).
- The latest date by which the Board of Governors must meet to consider the circumstances in which the pupil was excluded
- The parent's right to see and have a copy of his or her child's school record upon written request to the school
• In the case of a fixed period exclusion, the date and time when the pupil should return to school
• If the exclusion is recommended by the Principal to be permanent, the date that indefinite exclusion takes effect
• The arrangements made for enabling the pupil to continue his or her education, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school

All exclusion cases should only be communicated on a need-to-know basis.

In exceptional cases — usually where further evidence has come to light — a fixed period exclusion may be extended, or converted to a permanent exclusion. In such cases the Principal must write again to the parents explaining the reasons for the change. The Principal may withdraw an exclusion that has not yet been reviewed by the Board of Governors.

**Informing the Board of Governors**

Within one school day the Principal must inform the Board of Governors of:

- Recommendations for permanent exclusion
- Exclusions which would result in the pupil being excluded for more than five school days in any one term
- Exclusions which would result in the pupil missing a public examination

**The Board of Governors**

The Pupil Discipline Sub Committee must review recommendations from the Principal for permanent exclusions and must consider any representations made by the parents of the excluded pupil. The quorum for a Pupil Discipline Sub Committee meeting is three members. If any governor has a connection with the pupil, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Chair of the Pupil Discipline Sub Committee has the casting vote in all cases where an even number of governors are considering the case.

If any exclusion would result in the pupil missing a public examination, the Board of Governors should try to meet before the date of the examination. If, exceptionally, it is not practical for the Board of Governors to meet before the time when the pupil is due to take the public examination, the Chair of Governors — using his or her powers to act in an emergency — may consider the exclusion and decide whether or not to reinstate the pupil (these are the only circumstances in which the Chair of Governors can alone review an exclusion). In such cases the parent has the right to make oral representations to the Board of Governors or, as the case may be, the Chair. If possible, the Chair should have the advice of the Chair of the Pupil Discipline Sub Committee.

In some cases, depending on the nature and seriousness of the exclusion, the Board of Governors may exercise its discretion to allow an excluded pupil on the premises for the sole purpose of taking a public examination. There is no automatic right for any excluded pupil to take a public examination on the excluding school's premises — this is entirely at the Board’s discretion.


**Procedure at the Board of Governors’ Meeting**

Where an allegation of misconduct against the pupil is in dispute the Board of Governors should apply the balance of probabilities standard of proof, i.e. whether it is more probable than not that the pupil did what he is accused of. However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be. This is not the same as requiring the criminal standard to be applied but it does mean that when investigating more serious allegations, the Principal will need to gather and take account of a wider range of evidence (extending in some instances to evidence of the pupil's past behaviour), in determining whether it is more probable than not that the pupil has committed the offence. The Board of Governors should normally allow the excluded pupil to attend the meeting and speak, if the parent requests this. They should allow the parent to be accompanied by a friend or legal representative at their request. A pupil aged 18 or over has the right to attend and to make representations in their own right.

**Board of Governors’ Decision**

There are only two decisions open to the Board of Governors — to permanently exclude or to direct the pupil's reinstatement, either immediately or by a particular date.

The Board of Governors must inform the parent (or the pupil if aged 18 or over) and the Principal of their decision in writing within one school day of the decision, stating their reasons. The Board of Governors may not attach conditions to any direction they may give to the Principal to reinstate the pupil; however, this does not prevent the school from following good practice in reintegrating the pupil.

Where the Board of Governors decides to permanently exclude a pupil, their letter to the parent (or pupil if aged 18 or over) should also include the reason for the decision.

**After the Meeting**

A note of the Board of Governor’s views on the exclusion should normally be placed on the pupil’s school record with copies of relevant papers.

**School Fees**

School fees shall not be refunded in the case of any form of exclusion, except at the discretion of the Principal when considering long term or permanent exclusion for medical reasons.
Appendix A

Home School Agreement

This agreement sets out some of the specific ways in which we can all play our part to achieve this positive atmosphere expressing the willingness of all concerned to work together for the benefit of all young people in the school.

The school will:-

Provide a caring, supportive environment in which each individual is valued;

Provide a full and balanced curriculum which educates each student to the best of his/her ability;

Provide records and information about each child’s educational progress as well as the child’s development in other areas of school life;

Arrange regular meetings with each child’s teachers and be available at other times when concerns or questions arise, keeping parents informed about problem areas;

Parents will:-

Ensure that their child attends school regularly and punctually, avoiding holidays during term time and providing school with a note to cover any absence;

Support and work with the school and encourage a positive attitude to education;

Support the assessment and discipline procedures of the school;

Support their child with homework, discussing it with their child when signing the student planner each week;

Ensure that their child meets school requirements regarding uniform and general appearance and has appropriate equipment for each day;

Let the school know of any concerns about their child’s education, attend meetings at school to discuss progress and to learn about the work of the school, inform school of any factors which may affect their child’s performance in school;

Ensure that their child attends any after school detentions that are issued and can get home safely;

Signed Parent/Guardian ….....................................................

Signed Student ….....................................................

Date ….....................................................
Appendix B

Sixth Form Contract

Sixth Formers at British School Muscat are our most influential and high profile students. They are expected to lead all students by example and to be a positive role model in every aspect of school life.

When joining our Sixth Form, Sixth Form students are expected to:-

Be punctual to lessons at 7.30am and to all lessons

Attend all lessons

Abide by the School’s code of conduct and behaviour

Abide by the Sixth Form dress code (please note that extreme hairstyles, or visible piercings and/or excessive jewellery is not permitted)

Be a role model within an 11 — 18 school and must, therefore, set the highest standards in behaviour and academic example

Treat peers and all members of the school community with courtesy and respect at all times

Have a moral responsibility to stop, advise and report poor behaviour to ensure high standards within our school community

Arrange holidays, medical and other private appointments e.g. driving lessons, after school hours or during school holidays

Inform the School Nurse when absent because of illness

Find out what work has been missed and catch up as necessary

Hand in assignments, homework and coursework on time

Do at least 3 hours of homework every day

Use the private study periods productively for school work, reading around their subjects and university applications

Contribute to the general richness and efficiency of school life

Contribute fully and generously to their form groups

Get involved in Sixth Form Committees, sporting and other activities
Assist with the effective administration and running of the school

Play a full role in all school events such as enrichment days, curricular and non-curriculum events

In return, Sixth Form students can expect the School to:-

Provide a Form Tutor who will be their main contact for the discussion of any academic or social issues which may arise

Provide Academic support

Monitor their progress through regular discussion and meetings with Form Tutors, teachers and Head of Sixth Form

Provide termly updates on progress through the Academic Monitoring process

Receive advice and guidance from the Careers Advisors, Head of Sixth Form, Teachers and Tutors on the routes they wish to follow beyond school, including applications to institutions of Higher or Further Education and a career

Support them with their UCAS and other university applications

**Common Room**

Students must not smoke or drink alcohol in the Common Room, or anywhere near the school

Ball games are not permitted at any time in the Common Room or courtyard

Any damage caused to furniture and/or Sixth Form property will be paid for by the student causing the damage

Students must keep the Common Room clean and litter free

The Common Room should also be used for private study during lesson time

**Use of Mobile phones etc**

Mobile phones/iPods/MP3/4 and any other electrical devices should only be used in the Sixth Form Centre and never in full view of younger students. Misuse will lead to confiscation for an indeterminate period.

**Sanctions:**

Failure to meet the expectations of the Sixth Form will lead to sanctions. These might include:-

Non-contact work check and organisation target card
Direct non-contact supervision

Punctuality/equipment target card

Detention

Parental meeting

Common room ban

Meeting with Head of Sixth Form

Meeting with Head of Senior School

Possible exclusion

I have read and agree to abide by the terms of the Sixth Form Contract above:-

Name ...........................................Signed ...........................................(PRINT NAME)

Date ..............................................................

Parents ................................................................

Appendix C

Code of Conduct

The school Code is based upon the principles of good manners and courtesy as applied to the community of British School Muscat. Our Code, therefore, provides the basis for acceptable interpersonal behaviour, while paying due regard to necessary aspects of citizenship and health and safety.

The following guidelines illustrate the ways in which British School Muscat’s pupils and staff are expected to behave towards each other. It does not cover all possible situations, but it should be used as a guide.

Pupils are expected to display exemplary attitudes to learning;

Pupils are expected to have respect for, courtesy and good manners towards each other and adults, and pride in themselves and their school; neither physical nor verbal abuse towards any pupil, member of staff, visitor or governor will be regarded as acceptable;

No pupil should act in a violent manner, either physically or verbally towards any other, nor may he/she take as their own any item of equipment, clothing or money not belonging to him/her;

Pupils are expected to display positive behaviour throughout the school, be a positive role model in the school community;
Pupils are expected to empathise, take responsibility for their actions, apologising where necessary;

No pupil should prevent other students from learning through their poor behaviour, either in or out of lessons;

All pupils are expected to conform to all aspects of the school uniform;

Pupils are expected to attend lessons at the time appointed on the school timetable. Pupils must wait outside classrooms until instructed to enter by a member of staff;

All members of the school community are expected to pay due regard to the environment of the school, and wherever possible take positive steps to enhance it. All staff are to act as role models for children in school and set standards of behaviour and dress that are consistent with school rules;

From the point of view of pupil health and safety, the following items are not allowed on the school premises:

Cigarettes, matches, alcohol or illegal drugs

Chewing gum

Knives or any items likely to cause injury

Jewellery are not permitted (except for a watch, a small and discreet necklace/chain, small plain earrings/studs)

Laser pens

Mobile and Electronic devices Mobile and electronic devices must be switched off and must not be used in school.

Smoking in school or near the school whilst in uniform Students are actively encouraged not to smoke. The effects on health are discussed as early as Year 7 in the PHSE programme and also in Science courses. Other social aspects of smoking, e.g. peer pressure and the skills needed to effectively manage this pressure also form part of the teaching in the PHSE programme and Assemblies.

Students should not smoke on or near the school premises or on school buses. Any student found smoking will be punished and a letter will be sent home explaining to parents and students that if they fail to comply with school rules and disobey them by smoking again, sanctions will automatically follow.

Bullying and Racism The British School Muscat has a zero tolerance approach towards bullying and racism. We are committed to establishing a bully and racism free school and all members of the school community, staff, visitors and parents have a responsibility to provide positive role models for our pupils.
Any instances of possible bullying or racism must be thoroughly investigated and reported to Governors on a termly basis.

An Anti-Bullying Policy exists in its own right. Please refer to the Policy for further details.
## Appendix D
### Behaviour Policy Overview.

<table>
<thead>
<tr>
<th>Severity Level</th>
<th>Concern</th>
<th>Sanction options</th>
<th>Recording and Communication to Parents</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Record in ENGAGE Behaviour 1.</td>
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<td>No prior warning to parents is necessary for lunchtime detentions.</td>
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<tr>
<td>2</td>
<td>Repeated Level 1 concerns. Disruptive behaviour.</td>
<td>Up to 1 hour detention (after school).</td>
<td>Letter or email to parents at least 24 hours before detention takes place.</td>
<td>Head of Department or Tutor.</td>
</tr>
<tr>
<td>3</td>
<td>Repeated Level 2 concerns. Serious incident or disruptive behaviour.</td>
<td>Up to 1 hour SSLT Detention. Internal exclusion up to 3 days in length.</td>
<td>Letter to parents at least 24 hours before SSLT detention. Parental Interview. Key Stage Leader Report (Appendix G) Pastoral Plan.</td>
<td>Key Stage Leader.</td>
</tr>
<tr>
<td>5</td>
<td>Repeated Level 4 concerns. Criminal, dangerous or other incident that brings the school into.</td>
<td>Recommendation to the Principal for Permanent Exclusion</td>
<td>Letter to parents. Parental Interview. Record in ENGAGE Behaviour 5. Pastoral Plan.</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**NB:**
ENGAGE is the internal management information system.
Sanction options means a course of action that could be one or more of the given options.
All members of staff should refer to policies for Anti-bullying, Examinations, ICT (Appendix I) and Safeguarding as appropriate in their management of behaviour.
### Behaviour Concern Level 1

<table>
<thead>
<tr>
<th>Behaviour Concern</th>
<th>Action</th>
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</thead>
</table>
| Minor infringement. Low level disruption. | **Typical examples of concerns are:**  
Late for class without acceptable reason.  
Chewing gum anywhere on school site.  
Drinking or eating in class without permission. The exception is water which should be encouraged as part of a healthy lifestyle.  
Littering.  
Inappropriate talking in class, such as interrupting or inappropriate language towards others.  
Mobile electronic device visible.  
Homework not completed or submitted late (infrequent or first time).  
Low level or minor disruption in class or around school.  
Inappropriate wearing of uniform.  
Occasionally bringing incorrect equipment to class.  
Minor misuse of ICT and/or internet (e.g.: gaming in class). |

<table>
<thead>
<tr>
<th>Sanction options</th>
<th>Action</th>
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</table>
| Verbal warning.  
Up to 30 minute lunchtime detention. | Sanctions must be appropriate to the age of the child and to the severity of the poor behaviour. |

<table>
<thead>
<tr>
<th>Recording and Communication to Parents.</th>
<th>Action</th>
</tr>
</thead>
</table>
| Written in student planner.  
Record in ENGAGE Behaviour severity level 1. | The recording of the incident can be in entered into the planner and/or ENGAGE behaviour severity level 1 depending on teacher’s discretion.  
If a detention is set, it must be recorded in student planner and/or ENGAGE. |

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher.</td>
<td>Teacher should refer concern to HoD or tutor as appropriate.</td>
</tr>
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</table>
## Behaviour Concern Level 2

<table>
<thead>
<tr>
<th>Severity Level</th>
<th>2</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Concern</td>
<td>Repeated Level 1 concerns. Disruptive behaviour.</td>
<td>Typical examples of concerns are: Repetition or more serious incidents of Level 1. Petty theft. Truancy. Failure to attend Level 1 Teacher set detention. Failure to attend school sport fixture or music event without informing Lead Teacher /Organiser. Cheating during internal examinations. Copying of other students’ homework. Use of mobile electronic devices without permission from teacher. Inappropriate boisterous behaviour anywhere on school site. Deception and/or lying. Misuse of ICT and/or internet (e.g.: accessing inappropriate sites). Low level bullying, including cyber-bullying.</td>
</tr>
</tbody>
</table>

### Sanction options
- Up to 1 hour detention. Department or Tutor Behaviour report (Appendix E/F).
- Detention may be set by Teacher, Tutor or HoD. In the cases of repeated or more serious ongoing disruption and/or academic underperformance, the student can be placed on Report set by HoD or tutor (Appendix F).

### Recording and Communication to Parents.
- Letter or email to parents. Parents must be given at least 24 hours’ notice for any detention.
- Record in ENGAGE Behaviour severity level 2.
- The incident must be recorded in the student planner and MUST be recorded in ENGAGE behaviour severity level 2.
- Teacher, HoD or Tutor may communicate the concerns by phone call, email or letter to parents. Any verbal communication (e.g.: phone call) must be logged on ENGAGE. All written communication must be copied to Key Stage Leaders and placed in student’s file.

### Responsibility
- Head of Department, Tutor.
# Behaviour Concern Level 3

<table>
<thead>
<tr>
<th>Severity Level</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>Behaviour Concern</strong></td>
<td><strong>Action</strong></td>
</tr>
<tr>
<td>Repeated Level 2 concerns. Serious disruptive behaviour or incident.</td>
<td><strong>Typical examples of concerns are:</strong></td>
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<td></td>
<td>Repetition or more serious incidents of Level 2 concerns.</td>
</tr>
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<td></td>
<td>Plagiarism of any coursework, controlled assessment or other aspect of any formal external examination. (JCQ information on coursework assessment: Appendix H)</td>
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<td></td>
<td>Confrontation with any member of staff.</td>
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<td></td>
<td>Racist language or behaviour.</td>
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<td></td>
<td>Homophobic or sexist language or behaviour.</td>
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<td>Assault of student: defensive action.</td>
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<td></td>
<td>Recording and /or publishing of lessons or any school activity without permission.</td>
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<tr>
<td></td>
<td>Serious theft.</td>
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<td></td>
<td>Bullying that results directly or indirectly to the harm or distress of others.</td>
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<tr>
<td></td>
<td>Harmful or serious misuse of ICT and/or internet (e.g.: hacking).</td>
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<tr>
<td></td>
<td>Vandalism of school site or property.</td>
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<tr>
<td></td>
<td>Deliberate tampering of others’ property so as to cause harm or distress.</td>
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<td></td>
<td>Inappropriate flirtatious or sexual contact on school site.</td>
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<td></td>
<td>Possession of cigarette/cigars/tobacco and/or smoking on site.</td>
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<td></td>
<td>Smoking off site wearing school uniform or on school trip/external activity.</td>
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</tbody>
</table>

| Sanction options | Up to 1 hour SSLT detention. |
|  | Internal exclusion up to 3 days in length. |
|  | The member of staff who reports the incident is expected to input the details on ENGAGE and then inform the appropriate line manager to decide on any further action. |
|  | The detention may be set by Teacher, HoD, KS Leader or Deputy Head. |
|  | Internal exclusion can only be recommended by KS Leader or Deputy Head, but must be endorsed by the Head of Senior School. |

|  | The incident MUST be recorded in ENGAGE behaviour severity level 3. HoD, KS Leaders and/or Deputy Head must communicate the concerns by phone call, email or letter to parents. All written communication must be copied to the Head Teacher. |

| Responsibility | Key Stage Leader. |
|  | In the case of plagiarism, The Exams Officer and HoD must be informed immediately. |
### Behaviour Concern Level 4

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<tr>
<th>Severity Level</th>
<th>Behaviour Concern</th>
<th>Action</th>
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<tbody>
<tr>
<td>4</td>
<td>Repeated Level 3 concerns. Very serious disruptive behaviour or incident.</td>
<td><strong>Typical examples of concerns are:</strong> Repetition or more serious incidents of Level 3. Possession or drinking of alcohol on school site. Deliberate disruption to school by setting off fire alarm. Assault of student: aggressive action. Persistent bullying, including cyber-bullying. Refer to Anti-Bullying Policy. Intimate sexual activity on school site. Deliberate failure to observe the rules of public examinations. Posting of distressing or derogatory information and/images of members of staff on the internet. Verbal abuse towards any member of staff.</td>
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</table>

| Sanction | Recommendation to the Principal for Fixed Term Exclusion. | The member of staff who reports the incident is expected to input the details on ENGAGE and then inform the appropriate line manager to decide on any further action. Key Stage Leaders and the Deputy Head can recommend an appropriate sanction to the Head of Senior School. Only the Principal can endorse an external exclusion. SSLT may impose follow up behaviour action plan to include a community service or monitoring report. |

| Recording and Communication to Parents. | Letter to parents. Parental Interview. Record in ENGAGE Behaviour severity level 4. | The incident MUST be recorded in ENGAGE Severity Level 4. The Head of Senior School must communicate the concerns by phone call, email or letter to parents. A formal letter of the action and sanction will be issued from the Head of Senior School. |

| Responsibility | Head of Senior School. |
### Behaviour Concern Level 5

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<th>Severity Level</th>
<th>Behaviour Concern</th>
<th>Action</th>
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<tr>
<td>5</td>
<td>Repeated Level 4 concerns. Criminal, dangerous or other incident that brings disrepute to the school.</td>
<td><strong>Typical examples of concerns are:</strong> Repetition or more serious incidents of Level 4. Possession of knife, firearm, fireworks or similar potentially dangerous weapon on school site or on any school activity/trip. Unprovoked assault on any student or member of staff. Gambling on site for financial gain. Possession or use of illegal drugs or substances on school site or during any school trip/external activity. Explicit or illegal sexual activity or indecent exposure on school site or during any school trip/external activity. Arson. Serious incitement of religious, cultural and/or sexual hatred. Making of hoax calls that potentially threaten the safety of the school.</td>
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| Sanction | Permanent Exclusion or Recommendation for parents to withdraw student from school. | The member of staff who reports the incident is expected to input the details on ENGAGE and then inform the appropriate line manager to decide on any further action. SSLT can recommend a course of action to the Principal. Only the Principal can endorse a permanent external exclusion. The Principal may alternatively recommend that parents permanently withdraw their child from the British School as an alternative to permanent exclusion. |

| Recording and Communication to Parents. | Formal letter to parents. Parental Interview. Record in ENGAGE Behaviour 5. | A formal letter from the Principal will be sent to parents in the event of permanent exclusion. It is important that details of any connected events and/or communications are recorded on the ENGAGE behaviour module. |

| Responsibility | Principal | The Governors must endorse any decision made by the Principal. Parents do have a right of appeal. |
Appendix E
Department Report

Reason for student being placed on report:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

I understand that

I must show this report to my class teacher at the beginning of each lesson for the time specified.

I am to give my report to the Head of Department at the end of the time specified.

I must show my report to my parent/guardian each day and have them sign it at the end of time specified.

Name:________________________________________

Tutor Group: __________

Target 1: __________________

Target 2: __________________

Target 3: __________________

Start and end date of report period:

____________________ until ___________________
**Key:**

A. Target has been met fully.
B. Many elements of the target have been met.
C. Target has not been met.

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<tr>
<th>Date</th>
<th>Have targets been met?</th>
<th>Teacher signature</th>
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<th>Parent/Guardian Comment:</th>
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**HOD Comment:**

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<th>Date</th>
<th>Have targets been met?</th>
<th>Teacher signature</th>
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**Key:**

A. Target has been met fully.
B. Many elements of the target have been met.
C. Target has not been met.
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<th><strong>Parent/Guardian Comment:</strong></th>
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Appendix F
Tutor Report

Reason for student being placed on report:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I understand that

I must show this report to my class teacher at the beginning of each lesson for the time specified.

I am to give my report to the Tutor at the end of the time specified.

I must show my report to my parent/guardian each day and have them sign it at the end of time specified.

Name:________________________________________
Tutor Group: __________
Target 1: __________________
Target 2: __________________
Target 3: __________________

Start and end date of report period:
Key:  
A. Target has been met fully.  
B. Many elements of the target have been met.  
C. Target has not been met.

<table>
<thead>
<tr>
<th>Date</th>
<th>Have targets been met?</th>
<th>Teacher signature</th>
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Parent/Guardian Comment:

Signature:

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<th>Date</th>
<th>Have targets been met?</th>
<th>Teacher signature</th>
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Tutor Comment:

Signature:

Key:  
A. Target has been met fully.  
B. Many elements of the target have been met.  
C. Target has not been met.
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<th>Parent/Guardian Comment:</th>
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<tr>
<td>Signature:</td>
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</tr>
<tr>
<td>Tutor Comment:</td>
<td></td>
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<tr>
<td>Signature</td>
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</tbody>
</table>
Appendix G
Key Stage Leader Report

Reason for student being placed on report:

I understand that
I must show this report to my class teacher at the beginning of each lesson for the time specified.
I am to give my report to the Tutor at the end of the time specified.
I must show my report to my parent/guardian each day and have them sign it at the end of time specified.

Name: ____________________________
Tutor Group: ___________
Target 1: ____________________________
Target 2: ____________________________
Target 3: ____________________________

Start and end date of report period:
__________________ until ________________
Key:
A. Target has been met fully.
B. Many elements of the target have been met.
C. Target has not been met.

<table>
<thead>
<tr>
<th>Date</th>
<th>Have targets been met?</th>
<th>Teacher signature</th>
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Period 5

Parent/Guardian Comment:

Signature:

Tutor Comment:

Signature

Key:
A. Target has been met fully.
B. Many elements of the target have been met.
C. Target has not been met.

<table>
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<tr>
<th>Date</th>
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Period 1
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Period 4
Period 5

Parent/Guardian Comment:

Signature:
Appendix H
Information for candidates

This notice has been produced on behalf of:
AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC Information for candidates
GCE, ELC and Project qualifications - coursework assessments

This leaflet tells you about some things that you must, and must not do when you are completing coursework.

Before you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you must ask your teacher or lecturer.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your coursework is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

| The regulations state that: |
| "the work which you submit for assessment must be your own", |
| "you must not copy from someone else or allow another candidate to copy from you". |

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: (http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml), downloaded 12 February 2014.

You must also include a bibliography at the end of your work, which lists the full details of publications you have used in your research, even where these are not directly referred to, for example:

If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating.

Preparing your coursework – good practice

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If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your coursework secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don’t need.

Don't be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

**Plagiarism**

Plagiarism involves taking someone else’s words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won’t be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

**Penalties for breaking the regulations**

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for that examination series;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

**REMEMBER – IT’S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**

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1 Appendix I
Using ICT Facilities: Code of Conduct

In order to ensure that the ICT (Information & Communication Technology) resources provided to students are used appropriately to support learning we ask all student ‘users’ of the BSM Network to agree to this ICT Code of Conduct. They confirm this when logging into the network.

All network and online activity will:
1. ensure the safety and security of the school system;
2. ensure respect for all members of the community;
3. maintain the reputation of the school.

Students using the ICT facilities at BSM, including the VLE, confirm acceptance of the Code by agreeing to the following code of conduct:

“I will:

- only access the school ICT system and Internet via my authorized account and password, which I will not make available to others;
- not willfully damage the system by means of physical tampering, malicious code, or hacking. I understand that such behaviour may be regarded as vandalism;
- not connect any hardware or storage media to school equipment without the express permission of the member of staff in charge of the individual machine;
- not access anyone else’s files (unless engaging in collaborative work);
- not use or access any chat rooms or instant messaging other than those on the school’s Virtual Learning Environment;
- not try to access any unsuitable material on the Internet and report any inappropriate material accidentally accessed to a member of staff;
- use language in electronic communication which is appropriate and suitable, as for all school work;
- not download any material or software (without permission of a teacher);
- be accountable for any material uploaded onto the school network;
- abide by the current mobile phone policy in school;
- report any misuse of computers to a member of staff immediately;
- accept that the school checks computer files, monitor internet sites visited and delete inappropriate and unauthorized materials;

Advice for users of emails or other online communication methods:

- Never give out personal information (e.g. your full name, address, contact details, or your school details) to people you have only met on the Internet;
- Never agree to meet people whom you know only through the Internet;
- Never send photographs of yourself or friends to strangers;
- Tell an adult if someone or something you find on the Internet makes you feel uncomfortable.
Appendix J
Sixth Form Behaviour Policy Overview.

Behaviour Concern Level 1:

<table>
<thead>
<tr>
<th>Severity Level</th>
<th>SF1</th>
<th>Action</th>
</tr>
</thead>
</table>
| Behaviour Concern | Minor infringement. Low level disruption. (first breaches of protocols) | Typical examples of concerns are:  
✓ Misuse of Study Facilities/Sixth Form Centre  
✓ Non-Productive Use of Work Periods  
✓ Disruption of Group Study, Quiet and Silent Study Zones  
✓ Failure to clean up after one’s self  
✓ Indiscreet Use of Cell phone/Mp3/Music player around site/study zones  
✓ Breach of Dress code  
✓ Failure to attend assigned meetings, community service and support sessions without a meaningful reason and without courtesy and/or apology  
✓ Lack of promptness to Tutor Time/lessons  
✓ Lack of courtesy and communication to staff  
✓ Rudeness and impolite behaviour to peers, teachers and members of the school community.  
✓ Absence of Signing in to Study Zones  
✓ Disregard for others property  
✓ Mildly inappropriate conduct between peers  
✓ Immature or ill-considered actions around the Sixth Form Centre including indiscreet use of Mobile phone/Mp3 player or loud/boisterous behaviour |

| Sanction options | Verbal warning.  
Up to 30 minute lunchtime detention and/or 1 hour afterschool detention  
Privilege Suspension  
Temporary Facilities Ban | Sanctions must be appropriate to the severity/pattern of the poor behaviour. |

<p>| Recording and Communication | Record in ENGAGE Behaviour severity level SF1. | The recording of the incident can be entered into ENGAGE behaviour severity level SF1 depending on teacher’s discretion. If a detention is set, it must be recorded in student planner and/or ENGAGE. |</p>
<table>
<thead>
<tr>
<th>to Parents.</th>
<th>Teacher/Form Tutor, Inform Head of Sixth Form</th>
<th>Teacher should refer concern to Head of Sixth Form (weekly meeting)</th>
</tr>
</thead>
</table>

### Behaviour Concern Level 2

<table>
<thead>
<tr>
<th>Severity Level</th>
<th>SF2</th>
<th>Action</th>
</tr>
</thead>
</table>
| **Behaviour Concern** | Repeated Level SF1 concerns. Disruptive behaviour. | ** Typical examples of concerns are:**  
✓ Repetition or more serious incidents of Level SF1. **May indicate a negative pattern of behaviour**  
✓ Refusal to sign into study rooms  
✓ Unwillingness to take personal responsibility to catch up on or collect outstanding or missing work.  
✓ Challenge made to Sixth Form Learning Partner authority or request  
✓ Deliberate contravention of Sixth Form rules and protocols  
✓ Misuse of ICT Facilities. Including Network Resources such as Wi-Fi for non-Learning/non-meaningful activities  
✓ Patterns of poor or absent courtesy to staff or peers  
✓ Immature or ill-considered actions around the school site, including use of Mobile phone/Mp3 player or loud/boisterous behaviour  
✓ Poor Role Modeling to younger year groups and/or school community  
✓ Misuse of Sixth Form Centre facilities such as kicking/throwing a ball inside i.e. activities which degrade the fabric and/or aesthetic of the Sixth Form Centre e.g. inappropriate bin use, throwing items through windows or atriums  
✓ Inconsiderate behaviour towards others and the learning environment  
✓ Interfering with personal items left in the Sixth Form Centre or onsite  
✓ Passively condoning behaviour in peers through inaction |
| **Sanction options** | Up to 3 hour detention.  
Community Service Extension  
Department or Tutor Behaviour Study Zone Ban  
Common Room Ban  
Managed Non-contacts  
Removal of key privileges  
Restorative Justice | Detention may be set by Teacher, Tutor or HoD/Head of Sixth Form  
In the cases of repeated or more serious ongoing disruption and/or academic underperformance, the student can be placed on Report set by HoD or tutor (Appendix F). |
| **Recording and** | Letter or email to parents. | The incident must be recorded in the student planner and MUST be recorded in ENGAGE behaviour |

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### Communication to Parents.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Parents must be given at least 24 hours’ notice for any detention.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Record in ENGAGE Behaviour severity level SF2.</td>
</tr>
<tr>
<td></td>
<td>Teacher, HoD or Tutor may communicate the concerns by phone call, email or letter to parents. Any verbal communication (e.g.: phone call) must be logged on ENGAGE. All written communication must be copied to Key Stage Leaders and placed in student’s file</td>
</tr>
</tbody>
</table>

### Behaviour Concern Level 3

<table>
<thead>
<tr>
<th>Severity Level</th>
<th>SF3</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour Concern</td>
<td>Repeated Level SF2 concerns. Serious disruptive behaviour or incident.</td>
<td>Typical examples of concerns are:</td>
</tr>
<tr>
<td></td>
<td>Serious incidents and/or patterns of behaviour which are unbecoming of a Sixth Form Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Repetition or more serious incidents of Level SF2 concerns.</td>
<td></td>
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<tr>
<td></td>
<td>✓ Deliberate and/or ongoing misuse of work/study periods</td>
<td></td>
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<tr>
<td></td>
<td>✓ Any conduct which is detrimental to personal progression or others progression within the Sixth Form or wider school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Any conduct or behaviour which undermines the smooth running of the school/sixth Form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Any conduct or behaviour which damages or degrades the assets of the School/Sixth Form Centre</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sanction options</th>
<th>Up to 4 hour SSLT detention (over 2 days).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Up to 3 hour Head Of Sixth Form Detention</td>
</tr>
<tr>
<td></td>
<td>Direct Non-contact Usage</td>
</tr>
<tr>
<td></td>
<td>Sixth Form Centre Ban</td>
</tr>
<tr>
<td></td>
<td>Restorative Justice</td>
</tr>
<tr>
<td></td>
<td>Privilege Cessation</td>
</tr>
<tr>
<td></td>
<td>Internal exclusion up to 3 days in length.</td>
</tr>
</tbody>
</table>

The member of staff who reports the incident is expected to input the details on ENGAGE. An incident of this nature should be reported to the Head of Sixth Form/Deputy Head of Pastoral Senior School for a decision on appropriate action. Internal exclusion can only be recommended by Head of Sixth Form/Deputy Head, but must be endorsed by the Head of Senior School.
<table>
<thead>
<tr>
<th>Recording and Communication to Parents.</th>
<th>Letter to parents at least 24 hours before SSLT detention. Full cessation of significant 6th form privileges Deputy Principal Interview Parental Interview Key Stage Leader Report (Appendix G). Pastoral Plan. <strong>Record in ENGAGE Behaviour SF3.</strong></th>
<th>The incident MUST be recorded in ENGAGE <strong>behaviour severity level SF3.</strong> HoD, Head of Sixth Form/Deputy Head must communicate the concerns by phone call, email or letter to parents. All written communication must be copied to the Head Teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Head of Sixth Form and DP Pastoral</td>
<td></td>
</tr>
</tbody>
</table>