

Behaviour Policy Westminster

1.0 Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all.

2.0 Background

- 2.1 We are required to ensure the safety and well-being of all our children and staff, and take great pride in the behaviour and conduct of all our students. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 2.2 In keeping with Education (Independent School Standards) Regulations 2014 our policy outlines our code of conduct for children and young people, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 2.3 The Principal is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Principal decides and sets the standard of behaviour expected of all students in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that students complete assigned work and regulate conduct.
- 2.4 This policy should be read in conjunction with the School's other applicable policies including our Anti-Bullying Policy, Safeguarding and Child Protection Policy, Suspension, Expulsion and Removal in Other Circumstances Policy, Drug and Alcohol Policy, SEND/Learning Support Policy, Staff Code of Conduct, IT Policy, Use of Reasonable Force, Restrictive Interventions and/or Restraint Policy (incorporating Searching, Screening and Confiscation) Policy, and Child Absent from Education, Child Missing Education and Attendance Policy].
- 2.5 Our school policy takes into account the need to safeguard and promote the welfare of students, as outlined in our Safeguarding Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for students with special educational needs and/or disability.
- 2.6 If any student's behaviour is considered by the Principal to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant Police authority. If any misbehaviour is considered to be linked to any child experiencing, or being likely to experience, significant harm, then our Safeguarding and Child Protection Policy will be rigorously followed, and action will be taken in accordance with the relevant local Safeguarding Partners referral procedures. *If any child is in immediate danger or is at risk of harm, a referral will be made to children's Social Care and/or the Police immediately in accordance with the provisions of the Safeguarding and Child Protection Policy.*
- 2.7 We publish our policy for parents, students and staff. It can be found on our website. We review this at least annually. This policy is referred to in our parent contract accordingly.

Behaviour Policy Westminster

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

3.0 Applicability

3.1

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

3.2

We work together with our parents, students and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.

3.3

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

3.4

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

3.5

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

3.6

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

Where needs emerge, we will ensure that this is communicated to the child's parents/carers from the outset, and that the child receives early help via external support such as via early help services, from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. This is in conjunction with internal targeted support in school.

3.7

Children who are mentally healthy have the ability to:

- Develop psychologically, emotionally, intellectually and spiritually;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Use and enjoy solitude;
- Become aware of others and empathise with them;
- Play and learn;
- Develop a sense of right and wrong; and
- Resolve (face) problems and setbacks and learn from them.

Behaviour Policy Westminster

- 3.8 Staff work closely with the Learning Support teacher and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

4.0 Definitions and scope

4.1 Statement of Behaviour Principles

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between students, and between staff and students. Our school provides:

- A committed senior management team that sets a culture within the school that values all students; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- An effective strategic role for the Learning Support teacher, ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including students whose persistent mental health difficulties mean they need special educational provision. Specifically, the Learning Support teacher will ensure colleagues understand how the school identifies and meets students' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- Working with parents and carers as well as with the students themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- Continuous professional development for staff informs them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published Learning Support policy;
- Working with others to provide interventions for students with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the student's needs; a plan to set out how the student will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
- A healthy school approach to promoting the health and wellbeing of all students in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

- 4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised. We do this by making effective use of data so

Behaviour Policy Westminster

that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every student well and can spot changing patterns and early signs.

- 4.3 The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- 4.4 We will support students with medical needs and be fully aware of any medication that children are taking, including supporting the individual health care plan.
- 4.5 The following principles underpin our approach towards behaviour and discipline:
- School staff and students should all show respect for one another;
 - Good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
 - Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of students, such as those with special educational needs;
 - students whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
 - All students should be listened and responded to;
 - All students are entitled to learn in a safe and secure environment;
 - students should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
 - All school staff should model positive behaviour and promote it through active development of students' social, emotional and behavioural skills; and
 - All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

5.0 Procedures and responsibilities

- 5.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 5.2 Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Principal says otherwise.
- 5.3 To be socially acceptable, we believe that children should be able to:
- Treat other children and adults with respect;
 - Speak politely to other people; and
 - Have self-confidence and high self-esteem.
- 5.4 To encourage this, the staff will:
- Treat all children and adults with respect;
 - Speak politely to other people;
 - Praise children's efforts and achievements as often as they can;
 - Explain to children what they should have done or said when they get it wrong;

Behaviour Policy Westminster

- Tell parents about their child's efforts and achievements; and
 - Avoid using critical or sarcastic language.
- 5.5 We will not accept the following behaviour from children or adults:
- Use of unkind or rude language;
 - Hitting, kicking, biting or other such physical responses; or
 - Racist or sexist remarks, or other discriminatory comments.
- 5.6 If such behaviour occurs:
- We will tell the child that it is wrong and explain what they should have done or said, or not said;
 - If the behaviour is repeated, the child will be reprimanded once more as above;
 - If the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected; and
 - We will try to find out why the child is behaving in this way and then treat the situation accordingly.
- 5.7 The role of the teacher:
- Teachers are responsible for ensuring that the school Code of Conduct is enforced in their class, and that their classes behave in a responsible manner during lesson time;
 - Any incidents of anti-social behaviour will be discussed by the teacher with the class, e.g. during circle or pastoral time;
 - Every teacher enforces the classroom code consistently and treats each student fairly;
 - If a student misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including, where relevant, a conversation with the parent to seek improvements and the use of appropriate strategies;
 - The teacher reports to parents about the progress of each student for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any student;
 - An incident form is used to record in detail any incident involving a child or anyone employed in the school which results in personal injury or damage to property. These include loss or theft, deliberate damage and any other serious incident. These are reported to the Principal and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book;
 - Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter;
 - Never make racist, sexist, homophobic or other abusive or humiliating remarks;
 - Never resort to physical violence;
 - The use of reasonable force may be used exceptionally and only to prevent injury to students, damage to property or to prevent students committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details;
 - We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Principal only and where there is good

Behaviour Policy Westminster

reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search students in a blanket way; and

- Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

5.8 Expectations of students in our school:

- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Raise a hand to gain attention;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make racist, sexist or other abusive or humiliating remarks;
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements

5.9 Expectations of parents

Parents/carers who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents/carers and encourages them to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies.

6.0 **Mobile Phones**

The school follows the DfE guidance (February 2026) which states that 'all schools should be mobile-phone free environments by default; anything other than this should be by exception only.'

The school has a Student Mobile Phone Policy which can be read alongside this policy.

Mobile phone usage is prohibited during the school day for students up to and including Grade 10. This includes during lessons, between lessons, at breaktimes and lunchtimes and in clubs before, during and after school, as well as school visits and trips that take place during typical school hours. The school recognises its duties under the Equality Act 2010 and will consider reasonable adjustments where a student requires a device for medical monitoring or other agreed support related to a disability, health condition or learning need. Any exceptions must be documented within the student's healthcare plan or learning support plan. Devices permitted under

Behaviour Policy Westminster

such arrangements must only be used for the agreed purpose, and where access to a personal device can be supervised and/or provided by school staff through the school day. Smart watches and other wearable devices capable of communication, internet access, photography or recording are treated in the same way as mobile phones. Pupils must not use or wear these devices during the school hours.

If mobile phone ownership is deemed necessary for students by their parents/carers, it is preferable that this should be a basic phone/brick phone/flip phone and not a smart phone. Parents/carers should make informed decisions about the age at which their child should obtain a smart phone and follow up to date government guidance, which at the time of writing is not recommended below the age of 14.

Confiscation

The school reserves the right for all staff to confiscate student's mobile phones should this policy be breached, for example where a mobile phone is used by a student or is heard ringing in a student's bag. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated as a sanction, providing they have acted lawfully.

In considering whether a confiscation is a proportionate penalty, the schools will consider what disciplinary outcome the confiscation is intended to achieve and whether there are other ways to achieve the same outcome, as well as the student's individual circumstances such as age and SEND status.

The Principal is supported by DfE to confiscate mobile phones and similar devices, if they consider it proportionate, for whatever length of time they deem proportionate.

The school will consider whether misbehaviour regarding the use of mobile phones gives cause to suspect that a student is already experiencing, or may be at risk of abuse, neglect and/or exploitation. Where this may be the case, as set out in [part 1 of keeping children safe in education](#), school staff will follow the school's Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead (or deputy). They will consider if pastoral support, an early intervention or a referral to children's Social Care is appropriate.

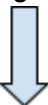

7.0 **Allegations of Harmful Sexual Behaviour (HSB) and child on child abuse**

Allegations of a pupil demonstrating Harmful Sexual Behaviour (HSB) and/or child on child abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the victim and supports the person about whom the allegation has been made, and always in consultation with the Designated Safeguarding Lead. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy. The school will, in most cases, engage with both the victim and the alleged perpetrator's parents/carers when there has been a report of HSB/child on child abuse, unless to do so will heighten risk to the victim/alleged perpetrator. All parties involved will be provided with appropriate support and guidance and schools will carefully consider what information is shared with respective parents/carers to ensure that confidentiality is maintained. Every effort will be made to ensure confidentiality is maintained while an investigation is underway, to the extent appropriate. Referrals to children's Social Care/Police will be made as appropriate, in line with the Safeguarding and Child Protection Policy

Behaviour Policy Westminster

Ownership and consultation	
Document Sponsor	Group Director of Education
Document Author / Reviewer	Director of Education, Europe and USA, Southbank SLT
Consultation	Regional Lead for Inclusion, Europe and USA Regional lead for Safeguarding, Europe and USA
Document application and publication	
England	Yes
Version control	
Current Review Date	April 2026
Next Review Date	September 2027
Related documentation	
Related documentation	Anti-Bullying Policy Exclusion Policy Safeguarding and Child Protection Policy Use of Reasonable Force, Restrictive Intervention and/or Restraint Policy IT Policy Code of Conduct

Annex 1 Behaviour Reporting and Descriptors all campuses

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

Behaviour Level Descriptors	
Staff Action	Descriptor
4 Teacher manages independently	Low-level disruptive behaviour, eg <ul style="list-style-type: none"> ● talking inappropriately, calling out, interrupting ● unsettled, disrupting other students ● inappropriate behaviour moving around the school or off campus ● work not completed as a result of low-level disruptive behaviour
3 Consult/inform class teacher/advisor,	Persistent low-level disruptive behaviour/

Behaviour Policy Westminster

	<p><i>and:</i></p> <p>Discuss with Head of School at earliest opportunity</p> <p>Record on CPOMS</p>	<p>higher-level disruptive behaviour, eg</p> <ul style="list-style-type: none"> ● raised voice directed at peer or adult ● swearing ● pushing or shoving ● running around classroom ● throwing objects (without intent to harm) ● name-calling ● answering back to a member of staff ● short-term refusal to work ● hiding under furniture ● confrontational behaviour ● very inappropriate behaviour moving around the school or off campus
2	<p>Immediate referral to Deputy Principal/ Head of School</p> <p>Record on CPOMS</p>	<p>Low-level persistent disruptive behaviour; fails to improve/high-level disruptive behaviour, eg</p> <ul style="list-style-type: none"> ● throwing objects with intent to cause damage or harm ● persistent refusal to comply with instructions from a member of staff ● evidence of bullying or intimidating behaviour ● Racist, sexist or homo/bi/trans phobic remarks, or other discriminatory comments towards anyone including those with protected characteristics ● breach of School Acceptable Use Policy, eg using another student's log in details ● repeated inappropriate or impolite language towards staff ● Inappropriate sexualised behaviour (including online) ● extremely inappropriate behaviour moving around the school or off campus
1	<p>Immediate referral to Principal</p> <p>Record on CPOMS</p>	<p>Continued high-level disruptive behaviour/one-off serious incident, eg</p> <ul style="list-style-type: none"> ● repeated evidence of bullying/ persistently intimidating behaviour/one off serious behaviour incident ● deliberately injuring another student ● swearing at or threatening a member of staff ● vandalism/deliberately damaging or defacing school property ● Serious or repeated incident of racist, sexist or homo/bi/trans phobic remarks, or other discriminatory comments towards anyone including those with protected characteristics ● theft ● throwing furniture ● serious breach of school Acceptable Use Policy eg, sending threatening or offensive messages, access of illegal material

Behaviour Policy Westminster

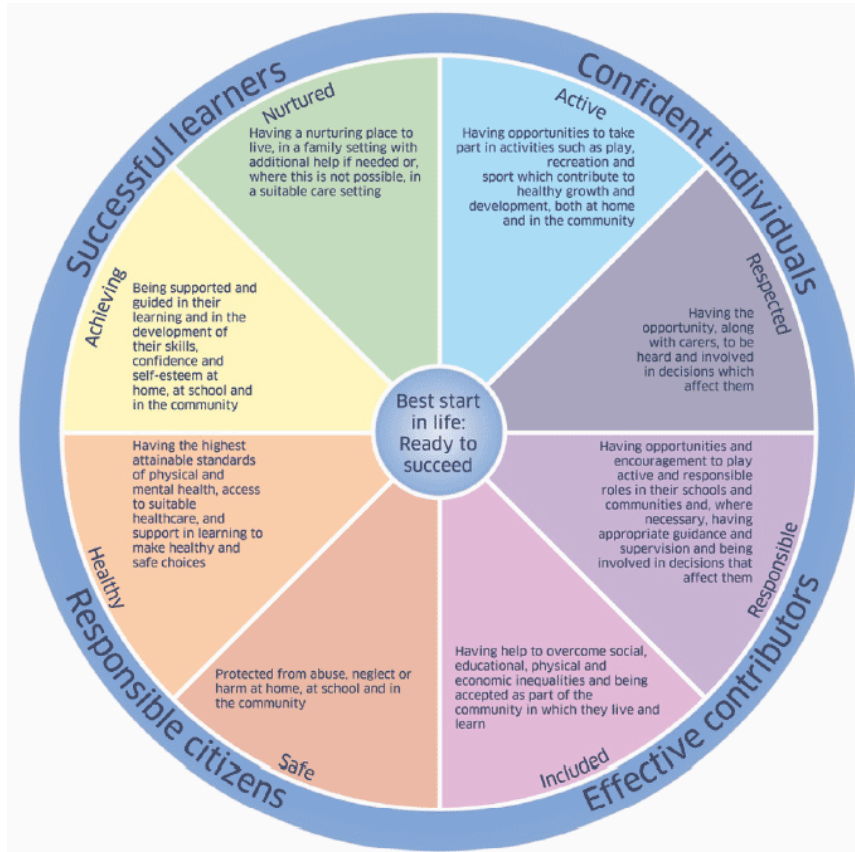
	<ul style="list-style-type: none"> ● any act of criminality ● sexualised behaviour including unwanted physical touch, upskirting and gestures ● under the influence of illegal drugs and/or in possession of drugs ● the possession of any prohibited item ● extremely serious inappropriate behaviour moving around the school or off campus
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Annex 2 Westminster Campus

Campus-specific Behaviour Guidance - Westminster






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

The SHANARRI framework helps our community understand the culture in which we will thrive. By feeling safe, healthy, achieving, nurtured, active, respected, responsible and included, members of the community will be best-placed for happy, successful lives.



Behaviour Policy Westminster

Relationships are the key to behaviour management. In our relationships with each other, we take steps to promote and sustain this culture. Specifically, we aim to deal with each other as follows (from the [Search Institute](#) Developmental Framework):

	Elements	Actions	Definitions
	Express Care Show me that I matter to you.	<ul style="list-style-type: none"> • Be dependable.....Be someone I can trust. • Listen.....Really pay attention when we are together. • Believe in me.....Make me feel known and valued. • Be warm.....Show me you enjoy being with me. • Encourage.....Praise me for my efforts and achievements. 	
	Challenge Growth Push me to keep getting better.	<ul style="list-style-type: none"> • Expect my best.....Expect me to live up to my potential. • Stretch.....Push me to go further. • Hold me accountable.....Insist I take responsibility for my actions. • Reflect on failures.....Help me learn from mistakes and setbacks. 	
	Provide Support Help me complete tasks and achieve goals.	<ul style="list-style-type: none"> • Navigate.....Guide me through hard situations and systems. • Empower.....Build my confidence to take charge of my life. • Advocate.....Stand up for me when I need it. • Set boundaries.....Put limits in place that keep me on track. 	
	Share Power Treat me with respect and give me a say.	<ul style="list-style-type: none"> • Respect me.....Take me seriously and treat me fairly. • Include me.....Involve me in decisions that affect me. • Collaborate.....Work with me to solve problems and reach goals. • Let me lead.....Create opportunities for me to take action and lead. 	
	Expand Possibilities Connect me with people and places that broaden my world.	<ul style="list-style-type: none"> • Inspire.....Inspire me to see possibilities for my future. • Broaden horizons.....Expose me to new ideas, experiences, and places. • Connect.....Introduce me to people who can help me grow. 	

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

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

Behaviour Off Campus – Off Campus Lunchtime Privilege

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

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

Behaviour Policy Westminster

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

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

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

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

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

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

On Report

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

Probation

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

Student Code of Conduct

A Southbanker must:

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

- Be respectful of space in the school and aware of the general public when off campus.
- Always leave classrooms tidy at the end of each class.
- Have a respectful attitude towards their own learning and others in school
- Use appropriate language inside school and at all times on school trips
- Be aware of the off-campus boundary map and stick together in small groups
- Be aware that 'banter', can be felt as bullying and must therefore realise the possible negative consequences it can have on your fellow student
- At all times support their fellow students and reject bullying
- Must always take a stand against and reject any form of discriminatory action or language based on: nationality, race, religion, creed, disabilities, physical appearance, sexuality, etc. The category of grounds for abuse are not exhaustive and such acts will not be tolerated in school by students or staff alike.
- Be aware that when outside the school, the students are ambassadors for it and must therefore behave accordingly
- Never steal
- Never smoke or possess prohibited items (including vaping) on school grounds or off-campus
- Try their best at all times either in class or if participating in ECA