



Emanuel School

Behaviour Policy



Behaviour Policy

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1. Introduction

This policy sets the standards of expected behaviour and conduct for pupils attending Emanuel School to support a calm and safe environment where pupils can learn and thrive. The policy underpins the strong pastoral ethos of the school and aims to foster a caring and kind school community. The school rejects the use of corporal punishment.

All pupils are encouraged to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. They should behave in a manner which does themselves and the school credit and be polite, helpful and considerate, showing sensitivity towards each other and respect to all members of staff. High standards are expected and insisted upon, not only on the school site, but also on educational trips and visits in the UK and abroad, online and to and from school.

We aim to teach trust and mutual respect for everyone and to develop qualities of teamwork and leadership through the school's extensive programme of co-curricular activities.

Emanuel School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

This policy has regard to non-statutory guidance including:

- DfE Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- DfE Searching, Screening and Confiscation: Advice for Schools (July 2022)
- DfE Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (July 2013)
- UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings (March 2024)

2. Aims

Fundamental to the school's *Behaviour Policy* are the following aims:

- to provide a caring and supportive environment in which pupils can distinguish between right and wrong.
- to develop a positive climate based on courtesy for the whole school, common sense, mutual respect and co-operation as well as consideration for others, for the whole school.
- to be mindful of pupils on the learning support register who have significant communication difficulties and may require additional support to understand key expectations around the behaviour code.
- to provide an atmosphere in which pupils can learn well and teachers can teach effectively.
- to develop respect for school and personal property.
- to promote good relationships throughout the school, both between adults and pupils and between pupils.
- to educate pupils in the difference between acceptable and unacceptable behaviour.
- to encourage pupils to accept responsibility for their behaviour and progress.
- to show pupils that their effort, work and good behaviour are valued and to help maintain high expectations of these.
- to ensure a consistent approach to behaviour through staff CPD, assemblies, life education and the regular highlighting of published policies so that staff and pupils feel the school's behavioural policy is robust and fair.

A positive, purposeful learning environment fosters good behaviour. Regular and sustained use of praise and rewards, teaches children the social skills they need to be successful and redirects children towards success rather than highlighting their mistakes. Building positive relationships with children is at the heart of effective behaviour management. Effective teachers teach not only the formal curriculum but also social and emotional skills too so establishing positive, caring, trustworthy relationships in order to influence the choices pupils make which will foster a climate where learning can flourish.

3. Whole-School Approach to Behaviour

High standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and value of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone has a right to feel secure and to be treated with dignity and respect at Emanuel School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online or outside school.

The school is strongly committed to promoting equal opportunities for all, in line with the Equality Act 2010, and ensures that no pupil is discriminated on the basis of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or on the basis of being adopted, looked after or being a carer.

The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The school believes that consistent implementation helps to create a predictable environment.

The school recognises that some pupils may require additional support to meet the school's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

3.1 Leadership and Management

Senior leaders at Emanuel School routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

They have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. Senior leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participating in creating the culture of the school.

They may consider any appropriate training which is required for staff to meet their duties and functions within this policy.

The school will engage with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams to inform the effective implementation of this policy – making links to whole school approaches to mental health and wellbeing as set out in the DfE guidance *Mental Health and Behaviour in Schools*.

3.2 Teachers and Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. We expect staff to uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed.

Staff should always challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards – both explicitly through teaching behaviour and in their interaction with pupils. They should consider their impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

As required, staff will keep parents updated about their child's behaviour and encourage them to celebrate pupils' successes.

3.3 Involvement of Pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. The school promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of school and online.

The ethos of the school is enhanced by listening to pupils and by encouraging constructive suggestions from them, such as during tutor time, Life Education lessons, and via the school council, though the school has the right to set expectations to ensure the safety of others and the smooth running of the school. The 'Our Emanuel' statement, created by the School Council, is displayed in every form room articulates the expectations of being part of the school community.



The school supports all pupils as they transition through the school, from the day they start to the day they leave, to achieve the behaviour standards. They are made aware of the school's behaviour standards, expectations, pastoral support and consequences processes and are taught that they have a duty to follow this policy, uphold the school rules and contribute to the school culture. Pupils are regularly reminded that the same standards of behaviour are expected online as apply offline.

Every pupil will be supported to achieve the behaviour standards and the school will repeat elements of the policy throughout the year. Classroom behaviour standards are described in the *Classroom Code of Conduct* (appendix 3).

3.4 Involvement of Parents

The role of parents is crucial in helping the school to develop and maintain good behaviour. Parents who accept a place for their child at the school commit to uphold the school policies, including this policy, when they sign the parent contract.

The school values a close relationship with parents and encourages them to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside the school. In particular, the school expects parents to support the school's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards and academic work, co-curricular activities and homework/private study. The school encourages parents to be familiar with this policy and to reinforce this policy at home as appropriate.

Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place. The school has a number of support systems in place to meet the needs of all pupils. The include school counsellors and referrals to outside professional agencies and specially trained staff.

The school welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

4 School Rules

The school rules are designed to encourage positive behaviour and self-discipline. They aim to ensure that the school runs smoothly, that its pupils show respect for each other and towards the public, that they give proper commitment to their academic studies and co-curricular activities and that the school's reputation is upheld. The school rules apply when pupils are:

- at school,
- travelling to and from the school,
- taking part in any activity organised by or related to the school (e.g. trips and visits).

The school may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the school or online and:

- misbehave whilst wearing the school uniform or are in some other way identifiable as a pupil of the school,
- behave in a way that adversely affects the reputation or has repercussions for the orderly running of the school,
- pose a threat to another pupil or a member of the community.

The school rules are subject to change from time to time. Parents agree, when signing the parent contract, that they and their child will comply with the school's expectations of behaviour and that they will support the authority of the headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the school community as a whole.

All pupils should be aware that involvement in drugs, theft, bullying, sexual violence or sexual harassment will be addressed using the most serious sanctions. Where the school learns of alleged serious misconduct which has taken place either on or off site, the school will liaise with police or other relevant agencies as appropriate and as necessary.

- a) The school is strongly committed to creating an inclusive, kind and respectful culture and promoting equal opportunities. Pupils are not permitted to display any form of discrimination; this includes but is not limited to issues relating to race, religion, gender, sexual orientation and disability.
- b) Any form of sexual violence or sexual harassment or misconduct of sexual nature will be considered a serious misconduct. Where a pupil has experienced sexual harassment or abuse at school the NSPCC helpline 'Report Abuse in Education' is available: 0800 136 663 or help@nspcc.org.uk.
- c) Smoking (including vaping), drinking alcohol and being under the influence of illegal drugs or substances that mimic the effect of illegal drugs is forbidden.
- d) It is also an offence to bring any of the following **prohibited items** to the school:
 - tobacco or smoking paraphernalia,
 - vaping equipment,
 - nicotine pouches,
 - alcohol,
 - illegal drugs (we define drugs as set out in our *Drugs Policy*),
 - fireworks, laser pens,
 - pornographic or offensive images or
 - any stolen or legally prohibited, or potentially illegal, harmful or damaging substances or objects (knife, weapons, pellet gun etc).

Any pharmaceutical medication must be given to the nurse for administration and not carried on your person.

- e) Pupils may not conduct any form of gambling or unauthorised business venture in school or using school facilities. The buying, selling and trading of items on the school site is prohibited.
- f) Mobile phones should not impact on the school day.
 - Pupils in the lower and middle schools must leave their mobile phones (switched off) in their lockers during the school day (registration to 3.50pm); mobiles may only be used during the day with the explicit permission from a member of staff. Pupils found with mobile phone are liable to have it confiscated until the end of the day and will receive a head of year detention.
 - Students in the sixth form may use their mobile phones in the sixth form centre only during break and lunch. It is customary for a student in the sixth form to be asked to put their mobile phone away in the first instance if they are seen with it on show away from the sixth form centre. However, repeated use, despite a warning, or being caught in the act of making a call should result in the phone being confiscated and taken to reception.
- g) Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school, including travelling to games/sports practices and midweek fixtures or at the weekend. Pupils who do not abide by these rules may receive a behavioural sanction and may have their phone confiscated.



- **Travel to games/sports practices and midweek fixtures:** Pupils in Year 6–11 are not permitted to have their phones with them (unless they are going directly home; this will have been agreed with the sports department in advance). The phone policy is the same as during the school day and any phone seen will be confiscated for the duration of the activity. A head of year detention will be issued by the head of year. The same rules apply when travelling to the boathouse.
 - **Travel to after school training during the week:** Year 6–11 pupils are permitted to have their phones with them. Phones should not be seen (unless permission has been given for specific use). The sanction will be confiscation for the duration of the activity and a 20-minute behavioural concern.
 - **Travel to Saturday fixtures:** Year 6–11 pupils are permitted to have their phones with them. Phones should not be seen (unless permission has been given for specific use). The sanction will be confiscation for the duration of the activity and a 20-minute behavioural concern. At the discretion of the staff, pupils in Year 11 (and above) may be permitted to use their phone to listen to music, but the phone should not be seen.
 - **School trips:** Mobile phone use on school trips will follow the normal school day rules, though pupils may be permitted to travel in possession of their phone depending on the travel arrangements. There may be occasions on residential trips or trips taking place during the holidays where phones are handed in and only permitted for a certain period of time to help manage use. The rules around phone usage will normally be communicated by the trip leader in advance.
- h) It is unacceptable to take a picture or make a recording of a member of staff or another pupil without their permission, or store or transmit violent, degrading, racist or pornographic images.
 - i) Pupils using laptops or mobile phones to bully or harass another person or who share private information or who use vulgar, derogatory or obscene language will face disciplinary action.
 - j) Pupils are expected to adhere to the *Pupil Acceptable Use Agreement* which outlines how the school expects pupils to behave online and/or when using the school network/internet and cloud/learning platforms. It applies to the use of school as well as personal fixed and mobile devices on and offsite.
 - k) Pupils may only use computers or access Wi-Fi in accordance with the school's *Pupil Acceptable Use Agreement*. The school expects all pupils to use school equipment carefully, sensibly and responsibly. Pupils must not bring into the school, send out from or send within the school material of any kind that parents, pupils or staff might find unacceptable, or inappropriate in a school environment.
 - l) Pupils are expected to always behave in a respectful and appropriate way to one another. Public displays of intimacy are not permitted at school.
 - m) Eating or drinking is only permitted in the refectory and outside or, in the case of sixth formers, in the sixth form centre.
 - n) Chewing gum is not permitted in school or on school trips.
 - o) Pupils in the lower school are not permitted inside the school building during break and lunch time unless taking part in a supervised activity or during bad weather procedures. Middle school pupils may use their form room or another form room within their year group, only if their form room is being used. Sixth form students may use the sixth form centre during break and lunchtimes.
 - p) Running within school buildings is forbidden, as is any behaviour likely to disturb others. Pupils should be mindful that lessons will be continuing during their break and lunch.
 - q) Pupils must attend school regularly and punctually. They may not leave the school grounds during the normal school day without an exeat.
 - r) Pupils who drive themselves to school are not allowed to park on the school site.
 - s) Bicycles and scooters must, upon arrival, be securely locked and put in the designated area. They may not be ridden within the school grounds. Bicycles and scooters must be in a roadworthy condition and clearly labelled with the pupil's name. A cycle helmet must be worn to and from

school. At night, both front and rear lights are required, and it is advisable to wear high visibility clothing.

- t) All personal property must be clearly marked with the name of the owner. Valuables should be securely always stored in lockers. Pupils should not leave any item of value lying around the form room or in the sports hall or swimming pool changing rooms. For activities that go beyond 6pm in the evening, secure storage will be made available by the member of staff running the activity.
- u) Pupils should ask the form tutor to help them look after particularly valuable items. It is recommended that valuables are not brought to school. The school cannot accept responsibility for loss or theft of valuable items e.g., mobile phones which are brought to school, or of any property left in changing rooms. Theft will be considered serious misconduct.
- v) Pupils are assigned lockers and receive their own combination padlock to use with it. All valuable items, such as laptops, trainers, coats or sports kit, should be carefully stored inside the lockers provided. Pupils must use the lock provided by the school.
- w) Should a pupil be unable to do games or any other organised school activity for any reason, a note must be handed in / email sent, in advance, to the member of staff in charge of that activity. Those pupils unable to participate will be asked to assist the teacher and contribute to activity in an appropriate capacity. In the case of senior games, injured participants are required to study in the supervised off-games room.
- x) Only pupils in the charge of a teacher, or those who have obtained permission from the deputy head: pupils/designated safeguarding lead may enter the school grounds during the holidays or outside normal school hours.

5 Guidance on Specific Behaviour Issues/Incidents

5.1 Attendance

5.1.1 Punctuality and Lateness Sanctions

The school attaches great importance to punctuality. Pupils who arrive in good time have sufficient time to ensure they are prepared for the day ahead and can undertake any administrative tasks – for example, meeting with teachers or handing homework in. It remains vitally important that a pupil sees their form tutor each morning in registration to hear any notices or receive any messages.

All pupils should aim to arrive by 8.20am at the latest each morning and be in their form room for morning registration at 8.25am promptly. The gate closes at 8.23am at which point a pupil is considered late (they do not have sufficient time to make it to their form room before registration commences). Afternoon registration is taken at 2.35pm at the start of period 9 by the subject teacher leading the class; exceptions apply in line with the *Attendance Policy* (for example on games afternoons or during examination periods).

It is important for pupils to attend registration on time, not only for the smooth running of the school, but also because the school has a legal requirement to register the pupils twice a day.

For those pupils who are persistently late to morning registration, sanctions are issued and early registration may be implemented when appropriate to support the pupil in establishing habits.

In line with the school's *Attendance Policy*, lateness incurs the following sanctions over a half term:

3 lates	Form tutor contacts parents
6 lates	Head of Year detention, letter home from head of year and Early Registration (as appropriate)
9 lates	Head of Section detention + letter home from head of section and Early Registration (as appropriate)
12 lates	Headmaster's detention and referral to member of senior management team

- At each stage the relevant member of staff will speak to the pupil and explain the importance of punctuality, he/she may also request a meeting with parents.

- Pupils on Early Registration are required to report to reception between 8.00am and 8.15am. Failure to attend by the specified time may attract further sanctions.

5.1.2 Unexplained Absences

Pupils are expected to be present in-person for the duration of the school day when they are fit and well. Apart from illness, no pupil should be away from school without prior permission.

Daily reporting of absence is required until the pupil returns to school. If the above procedure is not followed, the school will contact parents to find out why their child is absent, in accordance with the school's safeguarding obligations.

Pupils cannot be excused from school for family holidays under any circumstances. Parents wishing to take their child out of school for exceptional circumstances must seek authorisation (exeat) from the school.

Failure to attend school regularly or leaving the school without authorisation (exeat) constitutes a breach of this policy and may lead to disciplinary action being taken.

Please also refer to the school's *Attendance Policy* for further guidance and information.

5.1.3 Other Attendance Regulations

- Pupils are expected to attend all timetabled lessons.
- Pupils who absent themselves from fixtures or other school events at which attendance is required will be regarded as having truanted and are likely to incur the same disciplinary sanction as they would for deliberately not attending assembly or a lesson.
- Pupils are requested not to take paid employment during term time. If a pupil subsequently chooses to take employment, this will come under the school's remit if this employment interferes with a pupil's academic progress or with school activities (e.g., sports, music, drama rehearsals, detentions and so on). In these situations, the headmaster can require a pupil to stop the employment.

5.2 Dress and Uniform

The school acknowledges that parents may from time-to-time request variations to the school's dress code due to religion or belief, race, disability or on medical grounds. Any such requests will always be given careful consideration on a case-by-case basis. The dress code at Emanuel has clear aims: the maintenance of consistent standards across the community which engender a sense of school identity, and the reinforcement of a positive self-image through appropriately smart standards of dress.

5.2.1 Year 6 to 11 Dress Code and Appearance

- Boys wear a blue Emanuel shirt, which should be tucked into their trousers and with the button done up at the neck with a school tie, Emanuel navy trousers and plain dark socks.
- Girls wear a blue Emanuel blouse, with an Emanuel navy blue four pleat skirt or Emanuel navy blue trousers. Please note that all skirts should be worn on the knee and the blouse should be tucked into the skirt.
- Girls may choose to wear opaque navy blue or black tights, or navy ankle socks. Sports or trainer socks are not acceptable.
- Boys may choose to wear black or navy-blue ankle socks. Sports or trainer socks are not acceptable.
- Both boys and girls wear the Emanuel blazer with the school crest and may wear an Emanuel grey 'V' necked jumper with the school crest.
- All pupils may choose to wear either the boys' or girls' uniform.

- Shoes must be plain black leather of a traditional style (with flat heels or no more than 2cm in height). Trainers should never be worn with uniform, even on the way to and from school.
- Outdoor coats must be plain and dark in colour (dark blue or black). Hooded casual tops, denim coats or coats with designer logos or other embroidery are not permitted. A blazer must be worn under any outdoor coat.
- Pupils may wear two silver or gold stud earrings in each earlobe. A discreet necklace of religious significance is permitted. No other jewellery is allowed.
- Discreet make-up is permitted; nail varnish or nail extensions are not permitted.
- Hair styles should be sensibly styled, conservative, unostentatious and of a natural colour. As a general guide, for those with cropped hairstyles they should be of a grade 2 or above. Shaved lines in hairstyles or eyebrows are not permitted. Exemptions on the school's hairstyle policy apply on the grounds of protected characteristics.
- Pupils are expected to be clean-shaven, with no moustache, beard or stubble visible. Anyone with any visible facial hair will be asked to remove it.
- Headgear/headscarves may be worn on the ground of race, religion or belief, illness, safety or temporary/permanent disability. We ask parents to consult with the deputy head: pupils/designated safeguarding lead in the first instance.
- Full details of sports kit and other equipment requirements are available from the sports department.

The heads of section, in consultation with the deputy head: pupils/designated safeguarding lead will be the final arbiter on whether a garment does or does not conform to the Emanuel dress code, and pupils or parents who are in doubt are advised to check on its suitability before the item is worn to school. Adaptations to the uniform or dress code are not permitted without the permission of the deputy head: pupils/designated safeguarding lead.

Staff should refer to appendix I for details of the procedure for addressing uniform of appearance.

Pupils who do not come to school wearing clothing that is in accordance with Emanuel uniform can be sanctioned in a number of ways. Pupils may be sent to the head of section and given replacement clothing or sent to the deputy head: pupils/designated safeguarding lead and required to work in isolation or be sent home. In this case, a phone call home would be made outlining the changes required for the pupil to attend school the following day.

5.2.2 Sixth Form Dress Code and Appearance

The full details of the sixth form dress code are available [here](#).

The head of sixth form, in consultation with the deputy head: pupils/designated safeguarding lead will be the final arbiter on whether a garment does or does not conform to sixth form dress code, and pupils or parents who are in doubt are advised to check on its suitability before being worn to school.

Staff should refer to appendix I for details of the procedure for addressing uniform or appearance.

Pupils who do not come to school wearing clothing that is in accordance with the sixth form dress code can be sanctioned in several ways. Pupils may be sent to the head of section and given replacement clothing or sent to the deputy head: pupils/designated safeguarding lead and required to work in isolation or be sent home. In this case, a phone call home would be made outlining the changes required for the pupil to attend school the following day.

5.3 Property Loss and Damage

- All school uniform and clothing worn for school must have a name tag attached.
- All lost property found in and around school will be given to the sports hall attendant in the sports hall and can be collected during morning break.
- Pupils are asked to make use of their personal locker and school-provided combination padlock to secure their personal possessions.

5.4 School Property

All pupils are asked to respect the buildings and be considerate in the use of the facilities for the good of the whole school community. Malicious damage is unacceptable behaviour.

5.4.1 Loss and Damage

- Pupils are liable to pay for loss, damage or misuse of school property.
- Money and articles of value must not be left in pockets of unattended clothes.
- The loss or finding of property is to be reported at once to the form tutor or the person in charge of lost property. Unclaimed lost property will be disposed of after one term.
- Breakages must be reported at once to the pupil's form tutor and to the estates team. No punishment is involved unless the damage is caused by a breach of rules, but the cost of the repair may have to be met by the pupil or pupils concerned.

5.5 Child-On-Child Sexual Violence and Sexual Harassment

Any report of child-on-child sexual violence or sexual harassment or misconduct of sexual nature will be considered a serious misconduct. The school will follow the general safeguarding principle set out in Keeping Children safe in Education (KCSIE) – especially Part 5.

Where a pupil has experienced sexual harassment or abuse at school the NSPCC helpline 'Report Abuse in Education' is available: 0800 136 663 or help@nspcc.org.uk.

Consultation with the police and local authority will be in line with the DfE guidance [Sexual violence and sexual harassment between children in schools and colleges](#).

As required, the school might seek support from the *Harmful Sexual Behaviour Support Service*. Contact details and further information can be found [here](#).

5.6 Suspected Criminal Behaviour

The police will be contacted when a crime has been committed, if the school is unsure whether a crime has been committed, or further guidance is required. The school will always work with the local authority to assure the protection of its pupils and to fulfil its statutory requirements. Where police are involved, the school will inform parents of any pupils involved.

5.7 Behaviour Incidents Online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to pupils feeling unsafe at the school. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

The *Pupil Acceptable Use Policy* reminds pupils that the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images/videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the *Safeguarding and Child Protection Policy* and speaking to the Designated Safeguarding Lead (DSL) or Deputy DSL when an incident raises a safeguarding concern.

The school promotes anti-victim blaming attitudes and language when discussing and responding to incidents of online abuse.

6 Promoting and Rewarding Good Behaviour

Acknowledging good behaviour encourages repetition and communicates the school's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Emanuel rewards effort, perseverance and community spirit. Beside verbal praise, there are commendations, form tutor awards and the headmaster gives special awards for contributions to school life in headmaster's assemblies. Achievements are celebrated in year group and section assemblies and at the annual prizegiving in the summer term. Pupils are also rewarded with positions of responsibility in many aspects of school life. Other specific rewards are:

- **Colours:** Colours are awarded in recognition of a pupil's contribution to an aspect of school life. These take the form of pins.
- **The Headmaster's Medals:** Medals are normally awarded to the top academic performers in each year (male and female) based on reports, progress grades and examination performance for engagement and achievement.
- **Positions of Responsibility:** Sixth formers may apply to become prefects in the school. They play a significant role in helping with duties, events, charity fundraising, running assemblies and promoting the school. Each year, a group of elected prefects are selected as heads of school; these students will meet with the headmaster each week to ensure the views of the sixth form are heard on key school matters. Pupils may hold positions of responsibility such as house captains within their houses. Some pupils will be elected captains of sports teams and be given responsibilities in co-curricular activities. Others may become members of the school council or other school committees.
- **Commendations (Lower and Middle Schools):** Commendations are awarded to pupils in a to encourage effort, application and contributions to school life. Commendations are awarded for:
 - progress, improvement and effort
 - high quality work
 - improved test performance
 - good exam results
 - community spirit, service and house activities
 - improved attitude

Pupils receive prizes from the head of year and head of section for accumulating commendations in the lower and middle schools. Pupils receive book vouchers/tokens (£5/£10) for achieving thresholds across the term and academic year.

- **Commendations (Sixth Form):** Commendations are awarded for the following reasons: making significant effort, making significant progress, displaying perseverance and actively learning from mistakes, displaying resourcefulness and developing as an independent learner, promoting academic ethos outside lessons, contributing to the school community.

Students in the sixth form who are awarded commendations and receive vouchers to use in the sixth form café (£2.50 and £5) and a voucher for achieving 5, 10 and 15 commendations per term, respectively.

7 Responding to Misbehaviour

When a member of staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with this policy. As required, first priority should be to ensure the safety of pupils and staff and restore a calm environment and prevent the recurrence of misbehaviour. Staff should respond to misbehaviour in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

Staff will consider the context and motive of a pupil's misbehaviour and should be aware that misbehaviour could be a sign of a wider safeguarding concern. They should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has been subject to criminal exploitation, or is experiencing significant challenges at home. The Designated Safeguarding Lead (DSL) should be consulted if this is the case and it may be that the

DSL will liaise with external agencies to consider how the educational and welfare needs of the child can be met.

Where there is misbehaviour by a pupil with SEND, the school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. Not every incident of misbehaviour will be connected to a pupil's SEND. The school is mindful that not all pupils requiring support with behaviour will have identified SEND.

The school's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the school's response to behaviour will consider the following purposes:

- **Deterrence** - the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the school
- **Protection** - a protective measure in response to inappropriate behaviour (may be immediate or after assessment of the risk)
- **Improvement** – supporting pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

8. Sanctions

8.1 Academic Sanctions

8.1.1 Academic Reminders

If a pupil fails to hand in work to the specified deadline or produces work below the expected standard or quantity, an academic reminder can be logged through EMA. A deadline for the outstanding work should be included. An automated email will then be sent to the pupil and parent.

A summary email to the form tutor and head of year at the end of the day (of all pupils who have received academic concerns in their tutor group or year group) and head of section at the end of the week.

The form tutor and head of year will monitor any trends and decide on what action needs to be taken. This may include meeting with the pupil and / or their parents, placing the pupil on academic report or placing them in academic supervision.

8.1.2 Academic Supervision (Lower and Middle School)

Pupils who have outstanding academic reminders (i.e. they have failed to hand in the work despite the academic reminder) should be placed into an academic supervision by the subject teacher to complete the work. The pastoral co-ordinator will send a list of all pupils who have received an academic reminder during the week every Friday. Academic supervisions are run by the respective heads of sections and heads of year and take place at lunch times (Years 6, 7 and 8) or after school (Years 9, 10 and 11). Pupils (and their parents) who are expected to attend academic supervisions will be notified formally by email.

Academic supervision takes precedence over all other activities with the exception of official school fixtures or functions where pupils are representing the school. Failure to attend an academic supervision in other circumstances may result in further sanctions.

Pupils may be required to attend academic supervision should it be felt by the relevant pastoral team that they would benefit from supervised study.

8.1.3 Academic Supervision (Sixth Form)

Academic supervision for students in the sixth form takes place on Tuesday and Thursday from 4.00pm to 5.00pm in the sixth form centre. Students who have outstanding academic reminders at the end of each week will be required to attend academic supervision. Students (and their parents) who are expected to attend academic supervisions will be notified formally by email.

Students may be required to attend academic supervision should it be felt by the sixth form team that they would benefit from supervised study.

Academic supervision takes precedence over all other activities with the exception of official school fixtures or functions where pupils are representing the school. Failure to attend an academic supervision in other circumstances may result in further sanctions.

8.1.4 Organisational Reminders

If a pupil fails to bring the required equipment to class, including their device, or demonstrates poor organisation with regards their academic work, an organisational reminder can be logged through EMA.

An automated email will then be sent to the pupil and a summary email to the form tutor and head of year at the end of the day (of all pupils who have received organisational reminders in their tutor group or year group) and head of section at the end of the week. The form tutor and head of year will monitor any trends and decide on what action needs to be taken.

8.2 Behavioural Sanctions

The primary purpose of any response to misbehaviour is to encourage pupils to consider what went wrong and how to avoid making such mistakes in the future. All pupils must be aware that involvement in drugs, theft or bullying will be addressed using the most serious sanctions.

Staff should consider whether a pupil's special educational needs and/or disabilities (SEND) have contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, Emanuel School will refer to the Equality Act 2010 to ascertain whether the pupil understood the rule of instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

The school will also consider whether any reasonable adjustments need to be made to sanction in response to any disability the pupil may have. Emanuel School will always try and understand the underlying causes of behaviour and whether additional support is needed.

Corporal punishment is illegal and never used or threatened at Emanuel School.

Where a pupil fails to exert his/her will or use his/her judgement appropriately, it sometimes becomes necessary to use one or more of the following sanctions:

8.2.1 Behavioural Concerns (all Year Groups)

Pupils whose behaviour falls below the expected standards may receive a behavioural concern. Behavioural concerns are separated into 10 and 20-minute concerns. Depending on the type of misdemeanour, pupils can be given 10 or 20-minute concerns or immediately incur a head of year detention (Friday after school) or headmaster's detention (Saturday morning).

Generally, pupils will receive a 10-minute concern for minor indiscretions and 20-minute concerns for more serious behaviour.

Behaviour that would normally lead to a 'behavioural concern-10' might include:

- talking in class (after a warning),
- not following instructions,

- deliberate and persistent uniform offences (repeatedly wearing inappropriate earrings or make up, having shirts untucked, wearing hoodies etc.),
- wearing sports kit on non-Games or PE (Y6-9) days, or outside of agreed adjustments to uniform requirements,
- eating in the corridors,
- persistent lateness to lesson.

Behaviour that would normally lead to a 'behavioural concern – 20' might include:

- repeated incidences of minor offences of the type listed above,
- a mobile device (laptop) being used not as instructed during a lesson
- disruptive behaviour,
- poor language,
- chewing gum.

The pupil and their parents are alerted by email if a behavioural concern is received. When a pupil accumulates 60 minutes' worth of behavioural concern during a half term, they will normally receive a 60-minute head of year detention held after school on a Friday. A second 60 minutes' worth of concerns will trigger a further head of year detention; a third 60 minutes' worth of concerns will automatically lead to a headmaster's detention.

Behaviour that would normally lead immediately to a head of year or headmaster's detention might include:

- more serious incidences of the behaviour above
- fighting or bullying (including cyberbullying, prejudice-based bullying)
- rudeness or bad language
- missing assemblies or lessons
- damage to property
- persistent lateness to school
- inappropriate use of technology (e.g. attempting to access blocked websites)
- a pupil in the lower or middle school using a mobile phone without permission (this should result in confiscation of the phone also)

Behavioural sanctions are recorded on EMA and parents will be informed as they are issued.

Pupils must not be sent out of the room during lessons, if a pupil is seriously disrupting a lesson and learning cannot take place then another pupil should be sent to reception and a member of the senior management team will go and remove the pupil from the lesson.

8.2.2 Head of Year Detention

Head of year detentions are received for an accumulation of 60 minutes' worth of behavioural concerns during half a term or for behaviour that on its own reaches the threshold for a head of year detention.

Head of year detentions take place for an hour after school on Fridays from 4pm until 5pm in the Marquand Room and are supervised by pastoral staff. Pupils will be provided with a reflective task to complete or directed towards a specific academic task. Parents and the pupil are notified by email confirming the reason for the detention and the date it is to be served.

Pupils receiving their third head of year detention in an academic year (through an accrual of behavioural concerns or for specific misdemeanours) will have their sanction escalated to a headmaster's detention.

Any pupil who arrives late for a head of year detention may be refused entry by the supervising member of staff and asked to sit the detention on the next date.

Should a pupil fail to attend a head of year detention, the head of section will meet with the pupil on the following Monday and make the necessary arrangements to transfer the details on to the next detention list or place the pupil in a headmaster's detention if there are no mitigating circumstances.

8.2.3 Head of Section Detention

Head of section detentions are used to address punctuality and issued when a pupil accrues 9 lates during half a term.

A head of section detentions takes place on a Friday from 4pm until 5.30pm in the Marquand Room.

8.2.4 Headmaster's Detention

Headmaster's detentions are issued for serious acts of behaviour or an accrual of head of year detentions.

Headmaster's detention is held on Saturday mornings throughout the year and run for two hours duration. Detentions are supervised by the senior management team. Pupils are required to arrive by 8.50am for a 9am start in full school uniform or sixth form dress code and bring with them appropriate work. Parents are always notified in advance by email or letter informing them of the reason for the detention and the date it is to be served.

If a pupil receives three headmaster's detentions over an academic year will lead to a suspension and their place in the school will be subject to review.

Any pupil who arrives late for a headmaster's detention may be refused entry by the supervising member of SMT and asked to sit the detention on the next date.

8.3 Withdrawal from Lessons and Internal Exclusion

The aim of this is to remove a pupil who is disrupting the learning of others from the classroom and to make it clear by the further sanctions which may be imposed that this disruption will not be tolerated.

If a pupil's behaviour is disruptive, and s/he does not improve in response to the normal sanctions, another pupil should be sent to reception with a message asking for a senior colleague to come and remove the offending pupil. Reception staff have the timetables of all the SMT and will locate one of them – normally one of the two duty members of SMT for the day - as quickly as possible. The pupil will then be kept out of lessons either for the rest of the day or until it has been agreed they can return to lessons by the deputy head: pupils and relevant head of section.

A teacher who has requested this must let the deputy head: pupils and his/her head of department have a written account of the pupil's behaviour by 3.45pm on the same day. This, and the pupil's record, will be considered when deciding what further punishment should follow. A letter to parents will always be sent when it has been necessary to remove a pupil from a lesson.

A pupil may also be withdrawn from lessons for not wearing the appropriate uniform or dress code and be required to work in isolation or sent home for the remainder of the day.

8.3.1 Dealing with Disruptive Pupils

If a pupil is persistently involved in low level disruption in lessons, staff should inform the form tutor, head of year and their head of department. Behavioural concerns should be issued as appropriate to ensure to ensure a record of such behaviour is kept and the matter escalates as per the behaviour policy. Should further support be required, a discussion involving the head of department, head of year and form tutor should take place to agree on any further actions.

This procedure would follow attempts through the normal disciplinary channels to improve a pupil's behaviour.

If a pupil commits a serious offence (see examples below) leading to major disruption of a lesson the following procedure must be observed:

- send a reliable member of the class to reception to find call for a senior member of staff,
- the senior member of staff will then come to the classroom to collect the pupil who will then be removed from lessons until agreed by the deputy head: pupils and relevant head of section,
- provide a full written account to the deputy head: pupils by 3.45pm that day.

A decision will be taken as soon as possible about whether the pupil is to be suspended, receive another period of internal exclusion, or returned to lessons after a warning. In some cases, further sanctions may be applied. Please observe these guidelines scrupulously, and **IN NO CIRCUMSTANCES** send the pupil out of the classroom.

Examples of behaviour which could justify implementing this procedure:

- repeated refusal to follow instructions,
- open defiance of staff,
- threatening behaviour towards pupils or staff,
- violent behaviour towards pupils or staff,
- swearing at staff,
- dangerous behaviour in a practical lesson.

Preventative strategies will support teachers in their effectiveness and the following principles reflect good practice in all phases of teaching:

- plan for good behaviour,
- separate the (inappropriate) behaviour from the child,
- use the language of choice,
- focus on primary trust and support,
- actively build trust and support,
- model the behaviour you wish to see,
- follow up on issues that count,
- reconnect and repair relationships.

8.4 Supporting Pupils Following a Sanction

Following a sanction, as required, strategies will be considered to help the pupil improve their behaviour and meet the behaviour expectations of the school. This might include but is not limited to:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- phone call with parents,
- investigations into circumstances outside of school, including at home, conducted by the designated safeguarding lead,
- investigations into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school,
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

8.5 Suspension and Permanent Exclusion

All parents and pupils should be aware that the most serious misconduct may result in suspension, exclusion or removal from the school. The school's *Suspension and Exclusion Policy* is referred to in the parent contract and is available on the school's website as well as the internal parent portal (Firefly).

Serious sanctions in accordance with the *Suspension and Exclusion Policy* may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/or warnings.

8.6 The Use of Reasonable Force / Physical Restraint

There are circumstances when it is appropriate for staff in schools to use reasonable force¹ to safeguard children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Physical restraint is defined as the positive application of force in order to protect/prevent a pupil from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.

Please refer to appendix 2 for further details.

8.7 Searching and Confiscation

The school reserves the right to search pupils and confiscate their possessions in line with the school's *Searching and Confiscation Policy*.

The school will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including health conditions) the pupil may have before conducting the search to decide whether additional precautions or adjustments are needed in accordance with the school's *Safeguarding and Child Protection Policy*.

9. Preventing Recurrence of Misbehaviour

Initial Intervention

The school has adopted a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Examples of intervention include but are not limited to:

- frequent and open engagement with parents,
- weekly behavioural reports,
- implementation of a staff or pupil mentor,
- working with the school counsellors to develop supportive strategies.

Where the school has serious concerns about a pupil's behaviour, it will consider a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs.

10. Contextual Safeguarding

Staff will consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering or is likely to suffer significant harm whether inside or outside the school, they should follow the procedures set out in the school's Safeguarding and Child Protection Policy and discuss their concerns with the school's deputy head: pupils/designated safeguarding lead.

¹ The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a child.

The school will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly. If necessary, the school will refer to appropriate outside agencies.

11. Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. The school's *Complaints Procedure* can be found on the school website and sets out how parents can raise a formal complaint and how the school will handle it. The school will provide copies of the *Complaints Procedure* on request.

12 Monitoring and Evaluating School Behaviour

The school will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the school and to evaluate the effectiveness of this policy.

The school:

- keeps a central log of bullying/child-on-child abuse incidents.
- keeps a central log of all incidents of sexual violence and sexual harassment.
- uses the school council to consult pupils on pupil concerns and concerns about behaviour.
- uses pastoral surveys to listen to pupils' concerns.

Pupils can log pastoral concerns online and a record of the entries is kept and reviewed by the pastoral committee.

The school will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's Life Education lessons, or amending this policy.

13. Related Policies and Documents

This policy should be read in conjunction with the *Staff Code of Conduct* and the following related policies regarding the behaviour of pupils at the school. These policies complement one another as part of the whole-school approach to behaviour and safeguarding:

- Academic Honesty and Malpractice Policy
- Anti-Bullying Policy
- Attendance Policy
- Children Missing Education Policy
- Complaints Procedure
- Drugs Policy
- Educational Visits Policy
- Homework Policy
- Learning Support and Special Educational Needs Policy
- Library Code of Conduct
- Online Safety Policy
- Pupil Acceptable Use Agreement
- Pupil Equal Opportunities and Disability Policy
- Terms and Conditions
- Safeguarding and Child Protection Policy
- Searching and Confiscation Policy
- Suspension and Exclusion Policy

14. Policy Review and Approval

Policy Owner	Deputy Head: Pupils/Designated Safeguarding Lead
Date of last review	September 2024
Approved by	Cabinet: 11 December 2024 Pastoral Committee: 27 January 2025
Governor Committee	Pastoral
Date of next review	Summer 2025

Table of Key Changes

Date	Change
January 2025 (V2)	For clarification, additional wording around mobile phone use on sports travel and school trips has been added to point 3 ('School Rules').
	The following wording has been added to 4.2.1: <i>"Pupils are expected to be clean-shaven, with no moustache, beard or stubble visible. Anyone with any visible facial hair will be asked to remove it."</i>

Appendix 1: Addressing Uniform and Appearance

Uniform

If a form tutor notes one of their tutees is not dressed in line with the uniform or sixth form dress code the following protocol should be followed:

Step 1: The form tutor will speak to the pupil and alert the head of year (HoY). The HoY should then see the pupil as soon as possible to ensure they understand what specifically needs to be addressed. This will be followed up by an email home from the HoY to communicate the issue with **three days** given as the deadline to resolve the matter. The form tutor will continue to monitor the uniform on a daily basis and communicate with the HoY and pupil as necessary.

Step 2: If the matter has not been addressed following the **three days**, the head of section will be notified by the HoY and the pupil sent to them. The HoS will call home and send a letter giving a further **three days** to resolve the matter before the pupil is removed from lessons. The form tutor and HoY will continue to monitor the uniform daily and communicate with the pupil and HoS as necessary.

Step 3: If the issue has still not been addressed, the HoS will send the pupil to the deputy head: pupils/designated safeguarding lead who will contact the parents and inform the headmaster, with the outcome being the pupil is removed from lessons until the matter is resolved.

Hair and Appearance

If a form tutor or head of year believes a pupil's physical appearance to be not in line with the school's expectations, the pupil will be sent immediately to the head of section and then to the deputy head: pupils/designated safeguarding lead should they agree too. The child will be out of lessons immediately while the deputy head: pupils/designated safeguarding lead informs the headmaster and telephones home. The likely outcome will be the child is sent home or removed from lessons for a period of time, with the expectation that their appearance is addressed as promptly as is reasonable.

Where a pupil is repeatedly in breach of the school's appearance expectations (e.g. continues to wear an item of jewellery they have been asked to remove) they may be sent home or removed from lessons.

Appendix 2: Use of Reasonable Force / Physical Restraint

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence,
- injuring themselves or others,
- causing damage to property, including their own,
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

In these circumstances, force will be used for two main purposes:

- to control pupils or
- to restrain them.

Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

In addition, reasonable force may be used to conduct a search for "prohibited item" as outlined in the *Search and Confiscation Policy*.

The decision on whether or not to intervene will be the professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour. When considering using reasonable force, staff should carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Where reasonable force is used by a member of staff, the deputy head: pupils/designated safeguarding lead must be informed of the incident immediately and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of reasonable force.

Staff should refer to the DfE guidance [Use of reasonable force: advice for headteachers, staff and governing bodies](#).

Appendix 3: Classroom Code of Conduct

How to be an Effective Learner

5 Ps

These are expected of all Emanuel students in every lesson.

PUNCTUALITY

Arrive on time. Plan your break/bag-packing/toilet trips and water collection so that you are in the right classroom, ready to start the next lesson, before the second bell.

PREPARATION

Arrive with the right equipment and any work that needs to be handed in. Know your timetable and when to pack your bag in advance to be able to do this.

POLITENESS

Follow your teacher's instructions to the letter. Put a hand up to ask a question and wait to be asked to speak. Never call out.

POSITIVITY

Work with attention, at a good pace, and consistently apply effort. Participate fully in lessons by volunteering answers to the teacher's questions as much as possible.

PROACTIVITY

Ask questions if you do not understand. Anticipate deadlines for homework by planning your time so that work can be completed well in advance. Where work is not understood, speak to the teacher and arrange a time to look at this. Find out when the relevant help club is and go along to get your questions answered. Always do what it takes to make sure that you understand everything.

Additionally, you should:

- queue quietly outside the classroom where possible before the lesson unless told to do otherwise by the teacher,
- enter the classroom in an orderly manner,
- get books/pens/equipment out, place bags on the floor,
- (at the end of the lesson) not pack away until instructed to do so,
- stand up on request, place chairs under tables and wait to be told to leave,
- ensure that the room is clear of litter.

How to Improve in any Subject

Always do what it takes to make sure that you can achieve the highest mark possible.

1. Pay close attention to the teacher's feedback by fully correcting work returned and adding in anything that you missed, so you can get full marks on it when you revise.
2. Rewrite a paragraph of marked work or do some more questions to practise the skills needed to improve.
3. Ask your teacher to give you feedback when you have attempted more of the work.
4. Do any extension tasks set. Ask your teacher for additional questions or reading materials.
5. Research the topic further: in your textbook; online; in newspapers; in the library.



Emanuel School

If you have unfortunately missed being taught something, by the end of the week you are expected to have:

- reliable copies of all the missing notes and materials used in the lesson missed.
- read the missing notes/materials and done everything you need to do to make sure that you fully understand them.
- asked the teacher when it would be convenient to go over the work, and/or go to the appropriate help club if you haven't fully understood the content of the lesson missed.