



# St Paul's High School, Bessbrook

## Positive Behaviour Policy

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## **Promoting Positive Behaviour Policy**

**Revised March 2025**

### **Mission Statement**

St Paul's High School is a Catholic community committed to providing high quality education in an atmosphere of mutual respect where each individual is valued as an important member of our school family. We value the personal, moral, social and spiritual development of each student, encouraging respect for self and others including the core values of truth, kindness, integrity and compassion.

### **Rationale**

St Paul's High School is a Catholic community which expects the highest standards of behaviour from its students, towards all those within or outside our school community.

We work in partnership to actively promote a school environment in which care, courtesy and concern for others are central tenets in the behaviour of all members of our school community.

St Paul's is committed to developing in our pupils a set of values and beliefs which reflect the central themes of our Patron's mission; justice, peace, faith, hope and love. As such, we seek to engender in our pupils an ability to distinguish between right and wrong.

The Promoting Positive Behaviour Policy at St. Paul's High School provides an agreed course of action amongst teachers, support staff, pupils and parents, which promotes effective learning and teaching. This Policy recognises and respects the rights of all members of the school community. We believe a healthy balance between sanction and rewards is fundamental and encourage everyone to implement the school rules firmly, fairly and consistently.

### **Aims**

- To support all our pupils to develop a standard of behaviour that demonstrates self-respect, self-discipline, respect for others, respect for the environment and respect for the local community.
- To engender a 'praise culture' in St Paul's where pupil effort and achievement is celebrated, to ensure a pupil sense of pride in themselves and their peers.
- To create a calm and caring community where teachers teach and children learn.
- To recognise and respect the rights of each member of our school community, ensuring the development of mutual respect, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life.
- To promote and develop high expectations among parent/guardians so that parent/guardians fulfil their vital role in supporting the parent/school partnership.
- To provide a systematic and structural response to behaviour support in St Paul's.
- To promote the Catholic Education and the values inherent therein and thus highlight its relevance to life and contemporary culture.

### **Objectives**

- To encourage our pupils to understand what behaviour is acceptable or unacceptable.
- To encourage our pupils to accept the need for high standards of behaviour.
- To ensure our pupils behave appropriately at all times.
- To support classroom teachers and classroom assistants with issues of behaviour support.



**St Paul's promotes positive behaviour by:**

- Delivering an on-going Pastoral Programme to pupils, based on assigned themes and personal development.
- Encouraging and commending positive behaviour by routinely and regularly praising and recognising it on corridors and in class.
- Using weekly year group assemblies to share successes and achievements of pupils inside and outside school.
- Awarding Grádam Naomh Pól to pupils who have excelled in extra-curricular areas.
- Rewarding the pupil via merits on SIMS.
- Publishing, internally and externally, all individual, team, class and year group successes via noticeboards, social media (Facebook, twitter, instagram), and local newspapers.
- Acknowledging and sharing the success of pupils through KS3, KS4, and Post 16 Prizegiving Ceremonies.
- Providing opportunities for pupils to engage in Peer Mentoring Programmes.
- Implementing a range of behaviour intervention strategies at individual and group level.
- Providing individual and group support around behavioural issues through Circle Time Programmes, Anti Bullying Programmes.
- Accessing support from external agencies to provide coaching on appropriate behaviour (mentoring, counselling, BST)

In St Paul's High School, we prefer to use preventative rather than reactive strategies when promoting positive behaviour. Some of the strategies staff may use to prevent or deescalate potential behaviour incidents are listed below:

- Creating/maintaining relationships
- Tactical ignoring
- Praise/proximity praise
- 5W reflection form
- Target planning
- Behaviour planning
- Active learning activities
- Class layout
- Good news letters home
- Circle time
- Time out cards
- Time out timetable
- Parental meetings
- Counselling
- Community service
- Mentoring
- Formalised referral system



## **Roles and responsibilities**

While promoting the rights of each individual, it is important that everyone recognises their responsibility in the promotion of a Positive Behaviour Policy. The agreed rights and responsibilities are summarised as follows:

### **Roles and responsibilities of the teacher**

All teachers will maintain a firm, fair and consistent approach in managing pupil behaviour. This is in the context of Christian principles – particularly those of care, understanding, respect, compassion and forgiveness.

- To be classroom manager, promoting a safe and caring environment and setting standards of acceptable behaviour.
- To have clearly defined structures through a Pupil Contract (displayed in all rooms).
- To be fair and consistent in their application of the Promoting Positive Behaviour Policy, adapting constructive and effective reward sanctions.
- To continuously monitor and evaluate pupil progress, recording and reporting areas of concern (pastoral, safeguarding, learning, achievement).
- To use the Staged Referral Process when reporting challenging behaviours.
- To deliver the curriculum, recognizing the individual needs of pupils.
- To facilitate learning in a pupil centered manner, helping pupils to achieve their full academic and personal potential.
- To be organised, planning and preparing for lessons.
- To listen and value pupil contributions.
- To promote life long and independent learning, preparing for adult life.
- To be a positive role model in terms of own behaviour.
- To seek to improve, as part of being a reflective practitioner.
- To provide support for colleagues.

### **Rights of the teacher**

- To be treated with equality and respect.
- To teach in a safe, healthy and secure environment.
- To pursue opportunities to develop professionally.
- To access adequate resourcing.
- To be informed and consulted on whole school issues.
- To be supported by colleagues.
- To be kept well informed regarding issues relevant to pupils.
- To be given notice of a parent contacting school so appointment can be made.

### **Roles and responsibilities of the classroom assistant**

All classroom assistants are highly valued and trained members of our staff, who are key in supporting the teacher in promoting positive behaviour among pupils.

- To assist the classroom manager, in promoting a safe and caring environment and setting standards of acceptable behaviour.
- To support in the management of behaviour with assigned pupils.
- To continuously monitor and evaluate pupil progress, recording and reporting areas of concern to the class teacher.
- To assist in the planning and delivery of the curriculum, recognising and responding to the individual needs of pupils and following teacher guidelines.
- To facilitate learning in a child-centered manner, assisting pupils achieving their full academic and personal potential.
- To listen to and value pupil contributions.
- To assist in promoting life long and independent learning, preparing pupils for adult life.



- To be a positive role model for pupils.
- To help pupils achieve full potential.
- To seek to improve, as part of being a reflective practitioner.
- To provide support for colleagues.
- To attend lessons punctually.
- To liaise with the SENCO to ensure an input into annual reports to parents/guardians.
- To report to parents annually, if assisting in the Learning Support Centre, Numeracy and Literacy Support.

#### **Rights of the classroom assistant**

- To be treated with equality and respect.
- To work in a safe, healthy and secure environment.
- To be given opportunities to develop professionally.
- To access adequate resourcing, to meet the needs of the individual pupil and/or class.
- To be given direction from the class teacher or their specific role.
- To be informed and consulted on whole school issues.
- To be supported by colleagues.
- To be kept well informed regarding issues relevant to pupils.

#### **Roles and responsibilities of the pupil**

- To follow the St Paul's Promise (See appendix 1-3) and to be aware of the consequences of their own actions.
- To wear the correct school uniform.
- To attend form teacher registration time (am and pm).
- To attend weekly year group assemblies.
- To attend all classes punctually.
- To line up outside the classroom door.
- To take responsibility for their own learning and progress.
- To come prepared for classwork (books, equipment, homework), ready to engage in the learning process.
- To catch up on work on return to school e.g. illness; sporting activity; medical appointment.
- To record all homework and have parent/guardian sign Pupil Planner weekly.
- To complete homework on time, following St Paul's Homework Policy, and to the best of their ability.
- To focus on work, respecting the school environment and property.
- To listen to and co-operate with the teacher and classroom assistant.
- To participate in the class to the best of their ability.
- To seek and accept appropriate support as necessary.
- To be polite, well-mannered and treat others with respect.
- To deal with conflict in a non-aggressive manner, accepting direction and support from the teacher and/or classroom assistant.
- To engage with all key personnel at different stages of the Code of Practice.
- To agree targets for behaviour and self-reflect, as outlined in Target and Behaviour Plans.
- To engage in solution focused work within the Pastoral care system.

#### **Rights of the pupil**

To enjoy these rights, pupils must respect the rights of others.

- To be treated with respect.
- To be taught in a safe, healthy and secure environment.
- To be valued, listened to and acknowledged.
- To have individual diversity.
- To be provided with a positive learning and social experience.
- To access support, when needed.
- To access opportunities to develop spiritually, morally, cultural, physically and academically.
- To be free from verbal, emotional and physical abuse.



### **Responsibilities of the parents/guardians**

We see the parents/guardians as partners in promoting positive behaviour.

- To foster mutually respectful relationships between staff, pupils and families.
- To support the school in its expectations of pupil behaviour.
- To ensure their child attends school every day and on time.
- To ensure their child wears the correct school uniform.
- To provide the necessary equipment for school, so that their child is prepared for learning.
- To ensure their child follows the Pupil Contract and shows respect for other pupils, all school staff and property.
- To oversee and promote the value of homework and monitor child's books to pick up on teacher's marking for improvement.
- To check and sign Pupil Planner weekly.
- To support and monitor their child's behaviour through Pupil Planner, Target Plans and Behaviour Plans.
- To support their child at different stages in the Code of Practice.
- To make an appointment when they wish to meet a member of staff.
- To tell the school promptly of any concern about their child.
- To respond quickly to concerns raised by the school.
- To maintain regular communication with the school, via notes in Pupil Planner, appointments, attendance of annual parent/teacher meetings.

### **Rights of the parent/guardian**

- To receive a quality education for their child,
- To have their child taught in a warm, welcoming and safe place.
- To have their child treated fairly and with respect.
- To seek support for their child if he/she has any problems.
- To be responded to sensitively when raising any concerns.
- To be told promptly about any concerns.
- To be informed about any issue which affects their child's education/welfare.

**Uniform**

Full school uniform must be worn to school each day.

It is compulsory for school blazers to be worn

Jumpers are optional for Year 13/14 students only and are not to replace the school blazer

Tights for girls must be worn.

School shoes must be black and flat.

**Jewelry**

No visible piercings allowed, in line with Health & safety regulations

Watches permitted

**Hairstyle**

Hairstyles should be appropriate



## STAGES IN THE CODE OF PRACTICE

The Code of Practice exists to provide support for pupils to ensure they manage their behaviour in a way that benefits them personally and in their learning. There exist different levels of support, depending on need.

Pre Stage 1 of the Code of Practice (Subject Teacher and Head of Department)

Stage 1 of the Code of Practice (Form Teacher)

Stage 2 of the Code of Practice (Year Head)

Stage 3 of the Code of Practice (SENCO/Head of Pastoral Care, referral for external support)

### **Pre Stage 1 of the Code of Practice**

- If the pupil is displaying social, emotional and/or behavioural difficulties (SEBD) in a given class, the subject teacher will put supportive mechanisms in place to ensure progress is made
- The class teacher may place the pupil on **Curricular Target Plan and/or curricular detention**
- If SEBD persists, additional support is required. The HoD will be informed and will work with the teacher to review/support/plan with the class teacher in meeting the needs of the pupil (Target plan, withdrawal).
- Once the class teacher and HoD have put strategies in place and there remain levels of concern, then this will be moved to Stage 1 and passed on to the Form Teacher.

### **Stage 1 of the Code of Practice**

- The Form Teacher plays a central role in the life of pupils as they move through school and are the first point of contact in relation to class teacher concerns
- A Form Teacher may have their own concerns about a pupil and/or receives a referral via Pre Stage 1 of the Code of Practice
- The Form Teacher, during this stage, places the pupil on **Form Teacher Target Plan AND pastoral detention** (5 W Reflection worksheet, classwork) to support the pupil. This will run for **two weeks**, signed each day by the Form Teacher as a form of monitoring
- The form teacher will inform the Year Head of who they have placed on Stage 1
- Parents/guardians will be informed by the Form Teacher when their child has been placed on Stage 1, via phone call, and will be invited to sign the two week Target Plan daily
- After two weeks, there are two outcomes:
  - a. The Form Teacher will have identified a improvement in the pupil's behaviour and be moved off Stage 1 and off the Code of Practice (Stage 0)
  - b. The Form Teacher has continued concerns and refers the pupil to the Year Head for Stage 2 Code of Practice

### **Stage 2 of the Code of Practice**

- This occurs when Stage 2 has identified that the pupil is still presenting challenging or significant social or emotional behaviours and require external support
- A further parental meeting takes place, with Year Head, SENCO, Head of Pastoral Care
- A further **Behaviour Plan** is drawn up and the pupil is placed on **SENCO/Head of Pastoral Care Target Plan** for a period of **four weeks**
- The pupil must report to SENCO/Head of Pastoral Care daily
- Parents must sign the Target Plan daily
- **Referral to external agencies** may be made (Behaviour Support Team, Education Psychology, EWO etc)
- If improvement is made, the pupil is taken off Stage 3 and must complete one week of Stage 2 to be monitored by the Year Head



- This occurs when Stage 3 has identified that the pupil has significant behaviour need. The pupil is **considered for statementing**, supported by the Educational Psychologist in consultation with the stage 3 agencies, the child and parents

### **Stage 3 of the Code of Practice**

- The pupil may **be statemented** on the basis of behaviour
- A referral to alternative placement may be made

Kinnego Partnership and EOTAS are available from stage 3 of the Code of Practice

Pupils who are caught in possession of drugs, or in the process of consuming same, will face expulsion regardless of special educational needs, stage in the code of practice or personal circumstances. The school will follow our drug policy which is referenced as part of our suite of pastoral care policies



## BEHAVIOURS

Behaviours to be corrected by relevant members of staff.

Staff are to deal with student behaviour at the different levels outlined below by using a range of strategies from Good Practice Guidelines/SEN Resource File and by support from colleagues.

### Class Teacher

General appearance (uniform/makeup)  
 Late to lesson  
 Lack of equipment  
 Eating, chewing, drinking in class  
 Use of mobile phone during class  
 Failure to remove coat/hoodie  
 Being noisy/talking disruptive  
 Failure to follow instructions  
 Interrupting a teacher/shouting out  
 Throwing objects in the classroom  
 Time wasting/avoiding work  
 Truancing class – identified from SIMS  
 Lesson monitor (refer to form teacher)  
 Using inappropriate language  
 Getting out of seat and walking around  
 Failure to complete class work, homework, coursework etc  
 Writing graffiti in exercise books or on the desks

### Head of Department

Persistent unacceptable behaviour in subject  
 Take action on pupils who have been “exited” on several occasions  
 Disrupting the education of other students  
 Persistent lack of effort  
 Minor issues in curriculum area  
 Failure to meet deadlines  
 Failure to complete controlled assessments  
 Make a referral to Form Teacher if all other intervention strategies

### Form Teacher

General appearance (uniform/makeup)  
 Lateness to registration  
 General attendance  
 Assembly attendance  
 Follow up absence notes  
 No student planner  
 Signing of planner  
 Truancing of classes  
 Poor behaviour of pupils; before, during and after school in public areas of the school and in subject areas  
 Consistent poor behaviour of pupils in numerous curriculum areas (Green Target Plan)  
 Refusal to follow instructions of staff on lunch/break duty and of lunchtime assistants  
 Refusal to follow the instructions of the Form Teacher  
 Disrupting Form time  
 Referring pupils who are persistently displaying poor behaviour to Year Head for Stage 2 in Code of Practice  
 Follow up Green Target Plan, by placing

### SENCo/Head of Pastoral Care

Failure to comply with sanctions/strategies laid down by Year Head  
 Follow up Blue Target  
 Plan by placing pupil on Orange Target Plan and feedback to Year Head  
 Monitoring demerits  
 Serious verbal abuse of staff and pupils  
 Fights between pupils in and out of lessons  
 Liaising with Year Heads/EWO regarding attendance and punctuality  
 Ongoing refusal to follow the instructions of the class teacher/HoD  
 Unacceptable behaviour to/from school  
 Ongoing disagreements/behaviour issues between pupils/bullying  
 Inappropriate use of social media  
 Ongoing truancy/disruption of learning in several subject areas or school – truancing pupils may be referred to EWO

### Head of Year

Place pupil on Blue Target Plan  
 Plan and feedback to FT  
 Disruption of learning in several subject areas  
 Persistent refusal to hand over jewelry/non-uniform  
 Persistent inappropriate language  
 Persistent bullying  
 Persistent defiance of the uniform code  
 Persistent lates  
 Poor attendance 85-90%  
 Persistent poor behaviour on corridors  
 Persistent refusal to hand over mobile  
 Persistent truancy

### Vice Principal/Principal

Failure to follow up strategies and sanctions laid down by Head of Pastoral Care  
 Drug possession/dealing with assault on a member of staff  
 Serious verbal abuse of staff  
 Serious aggressive fight/assault on another pupil  
 Parental confrontation of staff  
 Recommendation to Principal re. Governors Discipline Committee  
 In event of long suspension – recommendations for final warnings to be issued/alternative provision to be made



### **Use of External/Support Agencies**

Additional support will be available from various outside agencies including;

- Behaviour Support Team
- Our assistant Advisory Teacher
- The Education Psychology Service
- The Educational Welfare Service
- Counselling (Bride Wroe)
- Kinnego, EOTAS

### **Related School Policies**

This policy is set within the broader school context of Pastoral Care and, as such, should be implemented in conjunction with the following school policies in order to be truly effective:

- ✚ Pastoral Care Policy
- ✚ Safeguarding Policy
- ✚ Addressing -Bullying type behaviour Policy
- ✚ Pupil Attendance Policy
- ✚ Inclusion Policy
- ✚ SEN Policy
- ✚ Homework Policy

### **Training Needs**

- ✚ Staff have attended SIMS training and behaviour support training to support the Positive Behaviour Policy.
- ✚ Staff have received Positive Behaviour support training from the Behaviour Support Team.
- ✚ Identified staff have been trained in Circle Time
- ✚ Year Heads have attended inservice training courses

### **Dissemination of the Policy**

Pastoral Policies are shared annually with Year 8 parents at our Parental Induction Evening and are available on the school's website. A Pastoral Policies overview is emailed to all parents at the start of each academic year.

Staff are reminded about their roles and responsibilities in relation to promoting positive behaviour at pastoral training day each August.

Pupils are reminded about their roles and responsibilities in relation to promoting positive behaviour during induction at the end of August and reminded throughout the year.

### **Monitoring and evaluation**

The effectiveness of the policy will be measured by:

- An increase in rewards and merits being awarded
- An increase in attendance percentage
- A reduction in demerits and detentions
- A reduction in the number of pupils being placed on Target Plan at Stage 3 of the Code of Practice
- A reduction in the number of pupils referred to external agencies
- A reduction in suspension



**Review**

This policy has been written and agreed with the Local Authority Behaviour Support Team. It will be reviewed regularly in response to on-going advice and training. It will form part of the school's overall Pastoral Care Policy.



# Appendix 1

## St Paul's

## Pupil Promise KS3

## BE KIND



I am a proud student of St Paul's High School.  
My personal goals, and the goals of my school for me, are the same.

**St Paul's wants me to achieve my highest goals and best dreams**  
**St Paul's wants all its students to be happy and safe**  
**St Paul's wants me to be successful and feel valued**

**As a student, I understand that being a part of the school community comes with certain responsibilities. By signing this promise, I agree to uphold the following guidelines:**

1. **Respect:** I will treat all teachers, staff members, and fellow students with respect. I will listen attentively, follow instructions, and speak to others in a **kind** and considerate manner.
2. **Attendance and Punctuality:** I will attend school regularly and arrive on time for classes. If I am unable to attend, I will follow the school's procedures for reporting absences. If I arrive after 9.10am I will go to reception to get marked in. If I need to leave school early my parent / guardian will write to the school in my planner about my early leaving time. I will sign out at reception with my parent/ guardian beside me.
4. **School Property:** I will respect and take care of my school's property, including textbooks, library books, desks, and other materials. I will not deface or damage any school property.
5. **Technology Use:** I will use technology provided by the school responsibly and for educational purposes only. I will follow the school's guidelines for appropriate internet usage and refrain from accessing or sharing inappropriate or harmful content. I will not bring my phone to school in Years 8, 9 and 10. If I need to bring it in, I will give it to my form teacher at the start of the day and collect it at 3.20pm. If I am found with a phone on my person in Years 8, 9 and 10, I understand that it will be confiscated for 5 working school days.
6. **Bullying and Harassment:** I will treat others with **kindness** and empathy, and I will not engage in bullying, harassment, or any form of discrimination. If I witness such behaviour, I will report it to a teacher or staff member.
7. **Dress Code:** I will follow the school's uniform policy and come to school dressed appropriately. I will not wear clothing that is distracting, offensive, or violates the school's guidelines. I will not wear too much make up.
8. **Safety:** I will prioritise my safety and the safety of others. This includes following safety rules during school activities, using designated walkways and crossings, and reporting any unsafe situations to a teacher or staff member.
9. **Personal Responsibility:** I will take responsibility for my actions and accept the consequences if I violate any of the guidelines in this contract. I understand that disciplinary actions may include verbal warnings, parent notification, detention, or other appropriate measures.

**I have read and understood the guidelines outlined in this student contract. I agree to abide by these guidelines and contribute to a positive and respectful school community.**

Student's Signature: \_\_\_\_\_ Class \_\_\_\_\_

Print name \_\_\_\_\_ Date \_\_\_\_\_



# Appendix 2

## St Paul's Pupil Promise KS4

### **BE KIND & SHOW COMPASSION**

I am a proud student of St Paul's High School.  
My personal goals, and the goals of my school for me, are the same.

**St Paul's wants me to achieve my highest goals and best dreams**  
**St Paul's wants all its students to be happy and safe**  
**St Paul's wants me to be successful and feel valued**

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- 2. Attendance and Punctuality:** I will attend school regularly and arrive on time for classes. If I am unable to attend, I will follow the school's procedures for reporting absences. If I arrive after 9.10am I will go to reception to get marked in. If I need to leave school early my parent / guardian will write to the school in my planner about my early leaving time. I will sign out at reception with my parent/ guardian beside me.
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- 6. Bullying and Harassment:** I will treat others with **kindness** and empathy, and I will not engage in bullying, harassment, or any form of discrimination. If I witness such behaviour, I will report it to a teacher or staff member.
- 7. Dress Code:** I will follow the school's uniform policy and come to school dressed appropriately. I will not wear clothing that is distracting, offensive, or violates the school's guidelines. I will not wear too much make up.
- 8. Safety:** I will prioritise my safety and the safety of others. This includes following safety rules during school activities, using designated walkways and crossings, and reporting any unsafe situations to a teacher or staff member.
- 9. Personal Responsibility:** I will take responsibility for my actions and accept the consequences if I violate any of the guidelines in this contract. I understand that disciplinary actions may include verbal warnings, parent notification, detention, or other appropriate measures.

**I have read and understood the guidelines outlined in this student contract. I agree to abide by these guidelines and contribute to a positive and respectful school community.**

Student's Signature: \_\_\_\_\_ Class \_\_\_\_\_

Print name \_\_\_\_\_ Date \_\_\_\_\_



## Appendix 3

# St Paul's Pupil Promise KS5

## **BE KIND ,SHOW COMPASSION, HAVE INTEGRITY**



I am a proud student of St Paul's High School.  
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**St Paul's wants me to achieve my highest goals and best dreams**  
**St Paul's wants all its students to be happy and safe**  
**St Paul's wants me to be successful and feel valued**

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6. **Bullying and Harassment:** I will treat others with **kindness** and empathy, and I will not engage in bullying, harassment, or any form of discrimination. If I witness such behaviour, I will report it to a teacher or staff member.
7. **Dress Code:** I will follow the school's uniform policy and come to school dressed appropriately. I will not wear clothing that is distracting, offensive, or violates the school's guidelines. I will not wear too much make up.
8. **Safety:** I will prioritise my safety and the safety of others. This includes following safety rules during school activities, using designated walkways and crossings, and reporting any unsafe situations to a teacher or staff member.
9. **Personal Responsibility:** I will take responsibility for my actions and accept the consequences if I violate any of the guidelines in this contract. I understand that disciplinary actions may include verbal warnings, parent notification, detention, or other appropriate measures.

**I have read and understood the guidelines outlined in this student contract. I agree to abide by these guidelines and contribute to a positive and respectful school community.**

Student's Signature: \_\_\_\_\_ Class \_\_\_\_\_

Print name \_\_\_\_\_ Date \_\_\_\_\_

