



# **GREAT EXPECTATIONS BEHAVIOUR ADDENDUM 2022-23**

<b>Authored by:</b>	D O'Brien	<b>Date:</b> Sept 2022
---------------------	-----------	------------------------

<b>Last reviewed on:</b>	Sept 2022
--------------------------	-----------

<b>Next review due by:</b>	Sept 2023
----------------------------	-----------

## SECTION I - STATEMENT OF INTENT

This document sets out the framework of the academy's approach to encouraging outstanding behaviour known as our 'GREAT Expectations'. It is expected that agreed alterations and modifications will be made throughout the academic year. At all times staff will be made fully aware of such changes.

It is genuinely hoped that our new framework for discipline will successfully address or improve a number of areas.

The framework should be successful in:

- i. reducing staff workload both through increased efficiency and the effective use of Class Charts as a central record of each student's progress;
- ii. providing much greater understanding of the discipline process of children, parents, teachers and governors;
- iii. ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
- i. Supporting staff in the classroom. Ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner. Furthermore, teachers should not have to suffer constant disruption;
- ii. making the academy a better environment to be in.

Without doubt, the essential prerequisite for the scheme's success is a consistent commitment from all staff to operate within the agreed framework.

The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of praise and rewards will dramatically alter the working practices of all students for the better.

As a member of the Great Academies Education Trust, we aspire to the GAET principles which underpin our community.

The GAET principles are:

**Genuine:** We will be open and honest with each other in a climate of mutual trust, to ensure that we always do our best for the children in our academies. We will keep parents and carers informed about the progress of their child and will publish our results and progress.

**Respect:** We value the diversity of our school communities and welcome all children to our academies. We expect the highest standards of behaviour from our children both inside and outside of school.

**Excellence:** We strive for excellence and are intolerant of mediocrity. We want every child to benefit from excellent teaching. We will provide professional development for teaching and non-teaching staff to ensure we achieve the highest standards.

**Achievement:** We have high aspirations for our children. We want every young person to achieve their potential at each stage of their educational journey and go on to their chosen career.

**Together:** We believe that we can make the biggest difference when we work collaboratively across our academies to support each other. We forge strong local partnerships with other education providers and external partners to achieve the maximum benefit for our pupils

These values sit at the heart of what we do as an academy and will be referred to when supporting the positive interactions between staff and students. Equally, the same values will be referred to when helping students understand their behaviour when it does not meet the academy's expectations.

All teachers in all curriculum areas must look to recognise, praise and reward all students as a matter of agreed policy. LPSOs and non-teaching staff will also be expected to formally praise students whenever it is appropriate to do so.

Staff must also understand the importance of operating within the recognised framework for sanctions. The seven phases should be worked through in a logical manner, unless an incident, merits an escalation of a sanction, at the discretion of the Principal. Departmental approaches to phase four should be planned and documented by each curriculum area.

If the system is to be successful, the following must be understood by all concerned:

- The expectations of behaviour set out with this policy apply to all students;
- Staff will be aware of the needs of their students and will pay particular attention to any identified special educational needs or disabilities set out in a student's file, pupil profile or EHCP;
- When a particular misdemeanour takes place, an identified sanction or range of sanctions must follow. In making the decision to impose a sanction, staff will take account of the identified needs of the student in all circumstances. The identified sanction is not open to negotiation or debate with the student. This is the key area of consistency;
- Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate follow up strategy with each child's case being viewed on an individual basis. This is the key area of flexibility.

Where a child or young person is covered by SEN and disability legislation, and **a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student** as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student.

The system must not be allowed to fail. Such failure will be built upon cynicism, professional inertia and apathy and will lead to deterioration in standards of discipline. The Academy aims to work with all stakeholders to regularly review the systems and procedures in place so that equity can be assured.

Staff are actively trained to manage behaviour as indicated within the Academy's development plan and reflected in its CPD programme. All staff are actively taught to develop strategies and techniques to support positive behaviour and de-escalate serious incidents. Further to this, students are taught positive behaviour, aligned with the Academy's values via the GREAT Expectations, GREAT Learning Habits and GREAT Values curriculums.

Further to this, the Academy continues to work with students and parents/carers to improve the behaviour of students within the Academy so that learning can take priority. The Academy recognises that poor behaviour can be the culmination of factors in the lives of students. The Academy recognises that poor behaviour can sometimes be a sign that a student requires further intervention by specialist staff. This is reflected in the training and work of pastoral staff, including the Academy's behaviour team and the intervention work they carry out. Specialist interventions may include 1:1 support sessions, anger management, conflict avoidance, external agency support and possible referrals to the Academy Inclusion unit.

With enthusiasm, commitment and team-work in its truest sense there is no doubt that we can make this system work for us.

## **SECTION II - CLASSROOM EXPECTATIONS**

Students are expected to maintain the very highest of standards when working within classrooms. This is to ensure that distractions to teaching and learning are minimum and to enable progress for all.

Our **Classroom Expectations** are outlined below:

1. Arrive on time, fully equipped and ready to work for each lesson.
2. Every lesson should have a four minute 'Strong Start'.
3. Follow the instructions of all staff – first time, every time.
4. Listen carefully when the teacher or another person is talking.
5. Speak respectfully to staff and peers.
6. Always try your best without disturbing others.
7. Every lesson should finish with an orderly exit, directed by the teacher.

## **SECTION III - EXPECTATIONS FOR AROUND THE SCHOOL**

Students are expected to maintain the Academy's high standards and GREAT expectations throughout the academy day and not only when they are in lessons. This includes when moving around the academy during lesson transitions as well as any social time.

**Around school expectations** include:

1. Be polite and show respect for other people.
2. Do as you are told by all staff – first time, every time.
3. Wear your school uniform correctly at all times.
4. This is your school, look after it. Look after property and put all litter in bins.
5. Eat and drink in the right place at the right time.
6. Walk around the school sensibly and keep to the left.
7. School opens at 8.00am; be in your form room and ready for morning registration at 8.38am.
8. School closes at 2.50pm; after 2.50pm no pupil should be on site without staff permission.

## SECTION IV - REWARDS

Central to our GREAT Expectations philosophy is the right of all teachers to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is surely a key foundation in all good schools. Further to this, the academy has a clear set of planned rewards throughout the acadm

Responsibility	AUTUMN		SPRING		SUMMER	
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Teacher</b>	Achievement points GREAT Postcards	Achievement points GREAT Postcards	Achievement points GREAT Postcards	Achievement points GREAT Postcards	Achievement points GREAT Postcards	Achievement points GREAT Postcards
<b>Tutor</b>	Weekly Standards Points Weekly check on points Weekly Form Stars Half term Tutor Group Stars	Weekly Standards Points Weekly check on points Weekly Form Stars Half term Tutor Group Stars	Weekly Standards Points Weekly check on points Weekly Form Stars Half term Tutor Group Stars	Weekly Standards Points Weekly check on points Weekly Form Stars Half term Tutor Group Stars	Weekly Standards Points Weekly check on points Weekly Form Stars Half term Tutor Group Stars	Weekly Standards Points Weekly check on points Weekly Form Stars Half term Tutor Group Stars
<b>Head of Departments</b>		ATL Award & Academic Achievement – 3 Nominations & 1 winner in each award		ATL Award & Academic Achievement – 3 Nominations & 1 winner in each award		ATL Award & Academic Achievement – 3 Nominations & 1 winner in each award
<b>HOKS – Year Group Awards</b>	Achievement Point Winners – Prize Draw for Individuals  Weekly Tutor Group Winner – Award for the group	Achievement Point Winners – Prize Draw for Individuals  Weekly Tutor Group Winner – Award for the group	Achievement Point Winners – Prize Draw for Individuals  Weekly Tutor Group Winner – Award for the group	Achievement Point Winners – Prize Draw for Individuals  Weekly Tutor Group Winner – Award for the group	Achievement Point Winners – Prize Draw for Individuals  Weekly Tutor Group Winner – Award for the group	Achievement Point Winners – Prize Draw for Individuals  Weekly Tutor Group Winner – Award for the group
<b>Attendance</b>	Weekly winning form Weekly attendance star Half termly 100% attendance draw	Weekly winning form Weekly attendance star Termly 100% attendance draw Termly improved attendance award	Weekly winning form Weekly attendance star Half termly 100% attendance draw	Weekly winning form Weekly attendance star Termly 100% attendance draw Termly improved attendance award	Weekly winning form Weekly attendance star Half termly 100% attendance draw	Weekly winning form Weekly attendance star Termly 100% attendance draw Termly improved attendance award

## **SECTION V - SANCTIONS FOR CLASSROOM BEHAVIOUR MISDEMEANOURS**

In terms of classroom-based sanctions seven key phases were identified. It is hoped that the good majority of students will simply choose to spend their time with us operating with the rewards framework.

It is also expected that, of the students whose performances are deemed to be unsatisfactory, only a small minority will move beyond PHASE THREE.

It is essential that all students, parents and teachers understand this framework and its consequences. At all times the intention of the policy is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

Each member of staff must seek to operate within the framework and apply the principles set out in Section 1, particularly those dealing with a student's individual needs. We as an academy do not tolerate a situation in which students are removed from classes for seemingly trivial reasons or sent out to work on corridors or at the inconvenience of other staff. In short, we must operate within a logical and well-planned structure.

Additionally, when students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

For the structure to work it is essential that consistency and flexibility work in harmony and no apologies are given for repeating this key section of the introduction:

**‘When a particular misdemeanour takes place an identified sanction or range of sanctions must follow. The identified sanction is not open to negotiation or debate. This is the key area of consistency.’**

‘Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate ‘follow-up’ strategy with each child’s case being viewed in an individual sense. This is the key area of flexibility’.

### **PHASE ONE – VERBAL WARNING (after settling to work)**

It is anticipated that many students will receive the occasional VERBAL WARNING in their time with us. Hopefully, as students mature and become more self-disciplined the great majority of student/teacher contact will be positive and enthusiastic. Students should become accustomed to operating within the confines of our learning framework. This will include settling to work quickly, listening properly to the ideas of others and participating constructively in discussion.

The VERBAL WARNING, though not recorded, has two clear purposes:

- (i) To indicate to students that they have done or are doing something which is unacceptable;
- (ii) To form a link to the more serious PHASE TWO – SECOND WARNING if it is required.

It goes without saying that students must clearly understand the fact that they have received each warning and that the words ‘VERBAL WARNING’ must be used by the member of staff.

The VERBAL WARNING should not be given as a blanket warning to the full class. VERBAL WARNING should be recorded on the corner of the whiteboard either with the student’s initials or full name, or by the placing of the student planner on the member of staff desk, so they are fully aware they are on a VERBAL WARNING.

## **PHASE TWO – SECOND WARNING**

A student who continues to behave unacceptably despite being given a VERBAL WARNING will move into PHASE TWO and receive a SECOND WARNING. This must be recorded as a Consequence (C1) on Class Charts and can be seen by parents/carers who are using the associated app. Staff may also keep a brief record in their own file of the nature of the misdemeanour.

Students could move into PHASE TWO as a result of continuing the behaviour which led to the initial VERBAL WARNING or for behaving in a way which is considered too serious to receive only a VERBAL WARNING.

## **PHASE THREE – STUDENT BEING MOVED WITHIN THE CLASSROOM**

Occasionally, students will continue to behave in an unsatisfactory manner despite receiving both a VERBAL and a SECOND WARNING. Such behaviour will result in the student moving into PHASE THREE. Again, the onus here is on the class teacher trying to retain control of his/her own teaching groups. Students will be moved to another area of the room as the first part of the sanction. A further Consequence (C2) from the teacher must be uploaded to Class Charts.

The first three phases are very much seen as classroom-based strategies. It may well be seen as desirable to relocate the student within the classroom to prevent further escalation.

## **PHASE FOUR – STUDENT MOVED WITHIN SUBJECT AREA**

At this point the classroom teacher would come to the decision that a child is persisting in undermining the work of everyone in the room. This is despite receiving three clear warnings at this stage. Once the behaviour of a student reaches this phase, the classroom teacher will therefore send for the staff member who is 'on-call' to attend their classroom. This staff member will then facilitate the removal of the student who is of concern.

Alternatively, it may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to **Isolation**. Though there is always the possibility of this occurring, the Academy strongly supports the importance of working through the phases in a cumulative manner whenever possible.

Each curriculum area (or group of areas) will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week at least two colleagues are always identified as being available to 'receive' students who enter PHASE FOUR.

The main emphasis in terms of the identification of members of staff who will be available to 'receive' difficult students will lie in two areas:

- i. Such teachers are likely to have curriculum responsibilities;
- ii. The groups being taught by them at that time are likely to be well-behaved and accommodating.

A student who has entered PHASE FOUR is likely to have caused considerable disruption and inconvenience. Consequently, **they should be received in an appropriately professional manner**. The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

Automatically, the student will receive a Detention. As a matter of policy, the appropriate Academy Office will be advised. Parents will be contacted through the detention communication text message.

Any refusal to follow Phase Four will be seen as defiance and the student will be placed in isolation. Any student misbehaving in a Phase Four room will be **placed in Internal Suspension**.

### **PHASE FIVE – INTERNAL SUSPENSION**

Internal Suspension is an extremely serious sanction. The internal suspension room will have a functional and purposeful environment with a bank of work which covers every curriculum area. The Isolation Room will be staffed by members of the Behaviour and Leadership Team.

Students will be temporarily removed from the school community. Lunch-break will be taken within the room and at no time will the student be allowed to socialise with other students.

The duration of the day in the Isolation Room will be from 8.40 am to 3.30 pm.

Students placed in Internal Suspension arriving late without good reason will repeat the full day at the earliest opportunity.

The level of commitment displayed by the student will be recorded at the end of each period with the student's performance being monitored at the end of each school day.

A student who works satisfactorily or better will re-join their lessons though a record of the period of Internal Suspension will be kept in the child's personal file. It may also be worth noticing once again that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

The first period will be for one day. Students who continue to under-perform will work through further periods of successive days.

There will be an increased level of counselling with an automatic 'trigger' after which counselling will take place.

- 1 and 2-day Isolation, counselling by Behaviour Team/LPSO.
- 3-day Isolation, counselling by HOKS.

### **PHASE SIX – CONTRACT/REPORT MEETING**

Students will sign a behaviour CONTRACT and be placed on REPORT once a three-day period of INTERNAL SUSPENSION has been served.

Each time the CONTRACT is broken the student will serve a pre-determined sanction than may include Isolation. Students will remain on contract until they have completed 15 clear days without breaking their contract.

Though some generic comments will remain CONTRACTS will be more individually tailored to the needs of



the students concerned. An up to date Isolation and Contract list will be communicated with staff.

All students will be given a 'clean slate' at the beginning of each academic year.

### **PHASE SEVEN – FIXED TERM SUSPENSION AND PERMANENT EXCLUSION**

Students who persistently break behaviour contracts or who commit a particularly serious misdemeanour can expect to find themselves in PHASE SEVEN.

The control of fixed-term Suspension or permanent exclusion is entirely in the hands of the Principal and Governing Body. There may be occasions where the Principal will use their professional judgement to not follow the tiered process when the behaviour presented by a student warrants a higher level of exclusion; these exclusions will be reviewed in line with similar incidents across the GAET to ensure consistency. Following an exclusion that has been given outside the tiered process, the student will revert to following the tiered system for subsequent exclusions.

If a student repeatedly reaches Phase 7, at the discretion of the Principal, placement at an alternative school for a period of time, will be put in place to support the student. Should the students subsequently reach Phase 7, they would receive an exclusion. For subsequent occasions that the student reaches Phase 7, this alternating use of alternative school placement and exclusion could be implemented.

On re-entry to school after a period of fixed term Suspension a student will be automatically placed in isolation unless they have completed the required hours of home study and the behaviour repair work for **a FTS of 5 days or more.**

Prior to making any decision on fixed term or permanent exclusion, the Principal will consider the circumstances of the exclusions and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

The Governing Body has a duty to consider each permanent exclusion to ensure it has been undertaken correctly. They must take into account any representation about an exclusion and consider the reinstatement of an excluded student within 15 school days of receiving notice. The decision to permanently exclude a student can be based on either an accumulation of persistently poor behaviour and failure to follow the academy behaviour policy, or a single and serious breach of the academy rules.

A decision to Suspend or Permanently Exclude a student from the Academy is solely the responsibility of the Principal who will refer to the GAET behaviour policy, this very addendum and the GREAT Expectations pyramids. Certain behaviours have already been identified as resulting in Phase Seven of the pyramid.

Behaviours that may result in the instant Suspension or Permanent Exclusion of a student (this list is not exhaustive):

- An unprovoked assault
- The possession and supply of illegal substances
- The possession, supply and use of prohibited items e.g. weapons or drugs
- Physical or verbal abuse towards staff
- Dangerous behaviour within the academy
- Sexual harassment
- Bullying
- Intolerant abuse towards members of the academy community e.g. racism, transphobia or homophobia
- Criminal damage
- Bringing the academy into disrepute through behaviour outside of the Academy.

## **DETENTION & SLT DETENTION**

Detentions can be issued to students for a number of different reasons and will take place 24 hours after it is given. Regular detentions will last 45 minutes from 3pm to 3.35pm and take place in two different rooms with each being allocated to a different Key Stage. Students will be expected to make their own way to their detention and will be asked to complete either homework or tasks set by the school.

Detentions will be communicated with home via a text message sent via the Academy's communication system. If there is a legitimate reason for not attending a Detention, a student must speak to the Pastoral Team (LPSO/HOKS) prior to the date of the detention.

Students will be given a detention for behaviours reaching Phase Four as identified on the 'Sanctions for Classrooms Pyramid'. This includes:

- A third Consequence (C3) for behaviour during the same lesson.
- A second Consequence regarding homework within a subject

Students will also be given a detention for behaviours as identified on the 'Sanctions Committed Around School Pyramid'. This includes:

- Being late to school without a genuine reason (communication from home with the school pastoral/attendance office)
- 3 Consequences for social time misdemeanours within a school week
- Being identified as 'out of bounds' during social times

If a student does not attend their detention they will be placed in the SLT detention which takes place each Thursday after school from 2.50pm to 4.20pm. A failure to attend the SLT detention will result in Isolation for the student in question.

## **SECTION VI - SANCTIONS FOR MISDEMEANOURS AROUND SCHOOL**

As outlined in the pyramid for the sanctions system for around school operates on five main levels.

In short, members of staff need the support of a clear framework whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive whilst also being in a position to understand what the 'maximum' sanction might be.

'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned simply makes a comment in the appropriate section of the Student Planner.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, with the support and agreement of the appropriate school office, decides that a period of isolation is the most appropriate sanction.

Staff are reminded that the principles in section 1 continue to apply in relation to the imposition of sanctions for non-classroom misdemeanours.

Students are expected to promote the key values of the Academy both in and out of lessons, this includes the manner in which RESPECT is demonstrated to others within the community. As detailed on the pyramid, sanctions can be issued for inappropriate behaviours towards other students, derogatory comments, homophobic, transphobic, racist, sexist or actions deemed as sexual harassment towards peers. Bullying

behaviour (as outlined in the planner) of any sort is not tolerated within the academy and actions will be taken to support victims in these cases. The Academy continues to assert its commitment to students of working in a safe environment and free of persecution.

### **LEVEL ONE**

Will require staff to issue a clear and concise VERBAL WARNING to students. It is essential that staff combine firmness with an acceptance that many young people will make genuine mistakes which do not need pursuing. We need to make a clear distinction between carelessness and deliberate intent to disobey school rules.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they should, as a minimum, a Consequence should be recorded on Class Charts.

Form Tutors, through the monitoring of behaviour each week, should keep a record of such detrimental sanctions. A student who acquires three such Consequences will automatically move into LEVEL TWO though it is hoped that appropriate support at an earlier stage will reduce the chances of this happening.

### **LEVEL TWO**

School Detention. The student will attend a School Detention as appropriate.

### **LEVELS THREE, FOUR & FIVE, SIX**

These will operate in exactly the same way as PHASES 5, 6 and 7 of the 'Sanctions for Classroom-based Misdemeanours'.

## **SECTION VII - THE USE OF THE STUDENT PLANNER**

### **Monitoring of Student Planners**

#### **Student Self-Monitoring**

Without doubt, the success of our GREAT Expectations depends upon the effective monitoring of Student Planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the Student Planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in school.

#### **Parental Monitoring**

Parents and guardians will also have a key role in monitoring their child's planner. In the communication to parents at the front of the Student Planner need for parental involvement is outlined in some detail. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as a school.

#### **Form Tutor Monitoring**

Within school Student Planners will be monitored each week by the Form Tutor.

When monitoring Student Planners Form Tutors are looking to identify or confirm a number of

points:

- i. that the planner is free from graffiti and is being kept in a tidy manner;
- ii. that homework details are being recorded in sufficient detail using the prescribed system (i.e. set homework subjects written down at the beginning of the week, and the 'ticking' of homework upon completion);
- iii. in order to communicate as Form Tutor to parents upon any school based issue which they feel would be best communicated through the Student Planner;
- iv. in order to monitor the awarding of GREAT Points or official sanctions.

Each Form Tutor will keep a separate record in file form of each child in their form group. Details should be brief and should reflect both negative and positive performance.

## **SECTION VIII - THE CONTENTS OF THE STUDENT PLANNER**

No personalising of the Student Planner will be allowed. Pages must not be folded over and highlighter pens must not be used. The Planner should be carried in the student's bag not in a jacket pocket. In short the Student Planner must be kept as if it were a best exercise book.

Lost Student Planners will need to be immediately replaced at a cost of £3.00.

It must be emphasised that forgetting the Student Planner is extremely serious. Any student who forgets their Student Planner on two occasions within a term will automatically serve a detention with possible time in Isolation. Students may borrow a temporary planner on a limited basis.

Form Tutors must ensure that they inspect and sign each student's Student Planner every week. Students will record their own successes and failures on the GREAT Expectations sections provided for each week.

## **SECTION IX - PROTOCOLS**

- i A Strong Start to lessons will be planned and set for the start of all lessons. At the start of all lessons students will be expected to move quietly to their seats and begin the 'Do Now' task they have been set by their teacher. Uniform will be inspected on their entry into the classroom along with their equipment.
- ii With regard to students who are not doing as they are told, in order to clarify what is defiance staff will remind students using agreed non-verbal techniques as well as individual reminders to those students refusing to act appropriately.
- iii Mobile phones/smart watches: mobile phones/smart watches should be switched off and not be visible from the start of the academy day until the end of the day, this includes if in a period 7.
- iv During registration any student who does not have their planner or does not have the correct uniform should be referred to their LPSO, HOKS or a member of the Leadership Team.