THE BEHAVIOUR AND DISCIPLINE CONTINUUM

(INCLUDING LEARNING TO BEHAVE, BEHAVING TO LEARN (L2B B2L))

(June 2008)
Revised by R Yates (February 2012)
Equality Statement

Minsthorpe Community College values diversity, and is determined to ensure that everyone is treated fairly, with dignity and respect; where the opportunities we provide are open to all; and that we provide a safe, supportive and welcoming environment - for staff, students and visitors.

Equality Impact Assessment (EIA)

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

EIA outcomes

- No areas of potential negative impact were found and actions resulting in positive impact are in place where appropriate.

<table>
<thead>
<tr>
<th>Policy last reviewed:</th>
<th>Due for next review:</th>
<th>EIA:</th>
<th>Role Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2012</td>
<td>February 2015</td>
<td>October 2012</td>
<td>Assistant Principal (Pastoral Care)</td>
</tr>
</tbody>
</table>
STATEMENT OF PRINCIPLES (GOVERNORS)

The College has high expectation of student behaviour. These expectations are outlined to new students and their parents/carers in the Code of Conduct.

The Behaviour Continuum is a detailed document which set out not only the College rules but also the support mechanisms in place to address students who break those rules.

In practice the Behaviour Continuum is a lengthy document and is not suitable when dealing with students in a classroom setting. Instead the College has embedded a framework of L2B B2L Sanctions and Rewards grids (included at the end of this policy). These in essence simplify what are the Colleges high expectations of student behaviour and furthermore how we reward good behaviour.

This document must be read in conjunction with the College’s SEN policy.

AIMS AND OBJECTIVES

1. To support staff in their implementation of Minsthorpe Community College’s ‘Home College Agreement’ (The Code of Conduct).

2. To create a linear framework of behaviour management strategies from the classroom teacher/Progress & Achievement (P&A) Mentor and site supervisors/assistants through to the Principal/Governors.

3. To continue to raise achievement by promoting a positive learning environment for staff and students.

UNDERLYING PRINCIPLES

The Rewards and Sanctions Grids displayed in College simplify this policy to enable consistent application. For further information on rewarding students please refer to the Rewards Policy.

1. The policy is predicated on five levels of responsibility, application and support in line with those first established in the superseded Exclusions/Behaviour Continuum policy.

Firstly there is some pre-Minsthorpe (pre-Level 1) targeting of identified challenging students for behaviour management and programmes of support. This is managed by the Specialist Support Co-ordinator (ST). The next four levels become and remain active as the students move through this continuum of behaviour strategies and sanctions whilst at the College.
Students may move through the levels in a linear way, or alternatively, they may enter at an advanced stage or be required to revisit stages as part of a behaviour management plan.

**Level 1**  - emphasis on classroom/P&A time /social behaviour management at the point of engagement.

**Level 2**  - emphasis on behaviour management with CTL support.

**Level 3**  - emphasis on CCTL behaviour management/support in liaison with teachers/CTL and with the additional input of Specialist Support (ST) and/or outside agencies through JCM.

**Level 4**  - emphasis on CCTL/LT behaviour management/support in liaison with teachers/CTL and with the continued input of Specialist Support (ST) and/or outside agencies under the legislative direction of a Pastoral Support Plan (PSP)/CAF as appropriate.

2. **All staff, both teaching and non-teaching, must consistently and rigorously apply this with the Rewards Policy, if either are to be effective.**

3. All staff must accept responsibility for positive behaviour management, the application of sanctions and record keeping at their own level.

4. All staff should:
   - Encourage all students to meet their responsibilities, as outlined on the Rewards and Sanctions Grids.
   - Reward students when they meet their responsibilities.
   - Refer to the Rewards and Sanctions Grids as often as possible.
   - Give more rewards than sanctions.
   - Establish an environment where students and staff feel safe, comfortable and non-threatened.
   - Encourage students to make the right choice, which allows them to take responsibility for their own behaviour and learning.
   - Use the two staff warnings before escalating to sanctions.
   - Use positive language in order to embed L2B B2L into both the Curriculum and Pastoral Care.

**STUDENT RESPONSIBILITIES**

Ready to work  
Effort in class and with homework  
Working positively  
Attendance and punctuality  
Respect for others and our environment  
Deadlines and targets met  
Smart uniform
THE PRINCIPLES OF THE GRIDS

Both are tools of L2B B2L for staff, students and parents to create a positive learning culture. In order to be successful they must be displayed clearly in all classrooms and student work areas and applied consistently and in unison. The Right Choice - Rewards Grid rewards the good behaviour exhibited by all students. It is inclusive for all students and allows staff to engage students whilst creating a positive ethos. The Wrong Choice - Sanctions Grid establishes clear boundaries based on rewards which give staff and students security. It emphasises choice, responsibility and the escalation of sanctions. The choice of sanctions allows for professional discretion whilst upholding the Behaviour and Discipline Continuum.

Staff should refer to the Rewards and Sanctions Grids as often as possible, in lessons, social times, assemblies and during P&A time. Activities should be delivered through the P&A Programme and as starters and plenaries in lessons, to ensure the students know how to and choose to meet their responsibilities.
ESCALATION OF STRATEGIES/SANCTIONS

This should only be explored once positive behaviour management strategies, team leader support and/or sanctions, as appropriate, have been exhausted at the appropriate level. Students should be repeatedly reminded of their responsibilities, with the emphasis placed on making the right choice (see Rewards Grid) rather than the wrong choice (see Sanctions Grid).

LEVEL 1

The emphasis at this level is on classroom/P&A time/social behaviour management at the point of engagement.

Principles of Good Practice in the classroom (Level 1)

- Have a unified team approach;
- Have clear reception procedures;
- Permanently display set routines and ground rules;
- Insist on silence before speaking;
- Set and maintain high expectations;
- Create a culture of emphasising positives;
- Celebrate work and raise esteem through presentation and display;
- Share student information across the team and keep quality records.

All staff should challenge the following classroom incidents, and if appropriate apply sanctions, when they occur:

- Lateness to lessons/P&A time;
- Not removing outdoor clothing;
- Not having the required equipment;
- Chewing;
- Shouting out/gesturing;
- Ignoring the teacher/P&A Mentor/LSA;
- Incorrect uniform/jewellery;
- Bullying;
- Swearing or other inappropriate language;
- Incidences of graffiti;
- Using or displaying mobile phones and other electronic equipment;
- Any other form of inappropriate behaviour.

All staff should challenge the following social time incidents, and if appropriate apply sanctions, when they occur:

- Dropping litter;
- Noisy/loutish behaviour;
- Bad manners;
- Behaviour which puts other people’s safety at risk;
- Bullying;
- Being out of bounds;
- Incorrect uniform/jewellery;
- Loitering;
- Spitting;
- Any other form of inappropriate behaviour;
- Using or displaying mobile phones and other electronic equipment.

**Strategies and Sanctions (Level 1) - Refer to the Sanctions Grid**

- Give two warnings and clearly state when they are issued:
  - i) Set specific improvement targets;
  - ii) Remind students of their choices through reprimand/counselling – attempt to build bridges as an alternative to a punitive approach;
- Revisit the Code of Conduct and reaffirm expectations;
- Isolation/separation within the room;
- Temporary removal from the room – resolve and re-integrate as soon as possible;
- Team members, where appropriate, check-up on why students are outside rooms;
- Breaktime/lunchtime detention;
- Lines or other additional work as appropriate;
- After school detention;
- Referral to CTL;
- CTL detention as an escalation of teacher detention;
- Close/rigorous monitoring by CTL;
- Telephone parents;
- Curriculum area report;
- Temporary or permanent change of teaching group;
- P&A Report;
- CCTL detention as an escalation of P&A Mentor detention;
- Temporary or permanent change of P&A group;
- Confiscate non-uniform items (to be returned at the end of the day) and report other incorrect clothing to CCTL for intervention ASAP;
- Confiscate jewellery and other valuable items (e.g. mobile phones) and store them safely for return at the end of the day – use the Finance Office for jewellery and valuables (labelled with student name) and Curriculum Bases or Year Offices for other items;

**NB: Snack break detentions allow for an immediate sanction to be applied if appropriate. During snack break detentions staff should also allow students time to buy food / go to the toilet. Any longer detentions at the end of the College day require staff to give parents 24 hours advance notice. Please refer to the ‘Procedures for Issuing After-College Detentions’ for further guidance.**

Members of staff who see or are made aware of students selling confectionary/drinks or items which are not for resale must contact the CCTL through a behaviour slip detailing student names, item being sold and any possible witnesses immediately. CCTLs sanction if appropriate with an after college detention. For persistent selling, students will be placed in the MID Room and as a last resort, exclusion.

To avoid an escalation of sanctions parents must be contacted and possibly the use of the SSPO to explain the legal implications.
Persistent Level 1 Problems

1. Inform your CTL (classroom/curriculum area incidents) and then the appropriate CCTL (P&A base incidents/incidents around the site) via a Recording Student Behaviour (RSB) slip.
2. CTL then CCTL offer support, if appropriate, with rigorously applied behaviour management strategies and/or sanctions as required. **Parents should be informed!**
3. RSB slips should contain full details of incidents, strategies used and sanctions applied. They should be sent to the appropriate year office for processing onto SIMS and storing. If sanctions have been successfully applied and further sanctions are not required then the 'For Information only' box should be ticked on the RSB slip.
4. In applying sanctions, remember to be fair and consistent and deal with all students who are misbehaving. Refer repeatedly to the Rewards and Sanctions Grids.

**NB**

If all positive behaviour management strategies and/or sanctions, as appropriate, have been exhausted and have failed, behaviour management should still be pursued at this level, but should also be supported at Level 2.
LEVEL 2

The emphasis at this level is on joint behaviour management with CTL /CCTL/ST support.

Principles of Good Practice (Level 2)

- Aim to challenge, act and apply sanctions in a defusing rather than confrontational style;
- Investigate incidents thoroughly making impartial and fair judgements;
- Be pro-active at the point of engagement and professional about calling for support.

a) All staff should challenge, apply sanctions and report when these incidents occur:

- Continued repeat offences at Level 1;
- Smoking;
- Spitting at others;
- Aggressive, verbal or physical bullying;
- Swearing at another student;
- Causing damage/vandalism;
- Minor recoverable theft – possibly a prank from student to student;
- Any other inappropriate behaviour not requiring urgent CCTL/LT/ST support.

Strategies and Sanctions as Level 1 plus additional options including:

- Investigate thoroughly (CTL/CCTL support) on the statement proforma;
- Take signed statements (CTL/CCTL consider the evidence and make decisions);
- Advanced counselling – establish a positive relationship to address a problem, disruption or general disaffection;
- Close/rigorous monitoring by CTL/CCTL;
- CCTL Report and CTL Report;
- Positive targeting (Positive Report Book/Target Sheets etc…);
- Specific responsibility tasks;
- Hold confiscated items for a longer period of time (CCTL only).

b) All staff should take interim action and report when these incidents occur:

- Aggressive behaviour/gesture towards a member of staff;
- Swearing at a member of staff or other adult campus user;
- Serious disruption of a lesson causing the total breakdown of teaching and learning;
- Total refusal – despite reminders/re-iteration/attempts to cajole etc – to co-operate with a member of staff;
- Assault on another student;
- Fighting;
• Inappropriate behaviour of a sexual nature;
• Any other inappropriate behaviour requiring urgent CCTL/LT support.

**Strategies and Sanctions as Level 1 plus additional options including:**

• Investigate thoroughly;
• Take signed statements on the statement proforma, consider the evidence and make decisions;
• CTL/Year Office detention;
• Telephone parents if possible;
• Write to parents;
• CCTL issue verbal then formal warning;
• Consult with and/or involve Specialist Support (CCTL to negotiate);
• Isolation in the MID Room and/or withdrawal of privileges;
• Close/rigorous monitoring by CTL/CCTL Report;
• CCTL to invite parents in to College to agree behaviour contract;
• Discussion at the Joint Consultation Meeting (JCM) – advisory multi-agency meeting;
• Fixed term exclusion (Maximum number of days per student per academic year is 45 with a PSP required in cumulative cases of 15 days or more per academic year).
  Please refer to the “Procedures for investigating a serious incident which may result in a fixed term exclusion”.

**Reporting Level 2 Incidents**

Report such incidents as soon as possible, via a RSB slip, to the appropriate person. If an incident is serious enough, or if people’s safety is in jeopardy, it may be necessary to seek immediate assistance from a colleague and call for support from the CTL/CCTL/Leadership Team member. Make one telephone call to the General Office, asking for assistance and giving the details and location of the incident briefly.

- **Curriculum area incidents** = Report to CTL;
- **P&A bases/around the site** = Report to CCTL;
  agree appropriate response.
LEVEL 3

The emphasis at this level is on CCTL behaviour management/support in liaison with teachers/CTL and with the additional input of Specialist Support (ST) and/or outside agencies.

Outside agencies/Referral possibilities (Internal or External) include:

- Education Welfare Service (EWS) through our school officer (EWO);
- Wakefield District Community School for Back on Track or Step Out.
- Education Psychology Service (EPS);
- Clinical Psychology Service – accessed via School Health or Family Practitioner;
- College Nurse/School Health/Pinderfields Hospital School;
- Home Tuition – accessed via EWO;
- Social Services/Child Protection;
- Safer Schools Partnership Officer (SSPO)/Youth Offending Team (YOT);
- Targeted Youth Support (TYS) including NACRO.

Principles of Good Practice (Level 3)

- Teaching staff will respond to specially created personalised timetables and withdrawal by setting appropriate work when required;
- Where poor Level 1 and 2 behaviour continues, staff will revisit strategies and sanctions at Level 1 and 2, as appropriate, whilst staff at Level 3 work with students and outside agencies to try and secure sustained levels of acceptable behaviour.
- CTL/CCTL liaise regularly to monitor the progress of students at this level;
- CCTL/ST also liaise regularly to monitor the progress of students at this level who are actively involved with Specialist Support;
- CCTL/ST/Outside Agencies liaise to monitor and plan the behaviour management and/or support of students with active referrals (during and between JCM’s);

All staff should take interim action and seek CCTL/LT support when these incidents occur:

- Total refusal to co-operate, despite repeated requests, with strategies and sanctions at Level 2 and is jeopardising the health and safety of others.
- Possession/use of illegal substances;
- Presence on site under the obvious influence of alcohol/other drugs;
- Total loss of control/completely irrational behaviour;
- Theft of a more serious nature – possibly requiring police involvement;
- Sustained violent fight/assault causing actual bodily harm;
- Extremely aggressive behaviour/threat of assault towards a member of staff;
- Extremely inappropriate behaviour of a sexual nature.

Strategies and Sanctions as Level 2 plus additional options including:
• CCTL / Assistant Principal to invite parents in to College to agree behaviour contract;
• Assistant Principal Report;
• Personalised Timetable;
• Part-time timetable initiated – mornings/afternoons only to work in Specialist Support;
• Request statutory assessment for a Statement of Special Educational Needs;
• Longer/repeated fixed term exclusion. (Maximum 45 days per student/academic year with a PSP required in cumulative cases of 15 days or more per student/academic year).

**Initiate a PSP should exclusion days or circumstances deem it necessary;**
• Managed Move – 6 week trial period at another school.
• Alternative Curriculum e.g. – Work Related Learning Group (KS4); or ECT or Apple A etc.
• Early College Transfer (KS4);
• Phased Reintegration.

**NB**

The Governor’s Disciplinary Sub-Committee is required to meet every 50 days (minimum) to consider all cases of students with:

• Any fixed exclusion lasting for 6 days or more;
• A cumulative total of 15 days exclusion or more per term (within a maximum of 15 working days).

**The supervision of students during fixed term and permanent exclusions.**

Parents have a duty to ensure that their child is not present in a public place in college hours during the first 5 college days of exclusion, unless there is reasonable justification for this. Parents may be prosecuted or receive a penalty notice from the local authority if their child is present in a public place on the specified dates without reasonable justification.

During the first 5 college days of an exclusion the student should complete what work and homework has been set by subjects. It is imperative that subject staff provide appropriate work as soon as it is requested. Parents should ensure that work set by the college is completed and returned to the College promptly for marking. If further work is required parents should contact the College and arrange to collect it.

From the 6th college day of the exclusion until the expiry of the exclusion the College will provide suitable full-time education. Parents will be informed by a member of staff from the Local Authority (BSRT) when and where the student should attend.
LEVEL 4

The emphasis at this level is on CCTL/LT behaviour management/support in liaison with teachers/CTL and with the continued input of Specialist Support (ST) and/or outside agencies under the legislative direction of a Pastoral Support Plan (PSP).

Principles of Good Practice (Level 4)

- Teaching staff respond to specially created part-time or full-time timetables and withdrawal by setting appropriate work if required;
- Where poor Level 1, 2 and 3 behaviour continues, staff will revisit strategies and sanctions at Levels 1, 2 and 3, as appropriate, whilst staff at Level 4 work with students and outside agencies to try and secure sustained levels of acceptable behaviour;
- CTL/CCTL continue to liaise regularly to monitor the progress of students at this level;
- CCT/LST also continue to liaise regularly to monitor the progress of students at this level;
- CCT/LST/Assistant Principal/Outside Agencies liaise to monitor the effectiveness of PSP's.

All staff should take interim action and seek immediate CCTL/LT support when these incidents occur:

- Total refusal to co-operate, despite repeated requests, with strategies and sanctions at Level 3;
- Supplying illegal substances;
- Seriously aggressive, irrational or uncontrollable behaviour under the influence of drugs or alcohol;
- Sexual assault or abuse;
- Physical or attempted physical assault on a member of staff;
- Possession of offensive/dangerous weapons.
- Serious actual or threatened violence against a student or a member of staff.

Strategies and Sanctions as Level 3 plus additional options including:

- Initiate a Pastoral Support Plan (PSP) if this doesn’t already exist!
- Principal to invite parents in to College to reinforce PSP requirements if the plan is proving to be unsuccessful;
- Longer/repeated fixed term exclusion. (Maximum 45 days per student/academic year with a PSP required in cumulative cases of 15 days or more per student/academic year).
- Step-Out (KS3 & 4)
- Personalised timetable.
- Early Annual Review for Statemented students to identify if needs can be met.

Failure of strategies and sanctions at Level Four will lead to Permanent Exclusion from the College! - there will be exceptional circumstances as detailed above when it is appropriate to permanently exclude a child for a one-off offence.
# Minsthorpe Community College
## L2B, B2L THE WRONG CHOICE SANCTIONS GRID

<table>
<thead>
<tr>
<th>REWARDS</th>
<th>YOUR RESPONSIBILITY TO</th>
<th>STAFF 1ST WARNING</th>
<th>STAFF 2ND WARNING</th>
<th>STAFF SANCTIONS</th>
<th>CURRICULUM TEAM LEADER SANCTIONS</th>
<th>CROSS CURRICULUM TEAM LEADER SANCTIONS</th>
<th>LEADERSHIP TEAM SANCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>READY TO WORK</td>
<td>Enter the classroom safely, sensibly and settle down quickly</td>
<td>Staff to apply appropriate sanctions from the list below: (Behaviour Slip as appropriate)</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
</tr>
<tr>
<td>EFFORT IN CLASS &amp; WITH HOMEWORK</td>
<td>Complete all class, course and homework on time and to the best of your ability</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
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<tr>
<td>WORKING POSITIVELY</td>
<td>Make a positive contribution to the lesson</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
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<tr>
<td>ATTENDANCE &amp; PUNCTUALITY</td>
<td>Work independently and enjoy your learning</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
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<tr>
<td>RESPECT FOR OTHERS &amp; OUR ENVIRONMENT</td>
<td>Complete all class, course and homework on time and to the best of your ability</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
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<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
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<tr>
<td>DEADLINES &amp; TARGETS MET</td>
<td>Complete all class, course and homework on time and to the best of your ability</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
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<td>Staff to apply appropriate sanctions from the list below:</td>
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<tr>
<td>SMART UNIFORM</td>
<td>Complete all class, course and homework on time and to the best of your ability</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
<td>Staff to apply appropriate sanctions from the list below:</td>
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### WARNING 1
Set targets for improvement

### WARNING 2
Set targets for improvement
## Minsthorpe Community College

### L2B, B2L THE RIGHT CHOICE REWARDS GRID

<table>
<thead>
<tr>
<th>REWARDS YOUR RESPONSIBILITY TO...</th>
<th>STAFF REWARDS MAKING THE RIGHT CHOICE</th>
<th>CCTL AND CTL REWARDS GOING THE EXTRA MILE</th>
<th>LEADERSHIP TEAM REWARDS ABOVE AND BEYOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>READY TO WORK</td>
<td>Enter the classroom safely, sensibly and settle down quickly</td>
<td>1 VIVO</td>
<td>5-10 VIVOs</td>
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<tr>
<td></td>
<td>Have correct equipment for lessons, including planner.</td>
<td>PER SUBJECT AWARDED FOR CONSISTENTLY MEETING RESPONSIBILITIES THROUGHOUT THE WEEK</td>
<td>AWARDED FOR DEMONSTRATING EXTRA EFFORT</td>
</tr>
<tr>
<td>EFFORT IN CLASS &amp; WITH HOMEWORK</td>
<td>Complete all class, course and homework on time and to the best of your ability</td>
<td>10-50 VIVOs</td>
<td>PRINCIPAL'S CELEBRATORY LETTER</td>
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<tr>
<td></td>
<td>Make a positive contribution to the lesson</td>
<td></td>
<td>SUPPORTING THE COLLEGE</td>
</tr>
<tr>
<td>WORKING POSITIVELY</td>
<td>Work independently and enjoy your learning</td>
<td></td>
<td>100% ATTENDANCE</td>
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<td></td>
<td>Contribute towards group work</td>
<td></td>
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<td></td>
<td>Work without distracting others</td>
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<tr>
<td>ATTENDANCE &amp; PUNCTUALITY</td>
<td>Attend college for a full week</td>
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<td>Be on time to college and to lessons</td>
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<tr>
<td>RESPECT FOR OTHERS &amp; OUR ENVIRONMENT</td>
<td>Follow instructions without challenge</td>
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<td></td>
<td>Listen to others and put up your hand to answer</td>
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<td></td>
<td>Use appropriate language</td>
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<tr>
<td>DEADLINES &amp; TARGETS MET</td>
<td>Take care of books, equipment and our environment</td>
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<td></td>
<td>Move around the site safely and sensibly</td>
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<tr>
<td>SMART UNIFORM</td>
<td>Meet your Progress and Achievement Targets</td>
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<td></td>
<td>Wear blazer, tie and black shoes</td>
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<td></td>
<td>Wear your tie correctly up to top button</td>
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<tr>
<td></td>
<td>Tuck your shirt in</td>
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</tbody>
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1. Earn electronic points called Vivas, awarded to you by your teacher.
2. Log in to your account online to check your Viva balance.
3. Spend your Vivos on the rewards YOU want, using your Viva card.