



## BEHAVIOUR POLICY

**MBR**  
14 June 2016

<b>Date Approved by the Academy Board of Governors:</b>	12 July 2016
<b>Next Review Date (must be completed):</b>	July 2017
<b>Signature of the Chair Of Governors</b>	
<b>Name of the Chair of Governors (Please print)</b>	Mrs C Reed

# **Behaviour Policy**

## **Contents**

1. MISSION STATEMENT AND STUDENT PROMISE
2. AIMS
3. EXPECTED STANDARDS OF BEHAVIOUR
4. TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS
5. THE STUDENTS' CODE OF CONDUCT
6. THE ROLE OF REWARDS
7. UNSATISFACTORY BEHAVIOUR
8. MANAGING BEHAVIOR IN THE CLASSROOM
9. PROCEDURES FOR DEALING WITH SERIOUS DISCIPLINARY PROBLEMS IN LESSONS
10. ANTI-BULLYING POLICY
11. HARASSMENT
12. VIOLENT BEHAVIOUR
13. THE USE OF SANCTIONS
14. DETENTION POLICY
15. SUPPORTING STUDENTS BEHAVIOUR
16. RESTRAINT PROCEDURES
17. SCREENING, SEARCHING AND CONFISCATION
18. MONITORING AND REVIEW OF BEHAVIOUR POLICY

## **BEHAVIOUR POLICY**

**The ethos of North Shore Academy is expressed clearly in the academy's mission statement which underpins all policies and practices within the academy.**

### **1. MISSION STATEMENT**

North Shore Academy is driven by a clear mission; all people in the academy will excel and leave fit for all aspects of life. All students' are given the best chance to access high quality education which embraces an academic curriculum, enriched by a wide range of extra-curricular activities. We have built our success on raising aspirations, expecting the highest standards with no excuses by putting in place the highest quality support for all stakeholders.

North Shore Academy is a caring environment where every student, parent and member of staff feels safe and welcome. We have an outstanding environment for teaching and learning where all staff are supported and all students are challenged and encouraged to fulfill their potential. We have developed an ethos of high expectations of achievement throughout every aspect of the academy. We expect every student to do their best and we will give them every opportunity possible to help them succeed.

Our behaviour for learning systems are the academy's way of managing behaviour so all students can learn and make progress. Students' positive or negative actions and attitudes lead to appropriate rewards or consequences. This provides a safe and productive learning environment where all are able to reach their full potential.

Behaviour for Learning looks at all aspects of behaviour for example: in classrooms and corridors; attitudes to learning; attendance; punctuality and uniform matters. All staff use the same system (Class Charts) ensuring it is open, fair and consistent. This means all students are clear about the academy's expectations and understand how consequences and rewards work. Students see the systems as fair and just.

#### **Student Promise**

**'I will excel by engaging with all my learning and the challenges ahead by showing respect, responsibility and resilience in everything I do'.**

#### **I will:**

- Have attendance above 95%
- Have 100% respect for myself and others (Class Charts Profiles)
- Ensure my engagement in all my learning is always good or better in and outside of school
- Ensure my progress in all my subjects is at least 'green'

#### **NSA will provide:**

- A safe environment
- A world class education
- Cultural experiences
- Religious experiences

- Current affairs information
- Academic aspirations
- Enterprise opportunities
- External qualifications DofE, Coaching qualifications
- Enrichment opportunities
- Physical activities
- Residential trips
- Rewards

## **2. AIMS**

North Shore's behaviour policy aims to:

- Reflect the values expressed in the Mission Statement.
- Make clear the positive and constructive rules of conduct as agreed by the board of Governors, staff, parents and students.
- Set out the framework for rewarding good and responsible behavior for learning and the procedures to be followed and sanctions to be applied should behavior fall short of these standards.

The Objectives of the Behaviour Policy are to:

- Ensure that the academy is a safe and supportive environment for all.
- Ensure that all members of the academy community are shown respect and show respect for others.
- Encourage a positive approach to behaviour by good example and praise and reward for good behaviour.
- Ensure that the environment, curriculum, other factors within the academy's control are monitored to ensure the promotion of good behaviour.
- Ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently.
- 

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members: to adults (teachers, other staff, parents/carers, and visitors) as well as to students' behaviour. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us.

We recognise that the success of the policy depends on the full support of parents.. The policy has had input from all stakeholders and Governors and is reviewed annually. Parents and students sign the Home/Academy Agreement annually.

## **3. EXPECTED STANDARDS OF BEHAVIOUR**

Expected standards of behaviour are stated in 'The professional standards document' and are regularly reiterated, formally in assemblies and informally by all members of staff.

The professional standards makes clear the general principles of good behaviour which will ensure a happy and successful working and social environment for all students and staff members.

#### **4. TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS**

The following groups of vulnerable students may at some point require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy (Appendix B).

Minority ethnic and faith groups, travellers, asylum-seekers, refugees and students who need support to learn English as an additional language (EAL), LGBT, students with special educational needs and Children looked after by the local authority.

Sick children, young carers, children from families under stress, pregnant schoolgirls, teenage mothers and other students at risk of disaffection and exclusion.

#### **5. THE STUDENTS' PROFESSIONAL STANDARDS**

In recognition of the fact that not only students but also teachers have responsibilities in their relationship with each other, staff professional standards have also been drawn up and are published in the Staff Handbook.

#### **6. THE ROLE OF REWARDS - IN RECOGNISING AND PROMOTING GOOD BEHAVIOUR**

At North Shore Academy we believe that good behaviour for learning is best promoted and developed by drawing attention to, and rewarding, well-behaved students.

In North Shore the rewards system centers on the awarding of progress points and positive learning point (these are handed out in lessons) which in turn lead to the option of reward trips. Progress points are linked to our PAIR marking policy and are awarded for good or outstanding progress in individual pieces of work, the full range of effort and achievement in all areas of academy life and for positive behaviour such as politeness, helpfulness, and co-operation. In this way all students have the means to receive positive recognition and taste success. Students are rewarded for excellent attendance throughout, and at the end of, the academic year through the bronze, silver and gold awards (refer to attendance policy). Half termly praise postcards are sent to all students who achieve good or outstanding effort and attitude grades at each assessment point (6 assessment points annually).

##### **Reward System**

The rewards system at North Shore Academy centers around the awarding of progress points.

Progress points may be awarded when a teacher feels that a student has for example:

- produced an exceptional piece of work
- achieved something exceptional
- made considerable effort
- used her/his initiative
- mastered a skill
- been supportive to other students
- been helpful to staff

Bronze, silver and gold certificates are given for 100% attendance each term. In addition to this formal rewards system, effort and achievement are also acknowledged in various other ways:

- verbal praise
- comments in exercise books
- student planners
- personal praise
- mention in the academy newsletter (achiever)/ academy website
- displays of work
- post card/phone call home

## **7. UNSATISFACTORY BEHAVIOUR**

Whilst actively encouraging and rewarding good behaviour the academy's Behaviour Policy makes clear that unsatisfactory behaviour will not be ignored or tolerated. Boundaries are made clear and sanctions are applied when students wilfully ignore the rules of conduct and do not follow the professional standards of the academy. In order for unsatisfactory behaviour to be dealt with effectively it is considered important to have the fullest picture of a student's behaviour so that any incident may be seen in the widest possible context. Such information will not only be used in judging what sanction is appropriate but will also inform efforts to identify any underlying cause for the behaviour and to work with the student to improve her/his behaviour in future. The recording of unsatisfactory behaviour is therefore considered important and helpful.

### **Recording of Unsatisfactory Behaviour**

If a complaints procedure is to be effective:

- Every incident must be logged on Class Charts system
- All follow ups are to be completed even if no disciplinary action is recommended

It will ensure:

- that a pattern of behaviour is recognised
- that the School Team will be aware when intervention is warranted, thus avoiding more serious consequences
- abnormal behaviour patterns are observed, which may be an indication of underlying factors. Appropriate action may then be taken
- In the event of exclusion all supporting material is available including the various ways of recording unsatisfactory behaviour such as individual recording systems, Class Charts reports, ROCs etc. It is important that staff familiarise themselves with the various ways of recording unsatisfactory behaviour and to make a considered decision as to which is appropriate to use, so that the correct response is made.

The student planner may be used to inform parents of unsatisfactory behaviour. Staff may write comments in the planner in the space for teacher comment. This should be seen by parents when checking and signing the planner and they may choose to record a response in the same section. Parents' have access to their child's Class Charts profile and they can access the information via the App.

## **8. MANAGING BEHAVIOUR IN THE CLASSROOM**

Teachers are responsible for ensuring a positive and engaging learning environment in their classrooms. To support this, the academy operates a three tiered consequence system of C1, C2, C3 and C4. This system works in the following way:

C1 is a formal verbal consequence, a warning given to an individual student for behaviour falling below the required standard. It gives students a chance to improve and prevent a further sanction.

C2 is given if behaviour fails to reach the required standard. A consequence is given at C2 such as a break time or after school detention (10 Mins).

C3 (30 min detention) is given if poor behaviour and disrespect continues. This may require the removal of the student from the lesson to the charge of the behaviour team who will issue the appropriate sanction. Students who regularly receive C3 sanctions are closely monitored through reports and behaviour plans this is monitored through the six point behavior plan monitored by the behavior lead.

C4 is a detention issued for negative behavior outside the classroom

**Inclusion** for periods of one academy day or less

**Inclusion** for periods of one to fifteen academy days offering an alternative to fixed term exclusion.

**Inclusion** at one of our partners schools within the trust, offering an alternative to fixed term exclusions.

## **9. PROCEDURES FOR DEALING WITH SERIOUS DISCIPLINARY ISSUES IN LESSONS.**

If a member of staff encounters a serious disciplinary problem within a lesson, there are two possible courses of action.

- Relocation to the HOD, HOS/DHOS and, where possible, by prior arrangement.
  - The student should be accompanied by behaviour support or another member of staff. This should only be done if the whereabouts of the other member of staff is known.
  - The teacher sending the student must follow this up by logging the incident on Class Charts and issue a sanction.
  - Consulting as soon after as possible with the HOF and or DHOS/HOS/PL. Should the Student actually refuse to leave the room or if the incident is so

serious that relocation is neither appropriate nor adequate, then the alternative course should be followed:

- Contacting ALT member initially the Vice Principal or Assistant Principal for behavior where available.
  - The teacher should send another student to the main office to contact ALT. The relevant member of the ALT team will then be contacted and come to the class. The student will be removed from the lesson.
  - The teacher concerned must follow up by recording the incident on Class Charts and issuing a sanction.

A serious incident is one in which a student is openly challenging the authority of the teacher with sustained rudeness or other unacceptable behaviour, which makes it impossible for the teacher to continue with the lesson or which poses a threat to the safety of the students or the teacher.

## **10. ANTI-BULLYING POLICY**

The academy places high importance on creating and maintaining a happy, safe learning environment for all students. It is expected that staff respond to all reports of bullying in a sensitive and swift manner. Students are reminded regularly that North Shore Academy has a culture of communication and disclosure. The academy has a separate Anti- Bullying Policy.

## **11. HARASSMENT**

Implicit in our ethos is the fact that we believe we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. The ethos of the academy therefore fosters the spirit of regard and respect for each other and for all. As an educational establishment we also recognise that learning and growth can only take place when students and staff have the self-confidence, well-being and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment has no place in our community and will not be tolerated.

### **Definition:**

Harassment may be defined as any hostile or offensive act or expression by a person against another person which interferes with the peace and security of that person, makes them fear for their safety or reduces their quality of life.

### **Harassment may present itself in the following ways:**

Physical assault because of race, colour, culture, gender, sexual orientation or religion, derogatory name-calling, insults and jokes and offensive graffiti

### **Procedures for Dealing with Harassment:**

All racist behaviour in any form is totally unacceptable and will be dealt with in the following ways:

- Physical assault will be reported to Deputy Head of School and Vice Principal Behaviour and Pastoral Care. Recorded on Class Charts. Statements taken and full reports to both victim and perpetrators parents/carers will be given and action taken to prevent recurrence.
- Verbal - Staff must not ignore any form of verbal abuse. Action to prevent recurrence will be taken and persistent offenders must be reported to the Deputy Head of Year and the procedure for physical assault then followed.

All other categories of harassment will, like the above, be dealt with. Any graffiti will be removed immediately, offensive materials must be removed, offensive remarks in the course of discussion must be challenged. All incidents must be recorded on the Class Charts system and referred to the Head of Year or Vice Principal who will then take further appropriate action.

### **Victim Support**

The academy will take steps to comfort and support any Student who experiences harassment. The actions taken to deal with the offender will be explained and the attitude of the academy towards such behaviour clearly stated. The victim will be given the opportunity to express her/his own concerns and feelings, and counseling will be provided where necessary. In serious cases the academy will arrange a meeting with the parents of the victim to explain the action taken and to discuss the matter with them. A referral to the Learning Support Unit maybe necessary.

## **12. VIOLENT BEHAVIOUR**

North Shore Academy will not tolerate the use of physical violence to resolve any situation or conflict and provocation is not seen as justification for resorting to violent behaviour.

### **Procedure for dealing with fights**

The member of staff who first attends to the incident should:

- Ensure the fight is stopped using appropriate measures
- Ensure that the Students are checked to confirm that they do not need medical attention.
- Remove them to a quiet area and keep them isolated from each other.
- Inform the Head of School/ Deputy Head of School / Progress Leader or if not available the Vice Principal Inclusion.

The parents of students actively involved in violent incidents should always be informed. If initially contacted by telephone this should always be followed by a letter. A copy of this letter should be placed in the student's file.

A formal warning should be given to the students who have been violent and also to those who have incited such violence. This should be recorded on Class Charts.

Action should be taken to prevent reoccurrence.

NB. The seriousness of the incident may lead to exclusion immediately.

If the same student is involved in another violent incident (internal exclusion) should be considered. Parents should be called to the academy even if the decision is not to exclude.

Details of all such incidents (with dates) and copies of all letters should be placed in the student's file.

### **13. THE USE OF SANCTIONS**

Where a student's attendance, behaviour or work is unsatisfactory there should be a response appropriate to the offence.

- Whole groups should not be punished for the activities of individuals unless there are very exceptional circumstances. Every effort should be made to identify individuals or ringleaders.
- Punishments should be in proportion to the offence
- Students should be clear about why they are being punished and how, sanctions are applied. A range of sanctions exist, and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanor. These include:
  - Moving a student's position in class
  - Loss of break/lunchtime (detentions)
  - Withdrawal of other privileges
  - Detention (see detentions procedure)
  - Informing parents by letter, phone call or inviting to a meeting
  - Referral to the Deputy Head of School or Head of School
  - Being placed on conduct or report card
  - Isolating students by removing them from class for a time or internal exclusion
  - Drawing up a behaviour contract
  - Issuing a formal warning
  - Governors panel meeting

- Exclusion (see exclusion policy - procedure)

## **14. DETENTION POLICY AND PROCEDURE**

There is no legal requirement to give 24 hours notice for detentions, however for detentions longer than 30 minutes issued the same day, every effort will be made to contact the students' parents/carers.

Detentions may be set for: lateness to the academy or lessons; for unsatisfactory work or behavior; disruption in lining up or for work or homework not completed.

Where detentions over 30 minutes or more are given, the parents/carers will be notified via the Student Planner or a telephone call home.

It is the student's responsibility to ensure that his/her parents/carers are made aware of the detention time and date.

### **Standard detentions**

If a student receives a detention for 30 min after school they will be expected to complete the detention within their School. Detentions will be carried out at a designated location within the academy with the School team. If a student owes more than 30mins they will be 'picked up and escorted to their detention. Students will be informed of any detentions given by the member of staff immediately. Tutors will also display Class Charts at the end of period six. Students will be expected to stay for an hour if they owe more time. No students will be detained for more than an hour without parental consent.

### **BSU Detention**

If students accumulate detentions of over one hour (a minimum of three per day) they may be placed in the BSU at the academy's discretion. This gives students the opportunity to complete school work in isolation and pay off all their detentions in one go. Students will be expected to complete an extra 30 mins at the end of the day, this will repay some of the detentions.

## **15. SUPPORTING STUDENTS BEHAVIOUR**

It will be agreed with parents as a result of a meeting with them to formalise a pastoral support plan. This meeting will consider the causes for concern and the steps suggested to improve the situation. Agencies such as Educational Welfare, the Educational Psychological Service, Social Services, Preventions, Fairbridge and other voluntary organisations, should be involved as appropriate.

Producing a pastoral support plan in discussion with others:

- consider offering specialist support and counselling

- review any learning difficulties and put in place a remedial programme where necessary
- review student learning/behavior plans where applicable
- consider changes of sets or class
- consider a placement for a period of time in the Learning Support Unit.
- Consider disapplication the National Curriculum and offer an alternative
- consider with agreement of the student's parents a managed move to another academy or school.

The programme should have an automatic time limit (6 weeks with a review at after the third week), be monitored fortnightly and should be reviewed at least half way through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- be reduced or removed
- may be continued for a further period of with or without amendments
- or where there has been no improvement at all there may be a permanent exclusion

## **16. RESTRAINT**

All staff designated by the Principal will be entitled to use reasonable force where necessary to restrain students from:

- Committing an offence
- Causing a personal injury
- Damaging Property
- Prejudicing the maintenance of good order and discipline of the school

This follows the guidance given by DfE on “The Use of Reasonable Force”. Where force has been used, a record of the actions will be attached to the incident report and recorded on the SIMs system.

## **17. SCREENING, SEARCHING AND CONFISCATION**

North Shore Academy follows the DfE guidelines (2011) and Education and Inspections Act (2006) on screening, searching and confiscation, however we do not currently screen students.

## **Without Consent Search**

It is a criminal offence to have a knife or offensive weapon on school premises (it is a defence to be carrying one for educational or other lawful purpose). If a young person is suspected of carrying a weapon, the academy has the authority to do a without consent search. The academy has decided to carry out searches with consent only and if a student does not consent to a search then the academy will opt for one of the following:

- Call the police to carry out the search or
- Send the young person home as unauthorised absence (not classed as an exclusion)

## **With Consent Search**

The academy has the authority to carry out a search for weapons, items which have been stolen or which may be used to carry out an offence. Where a student consents to a search the following protocol will be observed:

- Two members of staff will be present
- The student will be questioned first
- If questioning confirms suspicion, the student will be asked to surrender the item
- If suspicion remains then the student will be asked to remove outer clothing and to empty bags, pockets etc. At no point will an intimate search or 'patting down' take place
- Searches will take place in privacy where possible and will be sensitive to gender, race, culture, religion etc.

After the search:

- The incident will be recorded on SIMs system and parents/carers informed. Governors will be informed annually of the number of searches
- The item will be confiscated
- If the confiscated item is illegal the Police will be informed and the item delivered to them as soon as possible.

Information regarding searches will include:

- Name, year, sex and ethnicity of student searched
- Grounds for search
- Time and place

- Who carried out the search
- Who else was present
- How the search began and progressed
- Students response
- Outcomes and follow up actions

Nominated senior members of staff are eligible to carry out searches.

## **18. MONITORING AND REVIEW**

North Shore Academy Behaviour Policy will be reviewed annually.

## **BEHAVIOUR POLICY**

### **APPENDIX A - STUDENT PROFESSIONAL STANDARDS**

- be polite to fellow students, all staff and any visitor to the academy
- be sensible around the academy and not shout or run in the corridors. Always keep to the left. All staff and visitors should be treated with respect and students should stand back for adults at doorways, holding the door open if possible
- take great care not to interfere with other people's property and always treat it with respect
- be punctual and only be absent for a genuine reason and bring a note on return to the Academy
- bring student planner and other essential equipment to the academy every day, be ready for learning
- dress tidily in academy uniform; never wear trainers other than for PE or playing in the playground. Jewellery regulations must be followed. Outdoor coats must be removed before entry to the building
- do not stop to visit the toilets unless it is an emergency, nor go to see any other teacher without prior permission
- complete classwork and homework as well as possible

- obey all members of staff without argument. If a student feels like they have been unfairly treated then either speak to the teacher or someone else at a convenient time
- leave the room in a tidy state placing chairs up onto the desks as requested
- respect the buildings and academy grounds by always using litter bins, remembering that graffiti is forbidden
- arrive punctually to lessons
- only consume food and drink at break and lunch times and behave in an orderly manner whilst waiting and eating
- not consume food or drink in the building other than in the Dining Hall
- arrive on time for the start of progress lessons
- have respect for the academy's neighbours and try to be helpful and considerate in the local community
- Leave the academy by the correct exit and go directly home without lingering around the area.

When the bell sounds for morning registration:

- All students should ensure that they are appropriately dressed i.e. if ,for example they had been involved in a game and were wearing trainers then these should be changed quickly for shoes.
- All students should go directly to the designated place in the playground or sports hall and line up.
- When the teacher in charge indicates, every student should stand silently and await instructions.

In the Classroom:

- Students should stand silently behind their chair when they enter
- Students should sit in their places preparing for the day by putting out on the desk, their planner, pencil case etc.
- The room should be left in good order ready for the next class

At lesson change:

- Students should move quickly and quietly between lessons

- Students must ensure swift and safe movement between classrooms and Learning Areas
- Students should not stop to visit the toilet, (unless it is an emergency), nor should they go to see any other teacher without prior permission

At start of lessons:

- Students should arrive punctually
- Students should ensure they take the right equipment and books to lessons
- Bags should be placed on the floor under or beside the desk or chair

During lessons:

- Students should not speak when the teacher is speaking to the whole class
- Students should listen carefully and follow instructions
- Students should concentrate fully and do their best at all times
- Students should not disrupt the lesson in any way
- Students should enter all homework into their planners

At the end of lessons:

- Students should not start clearing away until instructed to do so
- Students should make sure the room is clean and tidy before leaving
- Chairs should be put back, or up on desks at the end of the day
- Students should not leave until dismissed
- Students should go quickly, quietly and directly to the next lesson

At lunch time:

- Students should only eat their lunch in the designated area, dining hall
- Students should go to the dining hall for their lunch at the designated time
- They should line up where they are asked to and wait quietly until called to the diner
- They should behave in a mannerly way whilst waiting and whilst eating

- All food should be consumed before leaving the dining hall
- They should return their own trays and clear them when finished. They should clean their table when finished

At the end of the lunch break:

- Students should proceed quickly and quietly to the designated area in the playground or sports hall to line up

At the end of the last lesson of the day:

- Students should be aware of their after school timetable of progress classes and go quickly to their progress class if appropriate.
- Students should go directly to the gate and exit the site in an orderly way if they have no progress class or prior commitments with a member of staff

## **APPENDIX B TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS**

The following are examples of unfortunate situations which academies should avoid. They illustrate the importance of sensitivity to individual needs. Some of the inappropriate responses described here contravene legislative requirements and could result in the school's actions being subject to challenge.

- A student is admonished for failure to follow a long and complicated instruction given by an adult, but the student has speech and language difficulties and cannot process complex language. A more appropriate response would be for the adult to make instructions short and clarify understanding by asking the child to repeat them.
- A student is put in detention because he would not look at his teacher when being told off. The teacher interpreted this as disobedience and disrespect, but in this student's culture it is considered disrespectful to look an adult in the eye. A more appropriate response would be to understand that the student was attempting to show respect.
- A looked-after student is sent out of class after an emotional outburst. This happens despite the staff member being aware that the student had been told by her social worker the night before that her foster family could no longer keep her and that she would shortly be moving to another family and school. A more appropriate response would be to use a pre-agreed means for the student to take herself to a place where she could calm down, and if necessary talk to a sympathetic listener.
- A student on the autistic spectrum is disciplined for making personal comments about an adult's appearance. The student has no sense that such comments can be hurtful and should be avoided. A more appropriate response would be for the adult to tell the student that the comment was hurtful and inappropriate, to inform the student's key worker or the SENCO, but not apply a sanction.
- A refugee student dives under the desk at a sudden noise that reminds him of a terrifying event in his past. Other students laugh and the teacher, thinking he is playing the clown, requires him to miss the first ten minutes of his break time. A more appropriate response would be to let the class know there are special circumstances and offer the student re-assurance and support.
- A Gypsy/Roma child is put on report for speaking in a seemingly over-familiar way to a teacher when he had not previously had expectations made clear to him, had no intention of being rude but was simply using the register considered appropriate in his culture. A more appropriate response would have been to explain and demonstrate to the student what is expected in school, and consider involving the Traveller Education Service in providing support.