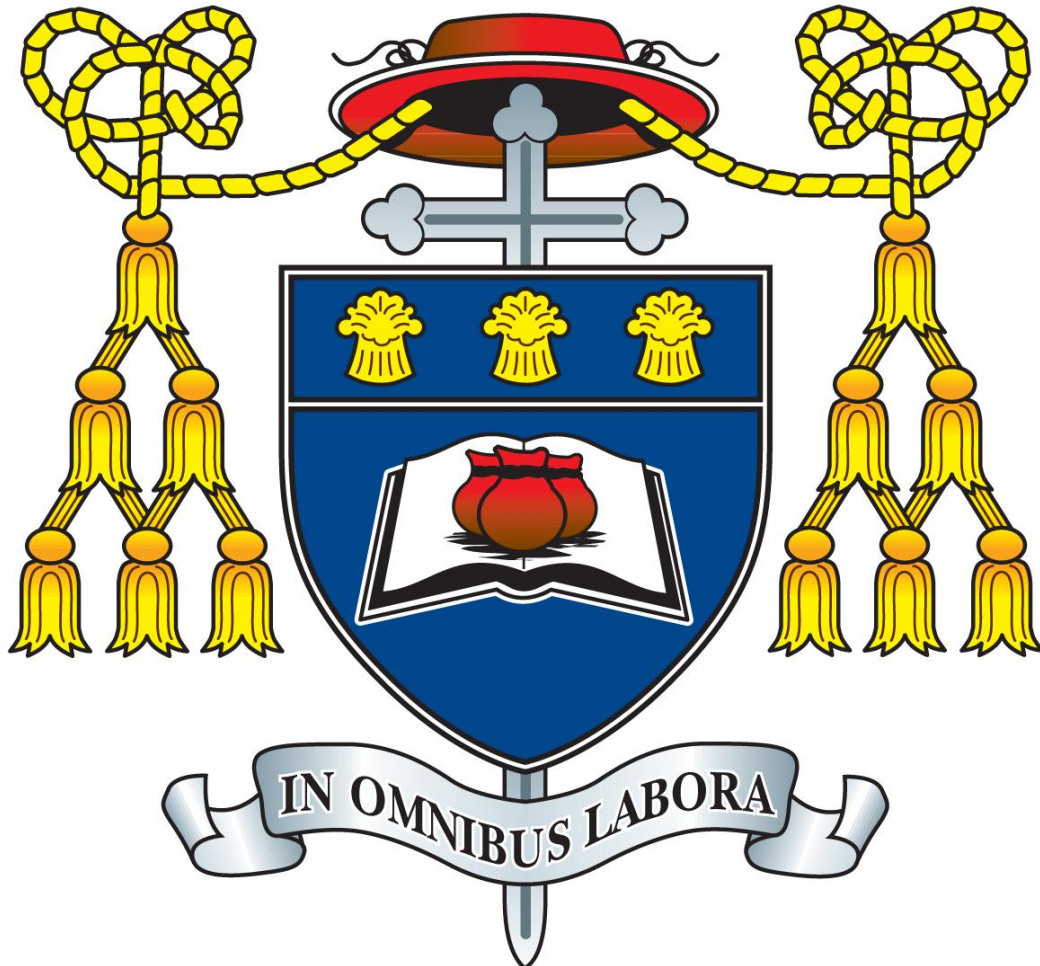


# St Nicholas Catholic High School



Head's Newsletter  
***May 2009***

***Congratulations to:***

Lucy Walsh Johnson Year 7

On Sunday 3rd May 2009 Lucy came 2nd (Silver) in floor and second (Silver) in vault and second (Silver) overall in the Cheshire and Merseyside over 12's Gymnastics Championships. Lucy has been attending Hartford School of Gymnastics since she was four and she trains three times a week, a total of 7.5 hours. Her other achievements in gymnastics include representing Cheshire and Merseyside in the North West finals where she came third overall. Lucy will soon be starting in the Display Team and supporting younger, budding gymnasts with their skills development.

Francesca Whyatt 11T      Lizzie Dymond 8M      Amber Reynolds 8S

Who all got accepted by the English Youth Ballet this week following successful auditions.  
Congratulations and well done to you all!

Lower Sixth Students who represented Northwich Rugby Club on their tour in France, the team members were:

James Elliott	Timothy Bridgewater	James Cotterill
Michael Jones	Andrew Milne	James Underhill

Rebecca Jones Year 10

Rebecca is one of St Nicholas' outstanding rowers. On 21 March she took part in the North West Junior Time Trials and gained selection for the Inter Regional Regatta at Nottingham. Rebecca won through to the National Final in the Women's Junior Under 16 Pairs, where she and her partner narrowly missed out on a Bronze Medal.

James Metcalfe Year 7

James competed in the Cheshire Hike (scouts) over the Easter break. Four hundred and fifty pairs competed over four age groups and they had to hike thirty kilometres over two days, carrying twenty two pounds of equipment. They had to complete their own map reading, camp overnight and carry out initiative tests. James and his partner won the Mid Cheshire Juniors title; Juniors for the whole of Cheshire and Best Newcomers.

James Cotterill Lower Sixth

James has been representing Cheshire Under 17 Rugby as a second row forward, throughout this season. James has played against top class competition including Lancashire, Warwickshire and North Wales.

### ***Curriculum Information for Parents of Year 8 Students:***

The options process will be underway in Year 9 during 2009 / 2010 for your son / daughter.

You will have the opportunity to learn a great deal about what is on offer during a variety of Parents' Evenings. One aspect which I am flagging up at an early stage is that the curriculum in Key Stage 4 (Years 10 and 11) will be made up of core subjects plus up to three choices from a variety of subjects. One of the choices will be made from a wide range of Business related courses, which may include study of a Foreign Language, Law and individual Business courses, all at GCSE. Details regarding the structure of the curriculum are being drawn up during the course of the next few months.

### ***Behaviour Policy and Code of Conduct***

Please see these in Appendix II which are included for your information.

### ***Bar Mock Trial***

Many congratulations to our enterprising Sixth Formers who won through to the National Finals at the Old Bailey, where they performed with great aplomb and skill.

Our students were one of the sixteen teams in the final. The heats had included over one hundred and sixty Sixth Form institutions from across the British Isles, which provides some degree of perspective regarding this achievement. Our lawyers, witnesses and court administrators were:

Claire Campbell

Ishbel Johnson

Chris Blachnicki

Sophie Crooks

Jonathan Vale

Rhian Wynne

Peter Morton

Orlaith Simpson

Amy Furlong

Grace Davies

Kevin Murphy

Rianna Ikin

***Christie's Hospital 'Successes' Magazine : a quotation;***

'Thanks to staff and pupils of St Nicholas RC High School for their very kind and generous donation of £1,000.'

***Spiritual, Moral Education Courses:***

Please find below an e-mail received from a presenter who addressed Sixth Form Students as part of their Spiritual, Moral Education Course:

"Dear Mr Wilbraham and Mrs Giles

Just a quick message to say a big thank you for allowing us to come into your school to speak to your students. We all really enjoyed the experience and found them to be a delightful group of young people. They were extremely polite, good humoured and asked a lot of very insightful questions. Could you please pass our thanks on to them and wish them all the best for the future.

We'd also be very happy to come into school again in the future to speak to any other groups that you think might benefit.

Thanks, once again and I look forward to meeting you again in the future."

***Drama Success with the Royal Shakespeare Company***

Miss Chatt decided that the school should enter an area competition which was to be judged by members of the RSC. The schools competing involved both the public and private sector, and through a combination of excellent teaching and very talented students, 'St Nicholas Players' were worthy winners and now go on stage at the Court Yard Theatre, Stratford-upon-Avon in June, where there will be presentations by regional winners from all over the country.

***Hidden Country Field Studies***

Please find below a letter received from the Director;

"Dear Mr Boyle

I have just spent three days with a group of Biology students from your school and wanted to take the time to let you know what a very positive experience it was. Mrs Houghton had clearly prepared the students very well for the trip and they all arrived with sound background knowledge, well equipped and in the right frame of mind to work hard at their field investigations. The students were a real credit to themselves, to Mrs Houghton and to the school. They were cheerful, friendly and took instruction

in the field very well, entering into all activities with both enthusiasm and painstaking attention to detail. The relationships between the staff and the students were excellent, very professional and supportive, enabling real learning to take place. Question and answer sessions were most definitely two way conversations and they asked some very demanding questions and even made constructive criticisms of methodology which I will be taking on board before the next group arrive.

I see many groups of young people in the course of a year and meet many delightful people. The group from your school were one of the very best I have ever worked with. I thought you should know!

Please convey my very best wishes to both staff and students.”

### ***History Gifted and Talented Trip to Hadrian's Wall:***

In March, ten Year 7 historians left Cheshire very early to begin a two day trip to Hadrian's Wall. The purpose of the trip was not only to find out about the Romans and how they lived, but to create a presentation to show how your group would run a visitor centre at Hadrian's Wall. This would then be presented to parents and organisers of the trip at Rudheath High School.

The first site we went to was Segedunum. We had note books to write down what we liked about each site and what we disliked about each site, and how in our museum it would be different. Segedunum had a viewing tower which was very useful for seeing the layout of the fort. We also took a tour of Segedunum with a tour guide; this was very helpful because she knew the fort and where each building would be.

After Segedunum we were then taken to our hotel by the sea, crossing over the wonderful Newcastle bridges and stopping to view The Angel of the North statue. Even though this has no Roman connection we concluded it was a great experience and a wonderful piece of architecture. In the evening, we were visited by a “Real” Roman soldier who showed us his weapons and this added to our knowledge of life in Roman Britain. Many of us were able to dress up as Romans and handle replica weapons.

After a good night's sleep and an English breakfast we went to Arbeia, this was a great site because it was very 'hands on' and there were plenty of reconstruction to see including a bath house and a fort gate with information inside. Finally, we visited Chesters Roman fort remains which was definitely the best place we had been to. Here we gave each other guided tours of a Roman Fort. Our school group concluded that they wanted their museum more like Arbeia and Chesters than Segedunum because it was more 'hands on'.

When we came back to school, work immediately began on the presentation, we put together all the ideas and information we had and then we were given sections of the presentation for each of us to work on. After weeks of preparation the presentation at Rudheath High School had arrived. The night went very well and everyone had a great time. Some people did speeches and there were pictures and certificates for everyone. It was nice for the parents to see what we had achieved.

A big thank you must go to Clive Griffiths from Rudheath High School and John Crossland, the lead Archaeologist, who gave up their time to ensure the trip was a great success.

Natalie Rees 7R & Marion Head 7P

### ***Students Energise Nuclear Ideas – Press Release:***

‘From the 6<sup>th</sup> – 9<sup>th</sup> April, Alexander Shakeshaft, student from St Nicholas RC High School, has been finding out about nuclear engineering with the help of the National Nuclear Laboratory based at Sellafield and the education charity the Smallpiece Trust.

Through the four day course – held at Lancaster University – school children aged fourteen to sixteen years old, with an interest in the nuclear industry, had been tackling a variety of challenges including a Design and Make project.

Fifty pupils from across the UK were involved in the course to help develop their interest and increase their understanding, providing an introduction to nuclear engineering and the skills needed to work in the expanding nuclear business.

The course covered a range of issues such as radiation, the environment, decommissioning and waste. At the end of the course, the pupils – who were split into teams – gave a presentation of the Design and Make project to senior executives of the NNL, taking into account working with radiation and what that means. The project was based on removing nuclear waste from a pond.

Spokesperson for the Smallpiece Trust Gemma Murphy said: “This kind of course gives the students a taste of university life and a genuine insight into the real-life challenges faced by engineers in the nuclear sector. We see this as a successful collaboration which works for everyone involved.’

Well done Alex.

### ***Food Technology Department***

The Rotary Club of the Year Competition 2009

Thank you to all the Year 9 students who submitted entries for the competition. We are pleased to announce that the following students have been successful in the first round of the competition:

Alice Morris 9L  
Simeon Head 9R

Amy Clavin 9T  
Kasia Kowalska 9R

Fiona McEwan 9T

These students will cook for the Rotary Club judges in school on the 10<sup>th</sup> June. Two of our students will be selected to compete against students from four other local schools in the Northwich District Final of the competition on 24<sup>th</sup> June at Leftwich High School.

We wish all our students 'Good Luck' in the competition.

The Food Technology Department Staff

### ***Retirement Mass on 16 July 2009***

Please see Appendix I for a letter from the Chair of Governors.

### ***Fabric Donation***

The Art Department would be extremely grateful for any odd remnants of fabrics which you may have. Cotton would be ideal but any type of fabric would be much appreciated.

### ***Iceland Field Trip:***

In April, sixty Year 10 pupils went on an amazing Geography Fieldtrip to Iceland. They spent a busy five days experiencing the natural wonders of Iceland.

Below is the winning diary entry from Olivia Newey (10T).

Today, we got up at 7am and got ready for the day ahead. We gathered down at the dining area with friends for breakfast but as it was bustling with people, we struggled to find seats!

Later, we met at the seating area near the entrance, after I had debated for 15 minutes on whether to take a rucksack out with me, I decided to in the end!

We set off from the hotel and the first place we arrived was 'Thingvellir' where we could see the Eurasian and North-American Tectonic plates and land created between. We also stopped at the Visitor Centre whilst our tour guide gave us information on the history of these borders.

Next we visited a huge and stunning waterfall called Gullfoss. We walked around it and up to a ledge where we could view it from different angles. It was around lunch time so we decided to eat at a cafe, the only problem was it was at the top of about 200 steps. It was tiring and as the air was cold it made your chest tight. The climb wasn't enjoyable therefore you could imagine the relief we felt when arriving at the top!

Afterwards, we went to visit Geysers. The wind was fierce and immense blowing us off of our feet. Trying to find our centre of gravity was a challenge as we constantly struggled to stand on our own two feet. We came to a small geyser, but as it wasn't producing much activity, a larger one came into view therefore me and Sarah ran down the path to it. But with the furious winds, it took a while to stop!! Everybody later joined us and we surrounded the grand geyser. I held my iPhone in both hands, trying to capture the geysers erupting, but with my glove wedged underneath my arm and the strong winds it was a challenge. All of a sudden an almighty gust of wind lifted me forward which caused me to instinctively grab onto Sarah's arm. I was unaware but suddenly saw this glove sweep across the floor, inches from the opening of the geyser. I laughed because I thought it was somebody else's, thinking it was funny the fact the glove was almost running away from its owner. But then reality hit. Nicola quietly stated that it was actually my glove. My smile quickly turned to a gasp. I stood frozen, suddenly shouting 'stop, stop!' How this was going to help I didn't know, at the end of the day I was talking to a glove. Next I shouted 'Excuse me' somehow still frozen but still directing it at my glove! I was planning in my head how I was to retrieve the glove but I was unable to move. I started to see it fidget with the oncoming winds, but before I could say anymore Jacob sidestepped up to the deserted glove battling ferocious winds against him, grabbing the glove, and leaping back to safety. I was so thankful, in shock and hysteria! Nicola and Sarah thought it was hilarious and once over the shock I did too. We walked away unsuccessful in capturing the picture, until a gust of wind literally swept Nicola off of her feet onto a rock. Her face told it all! After managing to get her back up we returned to trying to photograph some activity. We waited and waited for the Geyser to spout steam but became impatient. I knew as soon as I put my iPhone camera away it would spout, but I went against the odds and put it away anyway. Only to find seconds later it spouted! How annoying and disappointing.

We fought our way back to the bus after a battle, humanity vs. nature. We headed to a geothermal power plant where a woman presented us with a slide show on the processes involved in the making of geothermal energy. We visited different viewing platforms to observe the developing machines but had our attention diverted, when a recorded earthquake clip shook the walls and its surroundings. Later to discover that it was the sound a previous earthquake had made in the neighbouring village.

We headed back to our hotel, showered and dressed before trooping to a restaurant in the freezing cold, by the name of 'Red Chilli'.

After finishing our food we power walked (it was a fast pace) to the hotel, for the common knowledge quiz. When arriving we gathered into the dining room and got ourselves into groups. During the quiz the questions varied in difficulty and it was a fun end to the night, but it ended too quickly! We found out our scores, ours totalled 12/15!

Soon after, we went to bed after an exhausting day, ready for another fatiguing and activity packed day ahead!!

***Maths Challenges:***

Congratulations to the following students for success in Maths Challenge Competitions:

**Merseyside Senior Challenge for Years 9 & 10**

Anna Carruthers – Second Prize

James Campbell – Third Prize

Hollie Bark, Heather McNeill, Lucy Rogers, Annabel Rogers – Consolation Prize

Ian McGhee, Joe Regan – Certificate of Merit

**Merseyside Challenge for Years 7 & 8**

Kieran Malkin – Consolation Prize

Katy Grobicki, James Ikin, Jonathan McNabb, Sam Watson – Certificates of Merit

**UKMT – Regional Team Maths Challenge for Years 8 and 9**

James Campbell, Georgina Fisher, Zac Trigg, Nicole Turner - 3<sup>rd</sup> Prize

**UKMT – Intermediate Challenge for Years 10 & 11**

Caitlin Rowlands – Best in School and Gold Certificate

John Chawner – Gold Certificate

Marcin Mazur, Oluwatoyin Marcus, Angus McDonald, James Chilton, David Keegan, Elizabeth Ashworth, Alex Shakeshaft, Andrew Brown, Nicola Wellington, Lucy Rosa, Matthew Griffiths, Jodie Hughes, Sarah Jones – Silver Certificate

Edmund McGough, Stephen Ronald, Michelle Goodwin, Ryan Kitt, Jennifer Haney, Sarah Wellington, Clare McKay, Jonathan Davies, Bethany Cronin, Lydia Costello – Bronze Certificate

***LRC News:***

Many thanks to the following students for their participation in the Cheshire School Librarians annual Book Quiz:

Georgina Fisher 8S

Clara Keegan 8R

Hannah Milne 8L

Dominic McGough 8P

Patrick Stone 8Q

Matthew Timm 8L

They came a creditable 9<sup>th</sup> out of 26.

The Times 'Books for Schools' initiative is proving to be a great success. Students, parents and staff collected a grand total of 334 tokens during the Spring Term alone. The LRC ordered 8 books from the spring catalogue – these are now in stock and available for loan. Our running total currently stands at 705 tokens. Please keep on collecting!

May is national 'Share a Story' month. To celebrate, the LRC has welcomed Year 5 and 6 pupils from St. Wilfrids. Staff and Sixth Form students from St Nicholas have given up their lunch hour to share their favourite story with the pupils. These sessions have proved to be hugely popular. I look forward to staging similar events on a more regular basis.

Miss J Davies  
Librarian.

### ***Business Education***

#### Business and ICT in Disneyland!

A group of Year 12 Applied GCE Business, Applied GCE ICT and A level Business visited Disneyland Paris for 3 days to attend a variety of exciting conferences. The Business students attended conferences firstly run by Eurostar, which looked at marketing and re-branding and secondly a superb pitch by the founder of the Bean 2 Bed Company, Irfan Badakshi, who **greatly** inspired students to set up their own business by discussing the benefits of being an entrepreneur.

The ICT students took part in 3 extremely interesting conferences covering the effects of ICT on society, innovation and enterprise and how organisations use and exchange information. All conferences were targeted carefully at the units of work currently being studied by the students and the wealth of information gathered allowed them to see theory brought to life.

Our accommodation for the visit was the Hotel Cheyenne and of course there was a little time outside of attending the conferences to visit the home of Mickey and Minnie Mouse!

Thank you to all the students for making it such an enjoyable visit and to Mr Hanson for organising it.

#### Young Enterprise success!

This year we have had two companies compete in the Young Enterprise competition. The competition allows students from Year 12 to form their own business and experience the pressures and success involved in managing Human Resources, Marketing, Finance and Operations. The teams have been supported by two advisers Katrine Lidster and Patrick Lowes giving their time voluntarily over the course of the year.

This year the teams have produced a range of products including Valentines Roses, Exam stationery packs and i-pod accessories amongst others. In the annual area competition final our teams received two awards for Best Company Display Stand and Runners Up in the Best Company category. Congratulations to all the students involved.

Mr Martin  
YE Link Teacher

### Field Research in Northwich

On a very rainy Tuesday the Year 10 Applied Business Students journeyed to Northwich town centre to collect their field research for their Business Studies coursework. Yet again, St Nicholas' students made such an impact on the businesses they interviewed that Miss Lavin was stopped by two managers to tell her how polite and smart the students were. We returned to school quite soaked but very proud of our industrious students who continue to foster such excellent relationships between school and the business community.

Miss E Lavin.

### Recruitment at the Trafford Centre

On Friday 6<sup>th</sup> March a group of Year 12 Applied GCE Business students visited the Trafford Centre in Manchester to interview employees regarding their job role as part of their Unit 2 AS coursework. They gathered information on roles and responsibilities, induction training, and methods of motivation from a variety of businesses such as Tie Rack, T.M. Lewin and even from the Customer Service department at the Trafford Centre. Students gathered this information in order to take on fictional roles of Human Resource Managers and draw up a variety of recruitment documentation. They also took part in recruiting, selecting and inducting a new fictional member of staff from their class to take on this role.

Mrs M Smart

### ***Associated Board of Music Examinations – Spring Term 2009***

Congratulations to the following:

9R	Alex Clewlow	IV	Saxophone	Pass
8L	Bethany Whittaker	III	Violin	Pass
11T	Elizabeth Thomas	II	Saxophone	Merit

8L	Matthew Timm	II	Saxophone	Pass
7R	Bria Smith	I	Clarinet	Merit
7L	Dominique Darwin	I	Clarinet	Pass
7P	Rhys Jones	I	Saxophone	Pass
9R	Alice Hodges	I	Saxophone	Pass

Other Results include:

13W	Maya Reid	VIII	Singing	Distinction
13W	Maya Reid	VIII	Piano	Merit
12G	Mary Hunt	VI	Flute	Merit
9Q	Emily Rosa	VI	Piano	Merit
10S	Anna Watt	VI	Piano	Pass
9Q	Helen Fahy	V	Theory	Merit
7L	Peter Rosa	IV	Piano	Pass
8T	Craig Milne	III	Piano	Merit
10Q	Joshua Chawner	III	Piano	Pass
9S	Daniel Orzel	I	Jazz Piano	Distinction

### ***Diary Dates***

School re-opens on Monday 1 June 2009.

Works Experience for Year 10 – Monday 1 June to Friday 12 June inclusive.

Lower Sixth Study Leave – begins at 3.45 pm on Thursday 21 May and they return on Monday 8 June.

### ***School Liturgy***

The end of this half-term brings the Upper Sixth Leavers Mass on Friday 22 May and the Year 11 Leavers Mass on Wednesday 20 May. A great deal of preparation and planning has taken place for each Mass and I would like to thank all those who have worked so hard to make each occasion so memorable.

Wednesday Mass continues to provide us with the opportunity to dedicate a Mass for our special intentions. Our thanks are due to the Parish Clergy who support our school so well.

We wish all our students every success in the forthcoming period of examinations and trust that everyone has an enjoyable mid-term holiday.

**Appendix I**

Dear Students and Parents

As you know Mr Boyle is retiring from his post as Headteacher, after fourteen years service in the school. To mark the occasion Bishop Brian Noble has expressed a wish to celebrate a Mass of Thanksgiving in recognition of Mr Boyle's contribution to the school.

The Mass will take place at 7.00 pm on Thursday 16 July at the school. Parents and students are warmly invited to the Mass and if you know of anyone else who might like to attend (past students for example) please pass on this information to them.

In order for the school to plan the seating please complete the reply slip and return it to Mrs Dixon, School Business Manager, at the school by Friday 5 June.

Yours sincerely

Fr J Joyce  
Chair of Governors

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**Retirement Mass : Celebrant Bishop Brian Noble**

at 7.00 pm on Thursday 16 July 2009

I would like to reserve \_\_\_\_\_ seats for the occasion.

Signed: \_\_\_\_\_

Please Print Name: \_\_\_\_\_

**Appendix II**

# ST NICHOLAS CATHOLIC HIGH SCHOOL

## Behaviour Policy

Introduction: This reflects the Government's Guidance 2007 regarding School Discipline and Pupil Behaviour.

Rationale: The St Nicholas RC High School Behaviour Policy is rooted in the School mission statement which makes explicit the Christian Values on which the School is based and the sacredness and worth of each individual in the School community. It acknowledges that good behaviour and mutual respect is a necessary condition for effective teaching and learning, is an important outcome of Education and allows for the total development of each individual in our community. Students are held to account for their actions and they are encouraged to put right the harm caused.

### Purposes:

1. To create a secure and safe environment promoting the welfare and development of each and every member of the School community and encouraging good behaviour
2. To foster attitudes of mutual respect based on the recognition of the worth and contribution of each and every individual within the School
3. To generate the highest quality of relationships within the School
4. To encourage individual responsibility for, and collective commitment to, the shared values of the School community
5. To provide a clear framework of expectations in terms of behaviour, attitude and activity which is accepted by parents, pupils, all staff and Governors, both on and off the school site
6. To implement and consistently apply a system of rewards, commendations, sanctions and punishments, within which proportionality is very important
7. To promote appropriate self-discipline on and off the premises which will lead to the development of the self-esteem and self-confidence necessary for individual growth and development
8. To prevent bullying including bullying related to race, religion, culture, homophobic bullying, bullying of pupils with SEN or disabilities, sexist or sexual bullying and cyberbullying
9. To ensure pupils complete assigned work

### Guidelines:

1. The Code of Conduct will make clear the expectations of the School
2. The School community has a responsibility to ensure that each of the members feels valued, cared about and successful
3. The ethos of the School should be apparent in the classroom where an atmosphere of mutual respect and enhanced self-esteem will be developed. In such

an environment pupils are behaving appropriately and teaching and learning is leading to achievement.

4. Staff will establish clear sets of expectations and rules in class which will allow everyone to work successfully, safely and enjoyably
5. The teacher will establish shared routines for teaching and learning within which all members of the School community feel secure and which will enable behaviour to be consistent and fair
6. A system of rewards and proportionate sanctions will be accepted as fair and reasonable for the whole School community and be routinely practised. The purposes of sanctions used are
  - a. To impress on the perpetrator that what he or she has done is unacceptable
  - b. To deter the student from repeating the behaviour
  - c. To signal to other students that the behaviour is unacceptable and deter them from doing it
7. All pupils will receive appropriate commendation and reward for achieving against their own personal targets in learning and behaviour. Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded
8. The School will seek to ensure an appropriate curriculum, effectively differentiated, which is recognised as a key factor in motivating students and maintaining an orderly learning environment
9. The development of positive pupil behaviour will be reinforced by the PHSCE programme and the Pastoral Care system
10. Equality of educational opportunity will be ensured, as far as is practicable, for all pupils who are behaving inappropriately
11. Appropriate INSET will be available to staff to encourage the further development of classroom management skills, delivery of the curriculum and the active participation of students in their own learning
12. The School will positively involve parents in the management of the children's behaviour
13. Bullying identified within the School community will be dealt with appropriately
14. All members of the School community will be kept safe through effective policy and procedures for child and adult protection
15. Sanctions, in the form of exclusion, will be monitored by age, ethnicity, gender, SEN, and disability
16. The Headteacher may extend the power to discipline students, to any other adult who has lawful control of students. This does include Teaching Assistants and Site Management Staff
17. Staff make clear they are dealing with the behaviour, rather than stigmatising the person
18. Staff avoid
  - a. Early escalation to severe sanctions

- b. Sanctions becoming cumulative and automatic
- c. Whole group sanctions that punish the innocent as well as the guilty

19. Staff use sanctions that are a logical consequence of the student's inappropriate behaviour, that help the student and others to learn from mistakes and recognise how they can improve their behaviour, and that help to put right harm caused

20. Teachers will attempt to link the concept of sanctions to that of choice, so that students see the connection between their own behaviour and its effect on themselves and others, so increasingly taking responsibility for their own behaviour

21. Low level interventions, such as giving a non-verbal signal or reminding a student of a rule, are used as a first step, at the teacher's discretion

22. Misbehaviour Outside School

Section 89(5) of the Education and Inspections Act 2006 gives head teachers a power to regulate pupils' behaviour when off school premises and not supervised by school staff to such extent as is reasonable.

The school can impose sanctions when the student is on the school site or under the lawful control of a staff member:

- So a sanction can be imposed whilst a student is on a school trip, whilst the student is on his or her journey to/from school and has been found to be misbehaving; he/she will be punished when he/she is next in school

In deciding whether a sanction is reasonable factors might include:

- Severity of the misbehaviour
- How it affects the school's reputation
- If the student(s) was wearing uniform or was otherwise identified as members of the school
- Whether the behaviour affects the orderly running of the school, or poses a threat to other students or staff (e.g. bullying a pupil or insulting staff)
- If the misbehaviour might affect the chance of other students being offered similar opportunities in the future

NB It should be noted that this policy also applies when a student is being educated elsewhere, e.g., at a college of FE.

#### Conclusion:

The implementation of this policy will ensure that the school community will aspire to the Mission Statement in all aspects of school life.

## **CODE OF CONDUCT**

We will conduct ourselves in a polite, considerate and sensible manner at all times.

We will show respect for all members of the school community by working sensibly in lessons and not disrupting the learning of others.

We will treat the property of other members of the school community with due respect.

We will present ourselves punctually, smartly dressed in full school uniform, and appropriately equipped at all times.

We will show consideration for our environment.