

Jack & Jill Family of Schools: Behaviour Policy

Legal Status:

- Prepared with regard to Early Years Foundation Stage Framework;
- Prepared with reference to Behaviour and Discipline in Schools (January 2016);
- The Education (Independent School Standards) (England) Regulations 2014
http://www.legislation.gov.uk/ukxi/2014/3283/pdfs/ukxi_20143283_en.pdf

Applies to:

- Jack & Jill School Twickenham;
- Nightingale House Pre-Preparatory; and,
- Clarence House Preparatory School.

Related Policies:

- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding Policy

Who is this policy for?

- Staff and volunteers
- Parents
- External agencies

Available from:

- School Office
- School Website
- SharePoint

Monitoring and Review:

To be continuously monitored and reviewed by date below.

References:

- “Parents” refers to parents, guardians and carers;
- “Family” refers to the School’s Management Information System;
- “Staff” includes employees, volunteers, peripatetic staff, external providers (Springboard Swimmers) or specialist staff provided by an external provider;
- The “School” refers to the Jack & Jill Family of Schools (Jack and Jill School Twickenham, Nightingale House Pre-Preparatory School and Clarence House Preparatory School (CHPS));
- “EYFS” refers to The Early Years Foundation Stage which is the curriculum for children from birth to aged 5, including the Reception year group;
- “Strategic Leadership Team” refers to the team managing the School, currently including the Deputy Principal, Headteacher of Clarence House and Pre-Preparatory Lead Teacher.
- “Individual Behaviour Plan” is a set of measures agreed with the parents of an individual pupil at the School whose behaviour has reached a level requiring specific targets and measures.

Reviewer: Strategic Leadership Team (September 2021)

Effective: October 2021

Next review: September 2022

Proprietor's Signature:

Kevin Papineau

The Jack & Jill Family of Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils achieve their potential.

The Jack & Jill Family of Schools promotes equality of opportunity and anti-discriminatory practice. We ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. We promote the principles of fairness and justice for all through the education that we provide in our School.

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Section One: Policy

1. Introduction

The Jack & Jill Family of Schools promotes good behaviour amongst pupils by ensuring that:

1. A written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
2. This policy is implemented effectively; and,
3. A record is kept of the sanctions imposed upon pupils for serious misbehaviour.

This policy sets out details of:

- How the School promotes good behaviour, self-discipline and respect amongst pupils, and ensures pupils complete assigned work;
- How the School regulates the conduct of pupils; and,
- The sanctions to be adopted in the event of pupil misbehaviour.

Key points:

- Jack & Jill Family of Schools staff have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school;
- The responsibility to discipline applies to all Jack & Jill staff, including volunteers;
- Jack & Jill Family of Schools promotes good behaviour through the School rules and the use of rewards and sanctions.

This policy should be read in conjunction with our Anti-Bullying Policy, which sets out how the School works to prevent bullying.

2. Aims

The Jack & Jill Family of Schools aims to have:

1. A consistent approach to behaviour management;
2. Strong School leadership of behaviour management;
3. Strong classroom management;
4. Clear rewards and sanctions that are consistently applied;
5. Clear strategies for the teaching of good behaviour;
6. Support for staff, including training;
7. Effective pupil support systems;
8. Effective liaison with parents and other agencies;
9. Effective transition arrangements; and
10. Environments that help promote good behaviour.

3. Equality Act 2010

The School acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (S.E.N.D.).

4. The Role of Parents

The Jack & Jill Family of Schools works from the principle that parents are 'first educators'. We work collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.

We explain the Behaviour Policy and associated procedures at our annual Curriculum Evenings, and we expect parents to support this policy.

If the School must use reasonable sanctions to educate a pupil, parents are expected to support the actions of the School. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher; if the concern remains, they should contact the Deputy Principal / Headteacher of Clarence House. If these discussions cannot resolve the problem, the complaints process should be implemented.

5. The Role of the Principal

The Principal is responsible for;

- the standard of behaviour expected of pupils at the School, the School rules and the sanctions for breaking the rules.
- ensuring the consistent implementation of the School behaviour policy throughout the School.
- giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. Please see the Exclusion Policy for further details.
- ensuring the School works in partnership with other agencies, e.g. Children's services, the local authority or exceptionally the police.
- overseeing the work of the Deputy Principal, Headteacher of Clarence House and lead teachers Pre-Prep.
- Ensuring the School Behaviour Policy is emphasised to staff, parents and pupils at least once a year.

Only the Principal has the power to exclude a pupil from the School. Details may be found in our Exclusions Policy.

6. The Role of Deputy Principal

The Deputy Principal is our named practitioner responsible for behaviour management issues in the EYFS.

The Deputy Principal maintains a record of all reported serious incidents of misbehaviour and is responsible for monitoring the day-to-day implementation of the policy throughout the Family of Schools.

7. The Role of Pre-Preparatory Lead Teacher/Headteacher of Clarence House

The Headteacher of Clarence House & Lead teacher at Nightingale House are responsible for day-to-day implementation of the Behaviour Policy.

8. The Role of Staff

Establishing clear adult, expert and professional authority and orderly discipline is the responsibility of all staff at Jack & Jill Family of Schools.

9. Punishing Poor Behaviour

Teachers must discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a School rule or fails to follow a reasonable instruction the teacher should impose a sanction on that pupil.

Sanctions are outlined in Section Two (below). Sanctions that are humiliating or degrading are not used; these include deprivation of food or drink, enforced eating or drinking, prevention of contact with parents, requirement to wear distinctive clothing or withholding any aids or equipment required by the pupil.

Sanctions for pupils at Clarence House Preparatory School include the use of detentions, which are monitored by the Headteacher of Clarence House.

Corporal punishment is prohibited in the School and includes the administration of corporal punishment to a pupil during any activity, whether on the school premises.

10. Use of Reasonable Force

It may be necessary to physically intervene in the following situations but only when all other tactics have been attempted:

- A pupil is behaving in a way that puts themselves or others at risk of physical harm.
- A pupil persistently refuses to obey instructions to leave an area or situation.

Members of staff will sometimes have to rely on their professional judgement when deciding whether to physically intervene in hazardous situations or to stand aside and allow pupils or colleagues to face a potential hazard. Staff must balance the level and duration of intervention against the seriousness and potential effects of the incident.

Please refer to our Use of Reasonable Force Policy for further details. The Deputy Principal maintains a restraints log.

11. Behaviour and Safeguarding

The School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the School's Safeguarding Policy. They must also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

12. Peer on Peer / Child-On-Child Abuse

Children can abuse other children (often referred to as peer-on-peer abuse) and it can take many forms. It can happen both inside and outside of our schools. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports.

In relation to behaviour, peer-on-peer abuse can include physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

The Family of Schools recognises that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

13. Record Keeping

The following records are maintained so that patterns can be identified by the School. Records include:

- Pupils' name;
- Year Group;
- Nature and date of the offence; and
- Sanction imposed.

Record	Key Person	Location of Record
Record of staff training in behaviour management	HR Admin Manager	School training records
Certificates	Deputy Principal	Family
Sanctions	Deputy Principal	Family
Additional Support Plan and Individual Support Plan Pro Forma	Deputy Principal	CPOMS
Additional Support Plans	Deputy Principal	CPOMS
Individual Behaviour Plans	Deputy Principal	CPOMS
Physical Restraints Log	Deputy Principal	CPOMS
Temporary or Permanent Exclusions	Principal	CPOMS

The following is displayed in all classrooms:

Display	Key Person	Location of Record
The Jack & Jill Family of Schools Rules	Heads of School / Lead teachers	Classroom wall. Pupils at Clarence House are taught the rules during the

		induction 'bootcamp' and are required to memorise them.
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14. Policy and Procedure Evaluation

Evaluation and review of the Behaviour Policy takes place annually.

However, review may be necessary earlier if the Government introduces new regulations, or if the School receives recommendations on how the policy might be improved.

Throughout the year, stakeholders are encouraged to feedback information and ideas regarding the implementation of this policy. The views of our pupils are given due weight according to the age, maturity and capability of the child (see articles 12 and 13, The United Nations Convention on the Rights of the Child).

15. Coronavirus Pandemic

As we have returned to school following periods of home learning, the children will be introduced to new routines, processes and procedures by their teachers. They will be expected to follow these processes and procedures throughout the pandemic and until advised otherwise. Should a child not abide by these new requirements, they will be reminded of the 'listen' rule and the behaviour policy will be followed as normal.

Section Two: Procedures

Behaviour management is based on recognition of positive behaviour, **rewards** and redirection of negative behaviour, eventually leading to **sanctions within a staged programme**. Staff work to ensure clarity, certainty and consistency.

All staff must respond calmly and consistently to all allegations and incidents of poor behaviour. All disclosures will be taken seriously and dealt with impartially and promptly, and all involved will have the opportunity to be heard. Staff will protect and support all students involved whilst allegations and incidents are investigated and resolved.

16. The Jack & Jill Family of Schools School Rules

The Jack & Jill Family of Schools has a fixed set of School rules which we always expect all members of the School community to adhere to. The rules are phrased to promote and encourage positive behaviour. The rules are:

- Work hard;
- Be kind;
- Listen;
- Be honest;
- Look after our School.

The rules are displayed prominently and referred to as appropriate. In this way, every child is made aware of expected standards of behaviour and is expected to take responsibility for their own behaviour.

17. Sharing the Jack & Jill Family of Schools School Rules

The rules are shared and discussed in student induction, curriculum evenings and throughout the year in assemblies.

The Jack & Jill Family of Schools School rules are displayed in every classroom.

The Nightingale House School Councils review the design of the behaviour certificates and together with the team leaders encourage pupils to follow the school rules to warrant award of a certificate.

18. Rewards

The Jack & Jill Family of Schools rewards pupils for upholding the school rules. Rewards include:

- Informal praise, e.g. a kind word or a smile;
- Use of a recognition board to acknowledge a child demonstrating a particular behaviour;
- Stickers or stamps;
- Stamps;
- Praise slips;
- Telephone calls, or meetings, with parents to share examples of great behaviour or effort;
- Certificates and commendations in assembly;
- Team Points;
- Star of the Week.

19. Awarding Certificates

Individual students are awarded certificates and presented to students at appropriate moments in the School week.

Staff award certificates based upon the Jack & Jill Family of Schools School rules and visions. There are 4 different certificates:

1. For fulfilling a school rule, for example, for exceptional kindness or for work demonstrating exceptional effort.

2. For STEM
3. For Philosophy
4. For Healthy Living.

20. Awarding Team System

Girls in Reception and above are allocated to the school teams and receive team points. The three teams are:

- Chaffinch;
- Kingfisher;
- Robin.

Good behaviour is rewarded with team points, which are tallied and celebrated during weekly team point assemblies led by Year Two team captains at Nightingale House.

Team points are converted to pence for the nominated School charities, e.g. 78 team points equals £7.80. The weekly totals are tallied at the end of the year and divided equally between the year's charities.

21. Team/House Points

Girls at Clarence House Preparatory School are placed in three houses:

- Benn's Island
- Bushy Park
- Strawberry Hill

Each house has a house captain.

Pupils win house points for upholding the rules.

22. Allocation of Team Points

One or two team points are awarded for effort, kindness or good performance.

In the Pre-Prep, team points are marked on the pupil's work as '1tp' or '2tp' and added to the class tally either by teachers or the girls themselves.

In Clarence House, team points are recorded on the classroom board.

23. Record Keeping of Rewards

Team Points	The team points accrued each week are added to the team points tally during the team point Assembly.
Certificates	Certificates are added as a note on Family.

24. Reporting Rewards and Sanctions

Rewards	<ul style="list-style-type: none"> • Nursery and Reception: Exceptional behaviour shared with parents via Seesaw and certificates are noted in the child's Family area. • Pre-Preparatory and Clarence House: Certificates are noted in the child's Family area.
Sanctions	<ul style="list-style-type: none"> • Nursery and Reception: Sanctions reported on child's area within Family. • Pre-Preparatory: Sanctions reported on child's area within Family. • Clarence House: Sanctions reported on child's area within Family.

Behaviour Ladder (Nursery & Reception)

It is important to recognise and reward positive behaviour and teachers do this through the use of a 'Recognition Board' in their classroom. Each teacher will identify a behaviour they would like to develop within their classroom – such as using kind hands or sharing toys. This will be shared with the children and whenever a child is 'spotted' exhibiting this behaviour, their name will be placed on the recognition board. Together, the class aim is to see all children's names on the recognition board. This ensures that children who behave well are regularly recognised and praised, and children who have not yet demonstrated this behaviour are reminded regularly of the class focus without being singled out. Once the class have consistently demonstrated this behaviour, the class teacher may identify another task for the recognition board.

Stage	Behaviours	Procedure	Partnership With Parents	Record Keeping & Analysis
One:	Poor behaviour	<ol style="list-style-type: none"> 1. Teacher identifies unwanted or undesirable behaviour. Teacher speaks to the child (privately) and names the behaviour and why it should change. Teacher links this to the school rules. 2. Teacher supports the child in returning to play and praises the child's change of behaviour to recognise the child's efforts. 	-	-
Two:	Poor behaviour	<ol style="list-style-type: none"> 1. Teacher names the behaviour and asks the child to stop this behaviour, explaining the impact it has on others. 2. Teacher redirects the child to another task if the child does not immediately change their behaviour. 	-	-
Three:	Persistent poor behaviour or inappropriate behaviour in individual lesson	<ol style="list-style-type: none"> 1. Teacher tells the pupil which rule is not being upheld. 2. Teacher asks the child to come and sit quietly with them for a minute or 2. 3. After this period, teacher discusses the issue, why they have had to come and sit with the teacher and discusses alternative actions in future scenarios. 4. At end of lesson, add details to pupil's Family record. 	Parents informed via Family.	Teacher: Record on Family. Inform class teacher. Family automatically informs the Deputy Principal. The Deputy Principal monitors Stage Three sanctions.

Serious Misbehaviour

The Deputy Principal may choose to move straight to Stage Four in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour.

Behaviour Ladder (Pre-Preparatory)

Stage	Behaviours	Procedure	Partnership With Parents	Record Keeping & Analysis
One: Warning	Poor behaviour in individual lesson.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the School rules is not being upheld. 2. Redirect to task. 	-	-
Two: Sanction	<p>Repeated poor behaviour in individual lesson, or across a series of lessons in one day.</p> <p>Any behaviour involving physical violence will move immediately to a sanction without a warning being given.</p>	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld. 2. Tell pupil they have received a sanction. 3. At end of lesson, add sanction to pupil's Family record. 	Parents informed via Family.	<p>Teacher: Record on Family. Sanction to be reported to the child's class teacher verbally, or by email by the end of the School day.</p> <p>Family automatically informs the Deputy Principal.</p> <p>The Deputy Principal monitors Stage Two sanctions.</p>
Three: Removal from Class	Serious unacceptable behaviour or persistent poor behaviour in individual lesson or across a series of lessons in one day.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld. 2. Send pupil to deputy Principal/Pre-Preparatory Lead Teacher with their work. 3. Teacher-in-charge speaks to the pupil involved. Additional sanctions may be set, such as asking the pupil to write a letter of apology or a temporary loss of privilege. 	Parents informed via phone call from teacher-in-charge.	<p>Teacher: Add sanction to Family. Inform class teacher.</p> <p>Sanction to be reported to the child's class teacher verbally, or by email by the end of the School day.</p> <p>Family automatically informs the Deputy Principal.</p> <p>The Deputy Principal monitors Stage Three sanctions.</p>

Serious Misbehaviour

The Deputy Principal may choose to move straight to Stage Four in cases of serious misbehaviour. The Deputy Principal maintains a log of any incidents of serious misbehaviour.

Behaviour Ladder (Clarence House)

Our expectation is that Clarence House girls will always uphold the School rules .

Stage	Behaviours	Procedure	Partnership With Parents	Record Keeping & Analysis
One: Warning	Poor behaviour in individual lesson or across a series of lessons in one day.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld. 2. Redirect to task. 	-	-
Two: Sanction	Poor behaviour in individual lesson or across a series of lessons in one day.	<ol style="list-style-type: none"> 1. Teacher asks pupil which of the rules is not being upheld; 2. Tell pupil they have received a sanction; 3. At end of lesson, add sanction to pupil's Family record. 4. Redirect to task. 	Parents informed via Family.	Teacher: Record on Family. Inform class teacher. Family automatically informs the Headteacher of Clarence House. The Headteacher of CHPS monitors Stage Two sanctions.
Three: Detention	Serious unacceptable behaviour or persistent poor behaviour or across a series of lessons in one day.	<ol style="list-style-type: none"> 1. Pupil informed they have received a detention; 2. At end of lesson, teacher accompanies pupil to the Headteacher of Clarence House. 3. Headteacher of Clarence House will oversee detention in following break time or lunchtime. 	Parents informed via phone call from the Headteacher of Clarence House.	Teacher: Add sanction to Family. The Headteacher of CHPS monitors Stage Three sanctions.

Detention at Clarence House

Staff at Clarence House Preparatory School have the power to issue detentions to pupils at Stage Three in the behaviour ladder.

The Headteacher of Clarence House makes clear to pupils and parents that we use detention as a sanction at Stage Three on the behaviour ladder. Detentions are always set during playtime and are supervised by the Headteacher of Clarence House. Parental consent is not required for detentions, but the School will always inform parents if a detention has been set.

Serious Misbehaviour

The Headteacher of Clarence House may choose to move straight to Stage Four in cases of serious misbehaviour. The Principal maintains a log of any incidents of serious misbehaviour.

Managing Poor Behaviour Over Time (All Sections)

Stage	Reason	Procedure	Partnership with Parents	Record Keeping
Four: Additional Support Plan	Repeated Stage 3 sanctions or serious misbehaviour.	<p>If a child receives a significant number (as determined by the Principal / Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House) of Stage Two and Three sanctions or a serious incident takes place (e.g. fighting in the playground) then the School will create an Additional Support Plan (A.S.P.):</p> <ul style="list-style-type: none"> The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will liaise with the pupil, class teachers and the pupil's parents to set individual targets; The School may choose to engage external agencies; Staff observe the pupil's behaviour; Additional support will be provided for the pupil; The A.S.P. is circulated to relevant staff and discussed at staff meetings. 	The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will meet with the child's parents on a fortnightly basis/as required.	<p>The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will review the child's behaviour and the Additional Support Plan on a <u>weekly</u> basis.</p> <p>Records of this review will be maintained on CPOMS.</p>
Five: Individual Behaviour Plan	Failure to meet targets identified in Additional Support Plan or Bullying (see Anti-Bullying Policy)	<p>If, after a set period no significant improvement has occurred, an Individual Behaviour Plan meeting will be called with parents, led by the Principal, which may at the Principal's discretion involve external agencies.</p> <p>Behaviour targets will be agreed.</p> <p>The I.B.P. is circulated to relevant staff and discussed at staff meetings.</p>	The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will meet with the child's parents on a weekly basis.	<p>The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will review the child's behaviour and the Individual Behaviour Plan on a <u>weekly</u> basis.</p> <p>Records to be kept on CPOMS.</p> <p>Individual Behaviour Plans may be included in School transfer reports.</p>
Six: Temporary or Permanent Exclusion	Failure to improve behaviour or repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy).			

Appendix One: Stage Four: Additional Support Plan (A.S.P.) Pro Forma

- The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will liaise with the pupil, class teachers and the pupil's parents to set individual targets;
- The School may choose to engage external agencies;
- Staff observe the pupil's behaviour; and,
- Additional support will be provided for the pupil.

The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will review the child's behaviour and the Additional Support Plan on a weekly basis.

The A.S.P. is circulated to relevant staff and discussed at staff meetings.

Name of Pupil	
Date of birth	
Class	
Class Teacher	
Reason for Additional Support Plan	
Support provided by the School	
Requested support from parents	
Review date	
Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House's signature	
Parent(s) signature	
Pupil(s) signature	

Target	Success Criteria
[Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules]	

Strategies for Support
[Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules]

Observations
[Note: weekly notes should be stored here which outline the child's successes and challenges in relation to the above targets]

Record Keeping

- Hard copy and soft copy to parents;
- Soft copy stored on pupil's CPOMS record;

Appendix Two: Stage Five: Individual Behaviour Plan (I.B.P.) Pro Forma

The Deputy Principal / Pre-Preparatory Lead Teacher / Headteacher of Clarence House will review the child's behaviour and the Individual Behaviour Plan on a weekly basis.

The I.B.P. is circulated to relevant staff and discussed at staff meetings.

Please note that a copy of the Individual Behaviour Plan may be included in School transfer reports.

Name of Pupil	
Date of birth	
Class	
Class Teacher	
Reason for Individual Behaviour Plan	
Support provided by School	
Requested support from parents	
Review date	
Principal's signature	
Parent(s) signature	
Pupil(s) signature	

Failure to improve behaviour or repeated infringements may set a child on the path towards temporary or permanent exclusion (see Exclusion Policy).

Target	Success Criteria
[Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules]	
Strategies for Support	
[Note: targets should relate to upholding The Jack & Jill Family of Schools School Rules]	

Observations
[Note: weekly notes should be stored here which outline the child's successes and challenges in relation to the above targets]

Record Keeping

- Hard copy and soft copy to parents;
- Soft copy stored on pupil's Family record;
- Hard copy stored by Principal in Child Protection cabinet; and,
- Hard copy of any contemporaneous notes stored by Principal in Child Protection cabinet.

Appendix Three: I.B.P. Daily Monitoring Pro Forma

Name of Pupil	
Date of birth	
Class	
Class Teacher	

Target	Success Criteria
[Note: targets should be copied over from the I.B.P]	

Lesson including break and lunchtime	Name of Teacher	Did pupil uphold the Jack & Jill Rules in this lesson?
[e.g. Registration]		[Please write positive interactions / steps towards targets and/or any rules that were broken and why]
Pupil to submit to teacher-in-charge at the end of the day		

Record Keeping

- Hard copy and soft copy to parents;
- Soft copy stored on pupil's Family record; and,
- Hard copy stored by Deputy Principal in Child Protection cabinet.



Jack and Jill School Rules

These are our School rules.

We agree to:

- 1. Work hard;**
- 2. Be kind;**
- 3. Listen;**
- 4. Be honest; and,**
- 5. Look after our school.**

A Tradition of Excellence