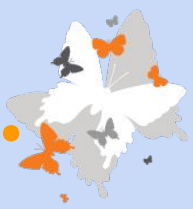


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C26 Community Meeting

Thursday 14th September 2022



Expectations

We have the highest expectations of students at XP in terms of both their behaviour and progress at school. This is underpinned by our Habits of Work and Learning as we expect all of our students to 'Work Hard, Get Smart and Be Kind' and our character traits of 'Courage, Respect, Craftsmanship and Quality, Compassion and Integrity' which shape and determine the culture at the school. The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). These duties have been taken into account and have informed this policy.

When students do display poor behaviours, there are clear sanctions that are shared and owned by the community at XP.

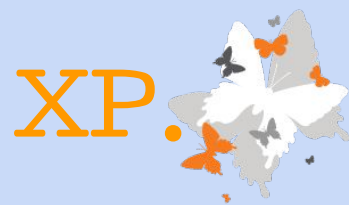
Character Traits

Courage

- to put ourselves outside our comfort zone to develop and deepen our learning and character
- to have conviction in our thoughts and feelings and communicate them effectively
- to endeavour to succeed, even though there is a chance of failure

Respect

- to respect ourselves and others
- to work with others despite differences or difficulties
- to show consideration towards other people and our environment





Craftsmanship and Quality

- to always strive to create beautiful work
- to take time and effort to draft, redraft and critique our work
- to aim for a quality in our work that is indistinguishable from professionals

Compassion

- to show understanding, care, love and pride for ourselves and other people
- to be committed to contributing positively to our community
- to help others to achieve

Integrity

- to be self-motivated to achieve our best
- to build resilience, responsibility and a never give up attitude
- to recognise the reasons for failure and, as a result, enhance our chances for success

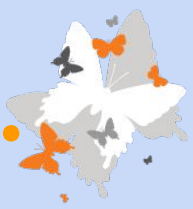
Habits of Work and Learning

Work Hard

- I arrive for each session on time and prepared.
- I participate fully and mindfully in sessions.
- I complete all work in a timely manner to the best of my ability.

Get Smart

- I take responsibility for my learning by asking questions and seeking help when needed.
- I assess my work based on established criteria and rubrics.
- I welcome feedback and revise my work.



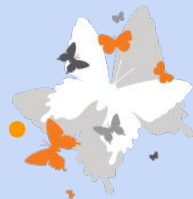
Be Kind

- I communicate politely and kindly
- I work cooperatively with others
- I take care of resources and materials and act as a steward of our community



HoWLs Planners/Consequences

XP



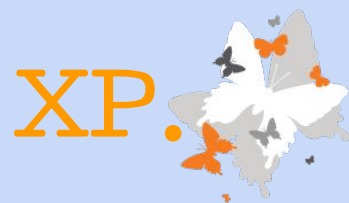
Day	Crew	Session 1	Break	Session 2	Session 3	Lunchtime (must be signed at Embrace)	Session 4	Session 5	Total HoWLs points	Comments from staff
Tues 13th	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK		
Wed 14th	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK		
Thurs 15th	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK		
Fri 16th	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK		
Tues 20th	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK		
Wed 21st	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK		
Thurs 22nd	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK	WH GS BK		

If this card doesn't total 360 points then move to **Concern**

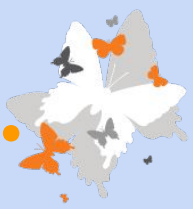
Behaviour and sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. XP has a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges - such as using break time to put things right.
- Supervised lunches
- School-based community service - such as picking up litter; weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times
- Directed extended study including during lunch-time, after school, on Staff Days and possibly at weekends.
- Writing a reflection of their behaviour and finding ways to put things right, before being allowed to rejoin the classroom community.
- Being placed away from the classroom community as an internal exclusion
- Being placed on a SES (Social and Emotional Support) plan which may include early morning or after school reporting.
- Fixed-term exclusion
- Working with stakeholders to find alternative educational provision
- Permanent Exclusion



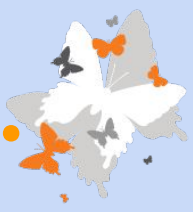
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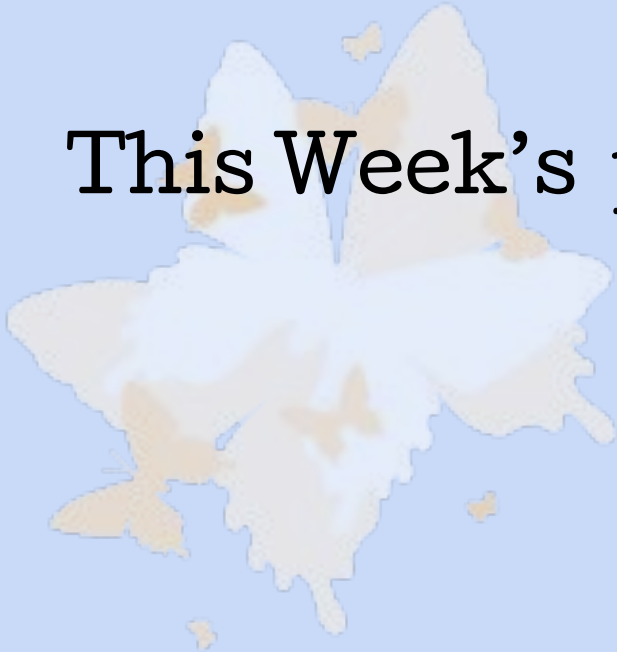
Apologies, Appreciations & Standards



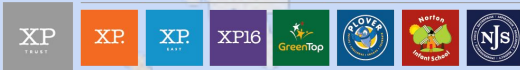
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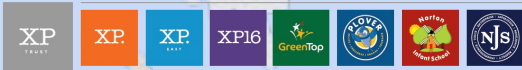
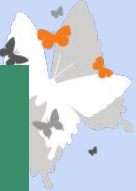
This Week's praises...



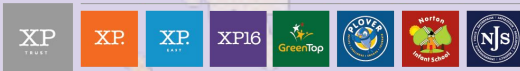
Danny-Junior - excellent contributions in English this week! Great work :)



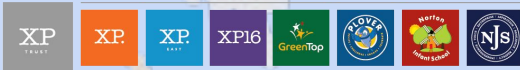
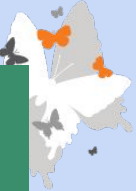
Sophie - for your support this week towards staff *and* students! Thank you for being incredibly kind & compassionate!



Kristian - Great start back to GCSE Geography - 100% effort and focus, keep it up!

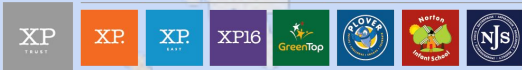


Lucy, Max & Bec - thank you
for being incredible
ambassadors for our school
and presenting about passage
& crew to our visitors this
week!

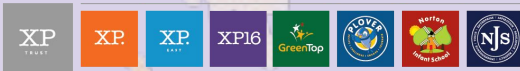


Hazel - OUTSTANDING Group work in Science. A model example for the rest of Skipper!

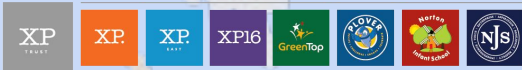
ALSO - An appreciation from Miss Cross for helping to take care of resources at the beginning & end of the session. Thank you!



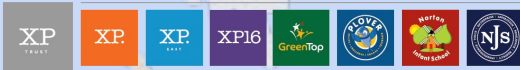
Lydia - thank you for engaging perfectly with AR time every day this week!



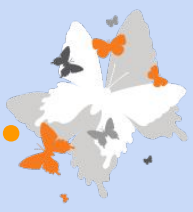
Lola & Alana - Amazing work in Spanish this week - working incredibly hard on verbs! Great work!



Asha, Ava & Oscar Q - An appreciation for your incredible Craftsmanship & Quality in Art! Keep up the awesome work!



XP



BEST VERSION OF YOURSELF

FEARLESS MOTIVATION | ITUNES | GOOGLE PLAY | AMAZON MP3 | SPOTIFY

