



# SECONDARY EXPECTATIONS POLICY AND PROCEDURE

**Lead:**  
**Key Stage 3 Progress Leader**

**Reviewed:**  
**August 2024**

## INTRODUCTION

HIS is a supportive, student-focused, international community school. We strive to challenge and inspire all learners to develop their skills and nurture values through a love of learning so that they can responsibly embrace the diverse challenges of tomorrow.

**AY 2024-2025**



## Vision

Horizon International School is a supportive, student-focused, international community school. We strive to challenge and inspire all learners to develop their skills and nurture values through a love of learning so that they can responsibly embrace the diverse challenges of tomorrow.

## Ethos

The Expectations Policy at Horizon International Secondary School is based upon an ethos that generates a positive environment for those who work and learn within it. Central to this ethos are the elements of rewards and consequences so that 'Everyone Counts, Everyone Contributes, Everyone Succeeds'.

## Aims

All students are expected to behave in a way that creates an environment where:

- Staff can teach to the highest standard
- Students can learn and achieve their full potential
- All members of the HIS Community can work and learn in a safe place
- Staff, students, parents and visitors can enjoy and be proud of their association with HIS and see its values and visions in action

## Purpose

The expectations of our students is most effective when a true partnership exists between school and home. Together we can make HIS extremely successful, a school which we are all proud to belong to and that everyone enjoys attending.

## Rewards

HIS believes that positive reinforcement of good behaviour and rewarding success are essential tools for managing expectations at the school. Rewards are to be used much more than consequences. Opportunities for rewards is actively sought by all staff in order to ensure that positive messages and meaningful rewards are at the heart of our school. These also support to reinforce our school's vision. At HIS all staff will maintain a consistent approach towards rewarding students. By praising students and recognising their achievements others will be encouraged to act similarly. House Points will be given in all areas of the school, both pastorally and through the curriculum, recognising a student's progress.



Less formal, more personal rewards are equally effective and is part of our drive to enable our students to develop their sense of who they are and to enable them to celebrate success. Rewards that can be used include:

- Frequent use of verbal praise both in and out of the classroom
- Rewarding language within marking
- Recognition through their name on the board leading to House Points
- Phone calls home
- Postcards/emails home
- Certificates
- Recognition in assemblies
- Recognition in newsletters/on social media
- Meeting with the Principal or Secondary Senior Leadership Team
- House Points both in and out of the classroom
- Best Version of Me Monthly Award
- Student of the Month Award
- End of Term Rewards

## **Punctuality**

Students that are late to school on 3 occasions in one month will complete a 45-minute detention after school from 3.15-4pm with a Progress Leader. Those students that have 4 or more lates will complete a 90-minute detention after school with the Secondary Leadership Team or Principal.

## **Consequences**

If a member of staff feels that a student is not behaving in an acceptable manner, he/she will be issued with a C1 (The first consequence issued as a direct result of a negative behaviour). This is a warning that the student needs to modify/change the way that he/she is behaving.

If the student chooses to ignore this warning and does not modify their attitude or behaviour the teacher will issue a C2 (The second consequence, a result of further negative behaviour). This will result in a 15- minute break or lunch time detention with the class teacher.

Should he/she continue to behave in a way that the teacher feels is unacceptable the teacher will issue a C3. (The third consequence, a result of continued negative behaviour, despite two chances to modify his/her actions). This will mean that the student will now automatically be issued with a 40-minute detention with a Head of Dept/Pastoral Leader. This can be held at a lunchtime or after school. If a student has multiple Head of Department detentions, then the detention will be taken by the Pastoral Leader after school. Under normal circumstances the school will attempt to facilitate the detention two days after the teacher has issued the C3.

If a student continues to display a negative attitude to learning they will be issued with a C4 which is a Senior Leadership Detention. (The fourth consequence, a result of continued negative behaviour despite at least three chances to modify his/her behaviour). This will mean that the student will complete a detention after school at 3-4.30pm or a Saturday Detention 8 - 9.30 am.

**Serious negative behaviours would escalate straight to C4 and could result in removal of the student's school place.**

Students who fail to attend a detention will be spoken with and will also need to serve the detention at a later time. If a student is absent from HIS on the day of their detention, he/she will attend the detention on their next day in school.

All consequences and rewards must be logged on iSAMS.

Low level disruption not only seriously affects the learning of the pupil disrupting the lesson / learning environment but directly affects the learning of other pupils present and the teachers' ability to teach effectively.

