



BEHAVIOUR POLICY

Policy Updated	Sept 2018
Next Review	Sept 2020

Rationale

At Jebel Ali School we wish every child and adult to behave in an appropriate way to each other. Good behaviour must be consistent throughout the school in order that a safe, orderly, positive and happy environment can be established for all members of the school community. All children have the right to learn, and teachers have the right to teach. We regard trusting relationships and co-operative teamwork as essential for learning and self-development to take place.

Objectives

All members of the school community have a responsibility to uphold the school aims by:

- Respecting the rights, values and beliefs of the individual
- Fostering and promoting good relationships and a sense of belonging to the school community
- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Caring for, and taking pride in, the physical environment of the school
- Acknowledging and respecting different cultures and traditions
- Not tolerating any conduct involving bullying or harassment
- Helping to develop strategies to eliminate unacceptable behaviour and applying these consistently
- Encouraging, praising and positively reinforcing good relationships, behaviour and work

Responsibility

Leadership Team and Year Group Leaders

- Taking a lead in the establishment of a positive school ethos
- Monitoring and reviewing behaviour throughout the school, evaluating the success and ensuring the necessary revisions are undertaken
- Monitoring attendance and punctuality and responding when either is poor
- Recording and reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
- Supporting members of staff in the practical application of the behaviour policy and procedures

Staff

By providing a challenging and stimulating learning environment, which enables all children to reach the highest standard of personal achievement

- Being constantly aware of the needs of each individual child and their relationship with others
- Enabling children to take increased responsibility for their own learning and conduct, intervening when necessary
- Being a good role model - punctual, well prepared and organised
- Taking quick, appropriate, action to prevent disruption to the learning environment
- Providing opportunities for the children to discuss appropriate behaviour, working together, reflecting a shared philosophy and practice together
- Looking for every opportunity to praise and highlight pupil achievements both academic and social.
- Enforcing the agreed behaviour code, based on the 'Golden Rules', consistently (see 'Code of Conduct' section)
- Following the stages highlighted in the behaviour flowchart if behaviour is deemed to be unacceptable

Pupils

Attending school regularly

- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit, taking letters home promptly, returning homework, including home reading folder, on time
- Contributing to the development of the school's behaviour pupils' code of conduct
- Conducting themselves in an orderly manner in line with the 'Golden Rules'/Secondary school expectations
- Taking growing responsibility for their environment and for their own learning and conduct and being accountable for their actions.

Parents

- Ensuring children attend school in good health, punctually and regularly (this involves avoiding holidays in term time)
- Providing prompt explanation of all absences either through a note or telephone call to the school office
- Providing support for discipline within the school
- Participating in discussions concerning their child's progress and attainment, at an appropriate time
- Ensuring early contact with the school to discuss matters which affect their child's happiness, progress and behaviour
- Taking an active interest in children's learning by supporting where appropriate such as hearing reading, assisting with the learning of spellings and homework
- Support staff in the implementation of all school policies
- Be prepared to work in partnership with the school to improve children's behaviour when necessary

NB: When parents are on campus with their children at any time, it is their responsibility to ensure the good conduct and safety of their children. Children should be under the direct supervision of their parents at all times and should never be left unattended or allowed to access any areas unsupervised.

General Expectations

- Think before you act
- Take responsibility for your own actions
- Treat others as you would like to be treated yourself
- Consider the feelings of others

Rewards for positive behaviour and academic performance

For attitude towards work

- House point/sticker given by teacher
- Celebration certificate. When individuals reach a set number of house points, certificates will be given out in assembly and sent home so that parents are informed
- Work to be shown to the Head Teachers and Deputy Heads for special praise.
- Post Card Home. A special mention and recognition for a student who has stood out and deserves more recognition than a house point. A message is sent to parents via ISAMS.
- Student of the Month – Staff vote for student in each year group who has work diligently, shown a positive attitude, and contributed to whole school life

To encourage appropriate behaviour:

In the classroom – compulsory school policy

- Verbal praise
- Expectation of appropriate behaviour – praising what is expected first before talking about inappropriate behaviour
- Stickers – given by teachers and support staff
- Celebration certificate. When individuals reach collect a set number of house points certificates will be given out in assembly and sent home so that parents are informed
- Golden Time awarded based on class/table 'pasta' jar (Primary)
- Visiting Head Teacher and Deputy Heads for special praise
- Golden Wall (Foundation Stage)
- Traffic Lights (Foundation Stage)

At break-time

- Stickers and house points used to reward excellent behaviour by supervising staff

Around school

- House points awarded by all staff

NB: Additional rewards include choice of activity for Golden Time, choice of who to sit next to or table points (Primary)

Individual prizes / gifts / confectionary are **NOT** deemed suitable

CODE OF CONDUCT

- All children are given the choice to conform to the code of conduct or not.
- Appropriate behaviour will be expected and praised.
- If the child chooses not to conform then the following procedures highlighted on the flow chart will be used.
- The child will be given the choice after each sanction to conform.
- This encourages the child to take responsibility for their own behaviour.

CODE OF CONDUCT (PRIMARY)

Our Golden Rules:-

We are gentle

We are kind and helpful

We are hardworking

We look after property

We listen to others

We are honest

We are well mannered

Class Rules

- Each class collectively agrees to the rules (consistent with school expectations) that are displayed in the classroom
- They are discussed and reviewed with the class every term

FOUNDATION DISCIPLINARY BEHAVIOUR PROCEDURE

Some children need extra support to enable them to behave appropriately. At all times we demonstrate a just and fair approach to regulating children's behaviour, endeavouring to build each child's self-esteem through praise and recognition of effort and appropriate behaviour:

- The judgement about a child's behaviour must be made according to the child's age and stage of development.
- There are always other factors to consider, such as how tired the child is and if there are any relevant events happening at home.
- Parents and carers are encouraged to share any relevant information with staff, eg a family member being in hospital.
- **A record must be kept of any occasion where physical intervention is used, and parents/carers informed on the same day or as soon as reasonably practicable.**
- **NB: Physical intervention is only to be used with minimum force and only in order to prevent accident or injury to a child or to prevent damage to property.**

Level 1 - Continual disruption of learning environment after positive reinforcement strategies have been applied

- Approach calmly and with an open mind
- Get down to child's level
- Acknowledge the child's feelings 'I can see you are angry/sad/upset/annoyed'
- Gather information from both sides 'What's the problem?'
- Restate the problem 'So, the problem is.....' (criticise the behaviour NOT the child)
- Find out what happened, listening calmly to both sides
- Ask for the solution and choose one together
- Give follow up support,if required e.g. modelling language to use

Level 2 - Verbal or Physical actions

- Ensure child who has hurt another (by action or words) has time to calm down and regain control in a quiet place.
- Ensure that the child is safe and supervised at all times.
- Kindly and firmly make clear that such behaviour is unacceptable.
- Help the child to understand the impact of his/her actions upon others,
- Take child to apologise and move forward positively.

If the child has been hurt by another child or children the parents of both parties must be contacted by the class teacher on the same day to explain the incident professionally and with sensitivity.

If Level 1 or Level 2 behaviour is repeated:

- FS Leader, DHT and Head Teacher are informed.
- Parents meet with the Class Teacher and YGL, where their support is requested and a simple behaviour action plan is put in place which will be reviewed within a specified time (this may include asking parents to pick a child up early from school if physical behaviour continues). Discussions with parents about behaviour should include celebration of positive behaviour, as well as any concerns.
- Monitor all behaviour and record relevant observations using the [Behaviour Tracking Sheet](#).
- Review after an agreed time and agree further strategies if necessary.
- Continue to monitor all behaviour and record relevant observations using the [Behaviour Tracking Sheet](#).
- If the behaviour continues, work with the parents/carers to start a Special Educational Needs (SEN) record, in consultation with the Special Educational Needs Co-ordinator (SENCO) and agree a review date.
- Monitor all behaviour and record relevant observations using the [Behaviour Tracking Sheet](#).
- When a pupil's behaviour cannot be modified by the school's procedures as outlined, the advice of outside agencies is sought e.g. Behaviour Therapist, Counsellor etc. in consultation with the parents/carers and SENCO

PRIMARY DISCIPLINARY BEHAVIOUR PROCEDURE

- The stages below allow for progression in consequences with opportunity for child to conform to school policy before next stage is reached.
- Deputy Head Teacher to be informed of children where sanctions have been implemented.
- Incidents and discussions to be noted and dated by staff involved for use at future meetings.
- Parent contact forms must be completed throughout
- There will be exceptions to the stages. Behaviour in class such as spitting, swearing, defiance, tantrums and fighting go directly to Headteacher.

Description	Continual disruption of learning environment after positive reinforcement strategies have	Continual playground incidents after positive reinforcement strategies have been applied	Continual disruption on bus after positive reinforcement strategies have been applied	Fighting or causing physical harm	Verbal or physical bullying	Behavioural concerns for a child who is on the LS register
	Level 1 Low Level	Level 2 Persistent Low Level	Level 3 Non-compliance	Level 4 Defiance	Level 5 Potential Exclusion	Level 6 Exclusion
Action to be taken	Class consequences applied and monitored	Year Group Leader and Class teacher meet with parents. If no improvement child to play in restricted area only	Key Stage Coordinator speaks to child. If behaviour persists Parents are informed and child is allocated specific seat with daily check	Key Stage Coordinator meets with Parents to discuss incident and informs that future incidents will result in Headteacher intervention	See ant-bullying policy	LS meet with Class Teacher to develop individual behaviour strategies relating to the Child monitored by LS and Class Teacher.
		If further incidents occur. Parents	If still no improvement	Headteacher discuss with	Headteacher discuss with	

SECONDARY BEHAVIOUR POLICY

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- Not tolerating any conduct involving bullying or harassment
- Helping to develop strategies to eliminate unacceptable behaviour and applying these consistently
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Responsibility

Senior Leadership Team and Middle Leaders

- Taking a lead in the establishment of a positive school ethos
- Monitoring and reviewing behaviour throughout the school, evaluating the success and ensuring the necessary revisions are undertaken
- Monitoring attendance and punctuality and responding when either is poor
- Recording and reporting incidents of serious misconduct
- Taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified
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Staff

By providing a challenging and stimulating learning environment, which enables all children to reach the highest standard of personal achievement

- Being constantly aware of the needs of each individual child and their relationship with others
- Enabling children to take increased responsibility for their own learning and conduct, intervening when necessary
- Being a good role model - punctual, well prepared and organised

- Taking quick, appropriate, action to prevent disruption to the learning environment
- Providing opportunities for the children to discuss appropriate behaviour, working together, reflecting a shared philosophy and practice together
- Looking for every opportunity to praise and highlight pupil achievements both academic and social.
- Enforcing the agreed behaviour code, based on the 'Behaviour Descriptors, consistently (see Behaviour Descriptors Chart).
- Following the stages highlighted in the behaviour flow chart if behaviour is deemed to be unacceptable

Students

Attending school regularly

- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit, taking letters home promptly, returning homework, including planners, on time.
- Contributing to the development of the school's behaviour pupils' code of conduct
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Rewards for positive behaviour and academic performance

For attitude towards work

- House points awarded by teacher.

- Post Card Home. A special mention and recognition for a student who has stood out and deserves more recognition than a house point. A message is sent to parents via ISAMS.
- House point letter Home and Celebration certificate. When individuals reach a set number of house points, a letter is sent home to parents through ISAMS. Certificates will be given out in assembly to those students who achieve 100 house points.
- Student of the Month – Staff vote for student in each year group who has work diligently, shown a positive attitude, and contributed to whole school life.

To encourage appropriate behaviour:

In the classroom – compulsory school policy

- Verbal praise
- Expectation of appropriate behaviour – praising what is expected first before talking about inappropriate behaviour
- Celebration certificate. When individuals reach collect a set number of house points certificates will be given out in assembly and sent home so that parents are informed
- Visiting Head Teacher for additional praise and recognition.

SANCTIONS – SEE FLOW CHART

- Students are given the choice to conform to the code of conduct or not.
- Appropriate behaviour will be expected and praised.
- Through discussion with staff, the student will be given the choice after each sanction to conform.
- If the student chooses not to conform, then the following procedures highlighted on the flow chart will be used.
- This encourages the student to take responsibility for their own behaviour.

CODE OF CONDUCT

EXPECTATIONS

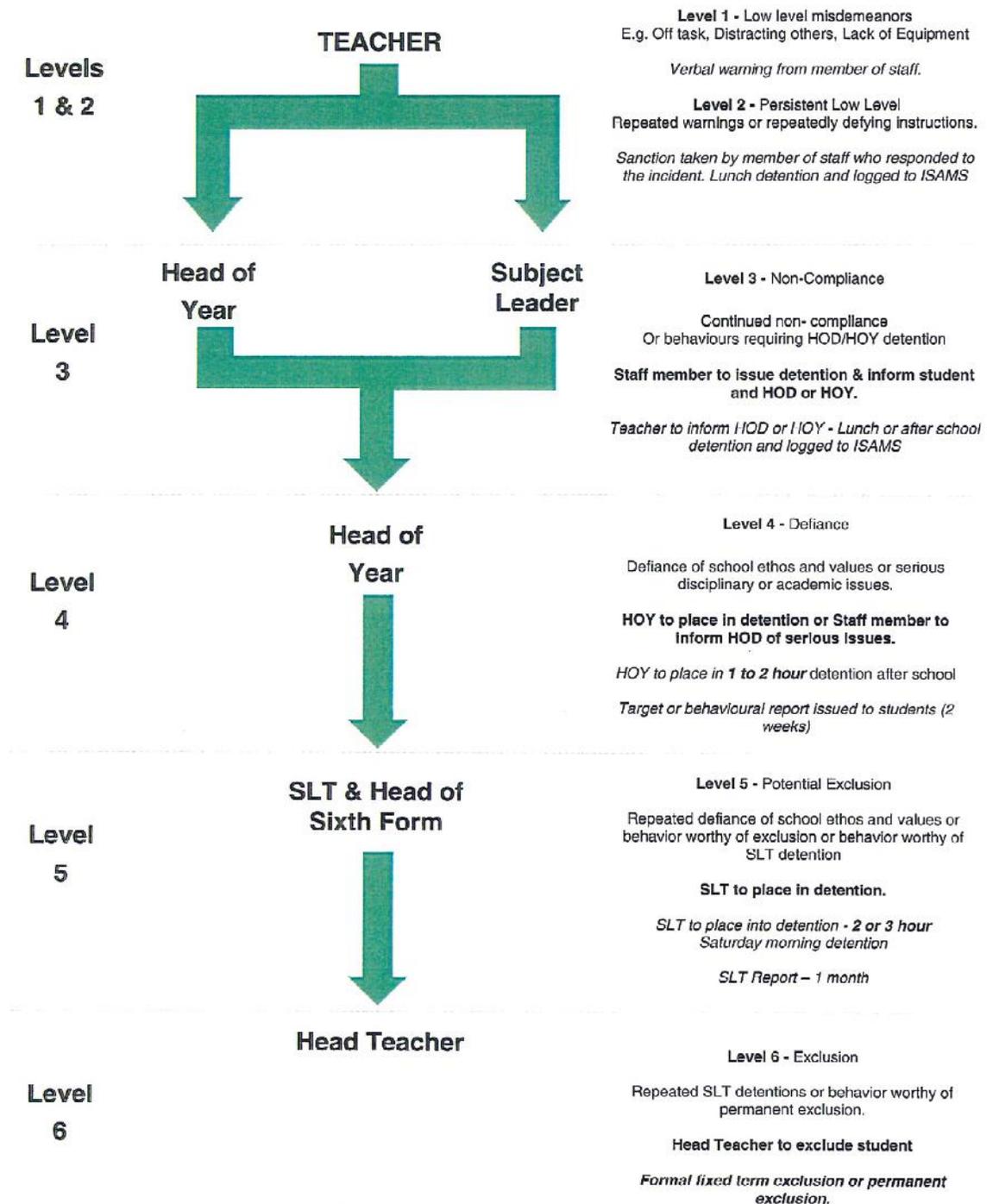
We are:

- Tolerant
- Respectful
- Responsible
- Kind and Helpful
- Accountable for our actions
- Willing to listen to others
- Willing to take advice from others
- Willing to work hard and show effort in all that we do.

	Level 1 Low Level	Level 2 Persistent Low Level	Level 3 Non-Compliance	Level 4 Defiance	Level 5 Potential Exclusion	Level 6 Exclusion
Description	Low level misdemeanors E.g. Off task, distracting others, Lack of Equipment, late for lesson, planner not signed.	Repeated warnings or repeatedly defying instructions.	Continued non-compliance Or behaviours requiring HOD/HOY detention	Defiance of school ethos and values or serious disciplinary or academic issues.	Repeated defiance of school ethos and values or internal suspension or behavior worthy of SLT detention	Repeated SLT detentions or behavior worthy of permanent exclusion.
Sanction	STAFF WARNING	STAFF DETENTION	SUBJECT/PASTORAL DETENTION	KEY STAGE DETENTION	SLT DETENTION	FORMAL FIXED TERM EXCLUSION OR PERMANENT EXCLUSION
Action to be taken	<p>Staff member to reprimand.</p> <p>Verbal warning from member of staff.</p> <ul style="list-style-type: none"> Jewellery – ask student to remove and put away Make-up – ask student to remove Homework Issue– note in planner Uniform infringement – verbal warning. Low level incident in class– verbal warning. Low level incident at break or lunch - verbal warning. Lateness - verbal warning noted on register. Equipment- verbal warning. PE Kit – partial kit missing (PK) on register. Technology infringements– confiscated and given to Head Teacher. Student collect end of day. 	<p>Staff member to discipline</p> <p>Sanction taken by member of staff who responded to the incident. Lunch detention and logged to SIMS</p> <ul style="list-style-type: none"> Jewellery Confiscate and pass to HOY (1 week confiscation) Homework Issue– note in planner / call home Uniform infringement – verbal warning. Low level incident in class– verbal warning. Low level incident at break or lunch - verbal warning. Lateness - verbal warning noted on register. Equipment- verbal warning. PE Kit – Whole kit missing (NK), Lunchtime detention. Technology infringements– confiscated and given to Head Teacher. Student collect end of day. 	<p>Staff member to issue detention & inform student and HOD or HOY.</p> <p>Teacher to inform HOD or HOY - 30 minute, lunch or after school detention and logged to SIMS</p> <ul style="list-style-type: none"> Jewellery confiscate and pass to HOY (Confiscation until end of half-term) No homework Total feedback given by staff *Staff member manning detention to complete work, marks piece. Homework completed - late Academic Malpractice Work will be graded as a 'zero' Technology Refer to E-safety and Technology Policy 	<p>HOY to place in detention or Staff member to inform HOD of serious issues.</p> <p>HOY to place in 1 to 2 hour detention after school</p> <p>Target or behavioural report issued to students (2 weeks)</p> <ul style="list-style-type: none"> Vandalism/Bus damage Invoiced for damage Academic Malpractice Work will be graded as a 'zero' Technology Refer to E-safety and Technology Policy 	<p>SLT to place in detention.</p> <p>SLT to place into detention - 2 or 3 hour Saturday morning detention</p> <p>SLT Report – 1 month</p> <p>Possible Internal Suspension.</p> <ul style="list-style-type: none"> Academic Malpractice Work will be graded as a 'zero' Removal from entry to subject examination if required. Anti-social behaviour and violence Internal suspension Buses Removed from bus. 	<p>Head Teacher to exclude student</p> <p>Formal fixed term exclusion or permanent exclusion.</p>
Log in the system		ISAMS log – action and student response logged by staff member	ISAMS log by staff member	ISAMS log by HOY	ISAMS log by SLT	ISAMS log by SLT
Responsibility	Staff member	Staff member	Staff member to inform HOD/HOY to run detention	HOY to place into detention HOY to run detention	HOY or SLT to place in detention SLT to run detention	Head Teacher
Further Action		Note in planner (or phone call home 24 hours for PM detention) informing parents of detention (HOD/HOY) ISAMS log by staff member.	Note in planner (or phone call home 24 hours for PM detention) informing parents of detention (HOD/HOY) ISAMS log by staff member.	Email or phone call home 24 hrs (min) prior to detention (HOY) Meeting with Parents. Possible Internal Suspension	Formal letter home to inform parent and to arrange meeting with parents and student. Possible External Suspension	Formal exclusion documented and taken to governors if required

SECONDARY DISCIPLINARY BEHAVIOUR – PROCESS FLOW MAP

Staff and students have been made aware of the disciplinary process. Persistent poor behaviour and failure to comply with school expectations means the students behaviour will be escalated to senior leadership whilst working together with parents to promote positive behaviour strategies.



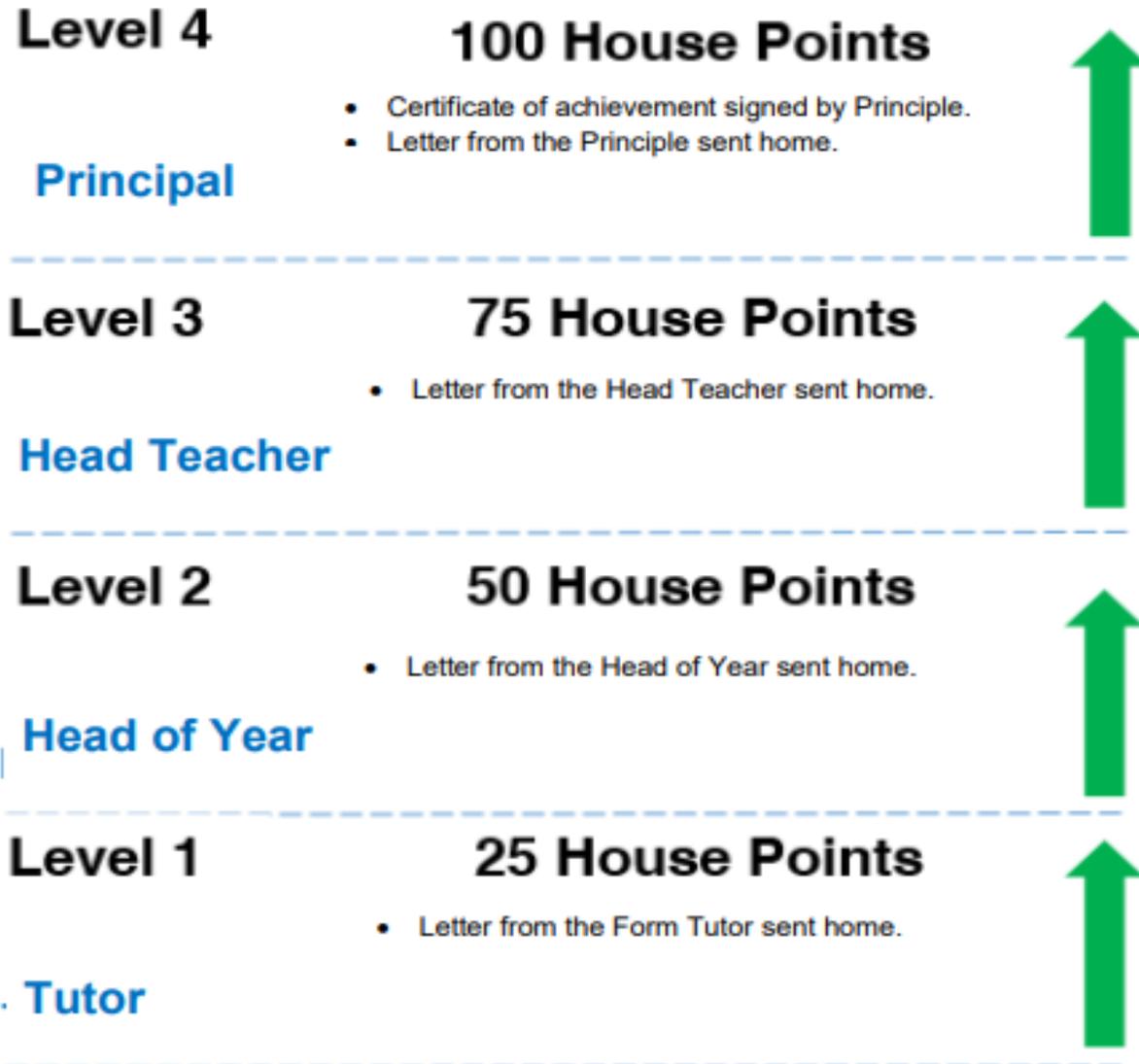
SECONDARY BEHAVIOUR DESCRIPTORS

Level	Behaviours	Consequences	
1	Low level misdemeanours Uniform Infringement <i>Shirt unbuttoned, hair not tied back, short skirt, wearing inappropriate footwear, inappropriate jewellery, make-up</i> Low level Incident in class <i>Shouting out, chewing gum, poor language, poor entry to lesson, not listening to instructions when required</i> Low level Incident at break or lunch <i>Poor language, shouting in tutor bases</i> Lateness <i>To class or registration</i> Homework Issue <i>Not handed in or late</i> <i>Poor standard and/or lack of required efforts</i> Equipment <i>No books, appropriate equipment or planner</i> PE KIT <i>Incorrect Kit / missing an item. E.g. not JAS kit, no t-shirt, incorrect footwear.</i> Technology Infringements <i>Use of mobile phone without permission.</i>	<ul style="list-style-type: none"> Verbal warning from teacher. Note in student planner. Warning & recorded (K) on the PE register. Phone confiscated and given to Head Teacher. Student to collect end of the day. 	
	Repeated low level misdemeanours Uniform Infringement <i>Repetition of previous infringement</i> Low level Incident in class <i>Repetition of previous infringement / Poor language</i> Low level Incident at break or lunch <i>Repetition of previous infringement / Play fighting, water fights, taunting others, unrulness / Poor language</i> Lateness <i>Repeated lateness to class or registration</i> Homework Issue <i>Not handed in or late / Poor standard and/or lack of required efforts</i> Equipment <i>No books, appropriate equipment or planner / Mobile Phone visible without permission</i> PE KIT <i>No Kit / whole kit forgotten.</i>	<ul style="list-style-type: none"> Verbal warning from teacher. Note in student planner / call home. Phone confiscated and given to Head Teacher. Parent to collect end of the day. Recorded on the PE register (NK). Lunch time detention. 	
2	Non-compliance with school expectations Academic Behaviour In class <i>Continued repetition of previous infringement</i> <i>Rudeness to class teacher</i> Homework Issue <i>Not handed in or late (persistent)</i> <i>Poor standard and/or lack of required effort (persistent)</i> Lateness <i>To class or registration (persistent)</i> Academic Malpractice <i>Plagiarism / Collusion</i> PE KIT <i>Repeated No Kit / whole kit forgotten.</i>	Pastoral Uniform Infringement <i>Continued repetition of previous infringement</i> Lateness <i>To class or registration (persistent)</i> Behaviour <i>Continued infringement of expectations</i> <i>Bullying</i> <i>Persistent use of poor language</i> <i>Inappropriate, amorous behaviour</i> Technology Infringements <i>Inappropriate use of technology</i> Buses <i>Poor behaviour reported by bus monitor</i> Truancy <i>Truanting from a lesson</i>	<ul style="list-style-type: none"> Head of Year / Head of Department Detention. Phone call home. Student to re-do the assignment / coursework.
	Behaviour meriting expulsion from Jebel Ali School <i>Possession or distribution of controlled substances</i> <i>Bringing the school name and reputation into disrepute</i> <i>Assaulting a teacher</i> <i>Seriously assaulting a student</i> <i>Complete failure to abide by the school's expectations.</i>	<ul style="list-style-type: none"> Expulsion 	

Defiance and serious breaches of school expectations			Consequences
4	Academic	Pastoral	Consequences
4	Behaviour <i>Rudeness to HOD</i> <i>Failure to improve behaviour in class</i> Homework Issue <i>Consistent failure to meet deadlines or complete work to the required standard</i> Academic Malpractice <i>Repeated Plagiarism</i> <i>Repeated Collusion</i>	Vandalism <i>Damage to school property or other students' property</i> Behaviour <i>Disrespecting the faith or culture of others</i> <i>Repetition of bullying</i> <i>Fighting</i> <i>Truancy</i> <i>Forging notes or signatures in planners</i> Technology Infringements <i>Repeated Inappropriate use of technology</i> Buses <i>Repeated Poor behaviour reported by bus monitor</i> <i>Damage to bus</i> Truancy <i>Truanting from school.</i>	<ul style="list-style-type: none"> Head of Year Detention. Meeting with parents. Student to be placed on report. Student to re-do the assignment / coursework. Student suspended from using bus service. Internal Suspension.
5	Serious incidents which contravene school expectations Academic Malpractice <i>Continued Plagiarism / Collusion</i> Anti-social behaviour <i>Serious and/or sustained bullying</i> <i>Drinking, possessing or in school having obviously consumed alcohol</i> <i>Filming a teacher without their permission</i> <i>Possession of sexually explicit material</i> <i>Smoking or possession of smoking materials on school premises</i> <i>Swearing at a teacher</i> <i>Theft of school or other students' property</i> Buses <i>Poor behaviour reported by bus monitor / Second report of damage to bus</i> Continued poor behaviour <i>Continued failure to produce work to an expected standard / Continued defiance of school expectations</i> Violent behaviour <i>Aggressive, racist behaviour</i> <i>Fighting with other students which results in injury</i> <i>Possession of weapons.</i>	<ul style="list-style-type: none"> SLT Detention. Student potentially removed from course and may be asked to repeat the year. External Suspension. 	
6	Behaviour meriting expulsion from Jebel Ali School <i>Possession or distribution of controlled substances</i> <i>Bringing the school name and reputation into disrepute</i> <i>Assaulting a teacher</i> <i>Seriously assaulting a student</i> <i>Complete failure to abide by the school's expectations.</i>	<ul style="list-style-type: none"> Expulsion 	



SECONDARY HOUSE POINT REWARDS-
PROCESS FLOW MAP



House Points

Students are able to earn house points for positive contributions to the school, outstanding work, consistent levels of effort. Staff are able to award house points at their discretion. Students are recognised upon reaching each of the milestones following the rewards system below.

Student of the Month

Each month staff invite for a student who consistently performs to the best of his/her ability across a variety of subjects and/or had made a positive contribution to whole school life, often going above and beyond expectations.

