

Student Code of Conduct and Behaviour Policy

Vision: Grow - Flourish - Achieve

Mission: Growing Flourishing Achievers through an innovative and sustainable learning environment that fosters academic excellence with holistic development.

"No matter how educated, talented, rich, or cool you believe you are how you treat people tells all. Integrity is everything. Integrity is doing the right thing no matter who is watching."

At GEMS Founders School Masdar City (GFA) we value and respect one another, irrespective of age, gender, culture, religious beliefs, or nationality. This is in accordance with the Ministerial Resolution No. (851) of 2018 Concerning Students' Management. This policy is also in line with ADEK's Student Behaviour Policy.

Introduction

This policy underpins the principles, aims and strategies for promoting best behaviour at GFA. It is based on the rights and responsibilities of all members of the school community – students, staff, and parents – to provide a safe, positive, and cohesive learning environment and community. Our student safety and well-being underlie everything we do.

This is a summary document which references the GEMS student Code of Conduct Policy. Its fair and consistent implementation is the responsibility of **all** staff.

This policy applies to all students:

- In school
- Travelling to and from school
- On all school-based educational visits and activities
- When representing or commenting on the school in any capacity

1. Aims

The establishment and promotion of the principles and practices of positive and exemplary behaviour are key to creating effective and productive learning environments for all the students and at all stages of their education; therefore, this policy aims to achieve the following objectives:

- Contribute to strengthening the core values of the UAE society and GFA.
- Elevate positive behaviours amongst students within the school community.
- Promote positive and exemplary behaviours through frequent, regular, and consistent reward, encouragement, and care at all times, and through minimising behavioural offences by the best possible educational means.
- Identify the characteristics of shared social responsibility by clarifying the roles and responsibilities of all those concerned to uphold the principles of justice, transparency and accountability.
- Achieve balance in the roles and responsibilities within the school community to ensure the implementation of the student behaviour management policy in a clear, flexible, and fair way.



- Promote the principle of holistic education based on the equality and harmony of the cognitive, personal, and social attributes that constitute the characteristics of each learner.
- Create an adequate learning environment that is suitable for all students, including people with determination, and school staff to exercise their roles to achieve the objectives of the educational process.
- Familiarise students and their parents with their rights and duties, policies and instructions on behaviour and the importance of complying with these in a manner that achieves self-discipline and enhances their awareness of the UAE society's values and heritage. As well as those values of other neighbouring communities, and their social responsibility towards the current issues, their environment, surroundings, and the sustainability of their future.
- Provide a reference to the standards and procedures to be invoked and adopted while dealing with the behaviour of students that is in line with school values and policies.
- Provide reintegration services and programmes appropriate to the student's behavioural and educational needs to reintegrate him/her into the school community.

2. Roles and Responsibilities

Managerial Responsibility:

The school Leadership and Senior Management is responsible for ensuring that a fair and effective Code of Behaviour and Discipline that includes rules, ways of encouraging and affirming student efforts, rewards, penalties, and implementation of procedures, be developed, and implemented with the participation of all the stakeholders of the institution.

Staff Responsibility:

Staff will take every opportunity to raise students' awareness and understanding of the many issues related to behaviour and discipline through effective use of assemblies, student leadership initiatives, values, education, Moral Education, and an all-pervading strand of social, moral, and spiritual development in our teaching. School staff should always consider themselves responsible for the behaviour of students within sight or sound of them and should respond promptly and firmly to any instances of unacceptable behaviour. These incidents should be recorded. It is essential for staff to adhere to the policy consistently always. Any uncertainties should prompt them to seek guidance from a senior member of staff.

Parental Responsibility:

Parents should provide a conducive home environment as it plays a crucial role in shaping attitudes that produce good behaviour in schools. It is therefore important that parents should be aware of the aims, values, and the nature of expected behaviour of the school. Parents should support the school in all actions taken and act in a calm manner.

Student Responsibility:

Students should apply themselves to the learning and application of real-life enhancing skills such as self-control, conflict management, problem-solving, decision-making, and effective intra- /inter-personal communication. They should also learn to appreciate that offensive behaviour has its consequences. They should live out the school values in all areas of their lives.



3. Attitudes and Behaviour

The cornerstones of standards of students' behaviour are respect for oneself, respect for others, respect for the school and local community, and respect for the environment.

GEMS Founders School Masdar City strives to offer all their students a physically and emotionally safe environment in which they can achieve their full academic and personal potential.

For schools to achieve this objective, the responsibilities of students and parents include:

- Abiding by the school's behaviour policy. This policy will cover the expected code of behaviour during school times, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums. This includes any trips nationally and internationally.
- Ensuring the student understands the school's expectations and possible consequences that may arise due to breach of the behaviour code.

Acceptable Behaviour

Positive behaviours, effort and success will be actively acknowledged, celebrated, communicated, and rewarded both in and out of the school through a variety of ways, from House points, verbal praise, certificates, Role Models of the Week, Term and Year recognition.

A Positive Behaviour Model and Reward Scheme

There is a legitimate expectation that 'virtue is its own reward'. Adherence to the school's expectations should not be something for which students should expect to be constantly rewarded. Having said that, we all respond to praise and recognition, and it is important that achievement and good behaviour be rewarded and staff should take every opportunity to praise students.

The school House points system allows for the awarding of House Points. Staff are encouraged to use them, and they should be awarded for:

- Expected behaviour
- Exceptional effort
- Excellent or improved behaviour
- Volunteering
- For outstanding individual pieces of work or contributions in class.
- The number of House Points per student is recorded, and the students in the House with the greatest total at the end of the term/year will be rewarded.

Reinforcing Positive Behaviour

- Giving praise and positive feedback, verbal and written
- Awards linked to the school's reward system –house points/GEM Awards
- Subject, effort and improvement awards at celebration events
- Celebration assemblies
- Positive emails/phone calls to parents/guardians from class teachers, lead, and subject teachers and SLT



- Extension of school privileges, including trips and award days
- Newsletters
- School student leadership roles

Assemblies

Assemblies are an essential communication tool. The goal of a successful assembly is to contribute to the development and maintenance of a quality environment for all students that will enable them to enjoy their daily collective experience.

Travel on school buses

While travelling on a school bus, students must behave in an orderly and respectful manner. The school has the right to issue bus bans in accordance with the Bus Policy and guidelines. Whilst we appreciate that this affects parents and is an inconvenience, it is not fair to the health and safety of all others travelling on the bus, therefore we will not tolerate such behaviour, and we therefore parents are to acknowledge these policies and procedures. (See Appendix 3 – GFA Bus Behaviour Escalation Route)

Changing classes between lessons

When it is necessary to move between lessons this should be done quickly and quietly. No lingering should be allowed. Where a system of student-based classes is in use, teachers and class leaders should ensure that the class group is not left unsupervised for any length of time. Students are expected to always abide by the school rules.

Organised excursions

Educational visits, field trips and seminars which are authorised and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school. Students are expected to attend these activities. While on such excursions, students are to consider themselves as guests and ambassadors of their school. Students must treat teachers, helpers and guides with respect and courtesy. Schools are required to notify parents and obtain their written consent in advance.

Property

Students are expected to respect all school property including furniture, buildings, books, materials, and equipment. Students have an important role to play in ensuring that the physical environment is kept clean and attractive.

Break time

Students are expected to leave the classrooms during the break and keep the school premises eco-friendly by disposing of any rubbish appropriately.

Behaviour in common areas

While in the library, in the laboratories, study areas, canteen, sports grounds and other common areas, students are expected to behave well as they would in class. Standards of behaviour and hygiene in toilets must be ensured.

Whole school expectations for moving around the school

- Walking on the left
- Walking quietly
- Walking in an orderly manner
- Being respectful of others by exemplifying the best of manners



Unacceptable Behaviour

This is in line with the MOE and ADEK's regulations and procedures.

Given that students have a right to be in an orderly and safe learning environment, they are expected to behave, both inside and outside the school premises as well as on school buses, in a friendly and orderly manner and to show respect for all persons and property. Behaviour is considered inappropriate if it is not in-keeping with the culture of the GFA Behaviour Policy or Home-School Agreement. Not following a school policy or meeting an expectation is classed as inappropriate behaviour.

Unacceptable behaviour in such contexts includes some examples below:

- using any means of communication for purposes not related to education
- not following instructions
- disrupting the class
- shouting
- leaving the class without permission
- showing disrespect for teachers and other students
- lingering, failure to do work to the best of one's ability
- fighting
- using inappropriate language
- playing rough
- throwing objects at others
- bullying
- vandalism
- any behaviour that is against the values and morals of the school and the UAE

4. Bullying and interpersonal abuse

The school has a zero-tolerance policy for bullying in all its forms. All students have a right to learn in a safe environment without fear. Bullying can undermine and even prevent students from progressing academically and socially and it can have lifelong negative consequences for both the victim and the bully.

- Bullying is the intentional and deliberate intimidation of another person through emotional, physical, psychological and/or cyber means. Instances of proven and intentional bullying may result in immediate suspension of the aggressor from the school. All students involved in bullying will be disciplined and receive appropriate counseling and support from the school, whether the bullying is physical, social, conducted in cyber space, or verbal. In more serious cases, the matter will be referred to ADEK for ratification.
- Students should receive education and training to understand who to approach when they have concerns. They should also be taught about online safety and how to protect themselves on social media platforms.

Aligned with the above, the school will not tolerate any form of defamation or intentional harm practiced through social media forums.

- Parents and students in all year levels using any social media forum must, always, demonstrate respect for the members of the school community (including all students and personnel)
- Parents and students must not breach confidentiality, defame, or make threats to any person in the school community.



5. Behaviour Management Strategies

The school will implement a range of strategies to promote positive behaviour and minimise the occurrence of unacceptable behaviour in the school, considering individual circumstances where necessary and that of pupils of determination that will have their own plan, and will include:

- An appropriate and differentiated curriculum
- Meeting and greeting students on time for all lessons.
- Well planned and taught lessons linked to student data.
- Use of restorative language.
- Quiet word with student
- Verbal warnings - linked to the sanctions ladder (but avoiding shouting) • Use of seating plans.
- Referral to class teacher or form tutor
- Letters to parents/guardians
- Meetings with parents/guardians
- Support from the school counselling team

There is a clear referral route for staff if students do not respond to consequences. The referral route is:

- Class teacher/Form Tutor
- Heads of Year
- Pastoral Leader/ Senior Leader
- Deputy Headteacher
- Head of Primary/Head of Secondary
- Vice Principal
- Principal

6. Online Safety

All incidents regarding e-safety, digital citizenship, the acceptable and unacceptable use of technology, online teaching and learning platforms as well as the internet is referenced in our E-safety Policy and should be read in conjunction with this policy.

Determining a consequence/sanction – Following the MOE and ADEK's guidelines

The school will investigate any inappropriate behaviour related issues. This may involve students being removed from lessons. Written statements will always be taken. Students will often be kept separate to avoid influencing others. Parents will be notified once the matter is fully investigated. Any instance of inappropriate behaviour will be subject to one or more consequences/sanctions. These will be determined by the severity and persistence of inappropriate behaviour and the circumstances. Consequences/sanctions will range from a simple verbal reminder to a formal report or isolation from peers.

Intervention strategies

A range of interventions may similarly be applied in conjunction with a consequence/sanction or as an alternative. This may include referral to the counselling or the SEND team.



The school shall ensure that any support and intervention to address a student's behaviour shall not reduce or replace the support available to students with additional learning needs.

Record keeping

All staff responsible for children will keep a behaviour communication log to record incidents of positive and inappropriate behaviour. This will be logged. Where appropriate this will be shared with relevant staff and parents. Class teachers are responsible for keeping up to date records regarding behaviour of students in their class.

Behaviour ladders are progressive, fair and have the welfare and well-being of the child as an underlying priority. Students are always made aware of what they have done, how they can move forward, what the next step consequence may be and time to reflect.

Consistency

A consistent approach by all staff to the management of behaviour is essential. All staff are expected to follow the Behaviour Policy.

Monitoring and review

The policy has been discussed and agreed by Senior Leadership for implementation.



Appendix 1

GFA Values - Rewards Ladder

| | RESPECT For others and the school rules | INTEGRITY Doing the right thing, when no one is looking | KINDNESS Towards everyone | HONESTY At all times |
|----------------------|---|--|---|--|
| Exemplary +10 | I have represented GFA at an extracurricular event. | My attendance is 100% this term. | I have volunteered in my local community after school hours. | I have gone above and beyond to help a student, staff member or parent. |
| | Values House Points Awarded: +10 | | | |
| Excellent +5 | I am always on time and ready for learning. I have the correct equipment needed on my desk. | I am enthusiastic and always keep to my task. I complete all the tasks set. | I have volunteered to support a teacher or lead the class with a project. | I am honest in all situations (easy or difficult). |
| | I always respond positively to advice and guidance from everyone. | I am a role model for others. My behaviour is always committed and enthusiastic. | I ask thoughtful relevant questions. I fully participate in class discussions. | I recognise my mistakes and always admit when I am wrong. |
| | I have participated in an extra-curricular school event. | I always work to the best of my ability, and often go above and beyond what is expected in the lesson. | I go above and beyond to look after the environment and the school. | I have an excellent work ethic and can reflect on how I can improve even more. |
| | I have perfect uniform; I always look smart. | I complete all my home learning tasks to the best of my ability. | I am a positive influence. I encourage and help others and offer support without being asked. | I value the religions and opinions of my fellow students at all times. |
| | Values House Points Awarded: +5 | | | |
| Good +2 | I always have the correct equipment needed for the lesson. | I keep to my task at all times and complete the tasks set. | I participate in class discussions. I offer my own thoughts and ideas. | I always tell the truth and share information when asked. |
| | I always arrive on time to the lesson. | My behaviour is always positive – I am committed and enthusiastic. | I ask thoughtful relevant questions. | I always admit when I am wrong. |
| | I respond positively to advice and guidance from everyone. | I work to my full potential and have examples of doing more than is expected in the lesson. | I look after the environment and the school. | I can reflect positively on my successes and recognise areas for development. |
| | My uniform is always appropriate for the lesson. I look smart. | I complete all of my home learning tasks. | I have a positive effect on the rest of the class. I often help others. | I value the religions and opinions of my fellow students. |
| | Values House Points Awarded: +2 | | | |



| | | | | |
|------------------------|--|--|--|--|
| Expected +1 | I have the correct equipment ready for the lesson. | I am always on task. | I respond to questions when asked and participate when prompted. | I can tell the truth and share information when asked. |
| | I arrive on time to lessons. | I am well behaved in class and the playground. | My behaviour does not disturb the learning of others. | I can admit when I make a mistake. |
| | I always do what I am asked to do. | I complete my work on time. | I am moving around the school in a sensible manner. | I can report an incident to a teacher. |
| | My uniform is appropriate for the lesson. | I complete home learning tasks. | I support my peers when they ask for help. | I ask for help when I need it. |
| | Values House Points/ Points Awarded: +1 | | | |



Appendix 2

GFA Values Sanctions and Consequences Ladder

| | RESPECT- For others and the school rules | INTEGRITY- Doing the right thing, when no one is looking | KINDNESS- Towards everyone | HONESTY- At all times |
|---|---|--|---|---|
| Below Expected (Level 1) | I do not have the correct equipment for the lesson. | I do not complete the work or task set. | I do not listen to others. | I do not recognise success and areas I need to improve. |
| | I am late for the lesson. | I am not on task. | My behaviour can upset or distract the learning of others in the group. | I sometimes do not tell the truth and share information when asked. |
| | I do not follow the instruction first time from a member of staff. | I am using my device in school when I am not supposed to. | I am not looking after the environment or the school. | I sometimes do not admit when I make a mistake. |
| | I am not wearing the correct uniform (E.g. not wearing black school shoes). | I have not completed home learning tasks. | I am not kind to my peers. | I get others in trouble because of my lack of honesty. |
| | Consequences and actions for 'Below Expected' (Level 1) | | | Points Deducted |
| | 1st Verbal warning – initial offence | | | 0 |
| | 2nd Persistent behaviour after 1st warning: <ul style="list-style-type: none"> 2nd Verbal warning given by teacher. Teacher logs offence. Teacher e-mails parent and CC tutor/class teacher. | | | -2 |
| | 3rd Persistent behaviour after 2nd Verbal Warning: <ul style="list-style-type: none"> Teacher logs offence. Teacher calls home followed up with an e-mail CC tutor/class teacher and HOY/HOD. Student isolated in HOY or SLT office for a breaktime detention/loss of play. | | | -2 |
| | 4th Persistent behaviour after 3rd Verbal Warning: <ul style="list-style-type: none"> If repeated on the same day / lesson - SLT called to support. Student moved to SLT office for remainder of the lesson. Teacher and SLT to log offence and intervention. | | | -4 |
| | Continuous repetition over a period of time. <ul style="list-style-type: none"> Meeting with parent, <u>teacher</u> and HOY/HOD followed by a signed <u>Teacher letter</u>. Teacher to log offence and intervention. School counsellor informed. <i>Letter: First Degree Teacher Letter</i> | | | |



| | | |
|--|---|----|
| | Repeated behaviours of similar Level 1 offence: <ul style="list-style-type: none"> 2nd Meeting with parent followed by a signed <u>HOY/HOD letter (No.7 - First Warning)</u> Log and e-mail CC tutor/class teacher and SLT link. Behaviour report, tutor/teacher to support with agreed actions, rewards, and consequences. School counsellor informed. <i>Form No. 7 co-signed by a senior leader</i> | -4 |
| | Further repetition: <ul style="list-style-type: none"> Senior Leader / AHT - (No. 9 & 10 – Written Warning & Undertaking) AHT/Deputy - (No. 9 Written Warning) Head of School Vice Principal / Principal | -4 |

| Unacceptable (Level 2) | RESPECT For others and the school rules | INTEGRITY Doing the right thing, when no one is looking | KINDNES Towards everyone | HONESTY At all times |
|---------------------------|---|--|---|---|
| | I regularly do not have the correct equipment for the lesson. | I am often distracted. My tasks or work are often not completed. | My responses in class are often negative and I do not listen to others. | I am in possession of items not allowed in school. |
| | I am regularly late for the lesson or have left the classroom without permission. | I demonstrate a poor attitude to my learning. I do not complete home learning. | My behaviour disrupts the learning of others in the group. | I often do not tell the truth and share information when asked. |
| | I am regularly not wearing my correct uniform (E.g. black school shoes). | I am using my phone in school. I am using my device for noneducational purposes. | I threaten or intimidate my peers. I have used inappropriate language. | I rarely admit when I make a mistake. |
| | I have damaged or have tampered with school property. | I have been warned about behaviour and I have not responded. | I make fun of others or say unkind things to them. | I have purposefully not been honest in a serious situation. |
| | Consequences and actions for 'Unacceptable' (Level 2) | | | Points Deducted |
| | 1st offence: <ul style="list-style-type: none"> HOY/HOD calls parent follows up with e-mail and logs offence, tutor/class teacher and SLT Link. Issue and log detention and loss of breaktime play. HOY/HOD to review incident and student's behaviour record and arrange a meeting with parent and Behaviour Lead, followed by a signed 'Warning' (No.9 & 10) letter. (Level 2 E-safety offences: Unacceptable use of School IT letter) School counsellor informed. | | | -4 |



| | | |
|--|---|----|
| | 2nd time or repeated behaviour of similar Level 2 offence: <ul style="list-style-type: none"> HOY/HOD calls parent to arrange meeting, follows up with email and logs offence. Tutor/class teacher and SLT Link. HOY/HOD and SLT link to review incident and student's behaviour record and discuss with parent, followed by a signed 'Warning' letter (No.9). Student to meet with Behaviour Lead/SLT member for intervention session and school counsellor informed. Behaviour report HOY/HOD support with agreed actions, rewards, and consequences. | -8 |
| | 3rd time or repeated behaviour of similar Level 2 offence (SLT): <ul style="list-style-type: none"> SLT calls parent to arrange meeting, follow up with e-mail and logs offence. Tutor/class teacher, HOY, BL and Head of School. | -8 |
| | <ul style="list-style-type: none"> Issue isolation in school 1-3 days. SLT link to review incident and student's behaviour record and meet with parent, followed by a signed 'Warning' letter. School counsellor informed. Review behaviour report with agreed actions rewards and consequences. | |
| | Further repetition - Parents to meet with Principal/Head or Head of School. | -8 |

| Serious Offence (Level 3) | RESPECT For others and the school rules | INTEGRITY Doing the right thing, when no one is looking | KINDNESS Towards everyone | HONESTY At all times |
|---------------------------|---|---|---|---|
| | I have left the school without an adult's permission. | I refuse to complete tasks or complete work. | I have been bullying a fellow student. | I have not been honest in a test (cheating or copying). |
| | Destroying school property. | I am distracted and off task. I deliberately distract others in the lesson to prevent them from learning. | I have used social media to spread negative messages of my school, teachers, peers. | I have not told the truth in a serious event, causing others to get into trouble. |
| | I have tampered with a school bus. My behaviour has caused harm to the driver or bus conductor. | I have taken photos or videos of others in school without their permission. | I have hurt or hit others. | Swearing at a teacher. Disrespecting a teacher/ School Personnel |
| | Consequences and actions for 'Serious Offence' (Level 3) | | | Points Deducted |



| | | |
|--|--|-----|
| | 1st offence (Senior Leadership Team): <ul style="list-style-type: none"> • Immediate isolation inside the school. • SLT logs offence, calls parent to arrange meeting same day, follows up with e-mail and CC tutor/class teacher, SLT and Head of School. • SLT to meet parent, review incident and student's behaviour record and discuss with parent, issue any sanctions followed by a signed 'Warning' letter (No 9 & 10). Internal isolation for up to 1 week. • School counsellor informed. Review behaviour report with SLT Link, agreed actions rewards and consequences. | -12 |
| | 2nd offence (Head of School / Vice Principal / Principal): <ul style="list-style-type: none"> • Exclusion until the case has been fully investigated. • SLT logs offence, calls parent to request collection from school, follows up with e-mail and CC tutor/class teacher, HOY and HOS. • Head of School to arrange meeting with parent, followed by a signed 'Warning' letter. • Possible external exclusion for up to 1 week. • School counsellor and Behaviour Lead informed. Referral for behaviour intervention by agreed parties. | -12 |
| | Further repetition - Parents to meet with Principal or Head of School. | |

| Very Serious (Level 4) | RESPECT | INTEGRITY | KINDNESS | HONESTY |
|---------------------------|---|-----------|----------|---------|
| | <ul style="list-style-type: none"> • Theft • Leaking exam questions • Hurting others, causing an injury. • Not respecting the leaders of the UAE. • Possession of any harmful or unlawful items. • Carrying harmful / dangerous items in the school. • Possession of any inappropriate content as per the UAE law. • Using a device or social media for unlawful or immoral purposes, or in a manner discrediting the school. | | | |
| | Consequences and actions for 'Very Serious Offence' (Level 4). Any offences against UAE law. | | | |
| | 1st offence: Head of School <ol style="list-style-type: none"> 1. Exclusion until the case has been fully investigated. 2. Head of School logs offence, contacts parent. School counsellor informed. *Possible expulsion or transfer to another school. 3. Principal / Vice Principal and Head of School to meet with parents. 4. Consequence determined by the Vice Principal/ Principal. | | | -20 |



Appendix 3

GFA Bus Escalation Route

This should be read in conjunction with our Behaviour Policy

| Behaviour | Bus Guardian | Action |
|--|--|--|
| Level 1 Disturbing other students Shouting Spitting | Record and supply Bus Executive with a copy. Bus Executive to inform SLT. | 1 st time: conversation with student; email home - CT 2 nd time: conversation with student; warning letter emailed home – CT/HOY. 3 rd time: Phone call from SLT – One day bus ban. Recorded on Phoenix Bus bans must be approved by a member of Exec. SLT to keep all bus records for future reference. |
| Level 2 Using bad/inappropriate language Disrespect to staff Refusal to sit safely Not wearing their seatbelt | Record and supply Bus Executive with a copy. Update bus tracking sheet. Inform SLT to follow up. | 1 st time: conversation with student, phone call home – CT 2 nd time: conversation with student; phone call home; warning letter emailed home – SLT 3 rd time: One day bus ban – SLT Bus bans must be approved by a member of Exec. SLT to keep all bus records for future reference. |
| Level 3 Violence Bullying Safety (E.g. standing/ walking on the bus) | Record and supply Bus Executive with a copy. Update bus tracking sheet Inform SLT to follow up. | 1 st time: One day bus ban – SLT 2 nd time: Three day bus ban - SLT 3 rd time: One week bus ban – Head of School Bus bans must be approved by a member of Exec. SLT to keep all bus records for future reference. |
| Level 4 Any incident warranting a permanent ban. E.g. Fighting/ aggression towards staff. | Record | Head teacher / Principal to deal with it. Permanent bus ban |

Signed
Principal/CEO

Date: 11/03/25

Next policy review date:

10 May 2026