Date of last review:	April 2025	Review period:	1 year
Date of next review:	April 2026	Owner:	Academy

**Student Behaviour
and
Discipline Policy**

Empowering a future generation

History of Policy Changes

Date	Page	Change	Origin of Change
April 2024	All	Updates made to reflect recent changes in Academy procedures	Academy Leader
April 2025		No changes made/yearly review and governor ratification	

Contents

Management Summary

The Student Behaviour and Discipline Policy at Salisbury 6th Form College (S6C) is designed to promote a positive learning environment. Upholding British Values, positive reinforcement, and shared rights and responsibilities are its core principles.

The policy clearly defines acceptable behaviour, such as respect, courtesy, and cooperation, and contrasts it with unacceptable behaviour like bullying and vandalism. It outlines the expected roles and responsibilities of everyone involved, including leadership, staff, students, parents/carers, and the governing body.

To achieve a positive learning environment, S6C emphasises clear communication and consistent implementation of the policy. The college recognises that additional needs can affect behaviour and offers support plans when necessary. Interventions aim to address underlying issues and prevent future incidents. The policy also highlights the use of rewards and recognition to reinforce positive behaviour.

In cases of misbehaviour, S6C ensures fair and consistent application of consequences. The type of consequence considers the severity of the misconduct and any special circumstances. However, the college prioritises the safety of students and staff and aims to restore calm after incidents.

The policy goes beyond basic behaviour expectations. It outlines procedures for dealing with online safety issues, mobile phone use in class, and prohibited items. It also details the college's authority regarding searching, screening, and confiscation in accordance with legal guidelines. The importance of reporting procedures for both students and staff is stressed.

Overall, the Student Behaviour and Discipline Policy adheres to relevant UK legislation and Department for Education guidance. It strives to create a safe, respectful, and productive learning environment that fosters academic achievement for all students at Salisbury 6th Form College.

Management Summary - Available Sanctions
The Academy Governance Committee (AGC) has approved the following sanctions:
- Verbal reprimand
- Temporary removal from a group, class, or lesson
- Loss of social time (extra timetabled lessons)
- Withholding privileges (e.g., educational visits, sports events)
- Completion of additional work
- Community service within the college
- Internal exclusion (Sit in a leaders office)
- Suspension
- Permanent exclusion (including managed transfer)

Our Vision
Salisbury 6th Form College (S6C) is dedicated to fostering academic excellence and personal growth for all students. We envision a learning environment where every individual can reach their full potential.
- Unwavering Commitment: We believe each student deserves to be valued, nurtured, challenged, and supported. Our core principle, "It's all about you", reflects the personalised experience we strive to create
- High Expectations: S6C fosters a culture of ambition and high expectations for both students and staff. We model this commitment to excellence and empower students to actively participate in their educational journey
- Inclusive Learning: Our well-qualified teachers leverage engaging and challenging instructional methods, supported by first-class facilities and technology, to cultivate a diverse and inclusive learning environment
- Thriving Community: S6C cultivates a vibrant and supportive atmosphere where positive relationships flourish. We believe this is the foundation for both academic and social success for our students

Overview

Salisbury 6th Form College (S6C) is a member of the Magna Learning Partnership Trust and a Level 3 academy offering a supportive and secure learning environment.

- Positive Partnerships: S6C fosters positive and trusting relationships between staff and students, creating a foundation for mutual respect and well-being
- Clear Expectations: We establish clear boundaries and high expectations to guide student behaviour. Our zero-tolerance approach to bullying, physical threats, intimidation, or abuse ensures a safe learning environment for all

Scope and purpose

Salisbury 6th Form College (S6C) is committed to fostering a positive learning environment that upholds British Values and promotes student well-being.

- Core Values: S6C embraces the principles of democracy, rule of law, individual liberty, mutual respect, and tolerance for diverse faiths and beliefs.
- Positive Reinforcement: We model and reward exemplary behaviour, recognising its significant impact on academic achievement, social-emotional development, and mental well-being. Clear expectations are established, and consequences for unacceptable behaviour are applied consistently.
- Shared Rights and Responsibilities: S6C recognises the rights and responsibilities of all members.

This policy aims to:
- Cultivate a culture of positive behaviour for a calm, safe, and supportive learning environment
- Reinforce the college's ethos
- Facilitate effective teaching and learning
- Promote adherence to the college's behaviour principles
- Help differentiate between acceptable and unacceptable behaviour
- Contribute to promoting British Values
- Foster personal responsibility, self-discipline, and respect for boundaries
- Cultivate the inclusive nature of S6C
- Align with our safeguarding responsibilities outlined in 'Keeping Children Safe in Education (KCSIE)'

Policy Objectives
This policy provides a framework for:

- Consistent behaviour management practices
- Defining unacceptable behaviour
- Outlining student behaviour expectations
- Highlighting the roles and responsibilities of various stakeholders within the college community regarding behaviour
- Detailing the college's system of sanctions

Roles and Responsibilities

Salisbury 6th Form College (S6C) fosters a shared commitment to positive behaviour and student well-being. This policy outlines the expected roles and responsibilities of various stakeholders within the college community.

Leadership:
- The Head of College: Sets the tone for tolerance and respect, ensures consistent sanctions, addresses staff allegations promptly and fairly, and fosters collaboration with parents
- Senior and the Middle Leadership Team: Oversees college discipline, maintains clear expectations and boundaries, promotes a safe and calm environment, provides behaviour management support and training for staff, establishes routines that reinforce positive behaviour, upholds college values, and models positive student interactions

Teaching Staff:
- Create safe and positive learning environments built on mutual respect
- Effectively manage student behaviour in and out of the classroom
- Promote positive classroom attitudes
- Engage in regular behaviour management training
- Apply sanctions and follow the college's behaviour policy to minimise learning disruption

All Staff:
- Contribute to safe and positive learning environments built on mutual respect
- Regulate student conduct responsibly
- Model exemplary behaviour and set high expectations
- Apply the behaviour policy consistently and fairly
- Embody and reflect the college's ethos and values
- Cultivate positive relationships with students
- Communicate clearly and respectfully with parents regarding behaviour matters, and collaborate with them to address concerns
- Adhere to safeguarding responsibilities outlined in '*Keeping Children Safe in Education*'

Students:
- Demonstrate respect and courtesy towards all staff and peers
- Value college systems and procedures
- Uphold the college's values and ethos
- Accept consequences for negative behaviour

Parents/Carers:
- Encourage responsible behaviour and adherence to college expectations and rules
- Maintain respectful communication with staff and support the college's policies.
- Direct enquiries and concerns to the college directly
- Inform the college of matters affecting their child's behaviour or well-being
- Promote healthy lifestyle habits, including diet, sleep, and exercise
- Follow college attendance procedures and promptly report absences and lateness
- Foster effective study habits at college and home
- Ensure adherence to college appearance rules
- Engage with progress reports and their child's academic progress
- Communicate potential problems impacting education, behaviour, or well-being
- Keep the college updated on contact information and relevant details

Academy Governance Committee (AGC):
- Supports and upholds high standards for S6C students, promoting a positive learning environment and fostering strong relationships.

Behaviour

Acceptable Behaviour

At S6C, acceptable behaviour promotes respect, courtesy, cooperation, and consideration for others. This applies to all members of the college community, including students, staff, visitors, and any other individuals on college premises or outside.

Unacceptable Behaviour

Unacceptable behaviour is any conduct that disrupts the learning of others, causes emotional, mental, or physical harm, creates a threat or risk, demonstrates disregard for the safety and well-being of others, or reflects a lack of respect for authority.

Examples of unacceptable behaviour include name-calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, sexualised language, bullying and harassment (including racist, sexist, and homophobic abuse), and risky behaviours.

Safeguarding and Sanctions

S6C takes its statutory safeguarding duty seriously and reserves the right to sanction any behaviour that creates an unsafe situation or environment. This extends to online and offline behaviour. We do not dismiss unacceptable language as "banter." We will always strive to educate and support any student displaying such behaviour while applying proportionate sanctions.

Communication of Standards

S6C actively communicates the standards of acceptable and unacceptable behaviour to students, parents/carers, and staff. Students are informed through newsletters, individual letters, assemblies, tutorials, and PSHE (Personal, Social, and Health Education) lessons. Staff receive communication through training sessions.

Staff and Student Responsibilities

All staff are expected to manage behaviour effectively. Each staff member has the responsibility to foster positive relationships with students and ensure a climate conducive to a calm and ordered learning environment, both in lessons and throughout the college. Students, in turn, are encouraged to take responsibility for their own behaviour and safety.

Behaviour in lessons is monitored by
- Lesson Drop-Ins, Learning Walks and external review visits
- Student surveys, student forum's and the College Student Union

Supporting Students with Behaviour Issues

While S6C will not tolerate unacceptable behaviour, we recognise the potential impact of additional needs, including Social, Emotional and Mental Health (SEMH) needs and challenging personal circumstances on student behaviour. We are committed to supporting students and will consider reasonable adjustments where appropriate. We also strive to educate students about the consequences of their actions to prevent future incidents.

Intervention and Support

If a student's behaviour requires intervention, the Pastoral Lead or Faculty Lead may initiate a Support Plan in collaboration with the student's teachers, Middle Leadership Team (MLT), or Senior Leadership Team (SLT). This typically involves supportive meetings over three weeks, involving relevant parties such as parents/carers, the SENCO (Special Educational Needs Coordinator), the Designated Safeguarding Lead (DSL) or their deputy, the student's tutor, the Attendance Officer, and/or medical professionals.

Parental Support and Consequences
S6C values parental/carer support in implementing interventions and sanctions. If a student continues to display unacceptable behaviour despite support, a revised programme of study or alternative provision may be considered.

Managed Moves

In exceptional circumstances, a managed move to another education provider in the local area may be considered as a behaviour management strategy. S6C will collaborate with the chosen provider to establish a smooth transition process.

Parents/carers will be fully informed throughout the process and will be involved in meetings to discuss the details and implications of a managed move.

Responding to Misbehaviour

S6C aims to respond to misbehaviour predictably, promptly, and assertively, aligning with our policy and expectations. Our primary focus is always on ensuring student and staff safety, restoring calm, and upholding the college's culture to prevent future incidents.

Sanctions
Students can expect fair and consistent consequences for misconduct. Sanctions aim to address the issue and encourage positive behaviour changes.

Considerations for Sanctions:
- Proportionality of the consequence to the situation
- Any known special circumstances, including:
  - Student's age
  - Special Educational Needs or Disabilities (SENCO will assess potential impact)
  - Religious requirements

Disciplinary Authority
The Education Acts (UK Parliament, 1996) (UK Parliament, 2002) and the Education and Inspections Act (UK Parliament, 2006) grant all colleges the power to discipline students. Teachers and authorised staff have the legal authority to address unacceptable behaviour, rule violations, or failure to follow reasonable instructions (UK Parliament, 2006).

This authority extends to:
- All paid staff with student responsibility (unless directed otherwise by the Headteacher)
- Students in school, on school visits, or under teacher supervision elsewhere

- Misbehaviour outside college that brings the college into disrepute
- Imposing after-school detentions
- Confiscating student property

The power to discipline may also apply in situations like off-site courses and student misconduct outside college control, but only when deemed reasonable. It can also encompass enforcing previous sanctions.

Principles of Implementing the Behaviour Policy
- All sanctions must be respectful and avoid humiliation
- Rewards and sanctions are applied fairly and consistently
- Most paid staff have the legal authority to impose sanctions
- The Head of College can limit or withdraw this authority from specific staff or groups
- The Head of College may authorise unpaid staff to impose sanctions
- The Head of College can limit or extend sanctioning authority to specific staff or adult volunteers

Available Sanctions:
The Academy Governance Committee (AGC) has approved the following sanctions:
- Verbal reprimand
- Temporary removal from a group, class, or lesson
- Loss of social time (extra timetabled lessons)
- Withholding privileges (e.g., educational visits, sports events)
- Completion of additional work
- Community service within the college
- Internal exclusion (Sit in a leaders office)
- Suspension
- Permanent exclusion (including managed transfer)

Suspensions
S6C follows the Magna Learning Partnership (MLP) Exclusions (and Suspensions) Policy.

Suspension is the most serious sanction reserved for severe behavioural incidents. It may be implemented in response to a significant breach of the behaviour policy, or if a student's continued presence at the college poses a serious risk to their education, the education of others, or the safety of themselves or others.

Supporting Students After Sanctions

Low-Level Misbehaviour

Following low-level behavioural incidents, tutors will have a conversation with the student to address the issue. For repeated low-level incidents, tutors will contact parents/carers to discuss the concerns.

Serious Misbehaviour

After internal isolation or suspension for serious misbehaviour, staff will collaborate with the student and parent/carer to develop a support and intervention plan to prevent future occurrences. This plan will be discussed in a reintegration meeting involving the parent/carer, student, a member of the MLT or SLT, and any other relevant agencies.

Peer-on-Peer Abuse

S6C is committed to safeguarding students and adheres to the principles outlined in Keeping Children Safe in Education. Sexual violence and harassment are unacceptable under any circumstances. Students will be subject to sanctions for behaviour that falls below expectations in this regard, and these sanctions can be issued while police or children's social care investigations are ongoing.

Challenging All Inappropriate Behaviour

All inappropriate language and behaviour between students will be challenged. Dismissing such behaviour as "banter" or a normal part of growing up is unacceptable. Assertive intervention is crucial to prevent future challenging, abusive, or violent behaviour.

Supporting Victims and Reporting

Victims of abuse will be prioritised for safety and reassurance. We take all reports seriously, regardless of whether the abuse occurred outside of college or online. Deliberately false or malicious reports may result in appropriate sanctions.

Education and Prevention

Alongside any sanctions, students will receive education on appropriate behaviour and relevant laws to prevent future incidents and ensure their protection. All incidents will be reported to the college's Designated Safeguarding Lead (DSL).

Reporting Mechanisms

Students are encouraged to report any incidents in person via Google Chat or via email. All reports will be thoroughly investigated.

Online Safety

S6C recognises the diverse online safety risks students may encounter. These risks fall into four main categories:
- Content: Exposure to harmful or illegal content, such as pornography, hate speech, self-harm content, or extremist material
- Contact: Harmful interactions with others online, including peer pressure, grooming, or exploitation
- Conduct: Inappropriate online behaviour that puts oneself or others at risk, such as sharing explicit images or cyberbullying
- Commerce: Online scams, gambling, or inappropriate advertising

While parents are responsible for their children's online activity outside of college, S6C acknowledges the potential impact of such behaviour on the college environment and student well-being. We will address online behaviour that threatens or harms others or disrupts the orderly functioning of the college.

Consequences for Online Misbehaviour
Inappropriate online behaviour, including bullying, harassment, sharing explicit content, or using offensive language, will be addressed following the same principles as offline behaviour. This includes potential sanctions and reporting concerns to the Designated Safeguarding Lead (DSL).

Mobile Phones in Class
S6C allows mobile phone use in classrooms during lessons at the teacher's discretion. When permitted, phones must be used solely for the educational purpose specified by the teacher, such as accessing online quizzes.

Restrictions on Mobile Phone Use During Lessons
- Contacting family, friends, work, driving instructors, or other external contacts
- This restriction promotes a calm learning environment and allows students a mental break from technology, fostering emotional and mental well-being and enhancing learning

Mobile Phone Storage
Teachers may request students to store their mobile devices in personal bags, designated containers or pouches at the front of the classroom to support this policy.

Consequences for Non-Compliance
Students who disregard these rules will be subject to sanctions.

Prohibited Items

The following items are strictly forbidden on college grounds:

Dangerous or Offensive Items
- Stink bombs
- Pornography
- Laser pens
- Alcohol
- Illegal drugs and banned substances (including solvents)
- Smoking paraphernalia associated with drugs
- Knives, blades, weapons (including pointed items), guns (including replicas)
- Fireworks

Restricted Items (to be used in designated areas only)
- Lighters
- Cigarettes
- Electronic cigarettes or vaping equipment
- Tools

This list is not exhaustive, and S6C reserves the right to confiscate any item deemed dangerous, offensive, or inappropriate, or that could compromise safety.

Consequences for Possession of Prohibited Items
Students found in possession of banned items will have them confiscated and face appropriate sanctions.

Dangerous or Illegal Items
S6C has the authority to dispose of confiscated dangerous or illegal items and may involve the police.

Allegations of Criminal Activity

If S6C suspects criminal activity, we will follow a strict procedure to determine whether a police report is necessary (National Police Chiefs' Council, N/A). This involves gathering sufficient information to establish the facts of the case through a thorough investigation.

Searching, Screening, and Confiscation

As outlined by the Department for Education (Department for Education, 2022), searching plays a crucial role in maintaining a safe learning environment. S6C is authorised to conduct searches

and screenings for prohibited items, with confiscation a possibility, if there is reasonable suspicion that a student possesses:

- Items listed under "Prohibited Items" above
- Any item reasonably suspected of being used to:
    - Commit a crime
    - Cause injury or property damage to another person (including the student)

Drug and Knife Crime

S6C takes drug use and knife crime very seriously due to the associated dangers. Our policy dictates immediate suspension and removal from college premises (by parents or police) for any student found with drugs, knives, blades, or similar items. This will be followed by a thorough investigation. Potential sanctions include suspension, managed move, or alternative provision.

Search and Confiscation Procedures

S6C reserves the right to search and confiscate items as outlined in "Prohibited Items" and within legal boundaries. We will call 999 in any situation posing a perceived risk to staff or students.

Authorised Personnel

The Head of College designates members of the Senior Leadership Team (SLT), Middle Leadership Team (MLT), and the Pastoral Lead to conduct student searches when suspected drug or weapon possession arises. Two staff members must always be present, with at least one sharing the same biological sex as the student. All searches will adhere to the guidance outlined in "*Searching, Screening and Confiscation: Advice for Schools.*" (Department for Education, 2022)

Use of Reasonable Force

The Education and Inspections Act (UK Parliament, 2006) grants college staff the authority to use reasonable force in specific circumstances. (Department of Education, 2013):

- To prevent a student from committing an offence, causing injury or property damage, or disrupting good order and discipline

Examples of Reasonable Force

(Adapted from "*Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies*") (Department of Education, 2013)

- Removing disruptive students from classrooms who refuse to follow instructions
- Preventing students from disrupting school events, trips, or visits
- Preventing students from leaving classrooms when such action could endanger their safety or disrupt others

- Preventing students from attacking staff, other students, or intervening in fights
- Restraining students at risk of self-harm due to physical outbursts

Important Considerations
- Force must never be used as punishment
- Staff safety is paramount during any situation
- Staff have a continuous duty of care to maintain good order, health, and safety De-escalation is always preferable to escalation

Reporting
All incidents involving the use of reasonable force must be documented on CPOMS under the "Restraint" category.

False Allegations
S6C takes all allegations against staff seriously. If an investigation reveals a student has made a malicious accusation, the student will face disciplinary action in accordance with this policy.

Parental Responsibilities
Parents are reminded of their responsibility to monitor their child's social media use.

Reporting and Support
Please refer to our Safeguarding and Child Protection Policy for information on reporting procedures regarding allegations of staff misconduct.

Staff Wellbeing
S6C is committed to supporting staff well-being. The Head of College will consider the pastoral needs of any staff member facing an accusation of misconduct.

Equality and SEND Considerations
S6C is committed to upholding the Equality Act (UK Parliament, 2010) and ensuring no student with a protected characteristic is disadvantaged. We also strive to meet the needs of students with Special Educational Needs or Disabilities (SEND) under the Children and Families Act 2014. Our approach to challenging behaviour may be adapted to cater to individual student needs.

Identification and Support
The college's SENDCo assesses students displaying challenging behaviour to identify any unmet needs. When necessary, we seek support and guidance from specialist teachers, educational psychologists, medical professionals, and other relevant experts.

For students with acute needs, we collaborate with external agencies to develop personalised support plans. These plans are created in partnership with parents and regularly reviewed.

Maintaining a Safe Environment
While we recognise the need for differentiated behavioural approaches, S6C will not tolerate violent or abusive behaviour towards staff or students. Any such incident will be thoroughly investigated.

Exceptional Cases
In rare instances where we are unable to positively influence severe behavioural issues involving violence or abuse, further action may be necessary. If the student has an Education, Health and Care Plan (EHCP), a review will be conducted to determine if S6C remains the appropriate provider.

For students without an EHCP, a SEN assessment will be initiated. We emphasise that such scenarios are uncommon and never taken lightly. Any decisions will involve thorough consultation with parents, governors, and the students themselves.

Sanctions
Staff consider mitigating circumstances related to equality when implementing sanctions, following Department for Education (DfE) guidance (UK Government, n.d.).

Daily Procedures

Recording Incidents
Staff log all behavioural incidents on the college management information system (MIS), including actions taken for sanctioned behaviours and same-day parental contact.

Safeguarding concerns are documented on the designated Safeguarding Information System as per the safeguarding policy.

Quality Assurance
College leaders promote positive behaviour through regular classroom visits and presence throughout the buildings. They acknowledge good behaviour, student engagement, and excellent work. They also support staff in managing poor behaviour and escalate situations as needed.

Review
Staff responsible for attendance, behaviour, SEND, Mental Health and Wellbeing meet weekly

to review significant incidents. This review ensures appropriate interventions, sanctions, and support are implemented.

The Head of College has the final say on suspensions (delegated to the Assistant Head of College responsible for Behaviour and Wellbeing in their absence).

Monitoring Behaviour
S6C monitors negative behaviour patterns to gain a quantitative understanding. This data is used to:
- Identify and address behavioural trends in individuals and groups
- Implement effective interventions
- Assess the impact of current behaviour systems
- Inform future policy development

Data Collection
The Safeguarding, Pastoral, Attendance and Mental Health team collects data on:
- Behavioural incidents, including classroom removals
- Behaviour and attitude reports
- Academic progress
- Attendance and suspension data
- Use of alternative provision
- Searching, screening, and confiscation incidents
- Stakeholder surveys on behaviour and school culture perceptions

Legal Framework
This Behaviour Policy adheres to the following legislation and guidance:
- Education Acts (1996, 2002, 2011)
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)

The policy also incorporates Department for Education (DfE) guidance on:
- Behaviour and discipline
- Searching, screening, and confiscation
- Use of reasonable force
- Supporting students with medical conditions

Additionally, the policy reflects the SEND Code of Practice (Department of Education, 2015) and Schedule 1 of the Education (Independent School Standards) Regulations 2014 (UK Parliament, 2014), particularly regarding child safeguarding, written behaviour policies, and anti-bullying strategies.

Finally, this policy aligns with our funding agreement and articles of association.

Discipline Policy Flow Diagram 2025

Behaviour

Any Staff — Minor Incident
Examples:
- Vaping / Smoking
- Inappropriate phone use
- Low level disruption

Recorded in 'Student's notes' (MIS system)

Tutor — Repeat Incident
Meeting with student to discuss reasons and set boundaries

Recorded in 'Student's notes' (MIS system)

SLT — Serious Incident
Examples:
- Drug Use
- Weapon

Recorded in 'Student's notes' (MIS system)

Academic

Teacher — Subject Concern
Informal meeting with student to discover any issues causing concern and discuss expectations

Recorded in 'Student's notes' (MIS system)

Teacher — Teacher Support Plan
Formal Meeting with student.
Set targets with timescales

Support available from Faculty Lead

Recorded in 'Student's notes' (MIS system)

Tutor — Performance Review 1 (PR1)
Organised by Tutor (People to attend):
- Faculty Lead (Chair)
- Student
- Parents
- Any other required

Recorded in 'Student's notes' (MIS system)

Faculty Lead — Performance Review 2 (PR2)
Organised by Faculty Lead (People to attend):
- SLT Member (Chair)
- Student
- Parents
- Any other required

Recorded in 'Student's notes' (MIS system)

Attendance

Tutor — Attendance Sweep
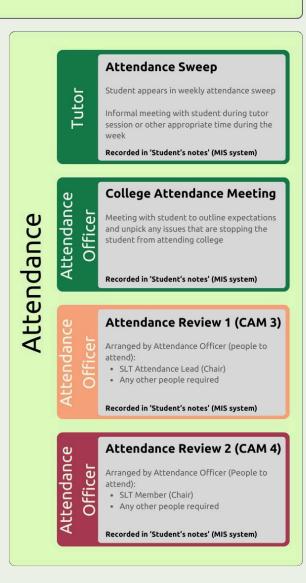Student appears in weekly attendance sweep

Informal meeting with student during tutor session or other appropriate time during the week

Recorded in 'Student's notes' (MIS system)

Attendance Officer — College Attendance Meeting
Meeting with student to outline expectations and unpick any issues that are stopping the student from attending college

Recorded in 'Student's notes' (MIS system)

Attendance Officer — Attendance Review 1 (CAM 3)
Arranged by Attendance Officer (people to attend):
- SLT Attendance Lead (Chair)
- Any other people required

Recorded in 'Student's notes' (MIS system)

Attendance Officer — Attendance Review 2 (CAM 4)
Arranged by Attendance Officer (People to attend):
- SLT Member (Chair)
- Any other people required

Recorded in 'Student's notes' (MIS system)

Pastoral Support / Mental Health Support

All student interactions should be recorded in the College MIS System under student notes