



GLASTRY COLLEGE

POSITIVE BEHAVIOUR FOR LEARNING POLICY

2018 -2019

RRSA ARTICLES

Article 3 - Adults should always do what is best for you.

Article 12 - Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 19 - Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 - Education should develop each child's personality and talents to the full. It should encourage children to respect their parents and their own and other cultures.

Positive Behaviour for Learning Policy



Mission Statement

Enrich, Empower, Excel

Enrich through Learning Empower to Succeed Excel in Life

Rationale

Glastry College is committed to promoting positive behaviour in a supportive and caring environment. The promotion of positive behaviour enables pupils to become self-disciplined learners, able to make informed decisions allowing them to fulfil their potential and develop positive relationships with other people.

The management of behaviour issues is linked closely to the pastoral care provision in the college. Staff play key roles in this area. In the interest of the child they will liaise with other agencies including PSNI, Education and Welfare Office, Educational Psychologists, Behaviour Support Team, Social Services, CAMHS and School Counsellors to support pupils when appropriate.

Aims and objectives of the Positive Behaviour for Learning Policy

- To encourage all pupils to exercise self-discipline, self-respect, respect for others, the environment and local community and develop a sense of personal responsibility
- To provide a systematic, consistent and appropriate response to behaviour management in school
- To ensure pupils recognise the need to have rules in school and to fulfil their responsibility as outlined in the Classroom Charters
- To ensure the health and safety of the pupils
- Foster a learning culture that celebrates and rewards positive behaviour, achievement and success
- To create a stimulating learning environment which encourages and rewards personal endeavour and achievement
- To ensure pupils behave appropriately at all times in college and when representing the college on trips and during other activities
- To encourage pupils to respect authority, treating all persons in authority with courtesy and respect
- To support the personal development of all pupils by recognising and rewarding high levels of behaviour and effort.

Ethos

The Curriculum and Pastoral Care provisions in Glastry College aim to support all pupils, helping to prepare them to cope with the demands of college and adult life and enable them to achieve their full potential. These provisions include measures to help meet the physical, emotional and spiritual needs and aspirations of all learners within an inclusive learning environment. Through our Pastoral Programme and Counselling Service we offer a supportive environment to pupils. The Personal Development Programme within LLW allows pupils to explore key issues within their personal development including self-esteem, health and well-being, relationships and personal safety.

The following structures and procedures operate in Glastry College:

- Staff promote and reward positive and respectful behaviour
- A caring environment where all pupils feel accepted, valued and respected
- Staff lead by example in promoting respect for each other and forming positive relationships with pupils
- Through annual Child Protection Training all staff are fully informed with Child Protection Guidelines and Procedures and are kept informed of new pastoral procedures
- Emotional health and well-being is an integral part of the school curriculum and the Personal Development Programme (LLW, PAL and COPE)
- The College uses a range of external agencies for support and guidance, where appropriate
- Lunchtime supervision is provided by both teaching and non-teaching members of staff
- Staff treat cases of poor behaviour seriously and investigate each incident impartially
- Any sanctions imposed are fair and appropriate
- Any pupil identified as demonstrating serious behavioural tendencies will be supported and offered counselling if appropriate

Roles and Responsibilities:

Pupils

- Arrive at lessons on time, enter the classrooms in an orderly mannerly and have equipment and books for lessons;
- Wear full school uniform correctly at all times;
- Follow classroom rules and procedures and do not disrupt the learning of other pupils;
- Listen attentively to the teacher and use appropriate language at all times;
- Care for the classroom and resources, respecting others' property;
- Value other individuals and their contributions to lessons;
- Lead by example creating a good role model for younger pupils in the school;
- Accept responsibility for behaviour;
- Use ICT in accordance with school policy; be responsible when using online technologies;
- Report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying);
- Behave appropriately when outside school; be an ambassador for the school.

Teaching staff

- Arrive at lessons on time;
- Plan and deliver good to outstanding lessons which engage and motivate pupils to achieve;
- Be enthusiastic and develop positive working relationships with pupils;
- Celebrate the success of pupils in lessons, after-school activities (and assemblies and with parents);
- Display student work and have a well organised room;
- Set homework and mark according to departmental policy and give feedback on work (within 2 weeks)
- Use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour;
- Be approachable and listen to students at appropriate times;
- Always take seriously any complaints of bullying or inappropriate behaviour reported and refer to other members of staff and advise parents when necessary;
- Set high expectations, clear boundaries and regularly agree classroom and behaviour expectations;
- Use rewards and, where necessary, sanctions, consistently;

Classroom Assistant

- To support SEN students within the classroom using strategies appropriate to their individual needs
- To work in collaboration with the SENCO and classroom teachers to remove barriers to learning for pupils with SEN
- To implement and adhere to the college policies which support positive behaviour for learning

Group Tutor

- To support pupils in ensuring they are prepared for learning – i.e. to monitor homework diaries, to ensure pupils are adequately equipped for lessons, to ensure that pupils are regularly attending school, to review academic progress and set achievable targets in consultation with pupils
- To build and maintain positive communications between the college and home
- To ensure that all pupils are aware of relevant college policies and adhere to them e.g. uniform, behaviour for learning, mobile phone, anti-bullying, Child Protection and Safeguarding
- To provide guidance and assistance to support pupils by building positive and supportive relationships with the class

Subject Leader

- To ensure there is a positive environment for learning within their department
- To ensure that their department has schemes of learning that include active learning strategies and also meet the needs of pupils who have additional learning needs
- To ensure their department has a focus on celebrating success
- To monitor the attendance, behaviour and progress of pupils within their department
- To ensure that school policies are consistently implemented
- To provide cover work for absent departmental staff that is suitable and meet the needs the learners

Head of Year

- To monitor the progress and behaviour for learning across their year group, and intervene when necessary
- To support pupils by tracking their learning and behaviour and to implement support strategies to help them where appropriate
- To liaise with parents in supporting pupils
- To consistently implement and uphold the school policies

SLT

- To ensure there is a suitable curriculum which meets the needs for all learners
- To support staff by being a presence around the college during break, lunch and during class time
- To ensure that parents are regularly informed with regards to positive behaviour for learning celebration of success via termly reports to each year group
- To ensure that systems for monitoring and managing behaviour and attendance are implemented in a consistent manner across the school

BOG

- To support the Principal in the monitoring of this policy and application of appropriate sanctions

Parents

- Treat staff with respect and behave responsibly whilst on school premises; discuss any issues of concern with the staff in a calm and non-aggressive and unthreatening manner
- Report any incidents of bullying including cyber bullying that occur in school as soon as they are discovered so that the issue can be dealt with promptly by school staff
- Ensure that their child arrives at school on time and is dressed appropriately in line with college policy, and with necessary equipment e.g. P.E kit
- Ensure that their child attends school regularly and contact the school in the event of an absence or lateness according to attendance policy guidelines
- Encourage their child to achieve their very best in school and to have high standards of behaviour in and out of the college
- Support the college's policies, strategies and guidelines for behaviour
- Work with college staff to help their child accept responsibility for their behaviour and actions
- Inform the college of any concerns or problems that may affect their child's work or behaviour
- Support their child's homework and other home-based learning activities
- Support the college in its use of rewards and sanctions
- Take responsibility for the behaviour of their child while travelling to and from the college and while in the college
- Support the college's approach to e-safety which includes not uploading or posting to the internet any pictures, video or text that could upset, offend or threaten the safety of any member of the college community or bring the school into disrepute
- Make an appointment to see a member of staff should they wish to discuss concerns they have

STATEMENT OF ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR

Glastry College's Response to Poor Behaviour

- All teachers set high expectations in relation to pupil conduct, behaviour and application towards work
- All pupils who are experiencing emotional issues, and as a result have difficulty coping with the demands of school life, will be given support through the pastoral system or the School Counsellor
- All teachers act as positive role models within a rights respecting learning environment and have a responsibility to promote high expectations, offer support to all pupils and challenge unacceptable behaviour and actions
- Parents can arrange an appointment with their child's Group Tutor or Head of Year if concerned about their child's behaviour and progress

Strategies and Procedures

All incidents of poor behaviour are taken seriously and the responses can include some or all of the following:

- Behavioural incidents are recorded through the Behaviour Management Module in SIMS by staff. GLs or Levels of Progression, provide categories of misdemeanors and who is responsible for dealing with the incident.
- A pupil may receive additional work at break, lunch or an after-school detention depending on the severity of the incident or be removed from the classroom to another learning environment. Persistent poor behaviour may result in pupils being placed on a special timetable with a senior member of staff, or where a serious breach of college policy occurs, suspension may be applied.

- The Head of Year may also arrange a formal meeting with the pupil's parents and intervention strategies employed
- Individual Behaviour Plans may be drawn up in conjunction with college and home

Support from External Agencies:

The Head of Year and Pastoral Vice Principal will work closely with the SENCO and will assist in the identification of behaviours which warrant remedial support or diagnosis. Support may be sought from external agencies including Social Services, EWO, EA, Educational Psychologist or other appropriate agencies.

Counselling:

A Counselling Service is available one day per week in school. If any member of staff wishes a pupil to avail of this service, they should make a referral via the Pastoral system of the college). A pupil can make a self-referral through a Head of Year, the Senior Leadership Team or by placing a referral slip in the Counsellor's box. A parent/guardian can also refer their child through their Head of Year or Senior Leadership Team.

REWARDS

Celebrating Success

In Glastry we regularly celebrate the success of all pupils in a variety of ways as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the college. The many ways we celebrate success are listed below:

- *Verbal praise in class*
- *Written praise in marked work*
- *Sharing and celebrating success during lesson time*
- *Certificates, sharing and celebrating success in Head of Year Assemblies*
- *Celebration assemblies*
- *Merits/stickers awarded in lessons*
- *Certificates in assemblies*
- *Certificates, prizes, letters of praise for attendance.*
- *Celebration events with parents e.g. Prize Night*
- *Celebratory Post Card, text messages or phone-call to home*
- *Examples of excellent work on the college website and Facebook Account*

To support this system further, the school operates a Merit System which is used to motivate pupils and allow them to share in their success as individuals throughout the school. **Pupils should be awarded GCMs for going above and beyond the minimum expectations set by the college.**

Aims of the Merit System to provide structured system:

- That is clearly understood and valued by pupils, staff and parents
- In which different achievements can be recognised and rewarded
- That is inclusive for all pupils which can be applied consistently and effectively

Merit marks or GCMs can be awarded for the following:

- High quality work
- Social responsibility
- Fundraising activities
- Extra-curricular activities
- Sporting Achievement
- Exemplary behaviour
- Moral Compass – i.e. being supportive to other pupils
- Improved performance in class
- Ambassadorial Work
- Representing the school at community events
- Winning a competition on behalf of the school
- Achieving additional qualifications in school (e.g. musical awards)

Reward Milestones

For reward milestones, pupils will gain further acknowledgement via postcard, text message sent home, letters of praise.

| MERIT MILESTONE | ACKNOWLEDGEMENT |
|--------------------------------------|---------------------------------|
| 5 Merits/or 1 st in Class | Classroom Teacher |
| 10 Merits | Group Tutor Postcard |
| 20 Merits | Text Message |
| 25 Merits | HOY Celebration Assembly |
| 30 Merits | SLT Word of Praise/Letter |
| 35 Merits | Principal Letter/Coffee Morning |
| 40 Merits | Board of Governors Letter |

PREVENTATIVE STRATEGIES IN USE TO PROMOTE GOOD BEHAVIOUR

Schools need to balance their rewards with an agreed hierarchy of consequences for poor behaviour. Resorting to sanctions too quickly will leave teachers with nowhere to go. Sanctions should be used in conjunction with a wide range of preventative strategies, classroom management strategies and rewards. Sanctions do not necessarily teach new appropriate behaviours.

Preventative strategies, should in the first instance be used in supporting behaviour for learning. Corrective strategies include:

- Deal with pupils in a calm and positive manner
- Be selected from a gradual to graded hierarchy for misbehaviour
- Acknowledge the pupil's feelings
- Focus on the behaviour and not the individual
- Be fairly and consistently applied
- Be administered as soon as possible in a calm and respectful manner
- Take account the age and stage of development of the pupil including special educational needs and any other relevant factors
- Provide an opportunity for the pupil to develop a more positive response in the future

Ways of reducing poor behaviour include:

- Know your pupils
- Have a positive, safe and aesthetically pleasing classroom
- Plan lessons that meet the needs of your learners – i.e. differentiation, pupils with Special Educational Needs
- Use clear routines and reinforce them during each lesson
- Communicating high expectations throughout all lessons
- Provide opportunities for pupils to experience success
- Enable learners to understand mistakes can will be made and to understand the importance of learning from them
- Give feedback which is constructive
- ‘Take-off and Landing Instructions’ during lessons

Examples of corrective strategies include:

- Tactical ignoring
- Non- verbal behaviours, e.g. eye contact, gesture or hand signal
- Verbal redirection
- Speaking to the pupil on a one to one basis.
- Reminding pupils of the class behaviour expectations
- Helping pupils understand the effect of their behaviour
- Encouraging the pupil to improve their behaviour
- Offering choices for sanctions
- Working aside from peers
- Withdrawal of privilege
- Restriction of access to activities for a period of time
- Contact with parents

To foster the promotion of positive behaviour and behaviour for learning, and to ensure consistency throughout the college, when preventative measures do not work, behaviour levels of progressions have been created to identify misdemeanours that may occur and who is responsible for addressing these. These levels will be provided to all pupils at the beginning of each term and will be displayed clearly in all classrooms. Pupils who have SEN may have their own bespoke behaviour plan which will have been agreed by the SENCO. Staff will be advised of this. All information with regards to pupils will be recorded on SIMs and is confidential.

The levels of progression (GLs) clearly identify and categorise offences, who is responsible for applying sanctions and who should record the incident.

| Behaviour Level | Responsibility | Maximum sanction to be |
|------------------------|---|---|
| Stage 1 | Class teacher/ Group Tutor | Focus Time |
| Stage 2 | Subject Leader | Departmental Detention (day to be negotiated for each department) |
| Stage 3 | Head of Year | Principal’s Detention |
| Stage 4 | Assistant Vice Principal/Vice Principal | Suspension (in consultation with Principal) |
| Stage 5 | Principal | Expulsion (in consultation with the BOG) |

APPLICATION OF POSITIVE BEHAVIOUR MANAGEMENT POLICY

Staff

Staff in the first instance should always use de-escalation techniques to address the behaviour. For GL1, staff should record the misdemeanour and apply an appropriate action to address the behaviour. Class teachers can issue a focus time detention. They are responsible for contacting parents to make them aware of this. This should be recorded on SIMs.

Where an offence is repeated it will be referred to the Head of Department or for more serious or persistent offences it may be referred to Head of Year, Assistant Vice Principal or Vice Principal (see appendix 1 for further information)

Subject Leader

For GL2, the Subject Leader will apply sanctions. This will be when persistent or serious offences have taken place within the classroom. The Subject Leader should record the misdemeanour and apply an appropriate action to address the behaviour. This can include a departmental detention. The Subject Leader should record this on SIMs. If a Subject Leader believes it is necessary, he/she can bring the matter to the attention of the HOY at an earlier stage than normally expected.

Head of Year

For GL3, the Head of Year will apply sanctions. This may follow a referral from the Subject Leader, or may be for serious offences which have occurred outside the classroom. The Head of Year should record the misdemeanour and apply an appropriate action to address the behaviour. This can include a Head of Year detention or a SLT afterschool detention. For pupils who are persistently infringing on school rules, or if they commit serious offences in breach of school policy, the HOY can report this to the Assistant Vice Principal or Vice Principal.

Assistant Vice Principal/Vice Principal

For GL4, the Assistant Vice Principal or Vice Principal will apply sanctions. This will be for offences, inside or outside the classroom which are deemed as serious or persistently infringing on the school rules.

The Assistant Vice Principal or Vice Principal should record the misdemeanour and apply an appropriate action to address the behaviour. This can include formal Principal's after school detention, meetings with parents, suspension (in consultation with the Principal).

Principal

For GL5, the Principal will apply sanctions. They may use a range of sanctions, applying the one which is appropriate in light of all evidence and information provided. This may include special timetable arrangements, suspension or expulsion.

At times members of SLT may have to support staff when a serious incident occurs involving multiple personnel are involved.

NOTIFICATION

In all cases when a pupil is being detained after school, staff should endeavour to issue a detention letter 24 hours prior to the sanction and should contact parents/guardians in advance.

SUSPENSION AND EXPULSION

Suspension:

Glastry College endeavours to avoid, where possible, the sanction of suspension and will only use it in cases where a serious breach or a persistent infringement of school rules has occurred. However, if a pupil's behaviour is a threat to the safety, health or emotional wellbeing of others, and previous methods of prevention and intervention have not been successful, the pupil may be suspended.

Behaviours which warrant suspension from school include:

- Physical assault of another pupil or member of staff;
- Verbal abuse/offensive language against a member of staff or another pupil;
- Serious cases of bullying;
- Threats and intimidation towards a member of staff or another pupil;
- Carrying offensive weapons;
- Supplying or using illegal drugs;
- Bringing the college into disrepute
- Serious inappropriate behaviour using social media
- Smoking or drinking alcohol on school premises.
- Persistent infringement of college rules.

In each of these cases, EA Suspension Guidelines will be followed. Formal suspension can be up to a total of five days according to EA regulations. In an extreme case of poor behaviour, the Principal can issue a further extension in consultation with the Board of Governors and relevant authorities. An official suspension letter will be forwarded to all relevant agencies.

Expulsion:

The expulsion of a pupil is the most serious disciplinary action that can be applied and in normal circumstances should be considered only after all reasonable courses of action have been explored. Glastry College will follow the procedures recommended in the Education Authority Guidelines for Expulsion.

USE OF REASONABLE FORCE/SAFE HANDLING –AWAITING GUIDANCE FROM EA

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by EA. Force is generally used for two different purposes, either to control pupils or to restrain them. Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back). All members of school staff have a legal power to use reasonable force. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent).

Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result. At present, no staff training has been provided and staff should only intervene if a child is at risk of harm.

LINKS TO SEN

Due to the specific needs of individual pupils, behaviour management plans may be drawn up by the SENCO for pupils who have SEN.

LINKS TO OTHER POLICIES

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- Pastoral Care Policy
- Drugs Education Policy
- Anti-Bullying Policy
- RSE Policy
- Safeguarding and Child Protection Policy
- E Safety Policy
- SEN and Inclusion Policy
- Educational Visits Policy
- Health and Safety Policy
- Parental Complaints Procedure
- GDPR Policy

These policies are given to new parents at the beginning of each academic year or available from the college website www.glastrycollege.org.uk or by request from the college office.

POLICY REVIEW

Monitoring, Evaluation and Review:

The Vice Principal, Mrs Harris, and the Pastoral Care Team are responsible for monitoring, evaluating and reviewing the implementation of the Positive Behaviour for Learning Policy. The Pastoral Care Team will update the Policy and Procedures in light of any further guidance and legislation as necessary and review it annually. This will be done in consultation with the governors, SLT, staff, students and parents. On-going evaluation will ensure the effectiveness of the Policy.

APPENDIX 1 – Levels Of Progression GL1 – GL5

| Class Teacher/Group Tutor (GL1) | HOD (GL2) | HOY (GL3) | SLT (GL4) | Principal (GL5) |
|---|---|--|--|--|
| Eating and drinking in class | Frequently eating and drinking in class | Persistent eating and drinking in class | Persistent infringement of college rules in uniform, behaviour, and attitude to learning | For grave offences where pupils persistently fail to comply with school rules |
| Telling lies | Frequently telling lies | Persistent lying | | |
| Late to class | Frequently late to class | Persistent lateness to class and school | | |
| Ignoring health and safety rules within class | Frequently ignoring safety rules | Behaviour that endangers others in the class | Persistent infringement of school rules that affect the safety of others - smoking, non-cooperation with sanctions and defiance | |
| Homework not completed | Homework frequently not completed | Persistent failure to complete homework across a number of subjects | | |
| Cheating | Plagiarism | | CAT Plagiarism | |
| Deadlines not met | Deadlines frequently not met | | | |
| Poor standard of homework | Frequent poor standard of work | | | |
| Lack of materials for class, eg, pens, books | Frequently being unprepared for class | Persistent lack of materials | Persistent infringement of college rules that affect the learning and teaching within the classroom | |
| Incorrect uniform, eg, ear piercings, PE kit | | Persistent failure to wear uniform correctly, eg, piercings, shoes, jewellery | | |
| Inappropriate language in class | Isolated incident or frequent bad language towards others | Persistent inappropriate conduct in front of staff, eg, using unsuitable language | Serious incidents of defiance - swearing at a member of staff | |
| Inappropriate behaviour in class, eg, leaving class without permission, defacing classroom property, talking over the teacher | Frequent poor behaviour/ leaving class without permission while disrupting learning | Persistent disengagement or serious examples of defiance in class, eg, failing to follow teacher guidance | Extreme defiance - belittling a member of staff; actions that endanger other pupils | |
| Lack of cooperation in class, disruptive attitude to learning, talking over teacher | Frequent examples of disengagement/persistent breaking of class teacher rules | Persistent breaking of rules across a range of subjects | Persistent infringement of college rules that affect the learning and teaching within the classroom | |
| Violation of mobile phone policy | | Violation of Mobile Phone Policy – refusing to hand over mobile phone to class teacher | Persistent infringement of mobile phone policy | When a pupil(s) uses the mobile phone to bring college or other pupils into disrepute/harm |
| Poor behaviour in corridors/ playground whilst on duty, such as pushing and shoving other pupils | | Serious behaviour, eg, fighting, smoking | Physical aggression or fighting that puts others at risk. Possession of an offensive weapon. Theft | Physical or sexual assault of another pupil. Use of an offensive weapon. |
| Making inappropriate comments to peers in class | Persistently making inappropriate comments to peers in class | Bullying | Systematic bullying. Alcohol, controlled drugs or solvent possession in school uniform or whilst representing the college. | Use of alcohol, controlled drugs or solvent possession in school in school uniform or whilst representing the college |
| Inappropriate use of ICT during class | Persistent inappropriate use of ICT during classed-based activities | | Inappropriate conduct harming the school image | Serious conduct harming the school image |
| Being out of bounds during registration, at break or lunch | Failure to attend break or lunch detention given by class teacher | Persistently being out of bounds at break, lunch. Also truancy. Persistent failure to attend detentions sanctioned by Subject Leader. | Serious damage to school property. Persistent infringement of college rules that affect the safety of others - smoking, non-cooperation with sanctions, defiance. Inappropriate behaviour to a member of the school community including verbal abuse, threats, sexual suggestion and indecent exposure | Irreparable damage to school property. Ongoing persistent infringement of school rules that affect the safety of pupils and staff. Grave offences in which cases expulsion will be normally considered |

APPENDIX 2 - Code of Behaviour

General Behaviour and Conduct

In particular, the College will not tolerate:

- Bullying in any form, whether physical, verbal, sexist or emotional, including sectarian and racism
- Rudeness, violence, disorderly conduct, or the use of foul or abusive language
- Theft or damage to the property of others, ie: staff, or other pupils
- Disruption of any kind to lessons or other activities
- Insolence or disobedience towards those in authority
- Vandalism or tampering with fire safety or security equipment
- Smoking or alcohol consumption, or the possession of alcohol, electronic cigarettes, smoking paraphernalia
- Possession or use of any illegal drug, weapon or dangerous item
- Deliberately or recklessly endangering the pupil's own, other pupils', or any member of staff's well-being, safety or property
- Fraud or falsification of records; this includes forging parental signatures
- Conduct that may bring the college into disrepute
- Misuse of the internet
- Physical attack on another pupil
- Persistent infringement of college rules; ie: smoking, non co-operation with sanctions
- Verbal abuse towards staff, including swearing, threatening behaviour and sexually explicit language.

Pupils' Property

- Pupils have a responsibility to safeguard their own property as well as to respect the property of others.
- All property and clothing must be clearly marked with the name of the owner.
- Pupils may not bring to College any weapons, solvents, fuel, aerosols or other dangerous articles.
- Pupils may not have in their possession any material of a pornographic, defamatory or otherwise offensive nature.

Code of Behaviour

BEHAVIOUR IN THE CLASSROOM

During the Class

- I will bring the correct equipment/material to each class
- I will take out my materials and/or homework ready to start.
- I will listen carefully in class
- I will speak and act politely at all times.
- I will do all my work to the best of my ability.
- I will raise my hand and not shout out in class.
- I will use my homework diary to record all homework taking note of its due date

During Group or Discussion Work

- I will move quickly into the group identified by the teacher.
- I will talk only about the set task.
- I will listen with respect while others are talking.
- I will value other people's opinions.

Leaving the Classroom

- I will tidy up my work space when told to do so by the teacher.
- I will ensure my homework diary has been updated.
- I will push in my seat and walk out in single file when told to do so by the teacher.
- Leave schoolbag in P3 classroom over lunch time.

BEHAVIOUR OUTSIDE THE CLASSROOM

Behaviour in the Corridors

- I will walk quietly on the left hand side of the corridor.
- I will go directly to my next class.
- I will be courteous to all others using the corridors.
- On arrival at my classroom I will line up quietly.

Canteen

- I will line up properly in the designated area.
- I will treat all canteen staff and supervisors with respect.
- I will leave my table tidy when I finish my meal.
- I will leave the canteen after finishing my meal.

Playground

- I will always stay in the designated areas.
- I will place all litter in the bins provided.
- I will avoid any behaviour likely to cause injury to myself or others.
- I will report any accidents to the lunchtime supervisors or a teacher.
- I will go directly to my next class on hearing the first bell (1.35 pm).

MOBILE PHONES

- I will switch off and put my mobile phone in my bag, when entering school grounds
- I will not take my phone into examination rooms.
- If I need to contact my parents/guardians during the school day I will follow the correct procedure by requesting the college office, school nurse or Head of Year to contact them.
- I must not take images because of Child Protection issues.
- If my phone is confiscated, it will be collected by a parent/guardian after 4.00 pm from Reception.

BEHAVIOUR ON THE BUSES

Translink Bus

- I will line up sensibly, behind the barrier or gate while waiting for the bus.
- I will board the bus when instructed by the teacher on duty in a sensible manner
- I will remain in my seat throughout the journey with my seatbelt fastened.
- I will treat all other passengers and the driver with respect.
- I will consider the welfare of others and avoid poor behaviour such as throwing objects, smoking, pushing others or damaging seats.
- I will ensure my behaviour in public always reflects well on our college.

LUNCH HALL

- I will go to the designated area for packed lunches
- I will not bring in energy drinks, or fizzy drinks to school
- I will treat all supervisors with respect
- I will ensure my lunch area is tidy by putting any rubbish in the bin
- I will leave the Assembly Hall after finishing my lunch

APPENDIX 3 - Home College Expectations

The college expects that:

You as a Student

- Are punctual and attend regularly
- Adhere to college policies such as uniform, mobile phone and anti-bullying
- Work to the best of your ability, complete your homework on time and meet all deadlines
- Take responsibility for your own learning, organisation and discipline
- Comply with the Internet access policy
- Are honest, polite and exhibit good behaviour at all times
- Show respect for others, their possessions and the school environment
- Participate to the best of your ability in college/Registration Group activities
- Raise any concerns or problems that you might have, with the college and your parents quickly

You as a Parent

- Support the college's ethos and policies as set out in the website
- Ensure regular and punctual attendance by your child and **avoid holidays in term time** wherever possible
- Ensure your son/daughter comes to school with the appropriate uniform and equipment
- Do your best to provide an appropriate environment and time at home to enable your child to complete their homework
- Monitor your child's homework
- Have positive but realistic expectations of your child's ability
- Endeavour as far as possible to support the school's activities (parent's evenings/concerts/events) and encourage your son/daughter to do so
- Advise the college of problems/achievements/issues concerning your child
- Reply to college communications and supply absence notes promptly
- Attend Parent/Teacher Meetings

Students and Parents are entitled to expect that the college:

- Provides a happy and caring environment for learning
- Provides effective teaching
- Provides good moral guidance and role models for your child
- Effectively monitors your child's progress
- Praises your child for their achievements where appropriate
- Sets appropriate homework for your child and advises you of our expectation in accordance with the Learning and Teaching policy
- Advises you about the equipment, books and materials that are required for college
- Provides up to date and timely information about the school's events
- Provides enrichment activities/extended activities
- Communicates our concerns and problems concerning your child
- Deals with concerns in a professional, fair and consistent manner and keep you informed
- Emphasise the promotion and acknowledgement of positive behaviour

APPENDIX 4 - Sanctions:

| Class Teacher/GT GL1 | Subject Leader GL2 | Head of Year GL3 | AVP/VP GL4 | Principal GL5 |
|---|---|---|---|---|
| <ul style="list-style-type: none"> • Name written on board • Pupil moved seat • Verbal reprimand • Behaviour Demerit • Note in diary to parent/guardian and/or phone call • Removal of privileges • Break time detention • Lunchtime detention • Departmental detention • Interview with teacher • Referral to Subject Leader or Head of Year • Refer to SLT if serious breach of school rules take place | <ul style="list-style-type: none"> • Verbal Reprimand • Move place in class • Behaviour Demerit • Note in diary to parents • Written punishment task • Breaktime detention • Lunchtime detention • Departmental detention • Removal of privileges • Removal to nearby classroom under supervision • Referral to Year Head • Phone call home | <ul style="list-style-type: none"> • Detention • Pupil put on Student Report • Letter to parents/guardian • Meeting with Parents/Guardians • Referral to Assistant Vice-Principal, Vice Principal or Principal | <ul style="list-style-type: none"> • Intervention Strategies employed • Individual Behaviour Plans • Reviews the Student Improvement Report • Formal Meeting with parents and pupil • Special timetable with Senior Leadership Team • Suspension • Expulsion | <ul style="list-style-type: none"> • Intervention Strategies employed • Individual Behaviour Plans • Reviews the Student Improvement Report • Formal Meeting with parents and pupil • Special timetable with Senior Leadership Team • Suspension • Expulsion |

This table is not prescriptive. Staff should remember to apply sanctions that are proportionate to the behaviour.

All pupils will be expected to attend after-school detentions instead of any other activity, without negotiation.