**St Columba’s College**



**POSITIVE BEHAVIOUR**

**FOR LEARNING POLICY**

**Revised Sept 2022**

Date Ratified by Board of Governors:

**Date of Review**

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***

**Inspiring Learning, Celebrating Success, Respecting Others**

St Columba’s 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 St Columba’s 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 allows pupils to explore key issues within their personal development including self-esteem, health and well-being, relationships and personal safety. Values of the Gospel

The following structures and procedures operate in St Columba’s 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 (Personal Development, PAL )
* 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 school 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

**Form 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

* To liaise with SENCO when dealing with a pupil on Special Needs Register

**Subject Teacher**

* 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 Key Stage**

* 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
* To liaise with SENCO when dealing with a pupil on Special Needs Register

**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**

**St Columba’s 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 Form Tutor or Head of Key Stage 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.
* 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 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 Form Teacher, Head of Key Stage, Head of Pastoral Care 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 Head of Pastoral Care.

**REWARDS**

**Celebrating Success**

In St Columba’s College 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*
* *Merits awarded in lessons*
* *Certificates, sharing and celebrating success in Assemblies/photographic displays*
* *Celebratory Post Card, text messages or phone-call to home*
* *Celebration events with parents e.g. Prize Night*
* *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 Merit points 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 can be awarded for the following:**

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| Example of Achievement or effort | Points Awarded |
| * **Social responsibility:** Faith Friends; Engaging in Shared Education programme. **Awarded by organising teacher** | 1. 3 |
| * **Fundraising activities**: - Raised most for Trocaire; 500 club; -**Form Teacher** | 3 |
| * **Form Captain;** Head Team: **Head of Key Stage** | 1. 3 |
| * **Extra-curricular activities**   Alternative programme; Eco Schools.  **Organising teacher** | 1 -3 |
| * **Sporting Achievement** as part of a team: **PE Teacher** | 1 - 3 |
| * **Helping out at school events: -** Open Day ,Prize night; Bingo; **Organising teacher** | 1 -3 |
| * Moral Compass – i.e. being supportive to other pupils. Helping in class tidying room, giving out equipment etc. **Any member of Staff** | 1 -3 |
| * Homework: - **Form Teacher** | 1 - 3 |
| * Representing the school at community events: - Easter services; Credit Union; Exploris; Choir.   **-Organising teacher** | 2 |
| * Achieving on behalf of the school Accelerated Reader; Quizzes, art competition; Organisers**/ Form teachers** | 3 |
| * Class Test First - **Subject teacher** | 3 |
| * Class test Second - **Subject teacher** | 2 |
| * Class test Third - **Subject teacher** | 1 |
| * Improved performance | 1 |
| * Most improved performance in class tests **Subject teacher** | 2 |
| * Full attendance term 1 **Form Teacher** | 1 |
| * Full attendance terms 1 &2 **Form Teacher** | 2 |
| * Full attendance terms 1,2 &3 **Form Teacher** | 3 |
| * Personal achievement outside school- musical; sporting; drama; other extracurricular activity. **Form Teacher** | 2 |
| * 95% attendance and above | 1 |
| * Improved behaviour | 1 |

**Reward Milestones**

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| **Reward Level** | **Number of points** | **ACKNOWLEDGEMENT** |
| Level 1 | 10 | Hot Choc token/Haribo/ Sweets |
| Level 2 | 20 | Sweets to value of 50p. 20 min break with friend/5 mins earlier for lunch |
| Level 3 | 30 | Tuckshop voucher /  Use reward to treat class ie background music |
| Midterm and End of term | Pupil with most points in each class at mid-term and end of term | Announced in assembly/Formclass and Photo displayed on display boards from all classes and on Facebook +?  Movie |
|  | Pupil with most points in each class at end of Year | Acknowledged through Sims Parent App  Certificate presented at Prizegiving  Movie organised by Head of Year or  Day trip to Castleward |

**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 leaners – 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 be made and to understand the importance of learning from them
* Give feedback which is constructive

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 clearly identify and categorise offences, who is responsible for applying sanctions and who should record the incident.

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| **Behaviour Level** | **Responsibility** | | **Maximum sanction to be** | | | **Cover** |
| Stage 1 | Form Teacher/Head of Key Stage | | Break time detention/Lunchtime detention | | | Head of Key Stage/Head of Pastoral Care |
| Stage 2 | Form Teacher/ Head of Key Stage | | Detention after school | | | Head of Pastoral Care/Principal |
| Stage 3 | Head of Key Stage | | Suspension (in consultation with Principal) | | | Principal |
| Stage 4 | | Head of Key Stage/Principal | | Expulsion | Principal in consultation with BOG | | |

**APPLICATION OF POSITIVE BEHAVIOUR MANAGEMENT POLICY**

**Staff**

Staff in the first instance should always use de-escalation techniques to address the behaviour.

For Stage 1, staff should record the misdemeanour and apply an appropriate action to address the behaviour. Class teachers and Form teachers can issue a focus time detention(break/lunch). 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 Form teacher or for more serious or persistent offences it may be referred to Head of Key Stage, Assistant Principal /Principal (see appendix 1 for further information)

**Head of Key Stage**

For Stage 2, the Head of Key Stage will apply sanctions. This may follow a referral from the Subject teacher/ Form teacher or may be for serious offences which have occurred outside the classroom. The Head of Key Stage should record the misdemeanor inform parents and apply an appropriate action to address the behaviour. This can include an afterschool detention. For pupils who are persistently infringing on school rules, or if they commit serious offences in breach of school policy, the Head of Key Stage can report this to the Assistant Principal or Principal.

**Principal**

For Stage 3, the 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 Principal should record the misdemeanor and apply an appropriate action to address the behaviour. 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 (in consultation with the BOG).

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:**

St Columba’s 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. St Columba’s College will follow the procedures recommended in the Education Authority Guidelines for Expulsion.

**USE OF REASONABLE FORCE/SAFE HANDLING**

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.stcolumbascollegeportaferry.co.uk by request from the college office.

**POLICY REVIEW**

**Monitoring, Evaluation and Review:**

The Principal, Assistant Principal and Heads of Key Stage are responsible for monitoring, evaluating and reviewing the implementation of the Positive Behaviour for Learning Policy. The Assistant Principal 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.

**Behaviour Management**

**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

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| **Behaviours** | **Points** |
| Socially unacceptable behaviour  Making inappropriate comments /offensive remarks to peers.  Poor behaviour on corridors/playground such as pushing and shoving other pupils | 1 - 3 |
| Bullying Concerns | 1 - 3 |
| Homework; not completed; poor standard; failure to complete | 1 - 3 |
| Lack of preparation for class pens, books, PE kit; Home Ec ingredients | 1 - 3 |
| Incorrect uniform body piercing, shoes hoodies; length of skirt | 1 - 3 |
| In appropriate behaviour in class leaving class without permission; defacing classroom property; talking over the teacher; lack of cooperation in class; disruptive attitude to learning | 1 -3 |
| Violation of mobile phone policy  Unnecessary use of mobile phone on corridors or in classroom | 1 - 3 |
| Refusal to follow school code of conduct; instructions from teachers and Classroom Assistants | 1 - 3 |
| Extreme defiance- action that endangers other pupils; swearing at a member of staff | 3 |

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| **Number of points** | **Sanctions** |
| 5 points | Breaktime detention communicated to parents via parent app |
| 10 points | Lunchtime detention Communicated via parent app |
| 20 points | Afterschool detention; Head of KS via parent app/text message |
| 30 points | Afterschool detention communicated with parents via parent app/text message.  Pupil put on Report Card with targets  interview with parents |

**Detention**

Break detention 10 minutes;11.00 -11.10 for KS3 and 11.10-11.20 for KS4; lunchtime detention 20 minutes from 1.10 – 1.30pm; after school detention 50 minutes from 3.10 – 4.00 pm to take place on Thursdays & Fridays. Lunchtime detention will be supervised by Mrs Dumigan and after school detention will be supervised by Mr Hay/ Mrs Dumigan. Work needs to be provided by the teacher involved. Teachers to email Mrs Dumigan the names of the pupils on lunchtime detention the previous day.

Teachers should give pupils 24 hours’ notice for break and lunchtime detentions and Head of Key Stage to contact parents re afterschool detention

Heads of Key Stage to email Mrs Dumigan and Mr Hay the names of those pupils on afterschool detention and the reason.

If a pupil does not turn up for a breaktime detention, he/she can have one chance to repeat, failure to turn up a second time turns into a lunchtime detention.

If a pupil does not attend a lunchtime detention, he/she can have one chance to repeat, failure to turn up on the second detention results in an afterschool detention.

If a pupil does not attend an afterschool detention, he/she can have a chance to repeat, failure to attend the second chance results in pupil being considered for one day suspension followed by interview with parents

**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.

**Classroom Code**

**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 workspace 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 outside your formclass

**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 on 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/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**  **Stage 1** | **Head of Key Stage**  **Stage 2** | **Head of Key Stages/SENCO**  **Stage 3** | **Head of Pastoral Care/ Principal**  **Stage 4** | **Principal**  **Stage 5** |
| * Pupil moved seat * Verbal reprimand * Behaviour Point * Record on Sims/ parent app * Break time detention * Lunchtime detention * Referral to Head of Key Stage | * Record on Sims * Verbal Reprimand * Move place in class * Behaviour Point * Written punishment task * Lunchtime detention * Restorative practice * Record on Sims/ parent app/ text message * After school detention * Pupil put on Report Card with targets * Meeting with Parents/Guardians * Referral to Assistant Principal or Principal | * Record on Sims * Pupil put on Report Card * Meeting with Parents/Guardians   + Intervention Strategies employed   + Individual Behaviour Plans   + *Regular Reviews the Student Improvement Report* | * + Record on Sims   + Formal Meeting with parents and pupil   + Special timetable   + Suspension | * + 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.