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# Strathearn School

## Positive Behaviour Policy

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## 1. Introduction

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The School is committed to providing a positive, purposeful, orderly and safe environment for all its pupils; a place which allows each pupil to flourish and grow in confidence, fostering independence, resilience, self-worth and compassion for others. The School aims to establish an inclusive community where all pupils and staff are treated with dignity and respect, regardless of individual differences including culture, race, religion, beliefs, sexual or gender orientation, appearance and personal capability. In such an environment, we believe each pupil will be free to reach their full potential.

This policy provides details about the conduct expected of Strathearn pupils and explains how the system of rewards and sanctions will be used to encourage positive behaviour. It outlines the rights, responsibilities and roles of pupils, staff and parents† and, where necessary, indicates links that exist with other relevant policies. It is essentially a working document to give clear guidance on promoting positive behaviour within the School. It has been produced in consultation with staff, pupils, parents and governors and its aims are given below.

† In the context of this policy, the term **parent/s** is used to represent the pupil's parent, guardian, or carer.

## 2. Aims

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The School aim to live through its vision of **ENCOURAGE – EMPOWER - EXCEL**. In doing so, we endeavour to support our pupils to succeed in a caring environment.

The aims of the policy are to:

1. Promote and value positive behaviour by:

- valuing young people as individuals and recognising their achievements;
- providing clear guidelines on expected positive behaviour and the consequences of engaging in inappropriate behaviour;
- rewarding positive behaviour whilst discouraging and reducing inappropriate behaviour;
- nurturing self-worth, self-discipline and regard for authority through positive relationships based on mutual respect;
- providing opportunities for pupils to develop their individuality, self-confidence and self-esteem;
- promoting a sense of responsibility for upholding high standards of behaviour;
- encouraging respect for the School environment as well as the local community;
- encouraging positive attitudes towards others;
- preventing and addressing bullying-type behaviour;
- cultivating an atmosphere in which pupils respond positively in class, take pride in their work and show both interest and attention; and
- promoting an inclusive learning community where individual differences are valued and respected.

2. Maintain an ordered community in which effective learning and teaching can take place.
3. Ensure fairness and consistency in the administration of rewards and sanctions;
4. Encourage a positive relationship with parents through effective communication and engaging their active support for the implementation of the School's policy and procedures.

### **3. Scope of the policy**

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This policy will apply to pupils:

- during the School day;
- when engaging in activities organised or related to the School;
- when in School uniform including PE kit;
- when representing the School;
- when travelling to and from School;
- if identifiable as a pupil of the School;
- on School trips.

During such, staff will both recognise pupils' positive behaviour, and have the authority to take disciplinary action for any inappropriate behaviour.

### **4. Support of others**

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It may be necessary to seek the support of another agency / person who is more appropriate to deal with an incident. This includes, but is not limited to:

- Autism Advisory Intervention Service (Education Authority)
- Educational Psychology Service (Education Authority)
- Education Welfare Service (Education Authority)
- Parents
- Post Primary Behaviour Support and Provisions Service (Education Authority)
- PSNI
- School Counsellor
- Social Services

### **5. Links to other documents**

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- Anti-bullying policy
- Attendance policy
- Pupil Code of Conduct
- Code of Conduct for Educational Visits
- Complaints Procedures policy
- Controlled Assessment policy and procedures
- Drugs policy
- Educational Visits policy
- eSafety policy

- Pastoral Care policy
- Relationship and Sexuality Education policy
- Safeguarding and Child Protection policy
- School Owned iPad Pupil Acceptable Use policy (AUP) and procedures
- Special Educational Needs and Inclusion policy
- Suspension and Expulsion policy
- Uniform regulations
- Use of Personal ICT devices in Sixth Form
- Work Experience policy

These documents should be read in association with this policy and are deemed to be part of it. Please note that policies are reviewed and updated regularly.

## **6. Review of policy**

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The Senior Leadership Team, in consultation with staff, will undertake systematic monitoring and evaluation of the policy. It will review the Positive Behaviour Policy every three years and update its associated procedures on an annual basis to ensure that they are effective, fair and consistent. The Board of Governors will be kept informed of the annual updates and ratify the policy. The latest version of the policy can be accessed on the School's website [www.strathearn.org.uk](http://www.strathearn.org.uk) or by contacting Reception.

## **7. Rights and Responsibilities**<sup>1</sup>

Strathearn School recognises the rights and responsibilities of all members of its community. It is important that the rights and responsibilities identified form the basis of everyday interactions.

### **Pupils have a right to:**

- be valued as members of the School community;
- timely help with any concerns they raise about work or personal worries;
- be treated fairly, consistently and with respect;
- be consulted about matters that affect them, and have their views listened and responded to through such means as the School Council;
- be taught in a pleasant, well-managed and safe environment;
- experience a broad, balanced and suitably differentiated curriculum, and to have any special educational / additional learning needs identified and met;
- opportunities, when possible, to develop their interests, talents and abilities;
- appropriate levels of privacy. Personal information, including that relating to conduct or sanctions in School, will not be divulged to other pupils or their parents by members of staff.

### **Pupils have a responsibility to:**

- be punctual, organised and meet all deadlines set;
- respect the views, rights and property of others, and behave safely in and out of class;
- co-operate with all members of the School community;
- engage fully with and complete their work, seeking assistance when required;
- conform to the conventions of good behaviour and abide by the rules and regulations of Strathearn School;

- accept ownership for their behaviour and learning, and develop the skill of working independently.

**Staff have a right to:**

- work in a respectful environment;
- contribute to the teaching and learning policies and strategic planning in the School;
- have opportunities for professional development alongside career pathways;
- support and advice from senior colleagues and external bodies;
- adequate and appropriate accommodation and resources.

**Staff have a responsibility to:**

- act as positive role models in their professional conduct;
- produce effective lessons and set and mark constructively appropriate homework;
- show interest and enthusiasm in the ongoing work and in their pupils' learning;
- listen to the pupils, value their contributions and respect their views;
- be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- identify and seek to meet pupils' additional educational / learning needs through the SEN Code of Practice;
- share any concerns about a pupil's progress or development with their parents;
- expect high standards and acknowledge effort and achievement.

**Parents have a right to:**

- a safe, well-managed, well-resourced and stimulating environment for their daughter's education;
- reasonable access to the School, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed promptly if their daughter is ill or has an accident, or if the School has concerns about their daughter;
- be informed about their daughter's progress;
- be informed about School rules and procedures;
- a broad, balanced and appropriate curriculum for their daughter;
- be involved in key decisions about their daughter's education.

**Parents have a responsibility to:**

- ensure that their daughter attends School regularly and arrives punctually, with homework completed and that she is suitably organised;
- be aware of School rules and regulations, and encourage their daughters to abide by them;
- show interest in their daughter's School career and, where possible, provide a suitable learning environment at home;
- act as positive role models for their daughter in their relationship with the School;
- attend planned meetings with teachers;
- provide the School with necessary background information about their daughter which might impact on her learning and / or wellbeing whilst in School.

## 8. The role of Staff and Governors

All members of staff (teaching and non-teaching) share a responsibility for promoting positive behaviour both in and out of School, where it is appropriate, through positive, affirmative action. All members of staff (teaching and non-teaching) can issue achievement as well as behaviour points. Senior and Middle Leaders have additional responsibilities for the promotion of positive behaviour. For all staff, consistency is key in both the awarding of both achievement and behaviour points as well as sanctions. It is the responsibility of all members of staff to record achievements as well as misconduct witnessed or reported to them on SIMS.

Some alleged misconduct will require investigation. The seriousness and nature of the misconduct will determine which member of staff should carry out the investigation. Investigations and interviews may be carried out by an individual member of staff and will be documented. The Principal will be informed of all matters which, after investigation, are found to be serious.

### **Role of the Teacher**

Teachers are responsible for managing the behaviour of their classes. They are encouraged to use effective classroom management techniques to promote behaviour that is conducive to learning. It is the responsibility of the teacher to deal, in the first instance, with matters such as:

- failure to produce homework or coursework / controlled assessment;
- inappropriate behaviour in class e.g. inattention, talking, insolence;
- lateness to class;
- infringements of uniform regulations;
- poor attendance at class;
- poor effort made in work;
- breach of safety.

The teacher should apply the appropriate sanction and / or seek the necessary support for the pupil. They may wish to involve the Head of Department / Teacher in Charge when issues persist in the classroom. Where unsatisfactory behaviour, non-submission of work or unsatisfactory level of work persists, beyond the support of the Head of Department / Teacher in Charge, the class teacher should refer the pupil to the Form Tutor.

The Study Supervisor and Librarian are responsible for managing behaviour in Study Hall and the Library. They are encouraged to use effective classroom management techniques to promote behaviour that is conducive to study. It is their responsibility to deal, in the first instance, with matters such as:

- inappropriate behaviour;
- lateness;
- infringements in uniform regulations;
- failure to sign out.

The Study Supervisor / Librarian should apply the appropriate sanction and / or seek the necessary support for the pupil. They may wish to refer the pupil to the Form Tutor.

### **Role of the Head of Department / Teacher in Charge**

In all matters academic, where initial measures fail, the teacher should refer to the Head of Department / Teacher in Charge who has the responsibility for pupils being taught within that department and who should deal with:

- persistent failure to produce homework, coursework, controlled assessment etc.;
- persistent inappropriate behaviour within the classroom;
- persistent lack of effort in work;
- plagiarism of coursework, controlled assessment / malpractice in examinations or class tests;
- damage to departmental property.

The Head of Department or Teacher in Charge should use SIMS, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

The Head of Department / Teacher in Charge will support members of staff within their department to develop an environment conducive to teaching and learning, and provide appropriate guidance when concerns arise.

### **Role of the Form Tutor**

The Form Tutor will have regular contact with pupils in their Form Class, seeing them each morning during registration. During this time, it is hoped that strong relationships between the Form Tutor and pupils will develop. Through the promotion of the Positive Behaviour policy, the Form Tutor will support pupils in a range of areas.

All forms of inappropriate behaviour, if persistent, may be referred to the Form Tutor. Examples of these are:

- matters relating to uniform;
- persistent failure to produce homework or coursework / controlled assessment;
- persistent anti-social behaviour;
- persistent lateness to class or School;
- persistent lack of effort in work;
- poor attendance.

The Form Tutor should use SIMS, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil. They will regularly monitor the awarding of behaviour points and achievement points on SIMS.

They will endeavour to deal with any behavioural or pastoral issues by means of a range of strategies. These could include:

- individual interview;
- target-setting;
- communication with parents;
- parental interviews.

Form Tutors will be the first point of contact between home and School when concerns arise. Where there is no improvement in the pupil's behaviour, they will be referred to the Head of Year by the Form Tutor.

### **Role of the Head of Year**

Heads of Year are central to the support of pupils and have overall responsibility for pupil welfare and wellbeing in their year group. They will oversee the academic progress of pupils; celebrating achievement as well as ensuring appropriate intervention to challenge underperformance. They will promote the implementation of the Positive Behaviour policy, including standards of behaviour, punctuality, attendance and uniform.

Matters of attitude or behaviour which persist after sanctions have been applied by the Form Tutor may be referred to the Head of Year. Examples of such misconduct are:

- persistent failure to adhere to uniform regulations;
- missed deadlines;
- persistent lateness to School;
- missing class;
- poor attendance;
- persistent lack of discipline in class;
- persistent lack of effort;
- bullying-related behaviour, including online.

**Note:** Persistent means on at least two occasions.

The Head of Year should use SIMS, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil. The Head of Year will regularly monitor the awarding of Achievement and Behaviour points on SIMS.

The Head of Year will deal with issues of misconduct, punctuality, attendance and uniform by means of a range of strategies. Communication with parents/carers will be important to ensure the strategies are successful.

Heads of Year are members of the Merit Committee and will give due consideration to the awarding of merits. They will assist the Vice Principal (Pastoral) in the administration and presentation of Merit Awards.

### **Role of the Senior Leaders and Vice Principals**

Senior Leaders and Vice Principals will serve as another step in the progression of a disciplinary issue where a pupil has exhibited unsatisfactory behaviour. For serious breaches of discipline or where a pupil is seriously falling behind in their work and all other measures have been taken to no effect, the pupil should be referred to a member of the Senior Leadership Team (SLT). Where required, they will identify and implement further strategies to promote a positive outcome. Examples of when a pupil is referred to SLT include:

- aggressive behaviour;
- persistent or serious bullying-related behaviour (including cyberbullying);
- missed coursework / controlled assessment deadlines (Key Stage 4 & 5);
- plagiarism of coursework / controlled assessment / malpractice in examinations;



- possession of any illegal substance;
- persistent or serious indiscipline in class;
- persistent or serious lack of effort;
- suspected theft;
- truancy.

The Senior Leaders and Vice-Principals should use SIMS, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

The Senior Leader (Pastoral) will have overall responsibility for the implementation of detentions and will communicate the issuing of these to the parent/carer. **Note:** Parents will not be informed when a lunchtime detention is given.

The Vice Principal (Pastoral) is responsible to the Principal for the welfare, discipline and pastoral care of pupils. They will keep the Principal informed of serious breaches of discipline.

The Vice Principal (Pastoral) will act in an advisory role to the Heads of Year in the awarding of Merit Awards and will oversee their presentation at an annual assembly.

### **Role of Principal**

The Principal has overall responsibility for the promotion of positive behaviour.

In all serious cases of misconduct the final line of referral will be from the Vice Principals to the Principal, who will, if necessary, apply the appropriate sanction.

Any decision to suspend a pupil will be made by the Principal. This will be in accordance with the School's Suspension and Expulsion policy.

### **Role of Board of Governors**

The responsibility of the promotion of positive behaviour is delegated by the Board of Governors to the Principal and staff of the School. In doing so, they support the dedication of staff to safeguard pupil welfare in an environment that is conducive to teaching and learning and facilitates educational progress.

A pupil may only be expelled by the Board of Governors in accordance with the School's Suspension and Expulsion policy.

**Note:** The Principal and Chair of the Board of Governors includes any person who is, at the relevant time, performing those duties.

## **9. The role of Pupils and Parents**

Pupils and parents at Strathearn School have separate and complementary roles, to those of the staff, in helping to promote positive behaviour.

Parents will be kept informed about issues relating to pupil Achievement and Behaviour points, initially through SIMS. They will be able to view these by registering for the SIMS Parent app. Pupils will also be able to see Achievement and Behaviour points if they have registered for the SIMS Pupil app. Where necessary, parents will be informed of sanctions through direct contact.

### Role of Pupils

Pupils are expected to be co-operative and well-mannered, to respect others and to contribute positively to the life of the School. They should be familiar with the Pupil Code of Conduct (Appendix 1) and its implications for their behaviour. This Code of Conduct protects the rights and responsibilities of pupils, parents and staff. A copy of the Pupil Code of Conduct can be found in the School Planner.

### Pupils with a position of responsibility

Strathearn School encourages pupil leadership and values the role they play within the School community. As such, it looks for support from pupils in all year groups.

**Office Bearers** (Head Girl and Deputy Head Girls, Games and Deputy Games Captains, House and Deputy House Captains, Chair and Vice-Chair of School Council and Prefects) are Upper Sixth pupils who actively contribute to School life. They are expected to set high personal standards, behave in an appropriate manner and act as a role model for all pupils within the School. Office Bearers undertake a number of additional duties around the School. They will liaise with members of staff where they see inappropriate behaviours.

### Role of Parents

A link between home and School is essential if high standards of behaviour are to be maintained. Parents are asked for their support and cooperation when the School is dealing with disciplinary matters.

## 10. Rewards and Achievements

A School ethos of encouragement, respect and care for others is central to the promotion of positive behaviour. We wish to reward and actively encourage positive behaviour at all levels (see Appendix 2 for strategies used to promote positive behaviour in general throughout the school). Rewards have a motivational role in helping pupils to realise that positive behaviour is valued. Pupils are expected to be polite, organised, helpful, co-operative and follow the Pupil Code of Conduct (see Appendix 1). Merit-worthy behaviour is recognised through a graded and cumulative programme of rewards.

### Levels of rewardable behaviour

#### Level One Rewards (no centralised recording required)

These are the most common type of rewards which should form an integral part of daily life in the School and help to reinforce positive behaviour. Pupils should be rewarded for achievements, commitment, behaviour and effort both inside and outside the classroom or for extra-curricular participation, in line with whole School policies and staff discretion.

Level One rewards include but are not limited to:

Verbal praise and positive affirmation by a member of staff	Publishing work in the School magazine
Positive written comments/annotation on pupil work	Positive comments on reports and at Parent Consultations
Showcasing good work	Class /individual prizes /Merit stickers

**Level Two Rewards:**

On numerous occasions we experience behaviour from pupils that exceeds that which is expected. Pupils who make a significant and special contribution to the ethos and life of the School will have their positive behaviour recognised.

Level Two rewards include:

Class Merit prize
Achievement point recorded on SIMS
Merit award
Principal's Award

When a member of staff awards an Achievement point, they should inform the pupil directly and record this on SIMS. Pupils and parents, who have registered, will be notified through the SIMS Pupil or Parent app.

Achievement points will be weighted according to behaviour. An overview is given below:

<b>Achievement Point 1</b>	Awarded for highly positive behaviour, conduct or actions – for example:
Achievement point awarded: 1 point	<ul style="list-style-type: none"> <li>- 98% or more attendance in a term</li> <li>- Significant contribution to lessons</li> <li>- No behaviour points in a term</li> <li>- 90% or more attendance at an extra-curricular activity</li> </ul>
<b>Achievement Point 2</b>	Awarded when conduct / actions exceed those of Achievement Point 1 or significantly support others or School – for example:
Achievement point awarded: 2 points	<ul style="list-style-type: none"> <li>- One term of consistent or improved effort</li> <li>- Volunteering for a special School event e.g. Induction Evening</li> <li>- Positively supporting pupils through a role of responsibility e.g. Form Captain or School Council Representative for at least a term</li> <li>- Contributing to an item for the School magazine (independent of work produced for departments)</li> </ul>
<b>Achievement Point 3</b>	Awarded when conduct / actions support others over a sustained/extended period or where individual effort is shown over a sustained/extended period – for example:
Achievement point awarded: 3 points	<ul style="list-style-type: none"> <li>- Organising an individual charity effort</li> <li>- Coping with significant personal challenge – young carer, bereavement, mental health, learning need, illness</li> <li>- Leading an extra-curricular activity over an extended period of time</li> </ul>

Consistency in the awarding of Achievement points is essential if the rewards system is to be effective.

The allocation of Achievement points will be monitored on a regular basis by Form Tutors, Heads of Year and members of SLT.

The period in which Achievement points will be awarded (awarding period) will commence during Term 3 and run to include merit-worthy behaviours occurring in Term 2 of the following academic year. The dates of the awarding period will be communicated to staff, pupils and parents. For pupils in Form 1, the awarding period will commence in Term 1 and run to include merit-worthy behaviours occurring in Term 2.

Achievement points will not be carried forward from one awarding year to the next.

Pupils will be informed of examples of merit-worthy behaviour at the beginning of each academic year.

### **Merit Award**

Pupils are recognised for their positive behaviours and significant contributions to the life of the school through the awarding of a Merit award.

Achievement points will be used to determine the recipients of a Merit award. A pupil's record of misconduct may influence whether a Merit award is given.

Decisions as to the recognition of pupils in the awarding of Merits is delegated to the Head of Year for each year group. Decisions will be made annually and the Heads of Year will be supported by the Vice Principal (Pastoral) who will act in an advisory capacity.

Merit awards will be awarded to no more than 25% of the year group in any awarding period.

Only one Merit may be awarded to a pupil in any one year. Merit certificates and badges will be presented at annual Merit Assemblies in Term 3.

Evidence of merit-worthy behaviours (Achievement points and Merit awards) will be maintained throughout a pupil's School career and may be used as evidence for awarding Posts of Responsibility / Office Bearer roles.

Pupils who are awarded their first Merit will receive a Bronze. At the next awarding stage, should a Merit be awarded to a pupil who is already in receipt of a Merit, they will be awarded the next level of award. For example, where a pupil has already been awarded a bronze Merit, they may be considered for a silver Merit in a later year and finally, if appropriate, a gold Merit.

Pupils should wear one Merit badge only (the most recently awarded one) on the left lapel of their blazer. An exception to this rule is if a Principal's Award badge is achieved, which is worn below the Merit badge.

Office Bearers (Upper Sixth pupils only) who qualify for a Merit award will not be eligible for the receipt of a Merit badge but will receive a Merit certificate.

In the appointment of Office Bearers the number of Achievement points, held by a pupil, may be considered.

**The Principal has the right to revoke a Merit award if the circumstances warrant it.**

### **Principal's Award**

In recognition of exceptional behaviour, conduct or achievement by a pupil in Strathearn School, a Principal's Award will be presented. The awarding of the Principal's Award will be at her discretion. Consideration will be given to the nature of the activity.

This may be worn below a regular Merit badge on the left side of the blazer lapel.

**The Principal has the right to revoke a Principal's Award if the circumstances warrant it.**

### **Class Merits**

These will be awarded to Key Stage 3 classes only. Any subject teacher may award a Class Merit by informing the Form Tutor about merit-worthy behaviour of his or her form class. Class Merits will be displayed in the form room and will be reviewed by the Head of Year. Class Merit prizes will be awarded to the Form Class who have accrued the highest number of Class Merit points across the year group. Class Merits are not carried forward from year to year.

### **Celebration of awards**

Recipients of Class Merit prizes, Merit awards and the Principal's Award will have their recognition celebrated through the School's social media channels.

## **11. Sanctions**

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Positive behaviour is also achieved through the use of sanctions. They are necessary responses to undesirable and inappropriate behaviour (misconduct) which militates against an ordered community where effective learning and teaching can take place. Such misconduct is dealt with through a graded and cumulative process of sanctions.

### **Types of Sanction**

Strathearn School use the following sanctions:

- proactive positive behaviour management including, for example, move of seat within lesson;
- reprimand and warning;
- comment for parents written into the School Planner or on a piece of work;
- additional work;
- loss of privileges;
- remuneration for damage to the property of another pupil or member of staff;
- restitution e.g. cleaning up mess created by the pupil;
- disciplinary meeting with the Head of Year, Senior Leader, Vice Principal or Principal;
- loss of Achievement points;
- Lunchtime Detention;
- After-school Detention;
- Extended Detention;
- Principal's Detention;
- Suspension; or
- Expulsion.

In addition to any of the sanctions listed in this policy, the School reserves the right to revoke any privileges the individual pupil may have for a period of time, for example:

- permission to attend School functions or trips;
- common room periods;
- participation in extra-curricular activities;
- sports team membership; or
- study leave.

Sanctions should be proportionate to the behaviour. In determining whether a sanction is reasonable, account must be taken of the pupil's age and any disability, medical diagnosis or Special Educational Need they may have. The investigation of any incident involving a pupil with a disability or Special Education Need may involve the Learning Support Coordinator/ Assistant Learning Support Coordinator. Pupils on the School's SEN register will have their Personal Learning Plan considered, if applicable.

## **Misconduct**

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The School recognises three levels of sanctionable behaviour:

1. Misconduct (1 and 2);
2. Misconduct 3 and major misconduct; and
3. Gross misconduct.

Examples of misconduct which the School has categorised for each of these levels, and the sanctions which will be applied when a breach occurs, are detailed in Appendix 3.

When misconduct occurs in the context of the School Collaboration programme, the policy of the host School will apply. The relevant partner Schools will be informed and will follow up with pupils and parents as appropriate.

**Note: The Principal reserves the right to decide how any specific misconduct shall be categorised or dealt with. They will consider the severity of the behaviour, and any other mitigating factor, prior to making a decision on the most appropriate sanction.**

### **Behaviour Points\***

Where a pupil displays misconduct, they will be issued with a Behaviour point. Behaviour points will be weighted according to the behaviour (misconduct). At least two warnings will normally be given for a subject-related matter. Some behaviours may necessitate the issuing of a Behaviour point without warning. Any infringement of the Pupil Code of Conduct which carries more than one Behaviour point will not receive a warning. When a member of staff issues a Behaviour point, they should inform the pupil directly. Behaviour points may be given by any member of staff and will be recorded on SIMS. Pupils and parents, who have registered, will be notified of Behaviour points through the SIMS Pupil or Parent app.

Staff should explain clearly the standards of behaviour expected of pupils in their classroom / learning environment at the beginning of the year and the sanctions which will be incurred if this behaviour is not followed. Behaviour points are given to individuals, not to a whole class.

Behaviour points are a way of noting the frequency of a particular behaviour. Detentions will be imposed upon the accumulation of Behaviour points.

Behaviour points will accumulate over an academic year and will not be carried forward to the next. However, these points will remain on the pupil's profile for the duration of their Strathearn School career.

In the appointment of Office Bearers the number of Behaviour points and sanctions, held by a pupil, will be considered.

**Note:** To ensure an ease of transition into Strathearn, new pupils will be afforded a grace period in which Behaviour points for Misconduct 1 & 2 will not be given. Pupils will be informed of the timings of this period. Where there is major or gross misconduct, no grace period will be afforded.

### **Head of Year Interventions**

These are strategies designed to support individual pupils who are struggling with organisational and/or behavioural issues. The interventions are at the discretion of the Head of Year; to be used, when appropriate, and tailored to individual pupil contexts. Such interventions may include a lunchtime session(s) in which a member of staff works alongside the pupil to address organisational difficulties.

### **Daily Report Card**

These are issued when there are concerns involving effort or behaviour. On the occasion of a third Standard Detention (of any type) being warranted the pupil will be placed on Daily Report. Targets will be agreed with the pupil and parent consultation may be sought in relation to such. The Report Card will be presented to the class teacher at the start of each lesson and signed by the class teacher and / or study supervisor for each period attended. It should be signed daily by a parent. The member of staff overseeing the implementation of the Report Card will comment weekly for the duration of the Report Card. If there is no improvement in effort or behaviour, following the period of being on Report Card, the pupil will be referred to the Senior Leader (Pastoral). Where the pupil continues to show no improvement, they will be referred to the Vice Principal (Pastoral) for further, appropriate, sanctions.

Parents will be informed in advance of their daughter being placed on daily report.

### **Detentions\***

#### **Lunchtime Detention (20 minutes)**

These are only appropriate for Misconduct (1 & 2) behaviours. Where a pupil accumulates three Behaviour points for Misconduct (1 & 2) behaviours, they will be required to complete a Lunchtime Detention. Pupils will be allowed reasonable time to have their lunch and visit the toilet. Notice is not required to be given to parents prior to a Lunchtime Detention taking place. Subject departments can award Lunchtime Detentions.

Following the awarding of a Lunchtime Detention, should there be an accumulation of two additional Behaviour points (Misconduct 1 & 2), a Standard Detention will be issued.

#### **Standard Detention (1 Hour)**

Any combination of Misconduct 1 and 2 behaviours which accumulate five Behaviour points will result in a Standard Detention. Any behaviour considered to be Misconduct 3 will warrant an automatic Standard Detention.

Standard detentions take place after School from 3.30pm - 4.30pm. Parents will be notified by letter with at least 48 hours notice given prior to the day of the Detention.

After two Standard Detentions have been issued to a pupil, parents will be contacted by the Head of Year.

When a third Standard Detention is warranted, an Extended Detention will be issued in place of this third Standard Detention.

### **Extended Detention (2 Hours)**

Major Misconduct or repeated / persistent Misconduct (1,2 & 3) will incur an Extended Detention.

An Extended Detention will take place after School, on a Saturday morning or equivalent, e.g. Exceptional Closure day. Parents will be contacted by phone and notified by letter.

Where two Extended Detentions have been issued to a pupil, parents will be contacted by the Senior Leader or Vice Principal.

When a third Extended Detention is warranted, a Principal's Detention will be issued in its place.

### **Principal's Detention (4 Hours at the discretion of the Principal)**

A Principal's Detention will take place at the discretion of the Principal and is reflective of a pupil's behaviour / misconduct or in place of a third Extended Detention. A Principal's Detention may take place on a Saturday morning or equivalent, e.g. Exceptional Closure day. Where a Principal's Detention is issued, parents will be asked to attend for interview with the Principal or Vice Principal and notified of details by letter.



## Summary of detentions

	Reason for Detention	When	Duration
<b>Lunchtime</b>	<ul style="list-style-type: none"> <li>- Accumulation of three Behaviour points for Misconduct 1 or 2 behaviours.</li> <li>- Late arrival to School on three occasions in a calendar month without valid reason provided by the parent.</li> </ul>	Lunchtime	20 minutes
<b>Standard</b>	<ul style="list-style-type: none"> <li>- Accumulation of five Behaviour points for Misconduct 1 or 2 behaviours.</li> <li>- Automatic for Misconduct 3 behaviours</li> <li>- Late arrival to School on five or more occasions, in a calendar month, without valid reason provided by the parent.</li> <li>- Where a pupil has already completed a lunchtime detention.</li> </ul>	After School	1 hour
<b>Extended</b>	<ul style="list-style-type: none"> <li>- Major Misconduct behaviours</li> <li>- In place of a third Standard Detention for repeated / persistent Misconduct 1, 2 &amp; 3 behaviours</li> </ul>	After School, Saturday or Exceptional Closure / Staff Development day	2 hours
<b>Principal's</b>	<ul style="list-style-type: none"> <li>- At the discretion of the Principal reflective of behaviour / misconduct</li> <li>- In place of a third Extended Detention</li> </ul>	Saturday or Exceptional Closure / Staff Development day	4 hours

\*Reference should be made to examples of Misconduct (behaviours) which are outlined in Appendix 3. Examples of Misconduct, and their associated Detentions, are not exhaustive and will be subject to review.

**Note:** Parents must provide a written note if a pupil is unable to attend a Detention. However, the Detention will only be postponed for very valid reasons. Where a pupil is absent on the day of any type of Detention, they will complete the Detention upon their return to School.

### Suspension

Individual incidents of Gross Misconduct or repeated behaviours of Misconduct (1,2 & 3) or Major Misconduct will incur either Suspension or Expulsion in accordance with EA Guidelines and the School's Suspension and Expulsion Policy.

When a third Principal's Detention is warranted, a one-day Suspension may be issued in its place.

The procedures covering suspension and expulsion are laid out in the School's Suspensions and Expulsions policy which is available on the School's website [www.strathearn.org.uk](http://www.strathearn.org.uk) or by contacting Reception.

### Expulsion

The permanent expulsion of a pupil from School is likely to be a rare occurrence and a last resort following repeated suspensions or a serious breach of School discipline.

The procedures covering suspension and expulsion are laid out in the School's Suspensions and Expulsions policy which is available on the School's website [www.strathearn.org.uk](http://www.strathearn.org.uk) or made by contacting Reception.

### **Search and Confiscation of items**

A member of staff may confiscate an item which poses a risk to health and safety or in order to maintain an environment which is conducive to learning. If a member of staff has reasonable grounds for suspecting that a pupil is in possession of an inappropriate or prohibited item, they can ask the pupil to turn out their pockets / bag / locker. This should be in the presence of the pupil and, where possible, another member of staff.

Handling confiscated items:

- safe items which have been confiscated will usually be returned to the pupil at the end of the School day e.g. mobile phones;
- banned items such as cigarettes may be destroyed or disposed of;
- unsafe items will either be destroyed or will be collected by parents;
- unlawful items (such as controlled drugs) will be given over to the PSNI.

The Principal or a Vice Principal may initiate a search of a pupil's belongings without their consent if the safety or welfare of pupils or anyone else is seen to be at risk.

### **Use of reasonable force / safehandling**

There may be circumstances when staff are empowered to act in a way that involves physical intervention including:

- when the health and safety of pupils or anyone else is seen to be at risk;
- preventing damage to property or possessions;
- in some circumstances to preserve good order.

In all cases the intervention should be reasonable and proportionate.

### **Illegal Behaviour**

In the case of behaviour which is deemed illegal, the PSNI will also be contacted.

## APPENDIX 1

## PUPIL CODE OF CONDUCT

**Pupils are expected to uphold the good name of the School at all times and not bring it into disrepute. They are also required to follow the six Steps to Success.**

**Attendance / Punctuality**

- 1 All pupils are expected to attend regularly. If absent, pupils should ensure their parent or guardian provides an acceptable reason for the absence. Pupils have up to one week after their return to supply a reason for their absence. (DE regulations require a reason for absence to be provided and this will be pursued directly with parents if a note is not provided). When at School, pupils must attend all timetabled classes or study periods, unless they have received permission from an authorised member of staff to do otherwise. Pupils are required to excuse themselves from class / study.

All pupils are expected to attend punctually. We recommend, however, that pupils do not arrive in School before 8.00am. Punctuality applies to registration and to all classes thereafter. Pupils should be in School by 8.40 am at the latest. This allows them time to go to their lockers before registration. Pupils should be in their form rooms by 8.45 am for registration. They will be marked absent by Form Tutors if they arrive in School after 8.50 am.

If a pupil arrives after 8.50am they must enter via the Main Reception doors and register their attendance with a Receptionist. They should then make their way to the remainder of registration, assembly or class. Pupils must ensure that their parent/guardian provides an email explaining their absence. If the reason is not supported by a parental absence email, the pupil will incur a late code on SIMS.

Pupils should ensure they arrive promptly to all lessons/study periods.

Sixth form pupils may seek permission, during their timetabled study periods, to work in another venue within the School. If such permission is granted, they must attend the venue they have sought permission to attend.

**Learning**

- 1 Pupils are expected to perform to the best of their ability at all times. They should participate fully in the learning activities devised by their teachers.
- 2 Pupils should only use their iPad in lessons when directed to do so by their teacher. They should not use their iPad in a manner that differs from the direction of the teacher.
- 3 Pupils must come prepared for all lessons and ensure they have the necessary equipment. iPads should be charged each evening ready for the next day. Pupils should not charge their iPad in School.
- 4 Pupils are expected to meet all homework (including controlled assessment and coursework) deadlines.
- 5 It is the responsibility of a pupil who misses class for any reason e.g., music lesson, representing the School, illness to find out what work has been missed and to catch up on both classwork and homework.

## Behaviour / Conduct

- 1 Pupils should be polite, courteous and well-mannered, and follow instructions from members of staff at all times.
- 2 There should be no more than one pupil in a toilet cubicle at any time and pupils should not loiter in toilet areas or changing rooms.

## Permission to leave School

- 1 Where a pupil needs to leave School, for example, to attend an appointment, a parental request should be provided **prior** to the absence via the dedicated absence email ([absence@strathearn.belfast.ni.sch.uk](mailto:absence@strathearn.belfast.ni.sch.uk)). Prior to leaving, the pupil must speak to a Receptionist who will confirm if an absence email has been received. If received, the pupil can then sign out. Where an absence email has not been received, the Receptionist will contact the parent to confirm the appointment. The pupil should speak to the Receptionist upon their return to School and sign in accordingly. Such records are of crucial importance to School management of safeguarding and emergency evacuation procedures.
- 2 Pupils in Forms 1-5 should not leave the School grounds during normal School hours unless they have permission from a member of staff to be elsewhere. Pupils in Sixth Form are permitted to leave the School grounds at lunchtime. Parental permission must be provided in order to do this. Pupils will be informed when this privilege commences.

## Assembly

- 1 Pupils attending assembly should sit in their form classes in an orderly way unless they are required, by a member of staff, to sit elsewhere. Form Tutors are responsible for supervising pupils during assembly. Assembly begins promptly at 8.55 am.

## Illness

- 1 Pupils who become ill or are injured during School hours should seek permission from their teacher/study supervisor to go to the Medical Room. They will be provided with a Medical Room card which they should present to the School Health Nurse/First Aider upon arrival at the Medical Room. If they need to be sent home or receive medical attention out of School, a parent or guardian will always be contacted first and pupils will be issued with a yellow card to authorise this. Pupils who are ill must not leave the School premises without permission from an authorised member of staff. Pupils are not permitted to contact a parent to request collection from School.

## Lunchtime arrangements

- 1 **Forms 1-5**  
No pupil should leave School at lunchtime unless permission has been obtained from the Vice Principal (Pastoral), and a lunch pass has been issued. If pupils wish to go home for lunch they must bring a written request from a parent or guardian and give it to the Vice Principal (Pastoral) who will then issue the lunch pass.
- 2 **Sixth Form**  
Pupils have the privilege of leaving the School premises during lunchtime but must be back in School by 1.40 pm. Parental permission must be provided prior to the commencement of such privilege.

### 3 **Miskelly Deli (Canteen)**

Lunches may be purchased in Miskelly Deli by all year groups. The Sixth Form Common Room is to be used by pupils in Lower and Upper Sixth only.

School bags must be left in lockers before going to Miskelly Deli.

Pupils are expected to queue in an orderly manner and cooperate with/show respect to all supervisory staff.

Pupils are responsible for clearing their table at the end of break/lunch placing cutlery, dishes, trays and waste in the designated area or bin.

Food should not be removed from Miskelly Deli or the Sixth Form Common Room unless pupils are moving to outside seating areas. In doing so, they should return any cutlery, dishes or trays to Miskelly Deli. Any food waste should be placed in the bins provided.

### 4 **Packed Lunch**

Forms 1-5 must eat their packed lunch in Miskelly Deli. Common Rooms will be allocated, at the start of the academic year, to pupils in Key Stage 3 and Key Stage 4. These can be used, if desired, after lunch is eaten. Food must not be eaten in these rooms.

Sixth Form may eat their packed lunch or purchase their lunch in the Sixth Form Common Room.

If pupils choose to eat their packed lunch outside the building, they must dispose of litter responsibly.

5 The Library is open every lunch time. All other rooms, except the allocated Common Rooms, are out of bounds, unless supervised by a member of staff.

6 The Learning Centre is available for general use during designated lunchtimes (1.10pm until 1.40pm). Pupils must sign in using the sheets provided. The days when the Learning Centre is available will be communicated with pupils at the beginning of each academic year.

7 Aside from Miskelly Deli and the Sixth Form Common Room, pupils are **not permitted to consume food or drink** (apart from water) in any room **inside the School building** unless a member of staff gives them permission to do so.

## **Property**

1 All items of uniform and other belongings brought into School by pupils must be clearly marked with their name.

2 If valuable items or money must be brought into School, it is a pupil's responsibility to leave them in a secure location or keep them with them at all times. They should not leave them unattended. The School will take no responsibility for valuable items or property. Examples of valuable items are money, mobile phones and other digital devices, cameras and bus passes.

3 All pupils are expected to take proper care of all textbooks and other equipment issued to them. Those who lose, damage, or fail to return textbooks, when asked to do so, will be required to pay the cost of replacing the books concerned.

4 Borrowing the property or belongings of others without their permission, or taking something which does not belong to the pupil or pupils concerned, will be treated as theft and dealt with accordingly.

- 5 Pupils should look after their lockers and clear them out at the end of each term. **Food waste must not be left in lockers or in the areas around them.** Lockers are cleaned out during the summer holidays and the School takes no responsibility for belongings that have been left in lockers during this time.
- 6 All damage to School property should be reported immediately to a member of staff.
- 7 Pupils who vandalise School property or the property of staff or other pupils may have to pay restitution in addition to any other sanction applied.
- 8 Pupils' cars and motorbikes may be parked within the School grounds in the designated parking area. If doing so, the pupil must provide details of the vehicle to a member of staff at Reception. The School accepts no responsibility for loss or damage to vehicles parked on School grounds.

### Safety

- 1 Pupils must not tamper with the fire prevention and fire-fighting equipment.
- 2 Dangerous items (e.g. knives, laser pens, fireworks) must not be brought to School.
- 3 Pupils are forbidden from possessing, using, promoting or consuming tobacco, alcohol, drugs, solvents and other intoxicants, including electronic cigarettes (vapes). Any form of dealing or purporting to deal in same, whether for reward or otherwise, is forbidden while in School, on the way to or from School and while representing the School in any way.
- 4 In the event of fire, or other emergency, pupils must leave the building quietly by the route directed and assemble at the place designated by their teacher; if the evacuation takes place at Break or Lunchtimes, pupils should leave the School building by the nearest exit and go to the rear sports pitches.
- 5 Pupils should not bring nuts into School.
- 6 Schoolbags, books, PE kit etc. left in the corridors are a safety hazard and may be confiscated by staff.
- 7 Pupils should move safely around corridors. They should walk on the left-hand side of corridors and stairs to allow ease of movement and prevent risk to others. Where there is a need for a pupil to sit on the floor and when visitors are present, and passing, the pupil should stand. Pupils should not congregate or sit outside in front of the Main Reception entrance.
- 8 Any form of abuse, violence or threats of violence towards other pupils, staff or visitors is unacceptable. Where a pupil witnesses a serious incident (bullying-related, vandalism etc.) they should bring this to the attention of a member of staff immediately.

### Mobile phones

The School recognises that many parents may wish their daughter to have a mobile phone for use in cases of emergency. However, mobile phones can be used inappropriately and they are potential targets for theft and online bullying-type behaviour. The School reserves the right to confiscate a pupil's mobile phone and retain it at Reception until 3.30 pm, should a pupil fail to co-operate with the arrangements outlined below.

- 1 The use of mobile phones is restricted to **lunch time, break time, before Registration and after 3.30pm.** Phones must be **SWITCHED OFF AT ALL OTHER TIMES**, including between classes, unless directed otherwise by staff. Mobile phones are not permitted in the corridors, including at break and lunch times, as this may pose a risk to the health and safety of others.

- 2 The recording of images and/or sound using mobile phones or other digital devices is strictly forbidden at all times unless permission is granted by a member of staff for educational purposes.

Should a pupil whose phone has been confiscated need to contact home, arrangements can be made to do so at Reception. Pupils will need to sign for their phones to retrieve them.

The misuse of mobile phones and other personal electronic communication equipment for online bullying-type behaviour will not be tolerated (see Anti-Bullying, eSafety, iPad Acceptable Use policy, Use of Personal ICT devices in Sixth Form policies).

### **Uniform and general appearance**

- 1 Pupils are expected to be neat and tidy, and wear full and correct School uniform every day. Where uniform is worn outside of School or, when representing the School, uniform regulations should be followed. When permitted, the Strathearn regulation PE hoodie may be worn under a pupil's blazer during colder weather. Hoodies, worn under the blazer, are not to be worn at any time inside the School. Pupils who do not adhere to School uniform regulations will incur Behaviour points. See Uniform Regulations for further details.

### **Chewing Gum**

- 1 The chewing of gum is not permitted on School premises.

### **Respecting the Privacy of Staff**

- 1 Pupils must not:
  - take or share images, including videos, of staff without permission;
  - interfere with staff property;
  - request staff to befriend them on social media sites.

**APPENDIX 2****STRATEGIES TO PROMOTE AND ENCOURAGE POSITIVE BEHAVIOUR****Pastoral Care**

The Pastoral Team together with the entire staff strive to ensure that all pupils are given the necessary support and care throughout their School career (see Pastoral Policy).

All year groups are reminded of expected behaviours during Induction sessions, at the beginning of the academic year. Form Tutors will share expected behaviours, through discussion of the following:

- Steps to Success;
- Examples of Achievement points and rewards;
- Pupil Code of Conduct; and
- Examples of misconduct and sanctions.

Upper Sixth pupils, who are appointed to the role of Peer Mentors, assist staff by giving valuable additional support to pupils in Forms 1 – 3.

**Recognition and Rewards Programme**

The award of Achievement points and Merit badges provide opportunities to reinforce positive behaviour and attitudes. Such achievements are celebrated on an annual basis in special award Assemblies when badges / certificates are presented. In addition, tutor groups in Key Stage Three celebrate the awarding of Class Merits by displaying these in their classroom as well as through end of term rewards.

**The House System**

This offers a very wide range of opportunities for pupils of all ages to contribute to the life of the School and to have a sense of community. The four Houses have a most important role to play in helping pupils to develop vital skills for life through participation in the many Inter-House competitions and events.

**Extra-Curricular Activities**

There is a wide range of such activities available in Strathearn School. Pupils are encouraged to participate in these; attention is paid to their suggestions for the introduction of additional activities. New interests, skills and friendships flourish, supported by the enthusiastic involvement of staff.

**Charity efforts**

Pupils are encouraged to become involved in fundraising for worthy causes. This is often through 'form efforts' by individual form classes or whole School efforts such as donation drives. Every year, thousands of pounds are raised for a range of charities chosen by pupils.

**School Council**

Representatives from all form classes take part in this organisation, which meets on a regular basis. School Council representatives, along with the Chair and Vice Chair of School Council, contribute to whole School decision making.

**Posts of Responsibility**

Pupils in posts of responsibility make a most important contribution to the promotion of positive behaviour, particularly in their capacity as role models. All Upper Sixth pupils are offered the opportunity to hold a post of responsibility. These opportunities include elected Office Bearers, selected Peer Mentors and Committee members.

**Publication of pupils' work and achievements**

This can include the publication of creative work and acknowledgement of achievements in the School Magazine, School Website, the School's social media channels and in the local press.



**Display of pupils' work**

Teachers are encouraged to acknowledge pupils' effort by displaying current work in their classrooms.

**Prize Distributions**

These provide more formal occasions for pupils' academic and non-academic achievements to be celebrated.

**Assemblies**

These occasions provide opportunities to promote and celebrate positive behaviour and achievement. They are often pupil led which allows them to further develop useful life skills such as organisation, communication and taking responsibility, as well as promoting the ethos of the School.

**Positive comments on reports and at Parent Consultations**

This is a way for staff to acknowledge and commend positive behaviour.

**Effective Classroom management**

Teachers are encouraged to:

- actively promote good relationships with their pupils;
- address their pupils by their first name;
- allow pupils to co-operate with one another on shared tasks;
- provide pupils with opportunities to exercise choice, act responsibly and show initiative;
- mark pupils' work positively and constructively;
- show that each pupil's contributions and opinions are valued by others.

**Pupil Code of Conduct (Appendix 1), Steps to Success (Appendix 4) and Merit-Worthy Behaviours motto (Appendix 5).**

These are displayed in classrooms, School Planners and around the School.

## Appendix 3

## Examples of Misconduct

Misconduct 1	Misconduct 2	Misconduct 3	Major Misconduct	Gross Misconduct
<b>Subject-Related Issues</b>				
<p>Repeated failure to bring or fully complete homework / appropriate books / equipment to class without acceptable reason.</p> <p>Lack of effort in class work / homework.</p> <p>Missing work-related deadline.</p> <p>Copying homework from another pupil (low level plagiarism).</p>	<p>Submitting work (including homework) that has been generated by Artificial Intelligence (AI).</p>	<p>Failure to meet agreed coursework deadline (KS4&amp;5).</p> <p>Cheating in a School examination.</p>	<p>Plagiarism (including the use of AI) in external coursework/controlled assessment/ assignment.</p>	<p>Malpractice in an external exam<sup>†</sup>.</p>
<b>Relationships with Staff</b>				
<p>Repeated interruption of teacher, persistent inattentiveness or disruption of class.</p>	<p>Disobeying an instruction from a member of staff.</p> <p>Rudeness to, or arguing with, staff.</p>	<p>Deliberately disobeying staff instructions that could result in danger to self or others.</p> <p>Lying deliberately to staff.</p>	<p>Verbal or online abuse of staff or the School (including swearing, offensive gestures and social media postings).</p> <p>Taking or using photographs or videos of members of staff without their permission.</p>	<p>Physical assault on a member of staff.</p>
<b>Attendance and Punctuality</b>				
<p>Repeated late arrival to School or class without a valid reason<sup>^</sup>.</p> <p>Failure to provide a valid reason for absence.</p> <p>Failure to seek permission to study in alternative venue (Sixth Form).</p>	<p>Failure to attend assembly without an acceptable reason.</p> <p>Failure to attend alternative study venue identified when excused from Study Hall.</p>	<p>Absence from class / Sixth form study without permission or acceptable reason.</p>	<p>Truancy from School.</p> <p>Unauthorised leaving of School grounds during the School day.</p> <p>Forging excuse notes, absence emails.</p>	
<b>Care of Property and Possessions</b>				
<p>Leaving litter (including dropping food around the School).</p>	<p>Behaving in a manner that may put health and safety of themselves or others at risk.</p> <p>Irresponsible behaviour with School resources.</p>	<p>Wilful damage to or destruction of own/others' work, property or books.</p> <p>Inciting other pupils to engage in deliberate anti-social behaviour / bystander and not stopping or reporting it.</p>	<p>Writing graffiti on walls, furniture, etc.</p> <p>Trespassing on or causing damage to another School / private property.</p>	<p>Serious vandalism to School or another property.</p>
<b>Relationships with Peers</b>				
<p>Inappropriate name calling (low level).</p> <p>Hurtful teasing / pushing in class (low level).</p>	<p>Name-calling, use of foul language (including online) offensive gestures to pupils.</p>	<p>Aggression towards another pupil (no physical contact) e.g. threatening, spitting, invading another pupil's</p>	<p>Fighting, e.g. slapping, hitting, kicking, punching, hair-pulling.</p> <p>Taking, possessing, or sharing any inappropriate</p>	<p>Physical attack resulting in serious injury.</p> <p>Possessing or sharing of any illegal images</p>

		personal space when it is unwelcome.  Spreading hurtful, disparaging gossip (including online).  Taking photos or videos of other pupils without permission.	or offensive images or material, including items stored electronically.  Bullying, including online.	or material including items stored electronically.  Extortion.  Engaging in offensive, racist, sectarian, other anti-social behaviour.
School Code of Conduct				
Mobile phone going off in class / Study Hall.  Chewing gum in School.  Consuming food or drink where not permitted.  Uniform infringement.  Misuse of iPad whilst in class.	Unauthorised use of mobile phone (will be confiscated until 3.30pm).	Misuse of Internet, Cloud and Digital Media as per e-Safety and relevant ICT Acceptable Use policies.  Infringement of staff privacy.	Possessing or drinking alcohol, smoking (including vapes), use of 'legal highs' in School, in School uniform or on a School organised activity.  Possession of a dangerous item.  Bringing the School into disrepute (including online).	Possession of, dealing in, supplying, or passing on illegal drugs.  Use of a dangerous item.  Theft.  Wilfully setting off the fire alarm or making hoax emergency calls.
Sanction	Sanction	Sanction	Sanction	Sanction
1 Behaviour Point	2 Behaviour Points	Standard Detention	Extended Detention	Suspension / Expulsion

**The list of misconducts is by way of example only, not exhaustive and is subject to review.**

**\* Malpractice in an external examination**

Where there is malpractice in an external examination, including controlled assessment, internal sanctions will apply. External sanctions will also apply in accordance to JCQ guidance.

**^ Lateness and absence**

On the third event of late arrival to School in any calendar month, a pupil will be placed in a Lunchtime Detention unless a valid reason is provided by a parent. Likewise, where a pupil is late on five or more occasions in a calendar month, they will be placed in a Standard Detention. For persistent lateness, over the course of the academic year, progressive sanctions will apply (as outlined on page 16).

Where a reason for absence has not been received within five days, following a pupil's return from absence, then Behaviour points will be applied.

Where lateness is persistent, and beyond the pupil's control, the parent should discuss the matter promptly with the Form Teacher or Head of Year. Reasonable adjustments, as agreed by the Senior Leader (Pastoral) or Vice Principal (Pastoral), may be put in place where appropriate.

# Steps to Success

## Appendix 4



Treat everyone in our School community with respect and consideration.



Treat our School building, property, facilities and surrounding grounds with respect and consideration.



When wearing School uniform, or representing our School, maintain high standards of behaviour.



Come to class with all appropriate books, materials and equipment. Once in class, quickly get ourselves ready to learn.



Complete all homework, coursework, controlled assessments and other assignments by agreed deadlines and to the best of our ability.



When moving from class to class, waiting outside a classroom, and in the canteen conduct ourselves in an orderly way. Only enter a classroom with the consent of staff.

**Merit-worthy behaviours are those  
that are or value:**

**co**mmunity

**E**ffort

**R**espect

**R**esilience

**T**houghtful