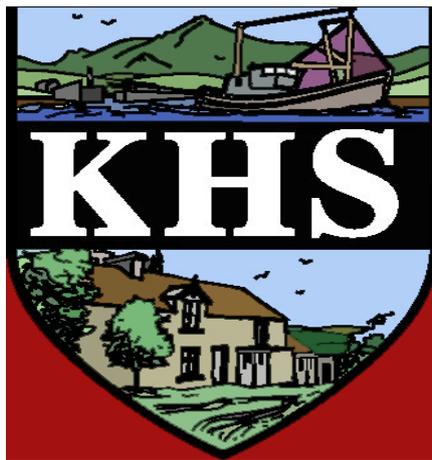


KILKEEL HIGH SCHOOL



POSITIVE BEHAVIOUR POLICY

October 2015

KILKEEL HIGH SCHOOL

BEHAVIOUR & DISCIPLINE POLICY

MAIN AIM :

All students will be expected to behave in a responsible manner both in regard to themselves and to others, showing consideration, courtesy and respect for other people and property at all times.

SUBSIDIARY AIMS :

- (i) to encourage self - discipline and increasing self - responsibility as a preparation for adult life.
- (ii) to actively build good relationships based on tolerance, respect and consideration for others.
- (iii) to provide an orderly and secure atmosphere and environment conducive to positive achievement and attitudes in which realisation of the above aims is possible.

STATEMENT OF PHILOSOPHY :

Good behaviour is a positive lifestyle choice which displays both self respect and respect for the needs and feelings of others and is essential for learning to take place.

This is expressed in the school context by a willingness on the part of students to make full use of their opportunities and to assist others to achieve in learning, in sport and in social activity while showing respect for the environment in which all live and work. The school, therefore, positively encourages all who work within it to display these behavioural characteristics and rewards such conduct.

When students fail to discipline themselves the school will continue positive encouragement of self - discipline but may also make use of sanctions to persuade them that poor behaviour is a trait that neither the school nor the adult community will tolerate.

As the school endeavours to maintain the highest possible standards of discipline it recognises the importance not only of an effective pastoral care system, high quality teaching and a relevant curriculum but the vital role of close home - school links.

To achieve our aims we require that all parents / guardians take the maximum interest in their children's education, constantly encouraging, and if necessary, cajoling them to work to their highest potential. If the school and parents / guardians are acting together in partnership, demanding consistently high standards of work and behaviour, we believe we are most likely to see all our students achieve academic success and become in the process responsible and useful members of society.

REWARDS AND SANCTIONS

REWARDS

Discipline needs to be seen in a wider context than punishment and should not just be a response to those pupils who will not conform.

Discipline is inseparable from classroom activity such as the content and teaching skills used in the presentation of lessons and the way teachers seek to establish a rapport with students both inside and outside the classroom.

The school believes that the most tangible reward it can offer pupils is the creation of a positive approach to 'Discipline', establishing a climate of good relationships in which there is mutual respect between all members of the school thus allowing effective learning to take place. The school will be quick to encourage and praise pupils, believing that there is something worthy of praise in all students.

Encouragement through praise / rewards can not only reinforce good habits but pre-empt undesirable behaviour.

PRAISE can be given in many ways and might include the following :

- a quiet word of commendation or encouraging smile
- a written comment on pupil's work, either in general terms, or in a more detailed way , picking out specific points or ideas that were worthy of commendation
- a Positive Behaviour Report
- a visit from a Senior Teacher, Year Head for commendation
- public acknowledgement by presentation or announcement at assembly
- the awarding of positions of responsibility
- formal and informal presentation of school badges, certificates, awards etc.
- marks, grades and assessments for behaviour as well as work
- awarding prizes or commendation for endeavour
- use of school reports to comment favourably, not only on good work and academic achievement, but on good behaviour , involvement and general attitudes
- a letter or phone call to parents / guardians informing them specifically of some action or achievement deserving praise

STUDENTS WILL OFTEN CONCEDE TO A TEACHER WILLING TO PRAISE, THE RIGHT TO CRITICISE

SANCTIONS

The school will endeavour to generate a positive rather than a purely reactive code of discipline. However, at times, it will be necessary to use sanctions and to deal with those whose conduct adversely affects their own interests, the interests of other students or the interests of the school community as a whole. These sanctions are useful as a means of emphasising disciplinary standards and of issuing a warning signal that disruptive behaviour or other repeated contravention of school regulations will not be tolerated.

Within the school situation, inside or outside the classroom, teachers have to accept the responsibility of dealing with unsatisfactory behaviour. By ignoring such behaviour or passing on responsibility the teachers authority and standing are undermined.

Students are more likely to accept sanctions if these are :

- clearly understood
- consistently applied
- fairly applied
- commensurate with the offence

However, while consistency in the application of sanctions is desirable, at the same time, a degree of flexibility is required to cater for individual circumstances.

Poor behaviour sometimes stems from personal or domestic problems and difficulties.

To punish bad behaviour and ignore the reasons for it, where reasons exist and are detectable, may only have a short term effect and not provide a lasting solution.

It is, therefore, important that a degree of flexibility exists to allow staff to effect sanctions in accordance with all relevant circumstances .

POSSIBLE SANCTIONS

N.B. In effecting a sanction a teacher should make due effort to ascertain the facts

- verbal reprimand, making clear what is acceptable and why it should not occur again
- withholding of praise
- relocation of student within the classroom
- apology written and / or verbal
- temporary removal of student to another class where such an arrangement exists
- giving extra work which is meaningful and relevant, the amount varying according to the problem
- removal of privileges, taking care not to infringe on other curricular areas
- community service e.g. removal of graffiti, litter etc. where the punishment fits the crime
- writing out the relevant extra work (using proforma requiring parental signature)
- detention
- placing student on report
- withdrawal from class

- *referral to Form Tutor, Year Head or Senior Leader
- *referral to other senior members of staff e.g. Vice- Principal i/c discipline
- referral to Principal
- referral to E.W.O.
- referral to PSNI
- restitution in accordance with the school's 'Charges and Remissions Policy'
- suspension
- expulsion

**** NOTE : Reporting a problem to a Form Tutor, Year Head or Vice- Principal should not be a substitute for action by a teacher where an appropriate sanction is within their power to enforce and does not rid any teacher in the referral chain of continuing responsibility.***

While it is vital to record all significant misbehaviour the completion of a Behaviour Report is not in itself a sanction but is rather a means of communicating the details of an incident and the actions taken.

When sanctions are used it is important that students understand why what they have done is unacceptable, and how they can put it right.

It should be recognised that it is their behaviour which is unacceptable and not the person who is being rejected.

ROLES IN DISCIPLINE

a. The Home

It is the responsibility of parents / guardians to instill proper standards of behaviour in the children in their care. Discipline is **not** the primary function of schools, rather their primary responsibility is to educate young people. In striving to achieve that objective teachers have the right to expect that the young people whose parents / guardians **choose** to send their children to Kilkeel High School will accept the rules and procedures, the authority of all staffs associated with the school and respond positively to their endeavours to prepare them for a useful role in society.

The school strongly believes that an effective partnership between home and school, where positive discipline is consistently exercised, provides the best possible social environment for achievement at school.

b. Teachers

The classroom teacher encounters a wide continuum of dispositions to a learning environment every teaching period. This makes demands not only on their knowledge and professionalism but on their personality, judgement, physical stamina and emotions. This school recognises the excellent relationships that exist between the overwhelming majority of our teaching staff and the majority of our students.

Teachers can encourage good professional relationships with their students in the following:

- calling students by their preferred forename
- taking a personal interest in as many students as possible
- listening to what students have to say and respecting their right to express their ideas
- considering students intentions as well as their actions
- valuing individuality
- welcoming students into their classroom
- interacting with students in extra - curricular activities
- understanding and responding to student needs for success, praise, a sense of worth, security and guidance

Teachers should have, and use, an effective Action Plan for discipline in their classroom and around school.

Teachers should keep information on students up-to-date through Behaviour and Achievement Reports , Absence Queries, etc.

In cases of serious breaches of discipline teachers should refer students to senior staff.

c. Form Tutors

Form Tutors have a central role, establishing strong working relationships with their Form Class by showing a genuine interest in their progress and future.

An aim of Pastoral Care, in this context, should be to prevent poor behaviour rather than to merely react to it with punishment.

The Form Tutor should be informed of any detrimental changes in the pattern of work, behaviour and progress, so that any indication of reasons can be identified and remedial action taken where possible, including referral to Year Head or above, as appropriate.

Form Tutors should keep a check on all Behaviour and Achievement Reports, lateness to class, Absence Queries for his / her Form Class and discuss such reports as soon as possible with students. The reports should be collated for each student.

Form Tutors should make frequent checks on the homework diaries of their Form class as a preventative strategy for confrontation between subject teachers and students.

Form Tutors should monitor the uniform and appearance of students in their form, applying consequences, when necessary, including referral to Year Head or above in serious cases.

Form Tutors can initiate communication with students parents / guardians

d. Year Heads

Year Heads exercise a broad supportive and counselling role for Form Tutors.

Year Heads should be advised by the Form Tutors of serious / continuing behavioural problems of students in their Year Group and both should continue to deal with the student(s) concerned.

Year Heads should monitor lateness to school of students in their Year, applying consequences, when necessary, according to school rules

Year Heads can place and monitor students on Daily Report. They will place students in detention if behaviour is unsatisfactory, or arrange with the VP to have students withdrawn from class in more serious cases.

Year Heads can initiate communication with student's parents / guardians to inform and encourage a return to acceptable behaviour.

e. Senior Leaders

The two Senior Teachers act as leaders for the junior and senior school. They provide a support and counselling role for all aspects of Pastoral Care and Discipline in their respective Key Stages. They are integral members of the Senior Leadership Team dealing with issues of Pastoral Care and Discipline.

Senior Leaders should deal with referrals passed on by Year Head.

Senior Leaders can place and monitor students on Daily Report.

Senior Leaders have an important disciplinary role to play in counselling students with challenging behaviour patterns.

f. Vice - Principals

The Vice – Principals, and the Vice - Principal i/c Discipline in particular, are to be available for support and advice, especially in instances of serious breaches of the school rules where immediate action is required or where all other attempts have not brought the desired outcome.

g. Principal

As part of the Principals overall responsibility for the smooth running of the school he is available to all staff for support and advice. In very serious cases of misbehaviour he will work closely with the Vice-Principals, or other staff as required, to effect appropriate action. Prefects and Supervisors also operate in a discipline role under the Principal's authority and at his direction.

REFERRAL

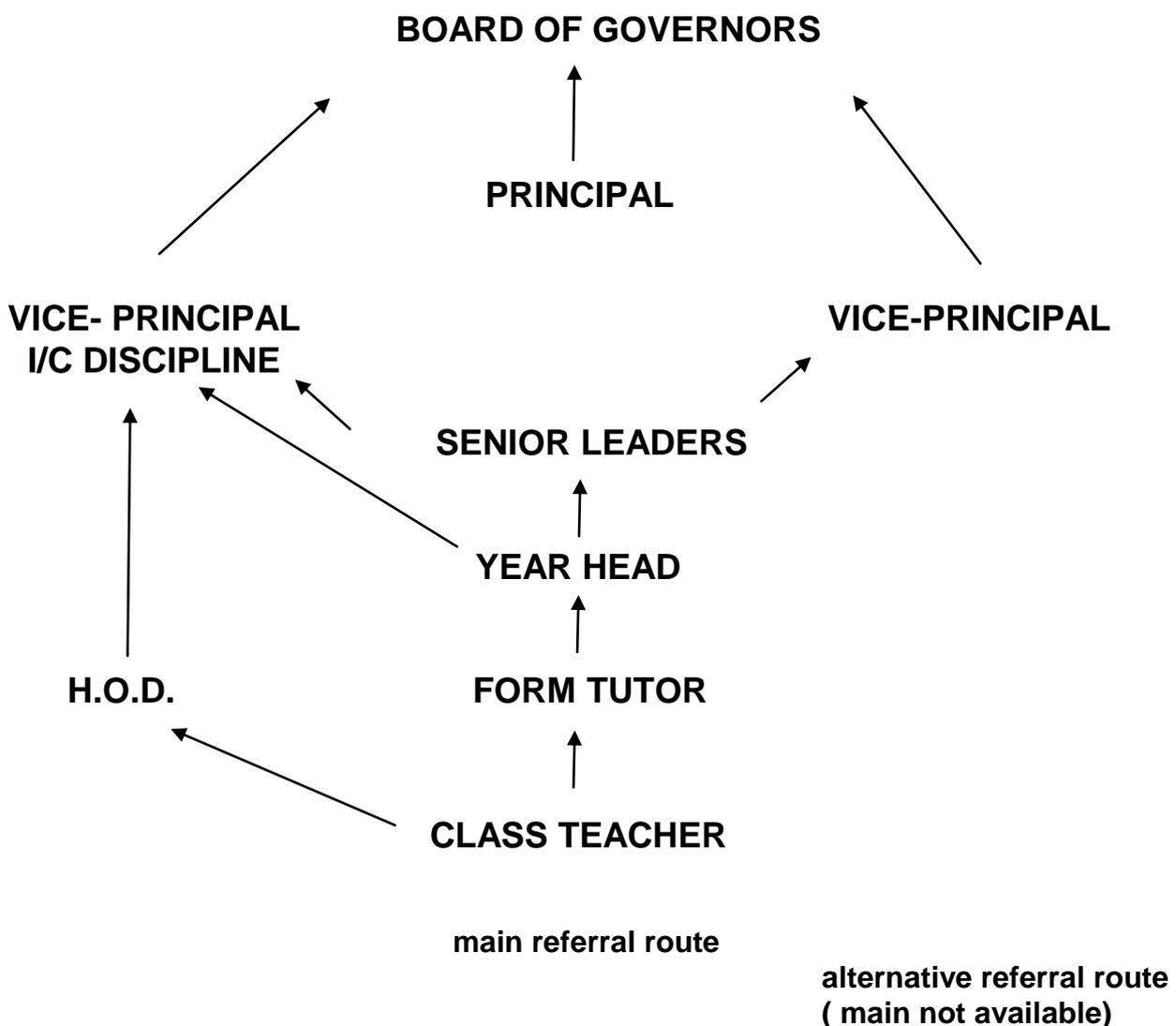
Teachers must accept the initial responsibility for dealing with disruptive behaviour or other breaches of the school rules both inside and outside the classroom by using suggested sanctions.

Where a student is persistently offending, sanctions used by a teacher having proved ineffective, the teacher may request that action is taken by the students Form Tutor, or Year Head e.g. by means of a Behaviour Report.

There can also be a referral within a subject department when departmental issues are primarily concerned.

Direct referral to SLT can be used for serious breaches of discipline.

In such cases the relevant Year Head should be informed of the incident and any action that has been taken. This information can then be passed down through the referral route by the Year Head.



+ in addition students can avail of a confidential counselling service.

STUDENT RULES AND EXPECTATION

PUNCTUALITY

Students will arrive to school and class on time.

PREPARATION

Students will always go to class with the correct equipment.

PRESENTATION

Students' class work, homework, and coursework will be of the highest standard.

Students will wear full school uniform.

POSITIVE BEHAVIOUR

At all times students will show respect for the views and rights of each member of the school community.

Students will behave in a safe and orderly manner in the classroom and around school.

PROPERTY

Students will not damage, deface or remove personal and school property.

PREMISES

Students will stay in school at lunch-time unless they have a lunch-time pass.

PUNCTUALITY

We believe punctuality is a life skill, valued in the workplace. We expect our students to be self disciplined in their time keeping.

School starts with registration at 8.50am.

Students are expected to arrive in good time for lessons throughout the day. Lateness will be monitored and persistent lateness dealt with.

Absence from school must be explained on the day of return via a parental note. Pre-prepared notes are available from the Form Tutor and from the General Office.

Students who are on a late bus register must sign in at the General Office immediately on arrival.

Students who need to leave school between 8.50am and 3.10pm (other than those who have permission to go home for lunch) must 'Sign Out' at the General Office between 8.50am and 9.15am on that morning.

Permission from a member of the Senior Leadership Team is needed.

Students must use a Killeel High School signing out form, available from the Form Tutor and from the General Office.

No student will be signed out on the strength of a telephone call to the school.

Students may leave school if their parents call **in person** to collect them. Students must still 'Sign Out' at the General Office.

A student who is ill in school must report to the General Office. If it is in his/her best interests to go home, the general Office will telephone home to make arrangements. When these are completed the student must sign out before leaving school.

Students must **not** telephone home to report they are ill.

Students may in an emergency, get special permission to 'Sign Out' from the Vice Principals or Principal.

PREPARATION

We believe that organisation is an important skill and that students should be prepared for each school day.

Students should come to school with a bag containing the materials and equipment required for each class activity. This would normally include:

- pens
- pencils
- calculator
- ruler
- diary
- books
- homework(s)

But on certain days may involve:

- P.E. or Games' kit
- Home Economics' ingredients
- Art and Design work

Students should ensure they come to school suitably equipped for each class or activity.

PRESENTATION

We believe a positive self image is very important, helping to build self - esteem and contributing to the overall development of our students.

All students attending Kilkeel High School are required to wear uniform.

A high standard of personal appearance is expected of all students.

- The uniform should be worn without additions, alterations or deviations.
- Shoes should be plain black, low heeled and comfortable. For reasons of safety students should not wear peep-toed or open-backed shoes or sandals.
- Black trainers are not an acceptable alternative to shoes, nor black jeans for smart, black trousers. Hats/caps and hooded tracksuit tops are not part of school uniform and are not permitted.

- Jewellery is inappropriate with uniform and should not be worn apart from:
 1. One small, plain stud in the lobe of each ear.
 2. Obvious and heavy makeup and coloured nail varnish are not acceptable.
 3. Hair should be clean and neat. Long hair must be tied back when practical work is being done e.g. in Science, Technology, Home Economics and P.E.
 4. Boys must be clean shaven.

We are aware that outdoor coats are expensive and worn on many more occasions than at school. Please ensure that whatever type of outdoor coat is worn, it is appropriate for school use and will look smart worn over school uniform. Outdoor coats must not be worn in the corridors or in classrooms.

6th Form students are expected to wear the school blazer.

We believe students should complete class and homework to the highest possible standards.

CLASSWORK

Students should listen to and follow the teacher's instructions, making the necessary effort to complete tasks.

HOMEWORK

Homework is both important and necessary. All students are expected to do homework which is regarded as an extension of the learning that takes place in school. The school diary is used to help organise work and time and to record details of homework you have to do and when they must be completed.

Students should try and do homework at the same time each day in a quiet place where they are free from distraction.

Further guidance on the frequency and amount of homework relevant to each key stage can be found in the homework policy.

Each evening it is important to revise work done during the day.

POSITIVE BEHAVIOUR

We believe that all students whilst wearing school uniform should behave in a responsible manner, both in regard to themselves and to others, showing consideration, courtesy and respect for other people and property at all times.

Students are expected to co-operate with staff by following all instructions.

Students are expected to behave in a safe and controlled manner at all times.

Students should show courtesy and good manners, respecting themselves and others.

Students must not use offensive, abusive or vulgar language in school; it will **NOT** be tolerated.

Students should apply themselves to given tasks, working to the best of their ability at all times.

PROPERTY

We believe the school forms an important part of the local community and therefore students should value the premises, treating school equipment with respect.

Students should **NOT** bring a mobile phone to school. If a phone has to be brought to school, the phone **MUST** be left in the General Office.

Valuable items including electronic equipment like portable music players should not be brought to school.

Students should treat all areas of the school buildings and equipment with respect.

All clothing and personal possessions should be clearly labelled with the owners name.

Damaging or defacing school property is a serious offence and will not be tolerated. Such instances will be dealt with severely.

Kilkeel High School will not be held responsible for the loss or damage to personal property brought to school.

PREMISES

We believe that our students should be properly supervised at all times. In order to facilitate this some areas of the school are out of bounds during certain times of the day.

Only students in possession of a lunch-time pass may leave the grounds at lunch-time to go home for lunch. A completed form accompanied with a signed passport photograph, detailing where they are going home for lunch, must be provided before a home lunch pass is issued.

BREAK AND LUNCH-TIME

At the start of lunch-time students should leave their bags in their period 7 classroom. At the end of lunch-time, if changing class, bags should be collected before going to class for period 8.

Pack lunches including items bought from the canteen and tuck shop, must be eaten in the proper designated areas.

The drinks' machines should not be used during or between classes.

Weather permitting, students are expected to be outside. At break-time in bad weather students should stay in designated cloakroom areas. At lunch-time, in bad weather, students may also go to the assembly hall as well as their cloakrooms.

Lunch-time supervisors have the same responsibilities and authority as teachers: students must show due respect. Prefects acting in a supervisory capacity must be shown due respect.

Do **NOT** drop litter; use the bins provided.

MOVEMENT IN CORRIDORS

Students should move quickly and carefully along corridors, keeping to the left, no running and no pushing.

The front door (main entrance) is for staff and visitors, No students, except 6th formers, should use this door.

DISCIPLINE

Where students' effort and behaviour are acceptable, acknowledgement and praise from staff will follow, and there will be the satisfaction of achieving the best they can.

Where effort and behaviour fall below acceptable standards, affecting their own and others' level of achievement, then students must expect to face certain consequences, depending on the seriousness of their disruption.

Behaviour Reports

Behaviour reports will be recorded using the **SIMS Behaviour Management Module**. This module is designed to record and monitor behaviour incidents and achievements. Each behaviour incident or achievement will be allocated a number of points. This enables the school to monitor and compare points to be used in a class reward system.

If a teacher deals with a behaviour incident requiring the application of disciplinary consequences, the teacher must record it, using the SIMS Behaviour Management Module.

If a teacher feels that a class or individual student has behaved well or worked hard the teacher may record this as an achievement, using the SIMS Behaviour Management Module.

A behaviour report should not, in itself, be seen as a consequence, only a record of action taken or as a means of communicating information to the Form Tutor.

Each morning a class report on behaviour and achievement will be generated and placed in the class registration folder allowing the relevant Year Head and Form Tutor an overview of the previous days reports. The Year Head or Form Tutor may want to speak to the student who has been reported.

Teachers can also monitor student behaviour and achievement throughout the school day by using SIMS Behaviour Management Module.

Referral System

Students should be aware that disciplinary consequences will be certain, swift and fair.

When any member of staff, particularly a Form Tutor, feels there is a serious or persistent element to a students behaviour, then the student should be referred, usually to the next level in the referral structure.

Extreme cases requiring speedy intervention may need to be immediately referred to a Vice-Principal or the Principal.

Reprimand

A reprimand from a teacher will be the first signal a student will receive that he / she is below standard in behaviour and / or effort.

Moving the Student

Continued disruption or lack of effort may lead to the teacher moving the student to a different seat in the classroom.

Arrangements may exist for students to be moved to another room within a department. (See department behaviour action plan).

Extra Work

Extra work is a consequence which may be given when a student's effort is considered very inadequate or behaviour is felt to be disorderly or disruptive to a degree which adversely affects others. This includes arriving late to class and / or displaying sheer insolence.

Some caution should be applied in the administering of extra work.

Parents should be fully informed about why it is given.

Departments should devise their own versions of extra work and these should have a standard school cover note with a space to explain why it has been given and details for completion.

Rather than extensive extra work, consideration should be given to whether another consequence may be more effective - such as referral to senior staff.

Where extra work is given, students should be aware that it will be followed up if not handed in.

Detention

School detention is on: **Thursday between 3.15 and 4.15**

Two venues will be used; Room 6 and Room 7, unless notice is given of alternative venues.

Details of this detention should be recorded using the **SIMS** Behaviour Module and in the book kept in the staff room.

A staff rota has been drawn up to closely supervise and monitor conduct in detention.

There will be a Junior and Senior detention, each will have a maximum of 10 students.

Extra detention, which is for students referred to senior pastoral staff (Year Head and above) is on: **Tuesday and Friday between 3.15 and 4.15**

Details of this detention should be recorded using the **SIMS** Behaviour Module and in the book kept in the general office.

Senior Leadership will take this detention

The venue will be the Lecture Theatre but may vary depending on the number attending.

When giving a detention (except when it is a follow up detention, see below), staff should issue a detention letter, enter details in the detention book and select **suitable** work to be done during the detention.

Set your detention at least 5 days forward from the present date to allow letters to reach home.

Staff who give a detention should follow it up by checking attendance in the book and ensuring that work has been done satisfactorily.

Absence from detention will be followed up by the Vice-Principal. He will re-issue the detention on one of the extra detention days.

If a student fails to turn up for detention without giving a genuine reason (note from home), the Vice-Principal has the option to issue 3 break-time detentions or internally suspend the student for 1 day.

If a student is issued with more than three detentions in a term he / she will be detained over break-time for five days or be internally suspended.

Unsatisfactory behaviour during detention will be followed up by the Vice-Principal.

Break-time withdrawal and detention will use rooms 8 and 10.

If more than 5 students are in break-time detention (supervised by Year Heads), SMT will provide the extra supervision required.

A letter informing parents why their son / daughter has been detained over break-time or internally suspended will be sent by the Vice-Principal.

Code of Conduct

- Students are expected to arrive on time for detention.
- If a student is late for detention they will be detained for one hour from the time they arrive.
- Students must bring a pen or pencil to detention.
- Students will be expected to work consistently for the full hour.
- Any form of disruptive behaviour will not be tolerated.
- Students are expected to work in silence.
- No outdoor clothing will be worn in detention.

Daily / Detailed Report - see Code of Practice (Behaviour)

Where it is felt that the consequences already referred to are not working in altering patterns of persistent disruption and / or lack of effort, a student may be placed on **Daily Report, Stage 1 Code of Practice (Behaviour)**. Year Heads and other senior teachers will put students on Daily Report and monitor their behaviour using the SIMS Behaviour Module. The student will be placed on Daily Report for 5 school days. A teacher should record all unsatisfactory behaviour. The punishment for an unsatisfactory 'comment' is detention or withdrawal from class.

A more serious version of Daily Report is **Detailed Report, Stage 2 Code of Practice (Behaviour)**, issued and monitored by the principal or a vice-principal. This involves the student carrying a Card covering 1 day of classes. Any unsatisfactory behaviour while on Detailed Report will mean immediate referral to the Principal or a Vice-Principal, possibly lengthy withdrawal from class and an immediate request that parents come into school to discuss the students behaviour and progress.

If any teacher deals with a student incident requiring the application of disciplinary consequences, the incident will be recorded on the **SIMS Behaviour Management Module**. This information may be referred to when reporting, or on Parents' Evenings or if parents come into school at other times to discuss their child's progress.

Withdrawal

Withdrawal from class is a consequence reserved for serious incidents of misbehaviour or emergency disciplinary situations requiring the temporary removal of students from class.

When withdrawn, students will do assigned work in the Lecture Theatre, where 6th form are doing private study under the close supervision of a member of staff.

Withdrawal from class will happen when a student is reported or referred to senior teachers. Contact the general office if you need to have a student removed from your class. Please do not send students directly to the Vice-Principals.

Parents will be informed, by letter of the withdrawal.

Suspension / Expulsion

Suspension is for serious cases of misbehaviour:

- physical assault of another student
- verbal abuse of staff
- serious vandalism
- use of illegal items or substances
- Breaching e-safety guidelines
- Persistent breaches of school rules

Suspension means students are stopped from coming to school for 3 or 5 days:

- agencies outside of school are informed
- parents accompany student on return to school
- Student placed on Daily Report for 5 school days.

Expulsion is for extremely serious cases of misbehaviour. It means students are required to find alternative, permanent schooling provision.

All teachers should have a clear knowledge of the school rules and consequences. They should extend these rules so as to have a brief, written-down Action Plan indicating the behaviour they expect in their classroom, the strategies they will employ and the contingencies they will fall back on.

Bullying

We believe all our students have the right to learn in a safe and pleasant environment without the fear of being bullied. Bullying is **not an inevitable part of school life**, nor is it a part of growing up and it rarely sorts itself out. As part of it's Personal Development Programme the school includes lessons which make it clear that bullying is a form of anti-social behaviour: it is **wrong** and will not be tolerated.

We will treat bullying as a serious offence and take every possible action to eradicate it from our school.

Form Assemblies / Form Registration

These provide time for Form business as well as discipline matters.

Form Time (8.50 am – 9.10am two mornings per week plus one period per week as timetabled)

This is primarily for the deliverance of the school's Personal Development Programme but as an integral part of this programme there will be opportunities to inform students of the relevant parts of the Behaviour Policy and to deal with general and specific matters of a disciplinary nature.

Form Business Period

One Form Business Period is allocated to each Form Tutor to enable him / her to deal with any matters that can not be attended to at Form Assembly or during the Form Tutorial period. During this time students may be dealt with on an individual basis and consultation held with parents as required.

Form Tutors will only be used for 'cover' during this period in exceptional circumstances.

Messages

- should be kept to a minimum
- where a message out of class / school is necessary students should have permission from their teacher
- for 'out of school messages' sign out *and* in at the General Office
- the fewest possible number of students should be sent at the same time

- any misbehaviour or time wasting when out of class / school will be punished as would similar behaviour in school.

Attendance

Attendance monitoring is a vital component of discipline.

The following attendance procedures are used in the school :

- Form Class registration using SIMS Lesson Monitor
- Period by period attendance and punctuality is recorded via SIMS
- Daily absence list published for staffroom / general office (CLASS output)
- Weekly absence reporting using SIMS / OMR forms
- Monthly absence reports to Year Heads and EWO
- Suspicious absence query to Form Tutor
- Parents notified regarding student absence and lateness via GROUPCALL
- Parents may respond via text or voice message eliminating the need for an absence note

SIMS – Schools Information Management System

Lateness to School

Lateness to class is recorded by Subject Teachers and monitored by Form Tutors and the Vice-Principal.

Lateness to registration is dealt with by the respective Year Head.

When students are late to school and miss registration, they must report to the Office for late book registration.

Lateness to school should be dealt with by appropriate Year Heads.

Absence Forms

Student attendance should be checked every lesson by subject teachers using SIMS Lesson Monitor.

When a teacher has checked the daily absence list and the signing out book, and still suspects that a student absence may be unauthorised, an Absence Form should be filled in.

Absence Forms are available in the staffroom.

Completed Absence Forms should be left in the filing cabinet in the staffroom.

Form Tutors should check the absence with students concerned and, if necessary, take disciplinary action in accordance with the school rules.

Serious cases of unauthorised absence should be referred to the VP i/c discipline.

Continuous Professional Development of Staff

The need for staff training in Kilkeel High School is met through attendance at external courses or through the organisation of suitable school-based professional development. Staff will be provided with up to date information on behaviour management issues and the requirements and recommendations of relevant DE circulars.

Inter - relationship with other school policies

In order for the Behaviour Policy to be effective, a clear relationship with other school policies, particularly **Anti-Bullying, Child Protection, Misuse of Substances / Drugs Education Policy, Acceptable use of Mobile Phones Policy and Pastoral Care Policy** will need to be established.

Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure the needs of all students are met by utilising the range of external support available.

Monitoring and Review

The policy will be reviewed annually by the Behaviour Development Team taking into account feedback from staff, parents and students. The outcome of the review and changes to policy will be communicated to all those involved and incorporated into an amended Behaviour Policy.

CODE OF PRACTICE (BEHAVIOUR)

The Code of Practice (Behaviour) will be followed in cases when the behaviour of students is disruptive to the extent that it adversely affects their learning and that of others. The code outlines 5 stages:

Stage 1

Behavioural problems identified.

Route 1:

Form Tutor is concerned with number of Behaviour Reports a student is receiving; refers to Year Head.

Route 2:

An incident of serious misbehaviour, dealt with directly by VP or Principal.

The Teacher Supervisor is a Year Head or member of Senior Management to whom the student is referred and who registers the student at Stage 1. The Teacher Supervisor is responsible for monitoring and reviewing the registered student.

The student is placed on Daily Report by the Teacher Supervisor using the **SIMS Behaviour Module**. When a pupil is registered the Teacher Supervisor must send a letter home informing parents. (See Behaviour Correspondence).

After each period the students behaviour is commented on. A comment can also be made before school, during break and during lunch by teachers on duty. The Daily Report will be checked each day by the Teacher Supervisor.

An “unsatisfactory” comment will normally mean the pupil is given a detention by the Teacher Supervisor. If, for a day, the number of “unsatisfactory” comments is excessive or the incidents of unsatisfactory behaviour are considered very serious, the pupil should be referred by the Teacher Supervisor to the VP i/c Discipline for internal suspension.

A review date will be set for 5 school days after the date of registration. If a pupil is absent for any days while on stage 1 the review date will be postponed so that 5 days on Daily Report are completed.

At the review by the Teacher Supervisor it will be decided whether to:

1. remove pupil from stage 1 register
2. continue with pupil on stage 1 register
3. refer pupil for registering at stage 2.

Notification of the review outcome should be sent to parents by the Teacher Supervisor.

Stage 2

Serious and persistent behavioural problems identified.

May come as the result of planned review at Stage 1.

Or, more likely, in case where Stage 1 behaviour deteriorates badly, review will be brought forward, and together the Teacher Supervisor for Stage 1 and VP i/c Discipline will decide whether to start Stage 2.

At Stage 2 a student will be monitored and reviewed by the VP i/c Discipline or the Principal.

Student will be registered as being on Code of Practice (Behaviour) Stage 2.

Student will be interviewed by VP i/c Discipline or Principal.

Individual Behaviour Plan will be discussed with student, and filled in.

Detailed Report Card will be issued to student and checked on daily basis.

As part of the Individual Behaviour Plan the student will agree targets on behaviour which he / she must try to meet. These targets will be shown on the Detailed Report Card and the student will be responsible for monitoring progress.

The Detailed Report Card will also have a side on which teachers can record breakdowns in behaviour, and, when this happens, the student will report to Senior Management.

Parents of students put on to Stage 2 will be required to come into school to discuss students behaviour, the Individual Behaviour Plan and the consequences faced by the student. Parents will be encouraged to consider rewards which they may offer students to motivate improvement.

Progress at Stage 2 will be reviewed at intervals of 5 school days when the student is in attendance. At review it will be decided whether to:

1. return to Stage 1
2. continue with Stage 2
3. register student at Stage 3.

Option 3 will mean the student is making no effort to improve, despite warnings. As a consequence the student will be externally suspended from school for persistent serious disruption for 3 days. Upon return to school he/she will be registered at Stage 3 of the Code of Practice (Behaviour) and remain on Detailed Report under the supervision of the Key Stage Co-ordinator or VP i/c Discipline and specialist help from outside school will be sought.

Stages 3, 4 and 5

While registered on Stage 3, 4 or 5 specialist help for the student from outside the school is required.

A student can be on Stage 3, with outside help being sought, and at the same time follow the same behavioural steps outlined in Stage 1 and Stage 2 - Daily Report under supervision of Year Head, Detailed Report under the supervision of the VP i/c Discipline - and face the same disciplinary consequences.