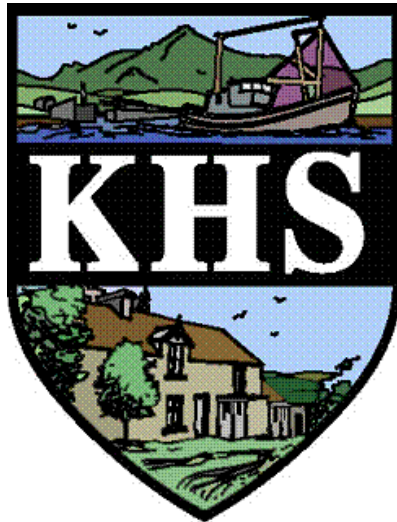


KILKEEL HIGH SCHOOL



POSITIVE BEHAVIOUR AND LEARNING POLICY

October 2022

INTRODUCTION

Successful learning and high achievement depend on good behaviour. High quality education requires all members of the school community to live up to the spirit of our core values. At Kilkeel High School we believe everyone has an equal right to learn in a safe, happy environment. We do not tolerate foul language, aggressive or bullying behaviour.

Unacceptable behaviour is any behaviour or action which interferes with staff and student entitlement to be safe, respected equally and to be able to get on with their teaching and learning.

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.

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

- To foster good behaviour in a positive way within an environment where our young people feel secure and free from emotional and physical harm.
- To enable our young people to articulate their fears and concerns and to be confident that they will receive a sympathetic and supportive response.
- To create a calm and caring school community where teachers can teach and students can learn.
- To recognise and respect the rights of each member of our school community.
- To actively build good relationships based on tolerance, respect and consideration of others.

MISSION STATEMENT

Our school vision is:

‘Creating Opportunity, Developing Individuals, Realising Potential’

Our mission statement is:

“Offering high quality education within a caring community whose values are based on Christian principles”

RATIONALE

The Positive Behaviour Policy at Kilkeel High School provides an agreed course of action amongst teaching and non-teaching staff, pupils and parents, which promotes effective teaching and learning, the worth and value of each person and respects the rights of the school community.

We believe a balance between sanctions and rewards is fundamental and we encourage everyone to implement the school rules fairly and consistently. **Suggested but not definitive strategies for dealing with behaviour issues are included in this policy.**

ROLES AND RESPONSIBILITIES

While promoting the rights of each individual, it is important that everyone recognises their responsibility in the promotion of our Positive Behaviour Policy.

The agreed rights and responsibilities are summarised below:

RIGHTS AND RESPONSIBILITIES OF TEACHERS

Responsibilities

- To be a classroom manager.
- To deliver the curriculum with enthusiasm.
- To identify and meet the child's needs through the Code of Practice.
- To be sympathetic, approachable and alert to pupils' difficulties.
- To prepare students for adult life.
- To promote lifelong learning.
- To listen and value pupils' contributions.
- Continuous monitoring and evaluation.
- To be fair and consistent.
- To expect high standards and acknowledge efforts and achievements.
- To have pupils' welfare at heart.
- To plan and prepare effective lessons/be organised.
- Always act/behave in a professional way.
- To respect the Christian ethos of the school.
- To promote a safe and caring environment.
- To report an area of concern.
- To be a reflective practitioner, ensuring continuous professional development.
- To keep abreast of legislation.
- To set standards of acceptable behaviour and model appropriate behaviour.
- To manage behaviour in the classroom/school.
- To attend lessons punctually.
- To maintain pupil records on SIMS.
- To report to parents annually.

Rights

- To be treated with respect and to be valued and acknowledged.

- To teach in a safe, healthy and secure environment.
- To express your views and contribute to policies to reflect your work.
- To have opportunities to develop professionally.
- To have adequate accommodation and resourcing.
- To be informed and consulted on whole school issues.
- To be supported by colleagues.
- To be kept well informed regarding the educational, social, emotional and medical needs of pupils.

RIGHTS AND RESPONSIBILITIES OF PUPILS

Responsibilities

- To attend punctually.
- To come prepared to work e.g. books, equipment.
- To listen and co-operate.
- To participate to the best of your ability.
- To seek appropriate support as necessary.
- To focus on work and care for resources.
- To complete and submit homework on time and to the best of your ability.
- To respect the Christian ethos of the school
- To be polite and pleasant, treating self, others and property with respect.
- To conform to the conventions of good behaviour and follow school rules.
- To report harassment/bullying behaviour.
- To refrain from abuse – physical, emotional, verbal and cyber.
- To wear school uniform correctly.
- To be a good representative of the school.
- To act on teacher feedback, to ensure progression.
- To catch up on work missed.

Rights

To enjoy these rights, pupils must respect the rights of others.

- To work and play within clearly defined and fairly administered codes of conduct.
- To be treated fairly and with respect.
- To be taught in a safe, healthy and secure environment.
- To be provided with a positive learning and social experience.
- To get help when you seek it.
- To have opportunities to develop spiritually, morally, culturally, physically and academically.
- To be free from verbal, emotional, physical and cyber abuse.
- To be valued, listened to and acknowledged.
- To experience a broad, balanced and differentiated curriculum.

RIGHTS AND RESPONSIBILITIES OF PARENTS

Responsibilities

- To make sure their child attends regularly and on time.
- To ensure their child wears the correct school uniform

- To encourage their child to obey the school rules and show respect for other pupils, school staff and property.
- To respect the Christian ethos of the school.
- To provide the necessary equipment etc. and oversee homework.
- To make an appointment when they wish to meet a member of staff.
- To tell the school promptly of any concern about their child and not to discuss on social media.
- To respond quickly to concerns raised by the school.
- To attend the parent/teacher meeting.
- To inform school promptly of changes in (a) address, (b) telephone/mobile numbers.
- To provide contact details e.g. a telephone number which will be answered.

Rights

- To receive a quality education for their child.
- To have their child taught in a warm, welcoming and safe place.
- To have their child treated fairly and with respect.
- To seek support for their child if he/she has any problems.
- To be responded to sensitively when raising any concerns.
- To be told promptly about any concerns.
- To be informed about anything which affects their child's education.

RIGHTS AND RESPONSIBILITIES OF CLASSROOM ASSISTANTS

Responsibilities

- To help identify and meet the child's needs through the Code of Practice.
- To expect high standards and acknowledge efforts and achievements.
- To assist the teacher and help deliver the curriculum with enthusiasm.
- To be organised.
- To be sympathetic, approachable and alert to pupil's difficulties.
- To listen and value pupils' contributions.
- To address individual needs.
- To be fair and consistent.
- To help pupils to achieve their full potential.
- To have pupils' welfare at heart.
- To respect the Christian ethos of the school.
- To be a positive role model.
- To promote a safe and caring environment.
- To report an area of concern.
- To accept shortcomings and to seek to improve.
- To provide support for colleagues.
- To keep abreast of legislation.
- To attend lessons punctually.
- To assess pupils for improvement with continuous monitoring and evaluation.
- To contribute to the development and delivery of risk assessments/management plans, education/behaviour plans and to implement statements of needs.

Rights

- To be valued and acknowledged.
- To be able to contribute to school policies.
- To be treated with respect.
- To work in a safe, healthy and secure environment.
- To have opportunities to develop professionally.
- To have access to appropriate planning materials.
- To have adequate accommodation and resourcing.
- To be informed and consulted on whole school issues.

SCHOOL RULES

POSITIVE BEHAVIOUR

We believe that all students whilst representing school, 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.
- Students should project a positive image of Kilkeel High School 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.

- Valuable items including electronic equipment 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 owner's name.
- Damaging or defacing school property is a serious offence and will not be tolerated. Such instances will be dealt with severely.
- Students should treat the property of peers and staff with respect.

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.
- Prefects are permitted to leave school property at lunch (except in Term 3), if they have permission from a parent. A lunchtime pass is not needed. Prefects must follow the protocols for going off site at lunchtime.
- 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 authority as teachers: students must show due respect. Prefects acting in a supervisory capacity must be shown due respect.
- Students are asked to keep the premises litter free. All litter should be placed in the bins provided.
- Students should move quickly and carefully along corridors, keeping to the left, no running and no pushing.

BEHAVIOUR

Behaviours to be corrected by relevant members of staff

Staff are to deal with student behaviour at the different levels outlined below by using a range of strategies from Good Practice Guidelines/SEN Resource File and by support from colleagues.

SUBJECT TEACHER

- Lateness to lesson
- Lack of equipment
- Eating, chewing, drinking in class
- Failure to remove coat in class
- Being noisy/talking
- Failure to follow instructions
- Being uncooperative
- Interrupting a teacher/shouting out
- Throwing objects in the room
- Timewasting/avoiding work
- Using inappropriate language
- Getting out of seat and walking around
- Failure to complete class work, homework, coursework etc.
- Graffiti in exercise books/desks
- Failure to meet work expectations
- Phone infringements

HEAD OF DEPARTMENT

- Persistent unacceptable behaviour in subject lessons
- Taking action on pupils who have been 'exited' on several occasions
- Persistent lack of effort
- Disrespect of class teacher
- Minor issues in curriculum area
- Making a referral to form tutor if all other strategies have failed

FORM TEACHER

- Lack of equipment and school bag
- Continued truanting of classes
- General appearance: uniform, footwear, jewellery, hair, make-up
- Poor attendance between 85%-90%
- Poor behaviour of pupils – before, during and after school in public areas of the school
- Consistent poor behaviour of pupils in numerous curriculum areas
- Refusal to follow instructions of staff on lunch/break duty and of lunchtime supervisors
- Disrupting form time
- Referral of pupils who are persistently displaying poor behaviour to Year Head
- Initial reports of bullying behaviour, making onward referrals to Year Heads/Senior Pastoral staff as necessary.

HEAD OF YEAR

- Failure to comply with sanctions/strategies laid down by HOD/FT
- Persistent infringements of school's uniform and appearance guidelines
- Persistent inappropriate language
- Persistent bullying
- Verbal abuse of pupils
- Disruption of learning in several subject areas
- Lateness to school/classes
- Truanting class
- Poor attendance below 85%
- Persistent poor behaviour in the corridors
- Stage 1 (Behaviour)
- Ongoing disagreements/behaviour issues between students

SENIOR TEACHER

- Failure to comply with sanctions/strategies laid down by Year Head
- Persistent disruption of learning and teaching
- Verbal abuse of staff
- Persistent truanting including leaving school without permission
- Persistent phone infringements
- Stage 1 (Behaviour)
- Fights between pupils
- Bullying behaviour which has not been resolved despite interventions lower down referral ladder

VICE PRINCIPAL/PRINCIPAL

- Behaviour referred by staff
- Serious verbal abuse of staff
- Serious aggressive fight/assault on another pupil
- Ongoing refusal to follow instructions of staff
- Unacceptable behaviour to/from school
- Ongoing truancy – truanting pupils may be referred to the EWO
- Disruption of learning in several subject areas
- Failure to comply with sanctions/strategies laid down by Senior Teacher
- Drug possession/dealing
- Assault on a member of staff
- Parental confrontation of staff
- Liaison with Governors re serious/ongoing discipline issues
- Stage 2/3 of Code of Practice (Behaviour)
- Suspensions and issuing of final warnings

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.

The general practice of classroom management involves pupils being rewarded in various forms on a daily basis.

Examples of rewards which are given include:

- merit awards – certificates of merit for conduct presented at prizegiving for students who have no behaviour points.
- a quiet word of commendation or encouraging smile
- a choice of rewards from the rewards box when 5 house tokens are collected or when a Golden Token is received
- 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 (on SIMS)
- 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
- Student of the Month award

House System

All pupils and staff belongs to a House team, namely:

- Bignian
- Donard
- Eagle

Throughout the school year every student can earn tokens for their House team in the following ways:

- Behaviour
- Academic endeavour
- School activities
- Extra-curricular involvement
- Participation in school events

Belonging to one of these Houses is what life at Kilkeel High School is all about. We encourage students to make a positive contribution to their Houses throughout the school year.

THE REFERRAL SYSTEM

Subject Report	WHITE REPORT	Issued by HOD/ Class Teacher
<p>Reasons for:</p> <ul style="list-style-type: none"> • Repeated reports of poor behaviour within subject • Lateness to class • Being poorly equipped <p>Action:</p> <ul style="list-style-type: none"> • Set targets for improvement • Phone call home • Discuss concerns with pupil • Record on SIMS 		

If progress is made then pupil is taken off white report and informally monitored by class teacher.
If poor progress is made after agreed time then form tutor referral made.



Form Teacher Report PINK REPORT	Issued by Form Teacher
<p>Reasons for:</p> <ul style="list-style-type: none">• Repeated reports of poor behaviour• Lateness to several classes• Poor effort in numerous classes• Continued failure to bring correct equipment <p>Action:</p> <ul style="list-style-type: none">• Set targets• Phone call home• Discuss concerns with pupil• Record on SIMS• Daily contact with pupil	

If progress is made then pupil is taken off pink report and informally monitored by Form Teacher.
If poor progress is made after 2 weeks then referral made to HOY with completed reports to date.



Year Head Report (YELLOW REPORT)	Issued by Year Head/Senior teacher
<p>Reasons for:</p> <ul style="list-style-type: none">• Persistent poor behaviour and failure to meet form teacher targets• Serious issues at YH/Senior Teacher discretion• Return from suspension <p>Action:</p> <ul style="list-style-type: none">• Set targets• Phone call with parents• Letter sent to parents• Behaviour Contract• Monitor progress towards targets• Detentions/withdrawals for poor behaviour.	

If progress is made then pupil is taken off yellow report and informally monitored by form teacher. If poor progress is made after agreed time then referral is made to VP with completed reports to date.



Vice Principal Report (BLUE REPORT)	Issued by Vice Principal
<p>Reasons for:</p> <ul style="list-style-type: none"> • Failure to meet yellow targets • Persistent poor behaviour • Serious incidents at VP discretion <p>Action:</p> <ul style="list-style-type: none"> • Set targets • Parent/Pupil meeting • Move to Stage 1 of Code of Practice • Letter sent to parents • Individual Behaviour Plan drawn up • Risk Assessment, if necessary • Potential liaison with Behaviour Support Team • Withdrawals from class 	

If progress is made then pupil is taken off blue report and may be moved back to yellow card for an agreed period of time. If poor progress then student moves to next level.



Vice Principal
<p>Reasons for:</p> <ul style="list-style-type: none"> • Failure to meet blue targets • Persistent poor behaviour • Serious incidents e.g. bullying, assault etc. <p>Action:</p> <ul style="list-style-type: none"> • Parent/pupil meeting • Potential referral to Behaviour Support and Provisions Team/Outside Agencies e.g. Educational Psychology • Individual Behaviour Plan/Risk Assessments • Move to Stage 2 of Code of Practice

If progress is made after agreed time then pupil must complete 2 weeks of blue report. If poor progress is made, then pupil will be referred to the principal.



LEVEL 6: Principal

Reasons for:

- Failure to meet orange targets
- Serious violent incidents
- Continuous consistent poor behaviour

Action:

- Potential move to Stage 3 of Code of Practice (after consultation)
- Discussion regarding future
- External provision
- Suspension
- Home-school liaison

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.

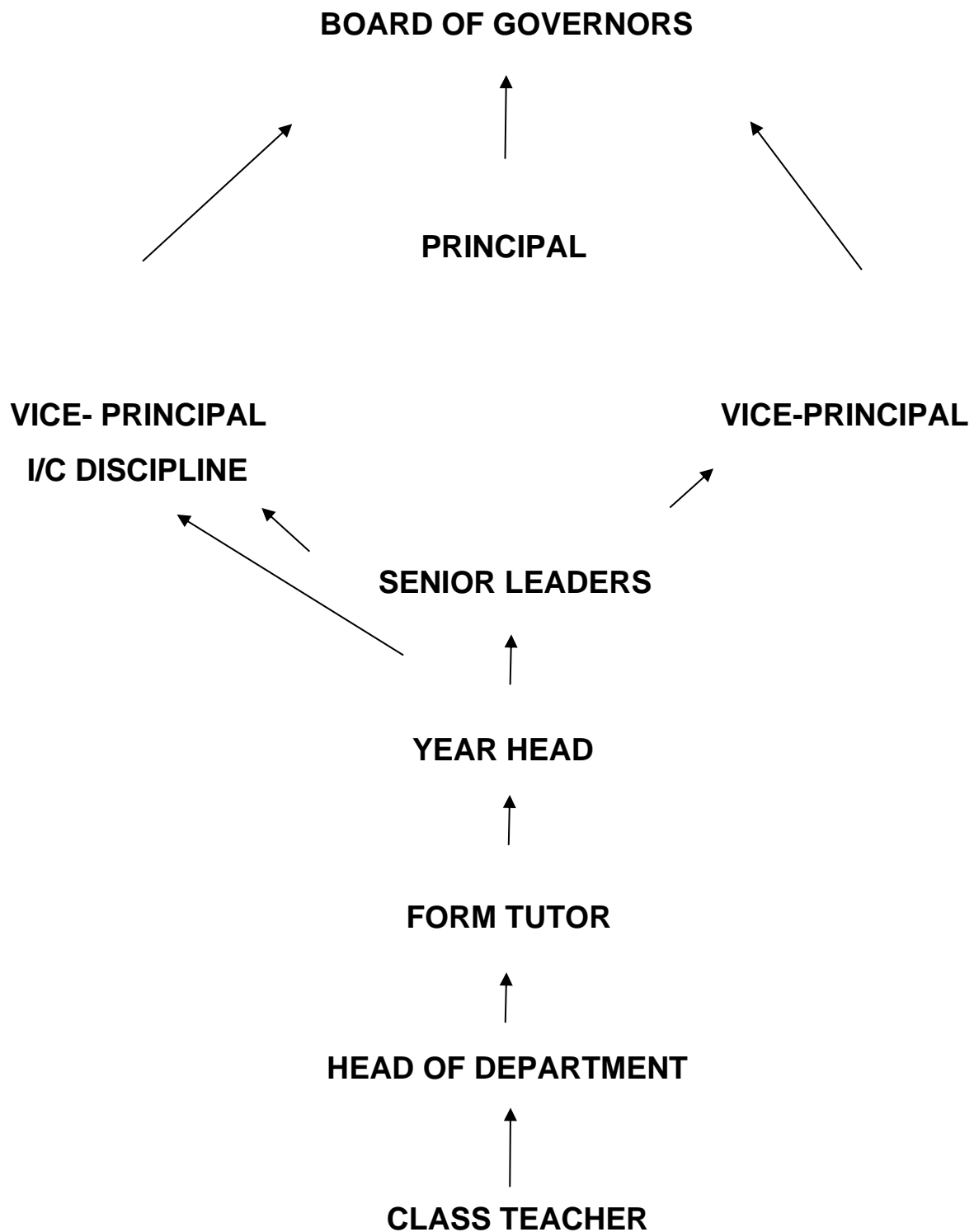
Where a student is persistently offending, sanctions used by a teacher having proved ineffective, the teacher may request that action is taken by the student's Form Tutor, or Year Head.

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.

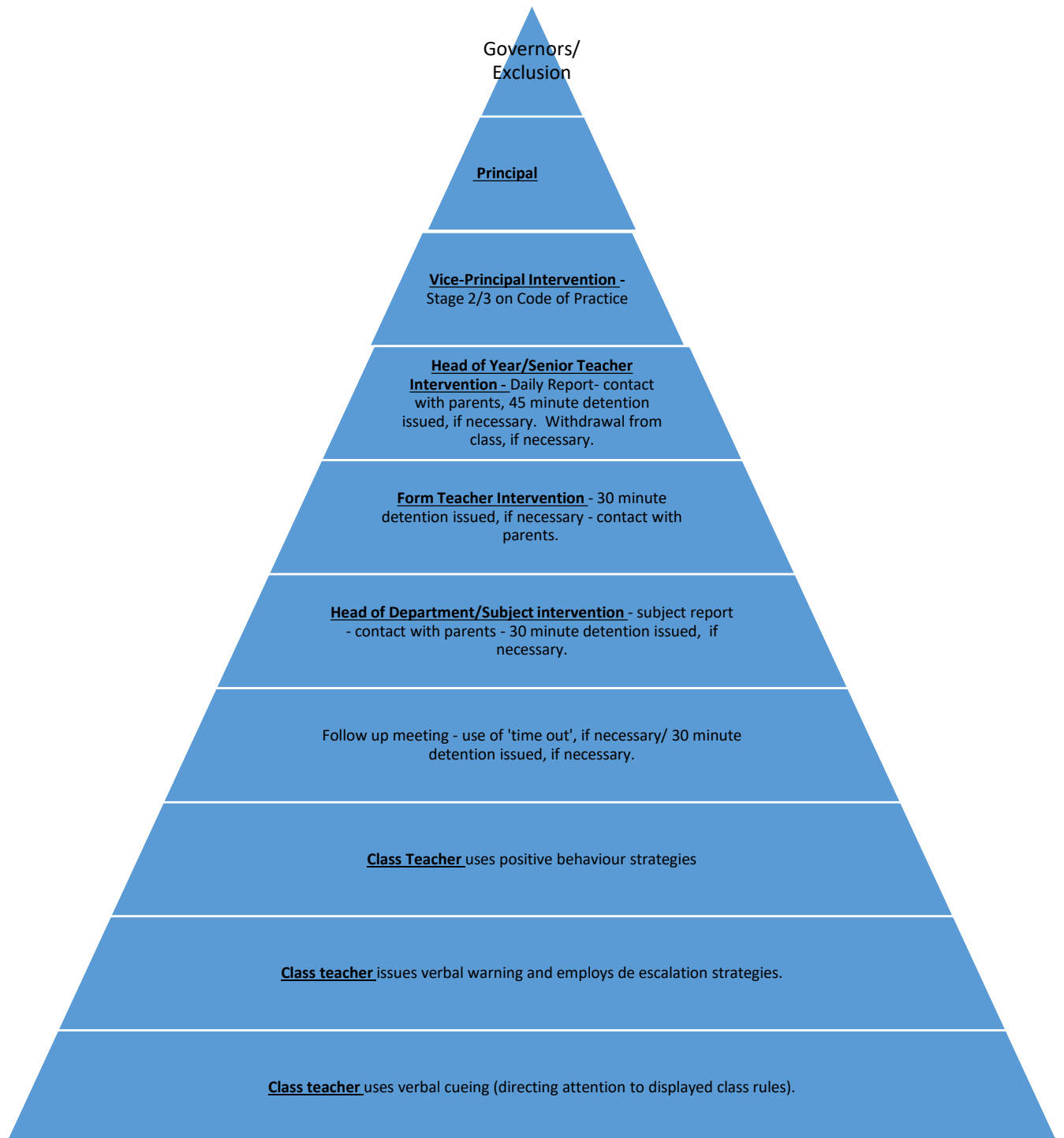
In such cases the relevant Year Head should be informed of the incident and any action that has been taken. This information can then be passed down through the referral route by the Year Head.

If student behaviour does not improve or is a serious cause for concern, both the student and parents may be invited to discuss ongoing issues with the Board of Governors (Pupil and Staff Welfare Committee).



+ in addition students can avail of a confidential counselling service

Behaviour Pyramid



SANCTIONS

In Kilkeel High School, we prefer to use preventative rather than reactive strategies for dealing with problematic behaviour. Some of the strategies staff may use include:

- Creating/maintaining relationships
- Tactical ignoring
- Praise/ proximity praise
- Active learning activities
- Class layout
- Good news cards/ emails home
- Circle time
- Distraction/ action breaks
- Time out cards
- Limited choices
- Risk reduction plans
- Timetable—adjustments
- Parent interviews
- Counselling
- Community service
- Take up time
- Target setting
- Mentor– Key Adult
- Given responsibility role
- Sharing strategies
- Clean slate daily
- Disguising frustration
- Earned free time
- Formalised referral system

From time to time, it will be necessary to use sanctions 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 teacher's 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. Special Educational Needs will also be taken into consideration and reasonable adjustments to all aspects of this policy put in place, as necessary.

Possible Sanctions

Sanctions listed below are not in order of seriousness/severity.

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 pro forma requiring parental signature)
- detention
- placing student on report
- withdrawal from class (please see note below)
- *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 (in accordance with EA's Scheme for Suspensions and Expulsions)
- expulsion (in accordance with EA's Scheme for Suspensions and Expulsions)

**** 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 on SIMS 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.

A note on withdrawal

Withdrawal from class is a consequence reserved for serious incidents of misbehaviour, repeated disruption of class 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. Staff should contact the General Office if a student needs removed from class. Students should not be sent directly to the Vice-Principals.

Parents will be informed, by letter of the withdrawal.

Students who are regularly withdrawn from class will face suspension, on the third episode of withdrawal, as outlined in the table below:

3rd Withdrawal	Suspension for 1 day
6th Withdrawal	Suspension for 2 days
9th Withdrawal	Suspension for 3 days
12th Withdrawal	Suspension for 4 days
15th Withdrawal and in multiples of 3 thereafter	Suspension for 5 days

The Code of Practice (SEN)

Further to whole school de-escalation, diffusion and the appropriate differentiation of curriculum, if additional support is required, an agreed Individual Behaviour Plan may be drafted to inform all staff of the targets pupils are working towards and strategies to be employed to assist students in meeting their goals. Students who require additional support with behaviour will be placed on the

Code of Practice. Special Educational Needs will be taken into consideration and reasonable adjustments to all aspects of this policy put in place, as necessary.

Parents/ Carers will be made aware of the child's status on the Code of Practice and be involved at the appropriate stages.

The SENCO will also be involved.

Detention

There is a tiered approach to detention to reflect the structure of our pastoral system.

Break-time Detention

Break-time detention is held in Room 8 and is used to recoup time owed by students who arrive late to class. Year Heads supervise this detention and are responsible for monitoring lateness to class and issuing break detentions. A break detention is issued for every 15 minutes lateness accrued. Students who do not attend their specified detention, will be given a formal (45 minute) after school detention. Year Heads may also issue break detention for minor misdemeanours.

Formal (after school) Detention

Two venues will be used; Room 5 and Room 7, unless notice is given of alternative venues. 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.

School detention is on: **Thursday at 3.15pm.**

30 minute detention for students referred by Class Teacher/Head of Department/Subject Leader:

The Class teacher/Form Teacher/HOD uses his/her professional judgment to decide whether a student should be placed in detention, in line with the behaviour policy.

The teacher issuing detention will do the associated paperwork i.e. Send pro forma letter home; record student name in the detention book in the staff room; log information on SIMS.

If a student does not attend detention, he/she will be referred to the Vice-Principal and will be issued with a SLT detention.

If a student's behaviour/effort is unsatisfactory in the 30 minute detention, he/she will remain in detention for an extra 15 minutes.

45 minute detention for students referred by Head of Year/SLT:

The Head of Year/member of SLT uses his/her professional judgment to decide whether a student should be placed in detention, in line with the behaviour policy.

The Head of Year/ member of SLT will do the associated paperwork i.e. Send pro forma letter home; record student name in the detention book in the staff room; log information on SIMS.

If a student does not attend detention, he/she will be referred to the Vice-Principal and will be issued with a SLT detention.

If a student's behaviour/effort is unsatisfactory in the 45 minute detention, he/she will remain in detention for an extra 15 minutes.

60 minute detention for students referred by SLT:

SLT detention is on: **Fridays from 3.15pm-4.15pm.**

The member of SLT uses his/her professional judgement to decide whether a student should be placed in detention, in line with behaviour policy. This detention is for more serious offences/ students who have failed to complete Tuesday detentions.

The member of SLT issuing the detention will do the associated paperwork i.e. Send pro forma letter home; record student name in the appropriate detention book in the Vice-Principal's office; log information on SIMS.

A member of SLT will supervise this detention. The venue will be the school library, unless otherwise notified.

If a student fails to attend SLT detention, students will be withdrawn from class and his/her parents will be informed by telephone/letter. Repeated failure to attend SLT detention, will result in suspension from school.

General guidelines:

- The member of staff issuing detention should select suitable and appropriate work for the student to complete in detention.
- Detention should be set at least 5 days forward from the present date to allow letters to reach home.
- Attendance at formal detention will be followed up by the Vice-Principal. She will issue an SLT detention, if necessary.

Suspension

Suspension will be considered after a period of indiscipline or after a serious incident of indiscipline e.g. physical assault, verbal abuse of staff, vandalism, use of illegal items or substances, breaching e-safety guidelines, non-cooperation with school policies/procedures (list is not exhaustive).

Suspension means students are stopped from coming to school for 1 to 5 days:

- agencies outside of school are informed
- parents accompany student on return to school
- student placed on Daily Report for 5 school days, unless already on the Code of Practice or already on daily report.

A period of suspension may be extended. Acceptable reasons for extending suspension could potentially include:

- where, in the reasonable opinion of the Principal, the return of the student concerned would pose serious problems in terms of preserving order and discipline within the school;
- where, in the reasonable opinion of the Principal, discussion with psychologists and/or other agencies would be facilitated;
- where a decision to expel the pupil was being considered
- where parents/guardians have without good reason failed to enter into proper and necessary consultations/discussion with the school.

Parents will be notified in writing and invited to come to school to discuss the matter and to reaffirm their support for the school's standards, expectations and rules. Both the parent and the pupil are normally asked to sign an agreement. Failure to co-operate with the school following a suspension may lead to further suspension. In cases where the Principal does not believe that the pupil intends to comply with school expectations upon his/her return, the period of suspension may be extended.

A Risk Assessment/Management Plan may be deemed necessary when a student returns from suspension. It may also mean that students may not be permitted to participate in extracurricular activities during the suspension and/or for a period of time thereafter.

Suspension is a serious sanction which forms part of a pupil's school record and could, in certain circumstances, be referred to in references or other information which is regularly requested by colleges, universities and employers. Suspension is carried out in line with the relevant regulations and is reported to the Education Authority and the Board of Governors.

Expulsion

This may be considered for continued or serious misbehaviour which disrupts the life of the school or which is threatening/harmful to other people. There may be circumstances where it is appropriate to expel a pupil for a first or 'one-off' offence. Expulsion means students are required to find alternative, permanent schooling provision. Expulsions are carried out in line with EA guidelines.

Continuing Professional Development

The need for staff training in Killeel 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.

Monitoring and Reviewing

The policy will be reviewed annually by the Vice-Principal (Pastoral)/Senior Teachers 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.

Links with Other School Policies

Killeel High School's Positive Behaviour Policy should not be viewed in isolation or as a stand-alone document, but should be read in conjunction with the following policies:

- Anti-Bullying
- Safeguarding
- Substance Abuse
- Pastoral Care

- SEN
- Uniform
- Teaching and Learning
- Assessment and Reporting
- Reasonable Force
- Relationships and Sexuality
- Acceptable Use/E-Safety
- Pupil Attendance

Signed: _____ (Chairperson, Board of Governors)

Date: _____