



Rathfriland High School

Positive Behaviour Policy

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
Statutory		August 2021		August 24	R Chalmers

Issued to Staff August 2021

Related Documents

This policy should be read in conjunction with:

1. Addressing Bullying Policy
2. Pastoral Care
3. Child Protection and Safeguarding
4. Relationships and Sexuality Education Policy
5. Acceptable Use of the Internet
6. Special Educational Needs
7. Health and Safety Policy

Policies are available at www.rathfrilandhigh.co.uk or from the school upon request

Introduction

It is the aim of Rathfriland High School to provide a safe, secure and supportive environment where mutual respect and success is both valued and celebrated. Appropriate pupil behaviour is essential in the creation of such an environment and this positive behaviour is best developed through the use of praise, encouragement and incentives. Likewise, there is also a recognition that some behaviours are not acceptable as they may threaten the learning and safety of both the individual concerned and others. In such a case, certain agreed sanctions are necessary.

Consultation

In drawing up this Positive Behaviour Policy the following were consulted between August 2020 and September 2021 using online questionnaires, focus groups, Pastoral classes and dedicated assemblies.

- Governors
- Staff – teaching and non-teaching
- Pupils
- Parents

Our Ethos and Mission

In order to achieve the school aims:

- To enable each pupil to develop his or her potential to the full – mentally, intellectually, emotionally, physically, morally and socially, thus equipping each pupil to contribute fully to the community in which he or she lives;
- To enhance pupils' self-esteem, self-discipline and self-confidence, thus encouraging them to take responsibility for themselves and their activities;
- To motivate pupils and make learning a worthwhile and enjoyable experience;
- To encourage life-long learning;
- To promote tolerance of the views and opinions of others and to be aware of other people's needs and be positive contributors to the community;
- To encourage

it is essential that staff and pupils at Rathfriland High School work to an agreed set of standards. The school strives to create an ethos that recognises and celebrates the achievement of those standards and which identifies the consequences of failure to work towards them. This policy details the rewards and consequences used to create the conditions in which effective learning and teaching can take place, in an atmosphere of mutual respect. This approach is grounded in the mission of the school and provides a broad framework which details our expectations, values, effective learning habits, rights and positive behaviours.

Our School Mission Statement

To instil, through the teaching and learning within the school, the pursuit and realisation of excellence alongside values, attitudes and beliefs which foster self growth, self confidence and an appreciation of cultural identity coupled with an understanding and acceptance of diversity.

Policy Statement and Aims:

Rathfriland high School is committed to ensuring that our students develop the knowledge, understanding and skills to be successful. We believe that any one who is to reach their potential must strive for self growth and develop self discipline and self confidence.

Learning habits provide a framework to ensure our core values are embedded within our daily practice and routines. We fully believe that verbal praise can be very powerful in developing a happy and purposeful school environment.

Positive behaviour should be maintained, as far as is possible, with the minimum of tension. Responsibility for maintaining good standards lies with each member of staff. Teachers are expected to correct inappropriate behaviour or breaches of regulations wherever they occur and not just in their own classrooms. Without the active interest and participation of every member of staff it is impossible to achieve the desired results.

We aim:

- To have the highest expectations of student behaviour to maximise their opportunity to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create a safe environment in which students are enabled to become mature, self - disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.
- To give all our pupils the opportunity to have their voices heard.

This policy applies to all students whilst they are in school, travelling to and from school, in school uniform, attending the Southern Regional College or other Banbridge Area Learning Community schools, in businesses associated with Rathfriland High School work experience programmes and whilst participating in activities or events organised by or associated with the school. Uniform rules may be relaxed at the school's discretion; students will be informed prior to the event.

The School has developed a summary of our expectations, rules, learning habits, positive behaviours, rights and rewards. This is known as 'The Rathfriland High School Way'. It is an easily referenced and understood summary of this policy and sets out 'the way we do things'.

The Rathfriland High School Way

Our Values

Respect
Trust
High Expectations
Safety
Inclusivity
Tolerance

Our Rewards / Recognitions

Praise
Achievement points
Prize Night Recognition
Certificates
Website Recognition
Merits System
Student Council

Our Rules

1. Be Safe
2. Be Respectful
3. Be Prepared



Our Rights

1. To learn and teach without unnecessary interruption
2. To be safe
3. To be heard

Our Learning Habits

Punctuality and attendance
Respectful attitude
On-task behaviour
Tidy appearance
Meet deadlines
Correct equipment

Our Positive Behaviours

Exceptional class work
Good or improved effort
Improved behaviour
Participation in class
Success in assessments
Assisting Staff
Helping out at school events
Extracurricular activities



Positive Behaviour for Learning Procedures

Be Safe

Be Respectful

Be Prepared

REVIEW

4-6 WEEKS

Education other than at School (EOTAS)
Referral written by Vice Principal,
Parents informed. Panel Decision
confirmed

*The Principal and Board of Governors reserve the
right to consider and recommend expulsion from
the school when other procedures have been
exhausted or in exceptional circumstances.*

RISK REDUCTION ACTION PLAN

Meeting with parent / pupil/ Year Tutor / Vice
Principal / Principal
All staff informed and link document attached to
SIMS

Referral for EA Behaviour Support / External Agencies

Completed by SENCO / VP
Parents / Pupil / Year Tutor informed

Individual Behaviour Plan (Cycle 2)

Completed and reviewed by SENCO / Year Tutor
with parent / pupil as appropriate. Staff informed
and document attached as linked document in
SIMS

Individual Behaviour Plan (Cycle 1)

Completed and reviewed by SENCO / Year Tutor
with parent / pupil as appropriate. Staff informed
and document attached as linked document in
SIMS

Positive Behaviour for Learning Report (Cycle 2)

Completed and reviewed by SENCO / Year Tutor
with parent / pupil as appropriate. Staff informed
and document attached as linked document in
SIMS

Positive Behaviour for Learning Report (Cycle 1)

Completed and reviewed by SENCO / Year Tutor
with parent / pupil as appropriate. Staff informed
and document attached as linked document in
SIMS

Concern expressed regarding behaviour and progress

Parents informed via behaviour incidents on
SIMS, pupil spoken to by Year Tutor / parents
informed directly by Year Tutor

REVIEW

4-6 weeks

REVIEW

4-6 weeks

REVIEW

4-6 weeks

REVIEW

4-6 weeks

REVIEW

4-6 weeks

REVIEW

4-6 weeks

RISK ASSESSMENT (VICE PRINCIPAL / YEAR TUTOR / SENCO)

Multi-disciplinary meetings with
relevant staff
(VP/SENCo/CAMHS/Social
Services/Special Ed/ Educational
Psychology/Behaviour Support Team
as appropriate)

Our Statement of Principles

The 'Rathfriland High School Way' should be clearly set out in the Positive Behaviour Policy and displayed around the school and included in the 'Pupil Planner'.

Governors expect these rules to be consistently applied by all staff.

Consequences for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.

We strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.

It is recognised that the use of rewards and consequences must have regard to the individual situation and the individual pupil and the Principal is expected to use his discretion in their use. Consequences should however be applied fairly, consistently, proportionally and reasonably, considering special educational needs and disabilities (SEND) and the needs of vulnerable children.

The teaching and non-teaching staff in this school aim to provide a caring, friendly and safe environment for all of our children so they may learn in a relaxed and secure atmosphere.

The children are valued and are encouraged to be polite and courteous to each other and work and play together in a friendly and cooperative manner.

To develop socially acceptable skills in all children based on the assumption that we should treat others how we wish to be treated ourselves.

The family atmosphere within this small school encourages older children to have due regard for the younger children. We feel this atmosphere is based on harmonious relationships between the teaching staff, the children and all adults within the school.

The children are encouraged throughout the school to become increasingly independent and responsible for their own behaviour. Acceptable social behaviour is encouraged for the benefit of the children, parents and staff.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

The Positive Behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

Children with special educational, physical or mental health needs, and looked

after children (LAC) can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need.

Pupils should act as appropriate ambassadors for the school on, for example school trips, work placements, sports events, and journeys to and from school. Action will be taken to reduce the risk of poor behaviour occurring.

Children should be encouraged to respect environment/surroundings.

All members of the school community should understand and accept the principles on which the behaviour policy is grounded.

Our Values

As a school, we believe that all children, parents / carers and staff should work together to create an environment which builds social, emotional and physical wellbeing for all. At the heart of our approach are our 6 core values decided by all stake holders. They have shaped our mission statement and school aims.

1. **Respect - Due regard for the feelings, wishes and rights of everyone.**
2. **Trust - Confidence among all that we show honesty and integrity in everything we do.**
3. **High Expectations - Those who are expected to learn more or do better, generally do.**
4. **Safety - Relative freedom from danger, risk, or threat of harm, injury, or loss to person and/or property, whether caused deliberately or by accident.**
5. **Inclusivity - We value diversity and allow opportunities for people (both with and without disabilities) to have meaningful relationships.**
6. **Tolerance – We understand and respect that others may be different in appearance, ability, attitude and opinions.**

Our approach sets clear boundaries about what is acceptable and expected based on our 3 underpinning rights:

Our Rights

1. **To learn and teach without unnecessary interruption**
2. **To be safe**
3. **To be heard**

This inclusive policy takes into consideration the needs of all children and allows for reasonable adjustments to be made based on individual specific needs.

Our Learning Habits

Punctuality and Attendance

In order to reach their full potential students should attend school every day of the academic year and arrive to school punctually (unless they are unable to do so through illness or other exceptional circumstances). This means arriving by 8.30am for registration/assembly. Students should also ensure they arrive promptly for the start of each lesson.

Students who arrive late for school should sign in at reception. Anything less than 95% is not acceptable and the school would expect this only to be the case for students with serious medical issues. If students are ill, then parents/carers must contact the school on the morning of each day of absence. Written confirmation of absence should be given to the Form Tutor within 5 days of the pupil's return. Any planned absence should be requested in writing to the Principal. Parents are requested not to arrange family holidays during term time

Respectful Attitude

Students should exhibit a respectful attitude to other pupils, staff and visitors at all times. We know it is important that students learn self-discipline.

If a student feels unfairly treated, they may discuss this with their Year Tutor at an appropriate time. A disrespectful attitude towards a teacher or other member of staff may lead to a behaviour point on SIMS or another consequence.

On-Task Behaviour

In order to reach their full potential students must, listen carefully in class and fully engage in all class activities to the best of their ability. Sometimes, it will be difficult for students to remain on task, but we will remind them that they learn best when they are concentrating and engage with the learning process. When a student is not on task it can mean that the learning of others students is disrupted and the teacher is unable to teach what they have planned. We expect all students to be attentive. Pupils who cause low-level disruption in the classroom may receive a behaviour point on SIMS or another consequence.

Tidy Appearance

Students should wear their uniform in line with the 'Uniform Code of Conduct' and school uniform list. It is important that our students take pride in themselves and in our school. It is important all members of our school are treated fairly. Students not following the uniform code of conduct will be made aware of the aspect of their uniform or appearance which is unacceptable and expected to correct this. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some do not. No headphones are permitted unless authorised for a class-based activity. Students should not be wearing outdoor clothing or hoodies around the school. Further details around specific uniform expectations can be found in the 'Uniform Code of Conduct'.

Meet Deadlines

In order to reach their full potential students must complete homework on time; completing work outside of lessons is very important to consolidate learning and prepare for future classes. It also helps students to develop their organisational skills and develop the ability to work independently. Deadlines must be met with work that is done to the best of their ability. Students who fail to meet a deadline will be given the opportunity to complete this work at a time agreed with the teacher and parent if applicable. Failure to bring the homework in at that point will result in a behaviour point on SIMS and another consequence.

Correct Equipment

In order to reach their full potential students should always bring the right equipment to school, for their lessons, each day. We wish to develop our students' organisational skills for success in future life. We will endeavour to provide additional equipment for pupils in exceptional circumstances in order that they can access their learning.

Recent years have seen a huge increase in the problems posed for schools through the inappropriate use of mobile phones. Inappropriate messages and images can be shared quickly and lead to seriously disruptive or bullying behaviour in school. As at home, the distraction caused by receiving a text, alert or call can have a negative impact on your child's learning, the learning of others in the class and the ability of the teacher to deliver the lesson.

Consequently, mobile phones are not to be switched on or seen in school from 8.30am to 2.45pm.

We would strongly recommend students do not bring a mobile phone into school. If parents want their child to bring a phone to school for safety reasons, they must be switched off and kept in their inside pocket, even phones on silent can prove a distraction when they vibrate and the temptation for children to check their phone can prove too much.

We cannot accept any responsibility for lost, damaged or stolen possessions.

If a teacher finds a pupil with a phone in school, the phone will be confiscated, labelled with the pupil's name, and sent to the office. The pupil may collect the phone at home time. If a student repeatedly uses their phone in school and has had it removed several times we will ask a parent to collect their phone from the office at the end of school.

Contacting a parent for any reason is not a valid reason for having a mobile phone out. This call can be made, if urgent, by the office staff.

Please be aware, if a pupil takes a mobile phone into an external examination room (whether they have used it or not) they will have broken the rules associated with examinations and therefore they will not receive a grade in this examination. This practice exists across all external examination boards.

The successful implementation of this policy depends on full participation. Every member of the school community has a responsibility to ensure positive behaviour.

Responsibilities of Students:

- To be prepared to listen and learn
- To control his/her own behaviour
- To let others, work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school
- To make their best effort to understand and accept differences and the individuality of everyone and to be tolerant of others when their appearance, preferences or opinions differ from yours.
- To work to the best of their ability
- To wear full school uniform
- To follow school rules

Responsibilities of Teaching Staff

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity.
- To provide an environment in which students can learn.
- To teach positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating pupils with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register pupils in every lesson on the SIMS system.
- To support the school's positive behaviour and SEN policy, in particular the referral system in line with the school's pastoral care structure
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen.

Responsibilities of Heads of Department and Subject Leaders

- To ensure that departmental schemes of work include activities designed to suit different learning styles and cater for any additional needs
- To ensure/co-ordinate a positive learning environment within the department for both staff and students.
- To ensure that the school's policies are consistently implemented, in particular the referral system through the pastoral structure.
- To ensure that there is a climate of reward and praise within the department which outweighs consequences.
- To monitor the attendance, behaviour and learning of pupils within the department.
- To agree and implement consistently, ways of entering and leaving the departmental classroom and areas
- To monitor the work set by absent colleagues and to liaise. With supply teachers, and at some point during, each lesson taught by a cover/supply teacher whenever practically possible

Responsibilities of Year Tutors

- To teach interpersonal skills by promoting positive, supportive relationships within the Year
 - To be aware of lateness and absence. To inform parents of poor attendance in line with our Attendance Policy.
 - To maintain positive communications between home and school and liaise with outside agencies regarding pupil needs.
 - To do all possible to ensure correct uniform and appropriate self-presentation.
 - To provide guidance and assistance to individuals as necessary.
 - To support the school's Positive Behaviour Policy.
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- To support individual pupils by:
tracking the pupil's behaviour/achievements through the SIMS system, recognising good behaviour and making early interventions when behaviour is unacceptable.

meeting with parents and pupils to solve problems which interfere with their learning and that of others or disrupt the ability of teachers to deliver lessons.

monitoring pupil attendance and punctuality

consistently implementing, upholding and supporting the school's Pastoral Care, Positive Behaviour and SEN policy.

Responsibilities of SEN Classroom Assistants

- To support SEN students within the classroom
- To support specific departments
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students
- To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh consequences.
- To consistently implement the school's SEN, Pastoral Care and Positive Behaviour Policy

Responsibilities of the Senior Leadership Team:

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented.
- To ensure that good practice is both developed and shared.
- To ensure that the school regularly communicates with parents, carers and governors.
- To provide a visible and dependable support to staff throughout the day.
- To ensure a curriculum is in place which motivates the disaffected.

Responsibilities of the Board of Governors

- To monitor the effectiveness of the school's Positive Behaviour Policy
- To support the Principal and SLT in the monitoring of attendance and exclusions of different groups of students

Responsibilities of Parents / Guardians

- To ensure their child's regular attendance and punctuality.
- To encourage their child to bring the right equipment and wear full school uniform.
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy.

POSITIVE BEHAVIOUR IN THE CLASSROOM

Staff will endeavour to develop personal strategies for positive behaviour management. This will include preventative and corrective strategies aimed at promoting and sustaining a positive learning environment. Behaviour is based around our 3 school rules:

Our Rules

- **Be Safe**
- **Be respectful**
- **Be prepared**

Positive Behaviour Management Preventative Strategies

- Arrive at class on time.
- Have an aesthetically pleasing and functional classroom.
- Use a seating plan consistently.
- Use clear routines.
- Provide opportunities for pupils to experience success.
- Know your pupils' names.
- Use differentiation.
- Let pupils know what constitutes "finished".
- Give work in small manageable steps.
- Use praise.
- Find out and talk to learners about their lives, hobbies and interests.
- Provide opportunities for expressing emotions.
- Use display to demonstrate that we value our learner's work.
- Use display to reinforce learning.
- Use display for affirming messages.
- Communicate high expectations and sense of pace and challenge positively.
- Enable learners to feel it is ok to make mistakes.
- Give timely feedback, which is constructive, educative and positive.
- Recognise learners doing well and celebrate it with them.

Encourage learners to think and talk about themselves and others positively Examples of rewards include:

1. Positive affirmation by all teachers in the classroom and in extra-curricular activities, including positive reinforcement and encouragement, the regular display of work and marking for improvement
2. Positive and encouraging comments in reports

3. Awards and prizes distributed on Prize Night and on other special occasions
4. Congratulations in Assembly, daily notices and items posted on the school website as well as promotion on the school Facebook page.
5. A rewards system in Years 8-12 which encourages merits
6. Certificates for attendance, academic results and improving academic performance
7. Election of Prefects and members of the School Council.

Teachers may award merits on the SIMS system which will accumulate towards formal rewards. Behaviours which are likely to attract a merit include, but are not limited to:

- Exceptional Class work
- Participation in class
- Good or improved effort
- Improved behaviour
- Formal assessment success
- Going above and beyond
- Peer support
- Assisting staff
- Helping out at school events
- Extracurricular activities

Each teacher will ensure they agree a Classroom Behaviour Management Plan with their classes to establish an effective teaching and learning climate within their classroom. The Plan will include:

1. A class set of values
2. Sets of acceptable and unacceptable behaviours
3. An agreed set of classroom rules and routines
4. An agreed set of rewards and consequences in the classroom

Rewards for Merits: Key Stage 3

The Milestones for merits are:

Bronze: 20	Silver: 40	Gold: 60
Postcard Home	Postcard Home plus one reward card 'cash in.'	Postcard Home & Merit Trip
	<p>Reward card will operate in the following way:</p> <p>On achieving 40 merits a pupil can select ONE of the following options which will operate on a scheduled calendar system:</p> <p>Operational all year:</p> <p>Chocolate bar OR</p> <p>Homework Reprieve (not tracking)</p> <p>Scheduled Rewards Timetable:</p> <p>By the end of January: A movie afternoon.</p> <p>By the end of February: A Special Breakfast</p> <p>Between Easter holiday and End of May: A hot chocolate and treat break.</p>	<p>Attendance on merit trip.</p> <p>Pupils achieving the required amount of merits by the end of Exam Week will be eligible.</p>

Merit System: KS4: The Milestones for merits are:

Bronze: 10	Silver: 20	Gold: 30
Bonus Merits: one from FT and one from YT	Hot chocolate break Or Special Breakfast	Attendance on Merit Trip.
	<p>The rewards for Silver will run during two slots in the second term.</p> <p>Pupils achieving 20 within the 2 time slots allocated in Term 2 can select from one of the above options.</p>	<p>Pupils achieving 30 by the end of Exam Week will be eligible.</p>

Consequences for Inappropriate Behaviour

Consequences may include:

These depend upon the severity of the incident and the individual needs of the students. It is important for this to be the case as there may be specific reasons why a sanction is not appropriate e.g. if there is a Child Protection concern and reasonable adjustments should be made (where appropriate) for SEN students.		
Low Level Type Behaviours May include:	Consequences	Person/s Responsible
Use of bad language Answering back Swinging on chair Out of seat without permission Chewing gum/eating in class Refusing to complete work Low level bullying behaviours	Subject teachers will employ the following: 1: Reminder of the 3 rules 2: Warning about logging the behaviour on SIMS 3: Record on SIMS including ACTION TAKEN.	Subject teacher
	An accumulation of 5 Behaviour Points will result in the Year Tutor meeting with the pupil to discuss behaviours and agree targets. Targets are to be recorded on the Target Setting Grid and stuck into the homework diary. Form Teachers will send a letter home to inform parents that their child has accumulated 5 behaviour points and will provide details of the agreed targets.	Year Tutor
	An accumulation of 8 Behaviour Points will result in a phone call to a parent to explain the seriousness of the persistent infringement of school rules. Review of targets. If the issues are subject specific the Form Teacher will liaise with class teacher who may phone home.	Year Tutor
	An accumulation of 10 Behaviour Points will result in a phone call home to a parent to arrange a meeting with the Year Tutor. The Year Tutor	Year Tutor

	<p>may offer Counselling, help from other external organisations or a review of the school day.</p> <p>Parents will be made aware that further issues may result in the introduction of a Positive Behaviour for Learning Report</p> <p>An accumulation of 13 Behaviour Points may trigger Cycle 1 of the Positive Behaviour for Learning Report</p> <p>(See Positive Behaviour for Learning Procedures for full details of this intervention programme)</p>	
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Mid Level Type Behaviours may include:	Consequences	Person/s Responsible
<p>Poor behaviour travelling to/from school</p> <p>Refusing to comply with instructions/deliberate defiance/disrespect/inappropriate confrontation</p> <p>Truancy</p> <p>Compromising safety</p> <p>Out of bounds</p> <p>Destruction of property</p> <p>Persistent repeated incidences of minor in-disciplines</p> <p>Foul language</p> <p>Misuse of mobile phone</p> <p>Complex bullying behaviours</p>	<p>Recorded directly on SIMS. The teacher may apply one or more of the following to support a change in behaviour:</p> <p>Phone call home</p> <p>Additional learning support after-school/at break-time or lunchtime</p> <p>Follow-up by Year tutor</p> <p>Support</p> <p>After initial interventions the teacher may refer the pupil to the Year Tutor for additional support.</p> <p>If the pupil has accumulated more than 13 points it may trigger Cycle 1 of the Positive Behaviour for Learning Report.</p> <p>Referral to external agencies</p>	<p>Teacher responsible for class or who witnesses incident</p> <p>Year Tutor</p> <p>Vice Principal</p>

High Level Type Behaviours may include:	Consequences	Person/s Responsible
Smoking / Vaping Possession or use of a weapon Fighting/assault Possession of illegal substances Complex/High level Bullying Misuse of technology Persistent repeated instances of minor or mid level behaviour.	Additional Learning Support Risk Assessment Risk Reduction Action Plan Positive Behaviour for Learning Report Individual Behaviour Plan Internal suspension Suspension from School Referral to external agencies: HSCT, Gateway, Social Services Expulsion	Year Tutor Vice Principal Principal Board of Governors / Education Authority

SLT SUPERVISION

SLT supervision of a pupil may take place at any time if judged appropriate e.g. during a period of poor behaviour or a pupil in distress, following an infringement of the school code of conduct or to separate pupils while an investigation is carried out.

Removal from class must be via a phone call or sending another pupil to the general office to request that a member of the Senior Leadership Team goes to the room.

Staff must never send a pupil out of the room or leave them or the class unsupervised.

Internal suspension may be arranged in consultation with parents and at the discretion of the Principal/Vice-Principal.

SUSPENSIONS AND EXPULSIONS

For Suspensions and Expulsions, the school adheres to the Education Authority Policy. When a serious incident has occurred at school, a full investigation will be undertaken. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student while we investigate an incident. When we have completed our investigation parents will be asked to attend the school to discuss the incident.