



BEHAVIOUR POLICY

Contents	Page
1. Mission Statement	2
2. Aims and objectives of the policy	2
3. Acceptable Behaviour	3
4. Students' Individual Needs	3
5. School Rules	3
6. Promoting Positive Behaviour	3
7. Celebrating Success	4
8. Procedure for awarding Achievement points	4
9. Unacceptable Behaviour	5
10. Procedure for recording unacceptable behaviour	5
11. Behavioural Incidents and the merit scheme	6
12. Procedures for dealing with serious disciplinary problems	6
13. Using sanctions	7
14. Detention Policy	8
15. Supporting students whose behaviour needs to improve.	8
Appendix A – School Rules	11
Appendix B – House System Rationale	15
Appendix C – Achievement Types	16
Appendix D – Behaviour Types	17
Appendix E – Staff who deal with different behaviours	18
Appendix F – A Staged Referral Process	19
Appendix G – Detentions in detail	21



BEHAVIOUR POLICY

1. MISSION STATEMENT

Fivemiletown College aims to educate, prepare and inspire all students to achieve their full potential as lifelong learners, thinkers and productive contributors to society. We provide a caring, supportive environment in which each student is encouraged and challenged to develop their strengths, interests and talents.

We believe that all staff will succeed in their teaching through experiencing quality in:

- A stimulating working environment;
- In Service Training (INSET)

We believe a supportive family also helps each child to succeed in education.

2. AIMS and OBJECTIVES

AIMS

- The Behaviour Policy is primarily intended to interpret the Mission Statement in relation to this crucially important aspect of school life. The ethos and values of the school should be clearly reflected in this policy.
- To clearly state the rules of conduct as agreed by the School Community and approved by the Board of Governors.
- To lay out how the school rewards positive behaviour and how the school sanctions behaviour which is in contravention of the school rules and is therefore unacceptable.

OBJECTIVES

- To ensure that Fivemiletown College is a safe environment for all members of the school community.
- To ensure that the behaviour of all members of the school community is respectful to others.
- To promote the benefits of positive behaviour.
- To encourage positive behaviour through
 - i. the modelling and example of staff
 - ii. the use of praise
 - iii. the use of rewards
- When behaviour is unacceptable to ensure that
 - i. procedures are followed accurately
 - ii. sanctions are applied fairly

It is important for all members of the school community to recognise that this policy applies to them equally. A school cannot expect positive behaviour from its pupils if the professionals within it do not themselves model and demonstrate positive behaviour.

The success of this policy depends on the support of parents. The Home/School agreement has evolved through continual refinement and with input from a wide variety of parties and agencies. It is included in the Pupils' School Diary. Parents are required to sign the agreement annually acknowledging the occasional amendments to the school rules.



BEHAVIOUR POLICY

3. ACCEPTABLE STANDARDS OF BEHAVIOUR

Acceptable standards of behaviour are stated in 'The School Rules' (see Appendix A). These are referred to continually by Teachers, Form Teachers, Year Heads and Senior Staff in Assemblies and on other occasions.

Only when all members of the school community abide by 'The School Rules' will the school environment be harmonious, happy, and conducive to the achievement of academic success.

4. STUDENTS' INDIVIDUAL NEEDS

Fivemiletown College recognises the individuality of every pupil and furthermore understands that the staff will need to take into consideration pupils' circumstances when applying the school's behaviour policy.

Such circumstances could include for example:

- FSME pupils
- Minority groups
- Pupils who have English as a second language (EAL)
- Looked after children
- Pupils with Special Education Needs
- School age mothers
- Sick Children

5. SCHOOL RULES

School rules are printed in the Pupil Homework Diary. They outline what is acceptable behaviour during the school day and when representing the school and/or wearing the school uniform.

6. PROMOTING POSITIVE BEHAVIOUR

The House System.

The House system in Fivemiletown College is the basis for much of what we do in Pastoral Care and in promoting positive behaviour. There are three houses, each with their own colour, background story and motto:

- Heads Red
- Brooke Blue
- School Yellow

The rationale for the House system is included in Appendix B.

The Pastoral Structure is based on the House system in conjunction with Form Teachers and Year Heads. Pupils in Year 8 are allocated a House and they then remain in this House throughout their school career.

Three times per week on average pupils attend a form class with their Form Teacher. The Form Teacher is the primary Pastoral Carer.

The pupils are all given a coloured badge to wear corresponding to their House association.

Prefects are chosen from year 14 they are seen as Senior Prefects. A Head Boy, Head Girl and deputies are also chosen.



BEHAVIOUR POLICY

Sixth form Mentors known as 'Buddies' are chosen to mentor KS3 pupils in English and Maths.

The House System in Fivemiletown merges seamlessly with our rewards system. We believe the best way to encourage positive behaviour is to reward pupils who exhibit it.

Well behaved pupils are rewarded with Achievement Points (see Appendix C) for the full range of effort and achievement in all areas of school life and for positive behaviour such as politeness, helpfulness etc. Achievement points are available for a wide range of positive contributions to school life and in this way all pupils have the opportunity to be rewarded and to enjoy success.

These points are awarded to the pupil's individual total and also simultaneously to their House.

Additionally, a teacher may reward a whole class for such things as:

- Good behaviour
- Uniform
- Care of classroom
- Excellent work

7. CELEBRATING SUCCESS

In each House Group a 'pupil of the month' is awarded to the pupil with the most net points. They are praised in House Assemblies and given a prize. House winners are pictured on our achievement board in front foyer of school.

Awards are presented when pupils achieve several threshold of points. Pupils achieving 25 merit points receive a 'bronze' certificate, pupils achieving 50 merit points receive a 'silver' certificate and pupils achieving 75 merit points receive a 'gold' certificate. Prizes/Vouchers are given with certificates

A House Assembly is held once per month. This is led by the House teachers and will include pupils from all year groups accompanied by their House Tutors. The House teachers will highlight the successes of pupils and present Pupil of the Month awards and explain the various house competitions which are running. The competitive aspect of the House assemblies acts as a motivation towards good corporate behaviour is encouraged at this Assembly.

A House Trophy is presented to the House at the end of the Year with the most points from a series of House competitions. The House is also rewarded with a special trip.

8. PROCEDURE FOR AWARDING ACHIEVEMENT POINTS

When a teacher feels a pupil has earned an Achievement point or points:

- The teacher informs the pupil
- The achievement is recorded in SIMS in the pupil's record
- The teacher may write a comment in the pupil's diary for parents to read.

Pupils who achieve full attendance for a month are awarded an Achievement point by the School Attendance Officer.

Achievements may also be acknowledged through a combination of:

- Verbal praise
- Pupils' work being displayed
- Written comments in pupil Homework Diary, exercise books etc.
- The School Newsletter
- Acknowledgements in Assembly



BEHAVIOUR POLICY

9. UNACCEPTABLE BEHAVIOUR

The promotion of Positive Behaviour is the key aim and strategy of this Behaviour Policy. However, it is important to state that unsatisfactory behaviour cannot be tolerated or ignored. This policy lays out clearly the boundaries of acceptable behaviour and the sanctions that may apply when pupils chose to ignore and contravene the school rules.

SIMS provides up to date, comprehensive information on the performance of a pupil in respect of behaviour and achievement. If unsatisfactory behaviour is to be dealt with effectively, staff must use the full range of data available on an incident and on the pupil(s) involved. This helps when deciding on the application of a sanction and also to identify any underlying cause for the behaviour. Remedial work with the pupil to improve his/her behaviour in the future thus has a greater chance of success.

It is critical therefore that unsatisfactory behaviour is accurately and consistently recorded.

10. PROCEDURE FOR RECORDING UNSATISFACTORY BEHAVIOUR

All behavioural incidents must be recorded in SIMS. The incident must be recorded as fully as possible including the 'Status' and 'Action taken'. The language used in recording behavioural incidents must be factual and objective.

Recording behavioural incidents accurately and consistently ensures:

- That any pattern of behaviour is identifiable
- That the Pastoral Team will know when intervention is required, potentially preventing problems from escalating
- That abnormal behaviour can be identified thus enabling underlying factors to be considered and facilitating further appropriate action and support.
- That all the necessary evidence is available at all stages of the disciplinary process including, if necessary, exclusion.

Initially all Behavioural incidents should be recorded in SIMS. Additionally, it is recommended to staff that they use their professional judgment as to whether comments should be recorded in a Pupil's Homework Diary for Parents. Fivemiletown College encourages a high degree of Parental Involvement in pupils' education and the use of the Pupil's Homework Diary as a means of communication with home is encouraged.

A weekly report is available for Form teachers identifying the number and type of Achievements and Behavioural incidents accredited to each pupil during the previous week. This helps the Form teacher maintain an on-going conversation with pupils about their behaviour, work and progress. Year Heads also receive a copy of this report. Weekly attendance and punctuality reports are also available. Monitoring these aspects of pupils' progress on a weekly basis is critical in identifying any problems early.

Year Heads receive a cumulative report for all the Form groups under their care. This lists the number and type of Achievements and Behavioural incidents accredited to each pupil over the course of the year. Attendance and Punctuality reports are also provided. This helps the Year Head identify those pupils whose behaviour has been negative over the longer term and for whom an unacceptable pattern is emerging.

Year Heads meet with Form teachers in Pastoral sub-committees once per month. A variety of reports is reviewed including the aforementioned behaviour and achievement reports, attendance reports and punctuality reports. Communication is also ongoing via email and impromptu meetings. Pupils who have committed a serious Behavioural Incident or who are having difficulties continuously are identified and are monitored closely.



BEHAVIOUR POLICY

Sanctions may or may not be applied at this stage.

The Pastoral Leader will meet once a month with all Year Heads to discuss pastoral issues in school. The SENCO is also part of these meetings and fulfils an important advisory function from an SEN perspective. Also, if the contribution of outside agencies would be beneficial a Multi Agency Support Team (MAST) meeting can also be called. See Appendix E for an overview of the process for dealing with behavioural difficulties and the various stages involved.

11. BEHAVIOURAL INCIDENTS AND THE REWARDS SCHEME

In Fivemiletown College we feel it is important that pupils understand the concept of consequences and how they apply to unacceptable behaviour. This is important preparation for life after school and is a reflection of the rules of society to which we all must defer. When a pupil has committed a behavioural incident, it will be recorded in SIMS. A number of behavioural points are credited to the pupil depending on the type of incident. See Appendix D for the full list of Behavioural types and their associated weightings. The pupil will accumulate behavioural points through any repeated behavioural incidents. These points will be deducted from the pupils Achievement points to give a net total. The same process is followed when calculating a net total for a House. When a pupil's individual net points reach -50 their points will be disregarded in the calculation of points in the House competition and they will, at the discretion of the SLT, be deemed ineligible for any corporate reward given to their house. Pupils whose net points total is a negative integer will be eligible for any House reward only at the discretion of the SLT in consultation with their Year Head.

12. PROCEDURES FOR DEALING WITH SERIOUS DISCIPLINARY PROBLEMS

It is the intention of Fivemiletown College that lessons are well planned, stimulating, taking account of the individual needs of pupils, suitably paced and motivating. Lessons which conform to this aim often prevent unacceptable behaviour from occurring since pupils are engaged, interested and motivated to learn and achieve. Occasionally it is recognised that, despite lessons complying with this aim, pupils' behaviour can deteriorate so that:

1. Learning is impossible
2. Pupils and/or staff are not safe

If this happens staff may either:

1. Move the pupil to a Senior Member of Staff. This can be the Head of Department, Year Head, Vice-Principal or Principal and is done by agreement.

The pupil's Homework Diary should have a comment recorded on it to indicate that they had to be removed from class. They should then be accompanied by a staff member and sent to the Senior Member of Staff (only when the location of the Senior Member of Staff has been clarified).

The teacher sending the student must record the incident on SIMS and discuss the incident with the pupil's Form Teacher and Year Head.

If the pupil refuses to move or if the incident is so serious that moving the pupil is inappropriate, then alternative action can be taken as follows:



BEHAVIOUR POLICY

2. Summoning a member of the Senior Leadership Team.
The teacher should ring the Main Office and request assistance from a Senior Teacher. The relevant Senior Teacher will be contacted and will come to the class. The pupil will be removed from the lesson.

As before, the teacher must record the incident in SIMS.

An incident is considered serious:

1. if a pupil is openly challenging the authority of the teacher with sustained rudeness or other unacceptable behaviour and the teacher is unable to continue with the lesson
2. if the safety of the pupils or teacher/other staff is being threatened.

13. USING SANCTIONS

Under the Scheme of Management for Controlled Schools "It will be the duty of the Principal to determine measures (which may include the making of rules and the measures for enforcing them) ..."

Where a pupil's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the offence.

Guidelines

- No pupil should be humiliated or degraded through the application of a sanction
- Pupils should be clear about the reason for their punishment and what it entails.
- Staff must be confident that they are punishing the guilty party by making every effort to identify individuals and ringleaders. Whole groups should not be punished for the actions of individuals unless there are exceptional circumstances.

Sanctions

A range of sanctions exist, and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanour. Sanctions include:

- Moving a pupil's position in class
- Loss of opportunity to socialise at break (pupils must still be given the opportunity to have a toilet break during this time).
- Withdrawal of other privileges
- Detention. Various detentions are available including
- Break time detention – Monday to Friday at break-time. (Minor Behaviour)
- After school detention – Monday and Thursday afterschool – 3.20pm to 4.30pm. (More serious behaviour)
- Informing Parents
- Referral to the Year Head
- Being placed on monitoring report
- Being placed on full report i.e. with specific behaviour targets
- Isolating pupils by removal from class for a specified period of time (only with the approval of a Principal).
- Drawing up a Pastoral Support Plan.
- Exclusion – temporary or permanent (only with the approval of the Principal). Pupils who have been temporarily excluded will automatically be placed on Report by the Year Head upon return to school for a period not less than one week. For senior pupils this will mean their permission to leave the school premises during the school day is withdrawn.



BEHAVIOUR POLICY

14. DETENTION POLICY

After school detentions

It is a legal requirement that a minimum of 24 hours' notice in writing is given for after school detentions.

Detentions may be set for repeated lateness to school or lessons, for unsatisfactory work or behaviour, or for work or homework not done.

Where After School Detentions are given, Year Heads must record it in SIMS, produce two copies of the standard letter, one given to the pupil by hand and one posted home. It is the student's responsibility to draw to his/her parents' attention the detention time and date.

The date and time of an After School Detention is not negotiable and it is the responsibility of Parents to make suitable transport arrangements for their child and to ensure they are safely escorted home. Two missed after school detentions may result in a suspension. Parents and pupils should note the seriousness of a suspension, likely references to it in future job references the school may be requested to complete and in particular it's position near the end of the behaviour process which may ultimately lead to expulsion.

SUMMARY OF INAPPROPRIATE BEHAVIOUR AND DETENTIONS

Classroom incidents

- Teachers must try at least 3 strategies in their classrooms before contacting the Form Teacher with regard to inappropriate behaviour.
- The following interventions should also be recorded on SIMS.
- Eg Intervention 1 – TALK TO PUPIL (see what problem is)
- Intervention 2 – REMOVE ANY DISTRACTIONS (e.g. moving pupil from peers)
- Intervention 3 – MENTOR PUPIL (e.g. teacher/classroom assistant sitting and working with pupil)
- Break time detention can be given by class teacher after 3 interventions of for a serious breach of school rules during lesson.

Detention @ Break-time –Form Teacher/Subject Teacher

(Monday to Friday at break time)

- Failure to submit homework on 3 occasions
- Arriving to school late on 3 occasions
- Behaviour cause for concern.

After School Detention – Year Head

(2 Days per week - Monday and Thursday 3.20pm to 4.30pm)

- Serious breach of school rules.
- Pupils who occur 3 break time detentions will be place in after school detention.
- Year Heads need to monitor Break Time detentions and make their own professional judgements on afterschool detentions.

After School FRIDAY Detention – Year Head

- Persistent breaking of school rules.

Internal Suspension – Year Head – (Cooperation with parents)



BEHAVIOUR POLICY

An internal suspension will be given to pupils in cooperation with parents to pupils who are persistently breaking school rules.

15. SUPPORTING STUDENTS WHOSE BEHAVIOUR NEEDS TO IMPROVE

As stated previously, at Fivemiletown College we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where Students are having difficulty conforming to the expected standards of behaviour in Fivemiletown College, various strategies may be employed to help them to improve.

Daily Report - Stage 1

Stage 1 – A 'Daily Report' will be given by the form teacher to the pupil to monitor behaviour in all classes. The 'Daily Report' will be taken home to be signed by the parent or guardian and the pupil will return it to his/her form teacher. This strategy will be monitored by the form teacher using a tracking sheet.

Report Diary (Stage2)

Although listed as a sanction, serves the dual purpose of enabling the monitoring Form Teacher and Year Head to keep a check on behaviour and of giving the pupil an instant feedback on satisfactory aspects of behaviour. This is particularly effective because a parental interview will take place before this report is issued. Some students ask to be put on report when they feel their behaviour is slipping. Reports may be

- Monitoring – comments on behaviour recorded by staff OR
- Full – specific SMART targets set by Pastoral Staff, assessed by staff plus comments on behaviour

It is also recognised that the Target Setting process associated with the report card is relevant to academic issues as well as behavioural. Pupils are set realistic, achievable targets in their Report drawn up by the Year Head in the light of a specific incident.

One to one sessions dealing with behavioural issues (anger management etc.) may also be used to help students to develop strategies to improve their behaviour.

Where appropriate, 'time out' may be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher/Mentor.

Where requested counselling is provided by a counselling service.

Pupils at Stage 2 are issued 'Individual Behaviour Plans' and are placed on the schools Special Educational Needs Behaviour Register.

The Pastoral Support Programme (Stage 3)

For those Students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of school altogether, a Pastoral Support Programme (PSP) will be organised which may involve external services in a MAST meeting.

The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the pupil to achieve along with restrictions which may be required to ensure compliance with school rules.

It will be agreed with parents as a result of a meeting with them to which an external agency may be invited.



BEHAVIOUR POLICY

This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies such as the Behaviour Support Team at EA, Educational Welfare, the Educational Psychological Service, Social Services, CAMHS etc. may be involved as appropriate.

In drawing up the plan Fivemiletown College will, in discussion with others:

- consider offering specialist support and counselling
- review any learning difficulties and put in place a remedial programme where necessary
- consider changes of sets or class
- consider disapplying the National Curriculum
- consider with agreement of the pupil's parents, a managed move to alternative provision. (This has the benefits of keeping the pupil in education whilst removing the difficulties associated with the school environment and avoiding permanent exclusion).

The programme should have an automatic time limit, be monitored throughout and should be properly reviewed half way through its duration.



BEHAVIOUR POLICY

Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- be reduced or removed,
- may be continued for a further period with or without amendments.
- or where there has been no improvement at all there may be a permanent exclusion.

Exclusions

A diagram illustrating the Behaviour Policy process is shown in Appendix E.

The school process for suspensions and expulsions will follow the scheme put in place by the Education Authority and is available on the EA website.



BEHAVIOUR POLICY

Appendix A

SCHOOL RULES

Over the past years we have enjoyed a tradition of being a well-disciplined school where pupils can learn in a safe environment. The school diary highlights the underlying disposition from which all the other school rules and procedures flow – i.e. showing respect for self, others and property. If this disposition is cultivated, nourished and valued then we believe the individual, the school, the home and the wider community will benefit.

It is to this end that the school rules and procedures have been agreed:

- To create harmony between pupils, parents/carers/school;
- To encourage learning for life and work;
- To guide pupils as they strive for independent living in a shared world;
- To promote self-discipline.

School Rules

From the basic school rule i.e. showing respect, 6 other rules flow:

1. Be respectful to yourself, others and school property.
2. Be punctual and attend regularly.
3. Adhere to the school dress code. Wear appropriate uniform.
4. You are only permitted to wear school badges on uniform.
5. Work to the best of your ability, complete your homework on time and meet deadlines.
6. Take responsibility for your own learning, organisation and discipline.
7. Follow school procedures.
8. Only one pair of earrings is allowed to be worn. No nose, eyebrow or tongue piercing are permitted
9. No fizzy drinks are allowed in school.
10. Mobile phones cannot be used during the course of the school day. If a pupil is seen using a mobile phone it will be removed and a parent will collect it from the main office at the end of the school day.

A number of school procedures have also been agreed to enable our large community of individuals to function in a harmonious manner and to foster a productive learning environment.

Procedures fostering Good Manners and Behaviour

Pupils will:

- Use good manners and behaviour at all times.
- Stand, under the direction of the teacher, when a visitor or the Headmaster enters the room.
- Use greetings and address adults appropriately.
- Address all staff and each other respectfully.
- Eat at break and lunchtime and do not bring chewing gum onto the school premises at any time.
- Hold doors open for others.
- Not smoke or be in the company of other pupils who smoke during the school day, on school trips or whilst travelling to or from school (including the use of an e-cigarette).
- Avoid using foul, inappropriate and blasphemous language.

General School Rules:

Pupils should follow the following procedures:

- Valuables should not be brought to school. Money, pens, PE kit etc. are to be carried by the pupils and never left unattended in school bags, changing rooms or cloakrooms. Money etc. is to be given to the teacher before PE and other practical lessons as instructed.
- Do not borrow other people's property without their permission and never interfere with any property left on



BEHAVIOUR POLICY

the premises if it does not belong to you.

- Chewing of gum is not permitted.



BEHAVIOUR POLICY

Appendix A

Procedures fostering orderly movement

Pupils will:

- Be punctual to school and class. When the bell rings at 8.50 am pupils must move promptly to their form class arriving no later than 8:55am. Pupils arriving to school after 8:55am must report to the General Office to sign in and leave a note from their parent explaining the reason for their lateness. Please note that 'missed the bus', 'heavy traffic' 'slept in' etc. will not be accepted as reasons for lateness.
- Walk quietly through the school on the left hand side of the corridor.
- Line up outside classrooms and enter the classroom in an orderly way on the direction of the teacher, sit down and have their homework diary and other books out ready to begin lessons.
- Leave school bags in Period 4 classroom and collect them promptly at the end of break. Leave school bags in Period 7/8 classrooms before going to lunch and collect them promptly at the appropriate time;
- Obey fire drills.
- Avoid congregating on flights of stairs.
- Enter and leave the school using appropriate entrances and exits.

Procedures fostering safe play

Pupils will:

- Avoid any action which could cause injury or harm to oneself, another person or their property;
- Play games within a year group at break/lunch-time and not engage in any contact sports.

Procedures helping pupil supervision

Pupils will:

- Avoid using the following areas before school, break time, lunchtime and after school until the last bus leaves
- the gym and assembly hall;
- the path to the rear of the school;
- the lane to the rugby pitches; (Bohattan Lane)
- any other areas specified by staff from time to time;
- obtain permission to be out of school from parents and Year head.

Procedures for Lunchtime

Pupils will:

- Eat packed lunches in designated area of canteen;
- Put litter in the appropriate bins;
- Queue in an orderly fashion for the cafeteria;
- Follow the instruction given by lunchtime supervisors.



BEHAVIOUR POLICY

Appendix A

Procedures assisting Child Protection

Pupils will:

- Use the toilet only at break/lunchtime or with a teachers' permission between classes.
- Avoid any form of aggression/bullying behaviour.
- Comply with the internet access policy.

Procedures to be used after Absence

Pupils will:

- Bring a note from their parents explaining their absence. Notes should be given to the Form Teacher on the day of return.
- If pupil is leaving school early a written letter requesting leave of absence from parent must be given to Form Teacher. Parent must then collect pupil from school.

Parents will:

- Contact school office on morning of absence to inform pupils will not be in school.
- Avoid taking holidays during term time.
- Make dental/doctor's appointments for after school hours if possible.

Procedures regarding school uniform and appearance

- Pupils will wear full school uniform.
- Only one pair of ear-rings may be worn with school uniform. The only types allowed are plain gold or silver colour studs. No visible body piercing permitted.
- Necklaces, if worn, must be kept inside the blouse or shirt.
- A watch and one plain ring are the only other jewellery permitted.
- Nail varnish must not be worn.
- Hair must be of conventional style and colour – as determined by the school.
- Girls' skirts should be an appropriate length (approximately 10cm above the knee or longer).
- Girls must wear flat heeled black shoes.
- Outdoor coats should be dark in colour and not worn inside school.
- Only a black V-necked sweater can be worn under the school blazer. No hoddies are allowed to be worn in school during the school day.
- **Pupils are permitted to wear only the school scarf with uniform.**
- All items of uniform and other possessions must be clearly labelled.
- The school has no personal insurance for loss or damage of uniform or personal property.
- During school, non-uniform days or attendance at school organised trips, the school prohibits clothing or other adornments which depicts alcohol or drugs, which has sexual or obscene connotations which advocates violence, which uses offensive language or symbols or which states ethnic, racial, political, religious superiority or identity.

Procedures relating to Possessions

Pupils must:

- Carry a suitable school bag;
- Label all items of clothing and other possessions;
- Not leave valuables in cloakrooms or classrooms;
- Not use slogans or graffiti on possessions;
- Not bring dangerous objects or illegal substances into school;
- Not bring personal electronic equipment into school such as MP3 players, iPods, unless directed by a member of staff for educational purpose;
- Not bring cigarettes, e-cigarettes, matches or lighters to school.



BEHAVIOUR POLICY

- Switch off their mobile phone and store it safely out of sight in a school bag or a locker if available before they enter the school grounds. It must not be taken out and switched on again until after leaving the school grounds at the end of the school day up to and including after school activities. Contravention of this rule will result in the phone being confiscated, placed in the school safe, being returned only in person to the parent of the pupil concerned. An afterschool detention will be automatically issued after two incidents.
- Not bring prohibited drinks or food into school as defined in the Schools Healthy Schools Policy.

Procedures relating to homework

Pupils should:

- Keep an accurate record of homework in their homework diaries/6th Form Planners;
- Complete homework on time;
- Present diaries to parents for signature.

Procedures for Educational Visits

Pupils must:

- Follow the instructions of the teachers organising the visit and be good ambassadors for the school;
- Remain seated, use seat belts if provided, and be well behaved when travelling by minibus or coach;
- Never distract the driver.

Procedures for travelling by Ulster bus/Yellow Board Buses

Pupils must:

- Observe the Code of Conduct as detailed by Ulster bus and EA rules;
- All pupils must be at their bus stop on time.
- Pupils are not permitted to disembark from the bus before reaching the school.
- After disembarking from a bus on the school grounds, pupils must not leave the school grounds.
- At departure time pupils must line up in single file and board the bus in an orderly manner.
- Damage which has been done before boarding should be reported to the driver.
- Damage which has been done by a pupil must be paid for.
- Misbehaviour on buses may result in the withdrawal of a bus pass (Ulster bus) or permission to travel on a Board bus and /or suspension from school.
- Senior pupils are expected to assist in maintaining good order at all times.
- Pupils must always wear a seatbelt. Failure to wear a seatbelt may result (under EA rules) in the pupil having access to transport withdrawn in a temporary or permanent basis.
- Sit on seats at all times;
- Not smoke on the bus;
- Take care not to harm other pupils or adults travelling on bus.

Senior Leadership Reserves the right to revise these procedures when appropriate

Sanctions to be applied in any instance of unacceptable behaviour will be reflective of the type of behaviour displayed but are at the discretion of the Pastoral staff and ultimately the Principal.

Additional COVID Rules

Pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk will be subject to sanctions up to and including exclusion. The contravention of these rules will be treated with the utmost seriousness.

House System – Rationale

A House system has been in place in Fivemiletown College for many years. The house system has evolved over the years and will vary from school to school.

The three houses are named:

- Heads Red
- Brooke Blue -
- School Yellow

Benefits of a house system

- They can instil a sense of belonging.
- They allow pupils to belong to a smaller grouping hopefully preventing children from feeling 'lost' in a large school.
- Inter-house competitions can encourage a positive competitive spirit amongst pupils.
- A wider range of inter house competitions can facilitate inclusion and recognition of pupil achievements across many disciplines.
- A comprehensive House competition incorporating many aspects of school life such as achievements, behaviour, academic attainment, extra-curricular activities etc. can be an effective even powerful motivational tool.

In Fivemiletown College positive behaviour is promoted through the awarding of Achievement Points and negative behaviour penalised through the deduction of Behaviour Points. The aim is to promote and reward positive behaviour and positive contributions to school life thereby promoting a loyalty amongst the pupils for their house and encouraging a spirit of collegiality and ultimately pride for the school as a whole. Pupils should learn the importance of hard work and that this most often leads to worthwhile rewards but in addition a recognition of the importance of friendship, loyalty, cooperation and the benefits of a combined effort should be the greatest reward of all and the most fulfilling throughout their lives.

Pupils are placed in a House Group in year 8. The House Group usually meets with their House Tutors at least once a month during Tuesday House Assembly. House matters can be addressed during this time including the pupils' contribution to the running House total and updates can be given on the performance of individuals, the House Group and the House in general regarding specific issues such as punctuality, academic progress, specific categories of behavioural incidents etc.



BEHAVIOUR POLICY

Appendix C

Achievement Types

Code	Description	Points	Active	Include in Register
AA	Academic Achievement in tests/exams	1	True	No
ACAD	Academic excellence	1	False	No
EXT	Achievement outside school	1	True	No
RES	Assuming a role of responsibility	1	True	No
CUP	Awarded a trophy on Prize Evening	1	True	No
PREFECT	Awarded prefect status	1	True	No
CON	Consistent effort	1	True	No
BEH	Excellent behaviour in college	1	True	No
EE	Excellent Effort	1	True	No
FA	Full Attendance for a month	1	True	No
VIS	Good behaviour on college trip	1	True	No
HST	Helpful to staff	1	True	No
NA	Not Applicable	1	False	No
OTHER	Other	1	True	No



BEHAVIOUR POLICY

Appendix D

Behaviour Types

The screenshot shows the SIMS.net software interface for Five Mile Town College. The main window is titled 'Maintain Behaviour Types' and contains a table with the following data:

Code	Description	Points	Active	Include in Register	Bullying Type
UNI	Inappropriate make-up or uniform	1	True	Yes	No
<NONE>	<None>	1	True	No	No
AP	Assault - Pupil	4	True	No	No
AT	Assault Teacher	4	True	No	No
CHE	Cheeky to teacher	1	True	No	No
CC	Code of Conduct not Completed	1	False	No	No
BUC	Cyber bullying	2	True	No	No
DP	Damage - Property	2	True	No	No
DF	Defiance	1	True	No	No
DR	Disruption	1	False	No	No
DISR	Disruptive Behaviour	1	True	No	No
DB	Disruptive Behaviour(1)	1	False	No	No
EAT	Eating/chewing in class	1	True	No	No
EQ	Equipment	1	False	No	No

The interface also includes a menu bar with 'Save', 'Undo', and 'Print' options, and a toolbar with 'New', 'Open', 'Delete', and 'Register' actions. The Windows taskbar at the bottom shows the time as 12:22 on 13/10/2016.



BEHAVIOUR POLICY

BEHAVIOURS

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

Appendix E

Class Teacher

- Late to lesson
- Lack of equipment
- Eating, chewing, drinking in class
- Wearing inappropriate clothing
- Being noisy / talking
- Failure to follow instructions
- Being un-cooperative
- Interrupting a teacher / shouting out
- Throwing objects in the classroom
- Time wasting / avoiding work
- Using inappropriate language / swearing
- Getting out of seat and walking around
- Failure to complete class work, homework, coursework, etc.
- Writing graffiti in exercise books or on the desks
- Truanting class
- Phone use in class

Form Teacher

- Lack of equipment and school bag
- No Pupil Planner
- Late to school
- Continued truanting of classes
- General appearance: non-compliance of dress code
- Poor behaviour of pupils; before, during and after school in public areas of the school.
- Allegations of bullying
- Disruption of learning in several curriculum areas – more than one departmental report
- Refusal to follow instructions of staff on lunch/break duty and of lunchtime assistants
- Refusal to follow the instructions of the FT
- Disrupting Form Time
- Poor attendance
- Selling goods to other pupils

Head of Pastoral

- Serious verbal abuse of staff and pupils
- Aggressive physical behaviour between pupils
- Unacceptable behaviour to and from school
- On-going disagreements/behaviour issues between pupils
- On-going truancy – truanting pupils may be referred to the EWO
- On-going disruption of learning
- Failure to comply with sanctions or strategies laid down by the HOY
- Persistent absenteeism – Below 85% (With EWO)
- Breach of civil responsibilities

Vice - Principal

- Failure to follow strategies and sanctions laid down by Head of Pastoral
- More serious fight / assault on another pupil
- Drug possession / dealing
- Serious verbal abuse of staff
- Assault on a member of staff
- Persistent breach of civil responsibilities

Head of Department

- Persistent unacceptable behaviour in subject lessons
- Disrupting the education of other students
- Persistent lack of effort
- Verbal abuse of class teacher
- Minor issues in curriculum area
- Persistent Lateness

Head of Year

- Personal issues leading to poor behaviour
- Failure to comply with sanctions / strategies laid down by FT/HOD
- General appearance: Persistent non-compliance of dress code
- Persistent inappropriate language
- Persistent bullying
- Persistent disruption of learning in several subject areas—HOY Report
- Persistent lateness
- Poor attendance between 85-92%
- Persistent poor behaviour in corridors.
- Persistent refusal to hand over mobile phone
- Persistent truancy

Principal

- Failure to follow strategies and sanctions laid down by Vice Principal
- More serious fight / assault on another pupil
- Drug possession / dealing
- More Serious verbal abuse of staff
- Assault on a member of staff
- Persistent breach of civil responsibilities

Key:

HOD - Head of Department
FT- Form Teacher
HOY – Head of Year
HOP- Head of Pastoral Care
EWO – Educational Welfare Officer
BST – Behavioural Support Team



BEHAVIOUR POLICY

A STAGED REFERRAL PROCESS

Appendix F

In ALL CASES STAFF WILL FOLLOW Good Practice Guidelines, SEN Resource File and Northern Ireland Curriculum guidance. At all Levels reports given are recorded on SIMS. SENCO is informed when a pupil reaches Level 2.

Level 1: Daily Report Issued by: Form Teacher

Reasons for:
 Repeated unacceptable behaviour in class
 Repeated lateness to class and/or truancy
 Lack of equipment, insufficient classwork and/or homework

Action:

- Set target(s) and agree time schedule
- Issue report to pupil and inform Form Teacher
- Class teacher to complete report after each lesson (use praise and encouragement)
- Form teacher to sign report daily
- Head of Department to monitor report weekly

If progress is made then pupil is taken off report and informally monitored by Class Teacher
 If poor progress is made after agreed time (max. 3 weeks) then Form Teacher notified and pupil moved to Level 2

Level 2: Target Report (Report Card)
Issued by Year Head

Reasons for:
 Repeated reports of poor behaviour/language inside and/or outside the classroom
 Punctuality/attendance
 Breach of school dress code
 Poor equipment
 Poor effort in numerous lessons
 Bullying

Action:

- Set targets and agree time schedule
- Phone call home by Year Head
- Issue report to pupil and inform Year Head
- Class teacher to complete report after each lesson (use praise and encouragement)
- Year Head to sign report daily
- Year Head to monitor report daily

If progress is made, then pupil is taken off report and informally monitored by Year Head
 If poor progress is made after agreed time (max. 2 weeks) then Year Head notified and pupil moved to Level 3

Level 3: HOY Report Issued by: **HOY/PL**

Reasons for:
 Failure to meet targets set on HOY Report
 Ongoing poor behaviour inside and/or outside the classroom
 Unacceptable behaviour to and from school
 Serious incidents e.g. bullying, assault, breach of civil responsibilities
 On-going truancy

Action:

- Set targets and agree time schedule
- Formal letter sent to parents/guardians
- Parent and pupil meeting with **HOY/PL** and HOY
- Issue report to pupil and inform Principal & SENCO
- Class teacher to complete report after each lesson
- FT to monitor report daily
- HOY to sign report daily
- Referral to BST or other outside agency

If progress is made, then pupil is taken off HOP report and informally monitored by Form Teacher and Year Head
 If poor progress is made after agreed time (max. 3 weeks) then Principal notified and pupil moved to Level 4



BEHAVIOUR POLICY

Level 4: Principal Report/VP/SLT Issued by:
Principal

Reasons for:

Failure to meet targets set on HOP Report
Very serious or violent incidents
Persistent breach of civil responsibilities
Severe bullying incident.



Action:

Set targets and agree time schedule
Formal letter sent to parents/guardians
Parent and pupil meeting with Principal and HOP
Issue report to pupil
External provision.
Parents will be asked to come and remove pupils
from school.

If progress is made, then pupil is taken off Principal report and informally monitored by Year Head
If poor progress is made after agreed time a behaviour contract is signed by Pupil, Parent, HOP and the Principal
In some cases, a fixed term exclusion may be implemented immediately without a Level 4 Report



BEHAVIOUR POLICY

Appendix G

DETENTIONS IN DETAIL:

FORM TEACHER	YEAR HEAD	PASTORAL LEADER
Minor behaviour incidents: Eg talking back, inadequate work, late to class, etc. 1. Identify the problem with student 2. Make the pupil aware of what they have done wrong. 3. Record on SIMS	Monitors progress of each class by printing off SIMS reports weekly for form teachers. Discuss issues with form teachers	Discuss any major issues at Year Head meeting.
3 no homework's recorded on SIMS: <ul style="list-style-type: none"> • Issue a break time detention. 	Failure to attend break time detention with no valid reason: <ul style="list-style-type: none"> • ring home and • Issue an after school detention. 	If not completing homework becomes a big issue Pastoral Leader will bring parents in with pupil for a formal meeting.
Inappropriate behaviour in class: <ul style="list-style-type: none"> • Recorded incident on SIMS by teacher concerned. • Issue a break time detention • Record incident in homework diary for parents to read and sign. 	Persistent inappropriate behaviour: <ul style="list-style-type: none"> • Afterschool detention. Sends letter to parents. • Also records incident in homework diary. • Speaks to parents by telephone. 	If inappropriate behaviour continues follow stages on Positive Behaviour Policy.
Not wearing school uniform correctly on more than 3 occasions: <ul style="list-style-type: none"> • Record on SIMS • Issue break time detention. 	Persistent: <ul style="list-style-type: none"> • Afterschool detention. Sends letter to parents. • Also records incident in homework diary. • Speaks to parents by telephone. 	If not wearing school uniform becomes a big issue Pastoral Leader will bring parents in with pupil for a formal meeting.