

St Dominic's Grammar School



Positive Behaviour and Discipline Policy

Procedure Details

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
		May 2025	January 2025	January 2026	Pastoral Vice Principal

Related Documents

1. Safeguarding and Child Protection Policy
2. Anti-Bullying Policy
3. Student Code of Conduct

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<p style="text-align: center;">St Dominic's Grammar School Positive Behaviour and Discipline Policy September 2019</p>

School Details

St. Dominic's is a Grammar School for Girls situated in Belfast. Founded by the Dominican Order in 1870, it continues to flourish as a centre of educational excellence. The school has a long and proud tradition of providing a first class holistic education for girls.

Mission Statement

St. Dominic's is a community committed to mutual respect where every individual is valued, respected, encouraged and empowered to reach their potential in an atmosphere of love, forgiveness, honesty, openness and optimism.

We are committed to celebrating difference, to promoting equality, self-belief and a culture of confidence where success is celebrated.

We strive to unlock our individual and collective potential and to be prepared to meet the challenges and opportunities of the twenty-first century, reflecting our strong Dominican Ethos.

LINKS TO OTHER POLICIES

"The aim of St Dominic's Child Protection Policy is to help protect all students in our care from harm".

(Child Protection Policy)

"St Dominic's Grammar School sees its role as that of a caring community committed to the safety and well-being of both students and staff. The school wishes to promote the development of the whole person, encompassing physical, mental, emotional, spiritual, moral, social and environmental health." (Drugs Policy)

1.1 INTRODUCTION

This policy is one of a number of inter-related policies concerned with student welfare, including the Child Protection/Safeguarding Policy, the Drugs Policy and Anti-Bullying Policy. The policy also draws upon advice published by relevant bodies and sources including both, DE's '*Together Towards Improvement*' which stipulates that schools should have a 'caring ethos' that creates 'a supportive environment which is conducive to learning' and '*Every School a Good School*' which emphasises the need for the existence of a clear commitment to promoting 'equality of opportunity, high quality learning' and where staff enjoy 'positive relationships with their pupils.'

1.2 RATIONALE

This Policy, revised in consultation with the Board of Governors, staff, a sample of parents and a sample of pupils, aims to promote a positive approach to discipline within St. Dominic's. The Policy outlines a framework within which self-discipline and sound relationships may flourish. Thus, pupils are enabled to sustain positive self-worth and respect for others in a safe, secure and respectful environment.

The contents of this document relate to all pupils and apply when in uniform (including travelling to and from school), during the school day and when participating in school-related educational activities.

Guidelines relating to bullying, drug and substance misuse are set out in separate policies. (*Anti-Bullying Policy* and the *Drugs Policy*)

1.3 AIMS, PRINCIPLES AND VALUES

The school strives for excellence in a caring community; pride is taken in being a community in which each individual is recognised and valued. The school strives to sustain a friendly atmosphere within a culture of strong pastoral care, a climate of concern and trust, and a positive working environment. St Dominic's *Positive Behaviour Policy* is designed to help create a climate in which independent learning and effective teaching can take place, in which all can work in a spirit of mutual respect and where there is proper concern for the individual and the community. The school works in partnership with parents/guardians to ensure that students conform to the school's high expectations of behaviour, its standards and ethos, thereby ensuring a secure, safe and equitable working environment for all.

The aims of the *Positive Behaviour Policy* are to:

- promote positive behaviour and conduct throughout the school community;
- promote self-esteem, self-discipline, proper regard for others and build positive relationships based on mutual respect;
- ensure fairness of treatment for all;
- encourage consistency of response to both positive and negative behaviour;
- create an environment in which our pupils feel safe and secure;
- encourage positive relationships with parents/guardians, involving them as active partners in the implementation of the school's *Positive Behaviour Policy*;
- help pupils to develop independence by taking responsibility for their own behaviour and to distinguish between right and wrong;
- encourage students to take responsibility for their own actions;
- enable students to understand the potential consequences of their actions for themselves and others.

Having taken all of the above into account, pupils will be in a position to develop a set of guidelines to govern their own behaviour.

1.4 RELEVANT PERSONNEL

- the Chairperson of the Board of Governors, Mr Rory Galway;
- the Designated member of the Board of Governors for Child Protection, Mrs Lisa Magennis;
- the Ethos Governors, Mrs Fiona Collins;
- the Principal, Mrs Orla O'Neill, responsible for overseeing general student welfare and the student Code of Conduct;
- the Designated Teacher for Child Protection, Ms Phyllis Mc Nulty and the Deputy Designated Teachers for Child Protection, Ms Aine Braniff and Mrs Joanna Fitzsimons

The SLT, Year Heads, tutors, teachers and support staff support the implementation of the Policy and the rewards and sanctions for both positive and negative behaviour. The Year Heads work closely with the Class Tutors on a daily basis. They inform and remind students about expectations of behaviour, encourage them to manage their own behaviour effectively and to respect the rights of others. They work closely with parents/guardians who have an important role to play in supporting the promotion of good behaviour within school.

The Special Educational Needs Co-ordinator (Mrs M Kennedy) and members of The Learning Support Team assist students with Special Educational Needs.

The Heads of Year are:

Year 8	Mrs J Fitzsimons
Year 9	Ms McNicholl
Year 10	Ms M Smyth
Year 11	Mrs C Cauley
Year 12	Miss Cassidy
Year 13	Mrs B Wilson
Year 14	Miss J Fell

The Heads of School are:	Years 8 and 9	Mrs Fitzsimons
	Years 10 and 11	Ms Braniff
	Year 12	Mr Scott
	Year 13	Mr Mc Ardle
	Year 14	Dr Rainey

The Principal is responsible for:

- overseeing the general welfare and appropriate behaviour of pupils within the school.

Each member of staff has a pastoral responsibility to:

- promote positive behaviour and follow the school's procedures for dealing with inappropriate behaviour.

The Class Tutor has responsibility for:

- informing students about the school's Code of Conduct;
- reinforcing positive behaviour within their Tutor group;
- implementing the Policy and dealing with inappropriate behaviours of the pupils in their tutor group;
- liaising with the Year Head, Head of School and Vice Principal to report any concerns about student behaviour.

The Year Head has responsibility for:

- co-ordinating action by Tutors to reinforce positive behaviour;
- applying rewards and sanctions;
- liaising with and holding meetings with parents to address behavioural concerns;
- informing the Heads of School, Vice Principals and Principal about serious breaches of discipline and outcomes of meetings with students and parents.

The Head of School has responsibility for:

- working closely with Year Heads to ensure the effective implementation of the Policy;
- co-ordinating action by Tutors and Year Heads to reinforce positive behaviour;
- applying rewards and sanctions;
- liaising with and holding meetings with parents to address behavioural concerns;
- informing the Vice Principals and Principal of serious breaches of discipline and outcomes of meetings with students and parents.

The Vice-Principal (Pastoral) has responsibility for:

- working closely with all staff to ensure the effective implementation of the Policy;
- co-ordinating action by staff to reinforce positive behaviour;
- co-ordinating action by teachers when inappropriate behaviours are discovered;
- reviewing and updating the *Positive Behaviour and Discipline Policy* and making it available to parents as appropriate; and
- reporting to the Board of Governors as required.

The Special Educational Needs Co-ordinator and members of the Learning Support Team assist pupils with Special Educational Needs.

1.5 POLICY CONSULTATION

This policy will be revised regularly in consultation with stakeholders. The nature of the consultation process is dynamic and is inclusive of: parental consultations through the website and through Parent Link; student consultations through the Senior Student

Leadership Team, the Student Voice and student questionnaires; staff consultations, awareness-raising and on-going professional development; ratification by the Board of Governors.

1.6 DISSEMINATION OF THE POLICY

The *Positive Behaviour and Discipline Policy* is available to the school community through the school's website and the School App. Copies are also available from the School Office.

SECTION 2: CODE OF CONDUCT

The Code of Conduct acknowledges that behaviour is a shared responsibility. It is based on our philosophy of respect for self and also aims to encourage concern and respect for the welfare of others. The Code emphasises the importance of good relationships based on these values. It aims to encourage students to manage their own

behaviour effectively and to respect the rights of others. This includes valuing the school environment and adhering to school procedures.

It is designed to prepare our pupils for the challenges of the 21st Century, to take their place in society and, in particular, the world of work in which high standards of attendance, punctuality, presentation and conduct are required.

2.1 RESPECT FOR SELF AND FOR OTHERS

Students have a right to:

- be valued as members of the school community;
- access support to deal with academic or pastoral issues;
- be treated fairly, consistently and with respect;
- play an active role in the school community within a clearly defined and fairly administered Code of Conduct.

Students are expected to show respect for ourselves and for others by: -

- Behaving in a polite, dignified and responsible manner;
- Being sincere and honest in everything they say and do;
- Being sensitive to the needs of others;
- Treating all members of staff and fellow pupils with courtesy and respect;
- Rejecting all behaviour that threatens the safety or happiness of others;
- Behaving in a manner which does not bring the school into disrepute. This relates to all pupils when in uniform and includes travelling to and from school;
- Valuing the views of others;
- Treating others as they would like to be treated;
- Following all school rules and deadlines.

2.2 RESPECT FOR THE ENVIRONMENT

Students should create and maintain a pleasant environment by: -

- Taking care of school property, building and grounds;
- Disposing of litter properly;
- Reporting immediately any accidental or deliberate damage.

2.3 PRESENTATION

Students are expected to:

- Take pride in their appearance by wearing the school uniform properly;
- Take pride in good presentation of work.

2.4 E-SAFETY

This policy should be read in conjunction with the school's '*Pupil Acceptable use of ICT*' and '*Staff Acceptable Use of ICT*' policies which outline the management of the students' use of online materials and ICT resources.

Parents and students must be aware that whilst the internet provides children and young people with a wealth of opportunities for their education, communication and entertainment, there are also risks of significant harm through the deliberate behaviour of others online. It is well known that young people are can be exposed to inappropriate content online.

It is estimated that that in school, students access approximately 20% of their total internet usage. This means that young people are accessing the majority of online information beyond the school day. The school has procedures in place to safeguard learners from unlawful, sexual or potentially harmful content on the internet. We also offer information on internet safety and the importance of monitoring internet use at home. Parents also need to monitor internet use at home and encourage their children to report any concerning material they may have access to.

2.5 RECOGNITION OF GOOD BEHAVIOUR

Acknowledgement of good behaviour and achievement is central to the ethos of our school. Every effort will be made to support pupils in our endeavour to promote positive behaviour. The self-esteem of our pupils is enhanced by formal and informal recognition such as the following:

- individual praise;
- positive written comments, for example, in the Student Planner, homework and assessments;
- displaying pupils' work;
- acknowledging a sustained good record of work/behaviour through the Merit Badges which are awarded at the awards ceremonies;
- public recognition- of achievement at year group assemblies;
- in the school magazine;
- via the school website;
- via Social media/ media coverage;
- Certificates
- Via SIMS
- at awards ceremonies in which achievements in all aspects of school life are celebrated;
- Department Postcards;

2.6 PUPIL SUPPORT

Pupils are supported in a number of ways by all members of staff but in particular by the Class Tutor, Year Head and Senior Leadership Team (SLT) link to the year group/Head of School.

- Pupils are acknowledged at the Awards Ceremonies for effort;
- Pupil behaviour and issues surrounding pupil confidence and self-esteem are addressed at assemblies and in pastoral care lessons;
- Year Heads and Class Tutors meet pupils on a regular basis in mentoring periods to assess and commend progress, to set targets and to give relevant advice;
- Pupils who have been identified as vulnerable are also regularly mentored by the Year Head and/or the SLT link attached to each year group;
- Weekly reports on all mentoring are collated by the Year Heads and forwarded to the SLT links and Vice Principal with responsibility for Pupil Development and Support;
- Pupils have access to counselling services;
- Pupils have access to various forms of mentoring including subject mentoring.

2.7 SCHOOL RULES

HEALTH AND SAFETY AND RESPECT FOR THE SCHOOL ENVIRONMENT

In order to ensure the safety of all members of the school community, pupils are asked to observe the following rules and procedures at all times:

Pupils must:

- use the pedestrian gates and the pedestrian crossings when entering and leaving the school grounds;
- remain within the St. Dominic's grounds (St Rose's grounds are out of bounds at all times);
- not interfere with fire alarms, fire extinguishers or other safety equipment;
- not smoke, drink alcohol or engage in substance misuse on school premises, during school activities or in school uniform (see Drugs Policy);
- remain outside a classroom unless a member of staff is present;**
- remain in their assigned seat at lunchtime;
- not mix with other bubbles; (Years 8-10)
- not run inside the school building;
- engage in loud or boisterous behaviour;
- not sit on the floor in any part of the school including the corridors;
- leave rubbish lying around in either the corridors or classrooms;
- line up in a quiet, orderly fashion while waiting for the teacher;**
- remain standing in a line outside classrooms until admitted by the teacher;**

- enter classrooms in an orderly manner;
- keep all passageways free of schoolbags, etc (pupils must not sit on the floor).
- follow the instructions of the teacher at all times;
- not eat in classrooms or corridors at lunchtime;
- not carry hot drinks along corridors;
- not bring scissors into school;
- not drink energy drinks in school or in the school grounds (The drinks will be confiscated and disposed of);
- charge personal mobile devices in school;
- ensure that their presence is recorded if they wish to remain in school after to school hours to use the school's study and ICT facilities;
- abide by the school's Safe Use of the Internet Policy;
- not damage school property; (*Pupils/parents are financially liable for any deliberate damage to school property*).
- Wear a face covering when on the corridors;
- Maintain a safe 2 metre distance from all members of staff;
- Adhere to social distancing around the school.

** The points regarding lining up outside rooms/eating in classrooms are not relevant in 2020-21

Travelling to or from school on public transport or on foot

Pupils are advised at all times to:

- be aware of street traffic;
- be aware of the risk of having property e.g. mobile phones stolen on the way to or from school;
- cross the road at traffic lights or pedestrian crossing only;
- form an orderly queue at the bus stop and wear a face covering whilst queuing;
- stay clear of the bus until it comes to a complete stop;
- board the bus in single file;
- remain seated in the bus and wear a face covering;
- refrain from doing or saying anything hurtful about, or to another pupil;
- report any incidents of inappropriate behaviour to a member of staff;
- remember that chewing gum is banned on the school premises.
- remember that energy drinks are not permitted in school.

To ensure the safety of all pupils:

- Pupils must not bring to school or use items such as tobacco, aerosols, alcohol or illegal substances/drugs. Pupils are forbidden from using, possessing or to be under the influence of intoxicants, stimulants or drugs at any time when in school uniform or participating in activities organised by the school (*cf Drugs Policy*).

APPEARANCE/UNIFORM

All pupils are required to wear the school uniform and to abide by the following rules relating to uniform and general appearance.

- School uniform should be worn during school hours, on the journey to and from school and on other occasions as directed by school staff, such as school trips, and when representing the school;
- The school blazer must be worn to and from school and on the corridors;
- Hair colour must be natural. Unnatural colour and dip dyed hair are unacceptable;
- **Visible body piercings are not permitted;**
- Pupils are not permitted to wear nail polish (they will be given material to remove it on the spot);
- **Pupils are not permitted to wear false nails. In the case of a pupil having false nails, this should be reported to the Year Head and the pupil will be given a maximum of three days to have them removed;**
- **Pupils are not permitted to wear false tan (they will be advised to have it removed by the following day);**
- Only plain black leather or leather look low heel shoes are permitted (**Canvas or trainer-type shoes are not permitted**);
- Only the school or plain black scarf should be worn;
- It is only acceptable for pupils to wear one pair of gold or silver coloured stud earrings. If a student is wearing any unauthorised jewellery visibly (e.g. nose-piercing/ring, multiple studs/ear-rings) she will be asked to remove it/them immediately. Likewise, if a student is wearing more than one earring of any type in one ear, she will be asked to remove them immediately;
- **Failure to follow a member of staff's instruction in relation to removal of unauthorised jewellery or unauthorised uniform items will constitute a serious breach of discipline and result in a parental meeting and automatic detention/suspension if deemed sufficiently serious i.e. Flagrant disrespect;**
- **On the removal of a piercing, or other item of jewellery, the member of staff shall confiscate it and leave it in the main office. The pupil's parent/guardian shall have to collect the item of jewellery;**
- **Repeated infringement of the rules in relation to the wearing of piercings/studs/other jewellery or unauthorised uniform items e.g. Sport's top will lead to suspension;**
- If a pupil attends school with an unacceptable hairstyle (e.g. half-shaved, braiding, dreadlocks etc) or hair colouring (e.g. unnatural colour, dip dyed etc) they will be asked to rectify the situation within three days. Refusal to comply with this request will result in suspension;
- Repeated infringement of rules relating to hairstyle/ colour will also result in suspension – *the school will respect legitimate/valid cultural traditions and practices.*

MOBILE PHONE USAGE

Mobile phones rules are in the interests of the whole school community. The use of mobile phones can seriously impede learning and this is one of the main reasons that pupils are not permitted to activate their phones during the school day or in the school building at any time. The following points must be adhered to in the interests of all.

- **Due to the risk of inappropriate text-messaging and the use of mobile phones to take photographs, with or against, the wishes of the person, mobile phones must be switched off on school premises at all times.**
- **Taking photographs of other pupils while in school uniform either in school or outside school is totally forbidden.**
- **The use of mobile phones to take pupil or staff images is forbidden at all times (except under teacher supervision for the purposes of Media Studies).**
- **Pupils must not upload any photographs of themselves or other pupils in uniform onto any social networking sites.**
- **Pupils may not use their mobile phone to contact a parent/guardian. All contact with home during the school day must be via school staff.**
- **Pupils must keep their mobile phone switched off and in their schoolbag or blazer pocket at all times.**

ATTENDANCE AND PUNCTUALITY

There is a close correlation between good attendance and good academic performance. Additionally, the school is keen to promote self-discipline and also to ensure that pupils are able to develop holistically through participation in the school's extra-curricular provision. Good attendance is crucial to all the aforementioned.

Punctuality

- Pupils should be in school at 8.45am (Assembly Bell rings) and be on time for Registration at 8.50 am;
- Pupils arriving after 8.50 am will be marked "late" by the Class Tutor;
- Pupils arriving after registration has closed must sign the late book in the reception area. Thereafter, the pupil must report to the school office and sign the Late Book;
- **The Class tutor will give detention for 2 lates in one week or 3 lates in one month;**
- Pupils are expected to be punctual at all times throughout the school day.

Attendance

- Parents /guardians will be given notice of the dates of the school terms. Guidance from the Department of Education makes it clear that parents/guardians should not arrange holidays during term time. Consequently, approval will not be given for pupils to be absent from school during the school term to go on holiday;

- Other than emergencies, medical, dental and similar appointments should be arranged outside the school day;
- Parents/guardians must provide an explanation of absence in the Student Planner and this must be presented to the tutor on the first day of return to school. Parents/guardians should also contact the school office to inform the Year Head of a pupil's absence;
- The Year Head will ring home on first day of absence to ascertain the reason for the absence;
- If the Class Tutor does not receive a phone call or written explanation of absence on a pupil's return to school, a note requesting same will be written in the Student Planner;
- If a written explanation is still outstanding a further note will be put in the Homework Planner giving a warning of detention.
- If a pupil is self-isolating due to Covid-19, the school should be informed immediately and the school will provide work.

If,

- Attendance is <95% - The Year Head will send a letter home.
- Attendance is <90% - The Year Head will invite the parent/guardian for an interview.
- Attendance is <85% - Referral to E.W.O

PERSONAL PROPERTY

- Pupils must take responsibility for their own belongings.
- All personal property should be named/labelled.
- Valuable personal property such as i-pads should not be brought into school. The school will not accept responsibility for any loss or damage to such items.
(An exception to this is the Year 13 and 14 students who have signed contracts to bring their own device to school in line with the BYOD policy)

This list illustrative and not exhaustive

2.8 DISCIPLINE

Good discipline is in the interests of the whole school community. It promotes character, respect for others and self. It ensures that the rights of all are respected and creates an environment that allows all to reach their potential. It is the responsibility of each and every member of the school community to ensure that good discipline prevails at all times. Sanctions are not simply punishments but rather aim to instruct and guide the pupil to positive self-discipline and self-respect.

Parents should be confident that their family standards are being upheld by the school and in turn it is necessary for parents to support the school in the implementation of the school's *Positive Behaviour Policy*.

The school recognises that parents and guardians have an invaluable role to play in relation to their children's education and aims always to work in close co-operation with parents.

Breach of the school rules will normally result in the following sanctions.

2.9 SANCTIONS

All staff have a responsibility to ensure that pupils adhere to the school's rules.

Sanctions should:

- be applied as soon after the offence as possible;
- be fair and consistent;
- be proportionate to the offence;
- aim always to keep self-esteem intact.

Sanctions for minor breaches of discipline include:

- a warning and reminder of what is expected;
- a change of seating arrangements;
- a discreet conversation with the pupil at the end of class;
- withdrawal of privilege;
- additional work to complement or reinforce current work (signed by the parent/guardian);
- a note on SIMs.

MINOR BREACHES OF DISCIPLINE

-include the following:

- Lack of effort, attention or application;
- Non-doing of homework (on a one-off occasion);
- Under-achievement in class tests due to lack of effort;
- Forgetting books or materials needed for class;
- Poor punctuality;
- Minor lack of courtesy or respect (on a one-off occasion);
- Boisterous or unruly behaviour (on a one-off occasion);
- Lack of respect for the environment (e.g. dropping litter);
- Being out-of-bounds within the school building;
- Wearing nail polish/false nails (one-off occasion);
- Rolling up skirt;
- Wearing false tan;

- Sitting on the corridor;
- Non-compliance with rules pertaining to correct uniform.

This list is illustrative and not exhaustive

Sanctions for serious breaches of discipline include:

- Detention or if deemed sufficiently serious, suspension;
- Suspension leading to expulsion.

SERIOUS BREACHES OF DISCIPLINE include:

- Persistent failure to bring books or materials needed for class;
- Persistent failure to do homework;
- Persistent poor punctuality;
- Repeated unacceptable conduct including bad manners;
- Repeated lack of effort/ poor work ethic in academic studies;
- Repeated flouting of rules regarding school uniform, jewellery, nails, hairstyle, hair colour and make up;
- Repeated sitting on the floor in the corridors;
- Repeated disruption of other pupils' progress;
- Repeated lack of respect for the environment (e.g. dropping litter);
- Being out of school grounds without the appropriate authorisation;
- Bullying another pupil or member of staff;
- Cyberbullying or inappropriate use of social media;
- Deliberately refusing to follow school regulations surrounding social distancing;
- Refusing to wear a face covering when on the school corridors (unless exempt);
- Deliberately coughing or spitting at another pupil or member of staff and hence putting them at risk from Covid-19;
- **Any behaviour which might be considered socially unacceptable e.g. Shouting out, interrupting when some-one else is speaking, being in any way rude/impolite to peers or staff, speaking over others, laughing at others, name-calling**

This list is illustrative and not exhaustive

Examples of breaches of school discipline which incur detention

- Smoking (Recurrent incidents of smoking will lead to suspension);
- Leaving school without permission;
- Failure to adhere to timetable;
- Forging signatures in the Student Planner;
- Truancy;
- Failure to produce Student Planner on more than two occasions;
- Use of mobile phone on school premises;

- Deliberately refusing to follow school regulations surrounding social distancing;
- Refusing to wear a face covering when on the school corridors (unless exempt);
- Deliberately coughing or spitting at another pupil or member of staff and hence putting them at risk from Covid-19;
- **Any behaviour which might be considered socially unacceptable e.g. Shouting out, interrupting when some-one else is speaking, being in any way rude/impolite to peers or staff, speaking over others.**

This list is illustrative and not exhaustive

Examples of breaches of discipline which incur detention or, if judged sufficiently serious, suspension or suspension leading to expulsion

- Serious lack of courtesy and /or respect;
- Graffiti of a personal and /or hurtful nature;
- Stealing;
- Vandalism / abuse of school property;
- Misuse of a mobile phone;
- Misuse of a mobile-phone, digital camera, recording equipment / video /all other ICT equipment;
- Committing of a criminal offence in school, on school trips or when wearing school uniform;
- **Bullying another pupil or a member of staff;**
- Persistent disruption of other students' learning;
- Deliberately refusing to follow school regulations surrounding social distancing;
- Refusing to wear a face covering when on the school corridors (unless exempt);
- Deliberately coughing or spitting at another pupil or member of staff and hence putting them at risk from Covid-19;
- **Any behaviour which might be considered socially unacceptable e.g. Shouting out, interrupting when some-one else is speaking, being in any way rude/impolite to peers or staff, speaking over others, laughing at others, name-calling.**

This list is illustrative and not exhaustive

Examples of breaches of discipline which automatically incur suspension

- Swearing or abuse of any form; either directly or indirectly at a member of staff or foul language used in response to something a member of staff has said or requested/ excessive insolence to a member of staff;
- Any action which compromises Health and Safety;
- Physical fighting (all parties involved) and verbal or electronic challenges to fight;
- Being in possession of a lighter, drugs or alcohol or an offensive weapon;
- Tampering with fire equipment;

- Failure to respond to a reasonable request made by a member of staff e.g. refusal to remove an item of jewellery/ piercing etc;
- Persistent flouting of school rules regarding school uniform, jewellery, hairstyle, hair colour and make up /failure to respond to request to comply with rules related to hairstyle / hair colour and make-up;
- **Misuse of Social Media/mobile phone to bully, humiliate or intimidate any member of the school community;**
- Persistent serious disruption of other students' learning;
- Persistent bullying of another pupil or member of staff;
- Bringing the school into disrepute.

This list is illustrative and not exhaustive

2.10 MANAGING PUPIL CONDUCT

SUBJECT TEACHER/CLASS TUTOR

1 st offence	Extra work/quiet word/change of seating
2 nd offence	Extra work and note in Homework Planner
3 rd offence	Extra work/note in Homework Planner warning of detention
4 th offence	Detention

PROCEDURE FOR DEALING WITH PUPILS WHO INCUR RECURRENT DETENTIONS WITHIN ONE ACADEMIC YEAR

3 detentions	Interview with Tutor
4 detentions	Interview with parents/Year Head /SLT link/warning of Suspension
5 detentions	Interview with parents/Vice Principal/and Suspension
6 detentions	Interview with Tutor

Detention is held on Fridays

Detention 3.10pm – 4.30pm

Missed Detention

If a pupil misses a detention for no valid reason, she will be placed on a double detention.

If a pupil refuses to complete a detention, parents/guardians will be contacted. Further failure to complete the detention will result in suspension.

All referrals should be made through the appropriate channels and staff. A pupil should not be referred to the next step until all previous action has been exhausted.

2.11 Bullying Incidents

Bullying incidents are dealt with in accordance with the school's *Anti-Bullying Policy* and the school will apply sanctions as considered appropriate by the school in line with the School's Positive Behaviour Policy. Repeated incidents, or one-off incidents which are deemed very serious, will invoke a higher level of response and could incur suspension or suspension leading to expulsion.

Pupils should know and understand that no ICT user is permitted to harass, insult or attack others whilst in school or at home (reference *Policy for Acceptable Use of All ICT (pupils)*).

2.12 FRAMEWORK FOR REFERRAL

- **Initially, the class/subject teacher will deal with a breach of discipline;**
- The Subject Teacher may refer the pupil to the Class Tutor or Head of Department depending on the nature or frequency of the breach of discipline;
- The Class Tutor may refer the pupil to the Year Head;
- Depending on the nature or frequency of the breach of discipline, it may be necessary to refer the pupil to the Head of School/SLT link;
- Discretion will be used in relation to referring the pupil to the Vice-principal or Principal.

Subject Teacher

Academic issues will be dealt with, in the first instance, by the subject teacher. For example:

- breach of safety code;
- failure to produce homework or assessments;
- inappropriate behaviour in class such as inattention, insolence, persistent talking;
- poor punctuality to class;
- matters relating to uniform;
- poor class attendance; and
- poor quality of work.

A record of offences, dates and sanctions will be retained and logged in the Behaviour Management module of the SIMs system. If necessary, appropriate sanctions will be applied in line with school and departmental policies.

Class Tutor

Matters of attitude, if persistent, should be referred to the Class Tutor in the first instance. For example:

- matters relating to uniform;
- persistent failure to produce homework or assessments;
- persistently inappropriate behaviour;
- persistent lateness to or truancy from class;
- persistently poor quality of work; and
- poor attendance.

A record of offences, dates and sanctions will be retained and logged in the Behaviour Management module of the SIMs system. If necessary, appropriate sanctions will be applied by the Class Tutor in line with school policies.

Heads of Department

Persistent problems relating to academic matters should be referred by the subject teacher to the relevant Head of the Department for investigation. The Class Tutor should be informed. For example:

- breach of safety code;
- persistent failure to produce homework or assessments in their subject area;
- persistent inappropriate behaviour such as inattention, insolence, persistent talking; and
- persistent poor quality of work.

A record of offences, dates and sanctions will be retained and logged in the Behaviour Management module of the SIMs system.

Year Heads

Matters of attitude or academic concern which persist after sanctions have been applied by the Class Tutor should be referred to the relevant Head of Year. For example:

- persistent failure to meet uniform regulations;
- missed coursework deadlines in a number of subjects;
- persistent lateness to school or poor attendance;
- missing class;
- persistent lack of discipline in class;
- persistent under-achievement; and
- bullying.

A record of offences, dates and sanctions will be retained and logged in the Behaviour Management module of the SIMs system.

If necessary, appropriate sanctions will be applied by the Year Head in line with school policies. The pastoral system provides a consistent communication channel between school and parents.

The Year Head will contact parents when there are persistent or serious breaches of discipline.

Where deemed necessary, the Year Head should work in liaison with the Head of School. The Head of School should consult with the Vice-Principal as required.

5.5 Vice-Principal(s)

When breaches of discipline are considered to be serious or persistent, or when a pupil is considered to be persistently underachieving and all applied measures have proven to be ineffective, the Year Head will approach the Head of School who will consult with the Vice-Principal. For example:

- in cases of aggressive behaviour, physical threat or attack;
- if it is considered that the school has been brought into disrepute;
- serious or ongoing bullying (in line with the *Positive relationships and Anti-Bullying Policy*);
- false allegations;
- missed coursework deadlines;
- poor attendance or missing class;
- possession of any illegal or banned substance;
- possession of any dangerous instrument e.g. Very sharp scissors
- serious indiscipline or disruption of class;
- serious underachievement;
- suspected theft;
- truancy;
- misuse of social media;
- serious academic problems; and
- all cases where normal sanctions have failed.

A record of offences, dates and sanctions will be retained.

If necessary, appropriate sanctions will be applied by the Vice-Principal in line with school policies.

In all cases, the final point of referral will be from the Vice-Principal and ultimately the Principal in the case of serious misdemeanours. The Principal, in consultation with the Vice-Principal and/or members of the Board of Governors, may apply formal disciplinary procedures.

For more serious offences, the school will follow the policy for Suspensions and Expulsions.

A record of offences, dates and sanctions will be retained. Those with parental responsibility for the pupil will be informed and requested to attend any interview which is required.

SECTION 3: APPENDICES

APPENDIX 1

Initialisms/Glossary

Glossary of terms used:

SLT – Senior Leadership Team

SIMs – Software package used to assist in school administration

SEN – Special Educational Needs

SENCo – Special Educational Needs Coordinator

BYOD – Bring your own device

APPENDIX 2

COVID - Covid has brought about a significant amount of changes in terms of how we live and this pertains to school also. In order to minimise the risk of infection, we are putting in place the following charter. Failure to adhere to the expectations outlined will be considered a serious breach of discipline and will be dealt with accordingly.

Charter for Safe Return to School

Expectations of Students

Expectations of Students

- I am aware of the symptoms of COVID-19: high temperature (37.8C or above); a new/continuous cough or a loss/change of smell/taste and I will inform a member of staff immediately if I feel unwell.
- I am committed to protecting the school community and I will not attend school if any member of my household is displaying any symptoms of COVID-19.
- I will maintain good hand and respiratory hygiene in the school and on school transport.
- I will wear full school uniform each day or school PE uniform on my designated PE day.
- I will adhere to the school rules/procedures, including those specifically related to COVID-19.

School Transport

- I will practise social distancing as much as possible on the journey to and from school.
- I understand that I am expected to wear a face covering on school transport, unless I am exempt for medical reasons. I understand that a face covering is **compulsory** for those aged 13 or over.

On school premises

- On arrival, I will enter the school building through the designated entrance for my year group.
- I will wash my hands thoroughly with soap and water before proceeding to my Tutor Room.
- I will follow the signage at all times.
- I will practise social distancing (1m from other students, 2m from adults) as much as possible.
- I will maintain good hand hygiene and cough/sneeze into a tissue or into the crook of my arm.
- I will dispose of any tissues in a safe manner.
- I will comply with the allocated seating arrangements in each class as directed by staff.
- I will sanitise my workstation at the end of each class as directed by staff.
- I will not share my equipment, resources or food/drink with others.
- During break and lunchtime, I will remain in the designated area for my year group.
- I will not congregate in large groups.
- I agree to follow all instructions as directed and cooperate fully with school staff.

End of school day

- I will use hand sanitiser and put on a face covering before proceeding to the bus area.
- I will practise social distancing as much as possible on the journey home.
- At home, I will wash my hands thoroughly with soap and water and change out of my uniform

Signed _____ Class: _____

