



# St Killian's College

## Positive Behaviour Policy

# St Killian's College Positive Behaviour Policy

## **Aim:**

To help students develop their skills and knowledge to the highest levels and to grow as individuals to become respectful, responsible and honest with a commitment to excellence.

## **The Context:**

If learning and teaching are to take place successfully, it is essential to create circumstances that make it possible for teachers to teach and students to learn. Those circumstances do not happen by accident. This policy attempts to draw on current thinking on how best to create these circumstances and how to deal effectively with difficulties as they arise.

The College believes that discipline in and out of the classroom must be a collective concern of the whole staff. It is the duty of each teacher to accept a share of responsibility for discipline throughout the school and apply a consistent approach so that students know what is expected of them.

The situation at St Killian's College reflects the national picture where the vast majority of our students are well behaved and experience high quality learning and teaching. However, like all schools, a range of discipline problems from low level inappropriate behaviour in classrooms to more disrupted behaviour, from a small percentage of students with more pronounced difficulties, is evident.

## **Principles**

Our Positive Behaviour policy reflects and is informed by:

- Our College Values, Aims and Ethos
- Our Pastoral Care Policy
- Every School A Good School
- Together Towards Improvement
- School Policy on Teaching and Learning.
- Principles of Restorative Practice

Our Positive Behaviour policy will have been successful if it results in:

- Improved achievement for all students
- Improved relationships among teachers and students
- Enhanced awareness and understanding of the importance of the school values among teachers and students
- Young people becoming able to manage their behaviours in all situations.

## Key Influences

Recent documents have identified the following as key influences on the behaviour of youngsters in any school:

- Expectations of the students
- Expectations of all staff
- Expectations of parental support and involvement.

**Each department can make a very significant contribution to the positive behaviour in school by:**

1. Taking an interest in students as individuals
2. Creating a climate of mutual respect between teacher and student
3. Clear expectations
4. Well prepared lessons matching the needs of all students
5. Good classroom management
6. Developing their own teacher-student support policy and procedures.
7. Establishing and displaying a few rules for behaviour in each class.

## Expectations of students

Students should:

1. Be polite and courteous to all staff and students present.
2. Behave in a safe and co-operative manner, supportive of each others learning.
3. Be self-reflective in terms of academic and behavioural progress.
4. Behave in a sensible manner appropriate to the lesson, ensuring they are not disturbing anyone else.
5. Be properly prepared for the lesson by being on time, wearing correct uniform and bringing the correct books, equipment/kit and completed homework when required.

## Expectations of staff

Teachers should:

- Treat all children with respect and understanding.
- Be consistent and fair.
- Record events and incidents into Sims Achievement / Behaviour Manager
- Maintain high, realistic expectations of students.
- Set tasks that enable all students to regularly achieve success.
- Provide a challenging, interesting and relevant curriculum.
- Praise student's achievements as often as possible
- Reward good behaviour in and out of the classroom.
- Enforce the classroom rules.
- Monitor student progress and behaviour liaise with head of department, form teachers, Learning Support Coordinator (LSCO) to find ways to support students.

## Expectations of parents

Parents should:

- Ensure children attend school regularly, on time, in correct uniform and properly equipped.
- Support our guidelines and policies for behaviour and conduct.
- Make the school aware of any concerns or problems that might affect children's progress or behaviour.
- Support children in homework and other opportunities for home learning.
- Attend parent–teacher meetings and discussions on children's progress.

## Promoting Positive Behaviour

At St Killian's College we begin from a starting point that the overwhelming majority of our students behave well. The emphasis is on praise and reward, combined with an examination of how we manage classroom behaviour in individual classrooms and whole school contexts will lead to an enhanced school atmosphere in which the task of teaching and learning becomes naturally easier.

Teachers can promote positive behaviour in the classroom and at whole school level through:

- Verbal praise
- Regular encouragement
- Positive feedback on completed work
- The use of stamps and stickers on form room wall chart
- Displaying Achievement Summary
- Praise in Sims Achievement Manager
- "Top Tanners" awards
- Letters/phone calls of commendation to parents
- Appropriate recommendations for prize giving ceremony

The school can promote positive behaviour with:

- Consistent approaches
- A positive ethos based on the school values
- Allowing appropriate privileges to all students
- Rewarding achievement by celebrating success
- Establishment and encouragement of a proactive student council to be involved with decision making and shaping

## Restorative Practice

Restorative practice works to resolve conflict and repair harm. It encourages those who have caused harm to acknowledge the impact of what they have done and it gives them an opportunity to make reparation. It also offers those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made. Conflict between people is inevitable, but when it occurs, restorative practice can help to restore the balance in a just and fair way. In resolving the harm done it works to prevent it happening again.

Restorative practice is based on four principles:

- **RESPECT** – listening to other opinions and learning to value them
- **RESPONSIBILITY** – taking responsibility for your own actions
- **REPAIR** – discussing how to repair harm
- **RE-INTEGRATION** – working through a process that solves the problem.

Restorative practices involve a set of principles, strategies and skills. The underpinning principles include:

- the importance of fostering social relationships in a school community of mutual engagement
- responsibility and accountability for one's own actions and their impact on others
- respect for other people, their views and feelings
- empathy with the feelings of others affected by own actions
- fairness
- commitment to equitable process
- active involvement of everyone in school with decisions about their own lives
- issues of conflict returned to the participants
- a willingness to create opportunities for reflective change in students and staff.

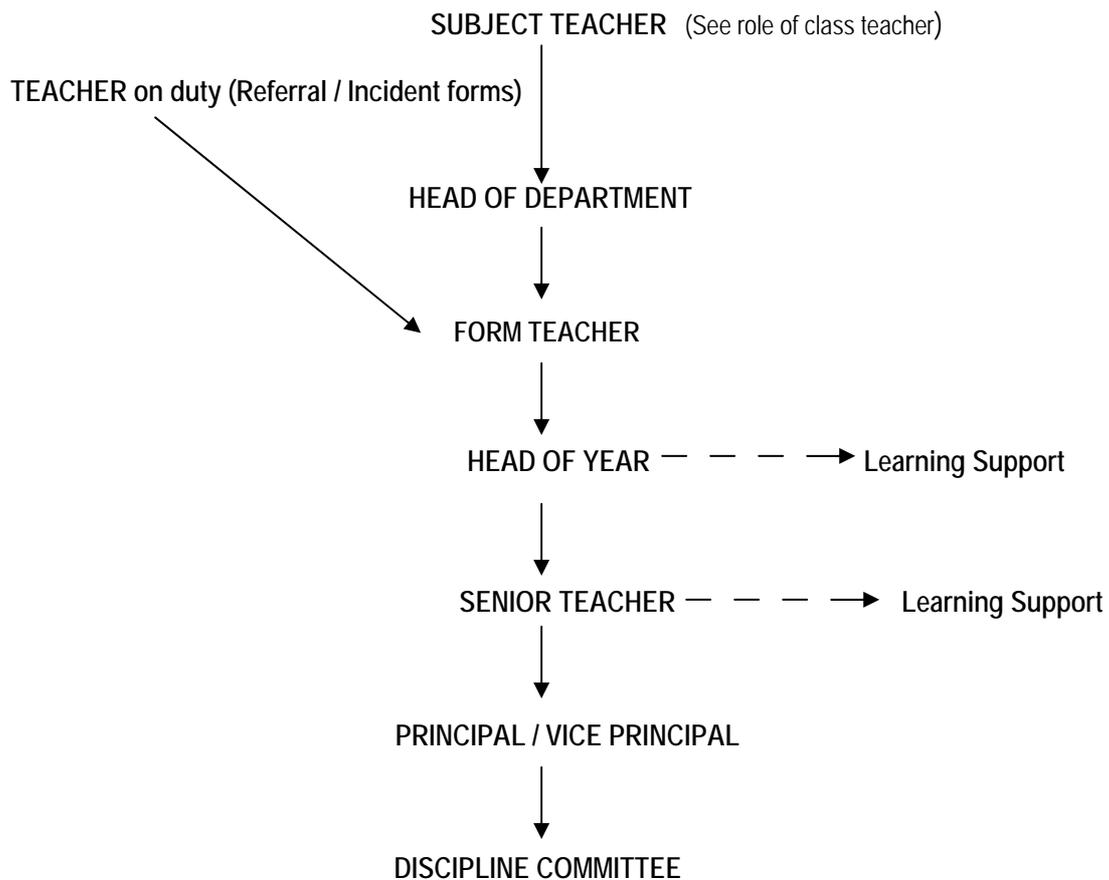
### **In Practice:**

Restorative practices can be seen on a continuum from whole school approaches to those used in more challenging situations or with individual students. They include

- Whole school ethos building
- Curriculum focus on relationship development and conflict resolution
- Restorative language and conversations
- Mediation and peer mediation
- Restorative meetings and conferences
- Management of suspension and reintegration
- The integral part our student council plays in contributing to the ethos of the college.

## STUDENT REFERRAL GUIDELINE

At each of the stages below the student will be asked to reflect on their behaviour and the harm it may have caused. Students will be given time to talk through any issues and to offer explanations. Students will also be given an opportunity to begin to repair the harm and set a constructive path forwards as well as understanding that poor behaviour has consequences. This referral system should be read in conjunction with the Learning Support Policy. The relevant forms must accompany any referrals. These are all in [RM Staff \Positive Behaviour 2011-12\Blank Referral Form](#)



Principal / Vice Principal, Senior Teacher, Form Teacher will meet with Student and Parent/Guardian to discuss issues and seek ways to resolve matters in a constructive manner.

A Positive Behaviour Agreement will be entered into and signed by the student and parent / guardian. The consequences of further poor behaviour will be outlined e.g. withdrawal and suspension etc.

### SUSPENSION

For a period of up to five days and with the approval of the Principal.

The Senior Leader, Head of Year, Form Teacher, parents and student and where appropriate the EWS, Educational Psychologist, Rathmore Behaviour Support Unit or other appropriate professionals will decide on the reinstatement of student or other courses of action.

## Stages in our Positive Behaviour Policy

### Level 1

#### In the classroom

1. The responsibility for student behaviour lies with the student and the relationship with their subject teacher.
2. The skills and the expertise of the subject teacher allows for students' needs to be catered for. Positive behaviour will be rewarded while poor behaviour will be managed.
3. Students must not be sent out of class to stand outside the classroom door.
4. The Sims Achievement / Behaviour Manager will be used to record positive and negative behaviour.

#### Head of Department

1. If additional support is required the head of department will intervene and support the classroom teacher in promoting positive behaviour. At this level a student will be asked to reflect on their behaviour and the impact it has on his/her own education and that of others and how reparation can take place.
2. Strategies will be put in place to manage behaviour so that a constructive working environment is restored. Strategies include: break or lunchtime detention; temporary removal to head of department's or other staff member's room; a subject progress report. If student behaviour improves no further action is needed. Although if no improvement is seen over a two to four week period then the student moves to level 2.
3. Records of outcomes, both positive and negative must be kept securely and referred onto the form teacher.

### Level 2

1. The subject teacher will initiate a **Behaviour Profile**; this involves completing the student details on the Behaviour Profile Template and saving it in the appropriate Year Group folder in RM Staff / Positive Behaviour 2011-12. The form teacher will then be informed.
2. The form teacher will then oversee the Behaviour Profile in order to assess the student's progress/behaviour across the curriculum. This will run for a period of 2 to 4 weeks. The form teacher will monitor and review student progress, based on the strengths and weaknesses identified by subject teachers from the Behaviour Profile.
3. This review should have one of three outcomes:
  - Student remains on level two – where this happens good practice should be shared among departments and subject teachers. The LSCO may wish a 'Record of Concern' to be initiated.
  - Student is removed from level two – the area of concern has been met. A copy of the Behaviour Profile should be maintained in shared and safe area in RM Staff.
  - Student progresses to level three.

### Level 3

1. This is initiated by the head of year using the information gathered from the form teacher, subject teacher and head of department, and other sources such as the behaviour profile, monitoring and evaluation, Sims Achievement Manager etc.
2. The head of year informs the parent and an 'Individual Educational Plan' (I.E.P) 'Individual Behavioural Plan' (I.B.P) is devised in partnership with the student and parents and LSCO. The student will report to the form teacher or head of year through the completion of a daily report (signed by parents) incorporating targets from the I.E.P. or I.B.P.
3. This runs for a maximum of four weeks initially but can be extended.
4. During this time the student will assess their own progress in meeting their targets and positive reinforcement will be used to encourage positive behaviour.
5. Possible sanctions at this point include after school detentions, withdrawal from lesson,
6. A referral may be made for the student to receive further in-school support by LSCO or the school counsellor.

### Level 4

1. If there are still concerns, the student maybe referred to external agencies for additional support although level 3 support through I.E.P.s and I.B.P.s must be maintained.
2. The head of year and senior teacher liaise with the LSCO and in consultation with parents makes referrals where deemed necessary to external agencies: Educational Psychologist; New life Counselling Service; Rathmore Educational Guidance Centre; EWO; CAMHS.
3. At this level reasoned adjustment will be made for students diagnosed with learning/behavioural/emotional difficulties although all students will follow the same disciplinary procedure.
4. Where a student does not require a referral to an outside agency the head of year will refer student to the senior teacher for the key stage. For continued behavioural concerns the head of year makes a referral to the senior teacher for the key stage, attaching all relevant evidence collected. The senior teacher will contact parents and inform them of this and invite them into the college to discuss possible ways forward. Student will be told of the severity of the matter and reminded of possible sanctions which include: internal suspension, restricted timetable. These decisions will be made in consultation with principal and vice-principal.

### Level 5

1. If no tangible improvement is made then **The Discipline Committee**, consisting of 3/4 teachers drawn from principal/vice principal/ senior teacher/head of year/form teacher will meet, parents will be invited into school and the student and parent sign a 'Positive Behaviour Agreement'. The student and parent will be told of further consequences such as suspension if student is in breach of contract.

## APPENDIX 1

### ROLES /RESPONSIBILITIES

#### Class Teacher

The subject teacher must be responsible for the overall discipline in his/her class and also generally throughout the school. He/she has a range of sanctions or courses of action that he/she can apply in a discipline situation.

- Verbal reprimand.
- Record events and incidents, including their own response onto Sims Achievement / Behaviour Manager.
- Use of homework diary for notifying parents of positive and negative feedback.
- Imposition of extra work e.g. additional homework.
- Personal detention, possibly over break.
- Departmental help with difficult students (Temporary isolation in a colleague's class with prior arrangement).
- Inform parents of indiscipline.
- Keep form teacher informed of developments and successes.
- Record misdemeanours and let the student know that a record is being kept.
- The subject teacher may refer students to the head of department/form teacher/year head when he/she feels it necessary or requires help. (The subject teacher should maintain written records of student misdemeanours/achievements available to the form teacher at this stage.)
- Initiating behaviour profile

#### The Head of Department

- Promote quality teaching and learning within the department.
- Monitor the quality of teaching and learning within the department.
- Involve staff in target setting for the raising of standards of student achievements and behaviour.
- To promote the use of a range of teaching strategies that will cater for the differing learning styles of the students.
- To raise the standards of student behaviour and achievement.
- To monitor student behaviour and deal with discipline issues for each student within their subject area as outlined in the college Positive Behaviour Policy.

## The Form Teacher

The form teacher deals with the following:

- Students' attendance at school.
- Permission for early departure from school, signing the parental note, completing the permission slip for retention by the office.
- School uniform. It should be checked every morning at registration.
- Monitoring events and incidents in Sims Achievement / Behaviour Manager.
- General behaviour of the class.
- Referrals from other teachers.
- Contacting parents.
- Preparation and updating of students' reports, which accompany the students throughout years 8-12.
- Monitoring behaviour profile and ensuring it is completed on weekly basis by staff.
- Make referrals to head of year. **Disruption of form teacher's class work should be avoided.**
- Liaising with other members of staff who have discipline or counselling roles e.g. year head/senior teacher for each key stage and the learning support co-ordinator.

The form teacher may refer students to the year head when he/she feels it necessary or requires help. **As far as possible disruption of the year head's class work should be avoided.**

## The Year Head

The role of the year head is to support and reinforce the discipline of the subject/form teacher.

- Provides leadership for their year group and form teachers.
- The year head leads the prayers at assembly on a weekly basis. He/she praises and motivates the year group. Respect for all staff is emphasized. Reminders of school rules are given.
- He/she takes registration when required. Attendance at detention is checked and followed up by the year head. The year head will speak to students who deliberately miss or refuse to attend detention. If necessary, parents will be contacted.
- The year head gives help and support in particular cases on the advice and at the request of the form teacher.
- The year head deals with the behaviour and attitude of individual students who have been referred by the form teacher.
- Monitoring and evaluating events and incidents recorded in Sims Achievement / Behaviour Manager.
- The year head will issue standard letters informing the parents of the continuous breaking of school rules.
- Monitors and reviews Behaviour Profile.

- The year head may call in parents to discuss their child's behaviour.
- The year head will initiate placing students on report and drawing up Action Plans/Targets, this may involve liaising with the college learning support co-ordinator.
- The year head will approach the senior leader with the history of the problem and what has been done so far and with what results.
- The year head will organise appropriate venues and days for each year group.
- The year head will develop and monitor the programme of study for form period.
- The year head will recognise success and improved behaviour.
- To organise and undertake detention at break / lunch time or after school.
- The year head and form teachers should meet formally at least once a month; minutes should be forwarded to the senior leader for that key stage. A watchful eye should be kept for:
  1. A build-up of students who are not coping with academic tasks or disruptive behaviour.
  2. Bullying.
  3. Students who appear not to be coping with school life.

#### **Senior Teacher for each Key Stage**

- Has overall responsibility for discipline in their key stage.
- He/she will lead and support the team of form teachers and year heads in carrying out their pastoral roles.
- He/she will liaise as appropriate with the learning support co-ordinator, external agencies and statutory bodies in the field of child welfare and behaviour.
- He/she will discuss unresolved problems with the vice-principal with a view to further action.
- He/she will assist/lead 'Head of Year Forums' regularly.

#### **Role of Senior Management Team, Senior Teachers and Vice-Principals**

- To draw up guidelines on discipline and the promotion of positive behaviour, discuss with staff and revise as required.
- To ensure that staff, students and parents are aware of school rules.
- To make arrangements for the consistent enforcement of rules by staff.
- To provide a lead to staff in enforcing discipline in corridors and on college grounds.

## Principal

- Suspends students in consultation with vice principals.
- Has over-all responsibility for effective discipline within the school.
- Recommends student for expulsion.

## APPENDIX 2

### ST KILLIAN'S COLLEGE SCHOOL RULES

If you treat those who come to learn at St Killian's with respect and treat the adults who work in the college with respect and expect them to treat you with respect then all concerned will understand the rationale behind our school rules. To be read in conjunction with 'Pastoral Care Policy'.

**Punctuality:** Students are expected to arrive in school for 9.10 a.m. and thereafter punctually to all classes throughout the day. If students arrive late in school they must sign in at the office. At all times students must be in the place designated by the school authorities. While there they are under the authority of the person in charge.

**Uniform:** All students must wear the full school uniform. Students must take pride in their appearance; they must be clean, well groomed and neatly dressed. The school uniform is detailed in the student's homework diary.

**Jewellery/make up:** Students are not permitted to wear nose rings, studs or any other facial piercing; girls may wear one plain stud earring per ear. One plain ring and a watch are also permitted. Make-up, acrylic nails, nail varnish etc are not permitted. Students will be asked to remove make-up and nail varnish. Boys may not wear earrings.

**Hair Cuts:** Students' hair must be neat and tidy at all times. Unconventional hair cuts/colourings e.g. shaven head, braiding, lettering or patterns are not permitted.

**Equipment:** Students are expected to bring to school all the equipment that they require for that day — school bag, pens, pencils, books, PE gear, (clearly labelled with their name). Tippex is not to be used.

**Behaviour:** We treat our school and everyone in it with respect, this high standard of behaviour is expected when travelling to and from school, in fact while in school uniform. Students must adhere to the following five basic rules at all times;

- All students must line up quietly outside their teacher's room.
- Students should come into class quietly, sit down, take out their books and get ready for work.
- Students should put their hand up in class if they wish to speak.
- When someone speaks everyone should listen.
- Students should leave the room in an orderly fashion, row by row.

**Homework:** Homework is designed to reinforce classwork and to extend students learning. All work set by teachers must be noted by the students in their homework diary. Homework must be properly set out, completed and handed in at the correct time. Only a written explanation from a parent excuses failure to prepare and present homework on time.

Continuous and persistent lack of application to study, or poor attendance and misconduct are viewed as serious matters which may result in detention, suspension.

**Out of Bounds:** Students must remain in **easily visible areas** of the college grounds. The following areas are out of bounds:

- Outside the school gate.
- The wall on the coast side of the college, and beyond it.
- The post office (PO) path.
- The grass pitches, unless under the supervision of a member of staff.
- The area around the mobiles.
- The area around the front of the school.

**Corridors:** Students must walk on the left side of the corridor at all times moving quickly and quietly with the rest of the class.

**Toilets:** Toilets may be used in the morning, at break-time, and lunch-time. Permission from a teacher is needed to visit at other times.

**Medical Appointments:** As far as possible all medical/dental appointments should be made outside of school hours.

**Matron:** The matron will be in attendance from 10.00am to 2.00pm each day. Permission from the class teacher must be given before a student may see her. (An accompanying note must be given to the student). No student may absent him/herself from class, study hall or chapel without permission from the teacher in charge.

**Mobile Telephones:** Mobile phones must not be used or visible in school (refer to Mobile Phone Policy).

**iPods/ MP3 players:** These items are not permitted in school, apart from Year 13/14 private study

**Cigarettes, alcohol and drugs:** All of these are banned substances. Illicit drugs are dealt with in the 'School's Drug Policy'.

**SMOKING:** In accordance with legislation, St Killian's College is a non-smoking school. One of the aims of the pastoral care programmes in the school is to promote a positive attitude towards personal health therefore; students are not permitted to smoke on school premises and grounds. Smoking in the school is regarded as a serious offence. If students are in breach of this rule they will be put on detention after school, persistent offences will lead to parents being asked to attend the school and further disciplinary action may be taken.

**ALCOHOL:** Students found to be suffering the after effects of the previous night alcohol consumption will be dealt with as follows;

- The student concerned will be automatically excluded from class and sent to the relevant year head.
- The student's parents will be contacted by the year head, and if possible they will come to collect the student.
- If it is felt necessary the student will visit matron.
- A follow up letter will be sent home in order to alert parents of the seriousness of the incident and to ensure it doesn't happen again.

**Alcohol and drugs on their person/consumed in school:** Students who are found with alcohol/drugs in their possession or having consumed alcohol during the school day will be dealt with as follows;

- The alcohol/drugs will immediately be confiscated and given to the principal or member of the senior leadership team for safe keeping.
- Parents will be contacted immediately by the year head.
- The student will be taken to matron.
- Suspension procedures will be initiated and alcohol / drugs education will be given.
- Repeated offences, the student will be recommended to the board of governors for expulsion.

The school authorities reserve a **Right of Suspension/Expulsion** for any student who, while on the school premises or while in school uniform or representing the school is guilty of:

- Defiance of any member of staff
- Continuous and wilful disobedience
- Disruption of any school activity
- Vulgarity
- Bullying or intimidation
- Wilful damage to school property
- Physical assault on another person
- Theft
- Possession of or taking drugs
- Any other offence judged by the principal or school authorities to be of sufficient gravity
- Misuse of computers, mobile phones, the internet or any other electronic device inside or outside school hours

**NB. Students who have been suspended during key stage 4 may be refused entry into sixth form.**

The school reserves the right to investigate and impose sanctions on students for certain offences which occur outside of school within the context of each individual situation and in liaison with external agencies as required.

**In keeping with the directive from the NEELB, Pupil's Code of Conduct: Acts of Violence against person or property of a member of School Staff.**

If a student engages in an act of violence against the person, or property of a member of the school staff, or to an immediate member of staff's family, at any time whether inside or outside school disciplinary action will be taken against the student which may include consideration of the option to expel. Any sanctions imposed will be subject to consultation with the school board of governors and NEELB. It is expected that parents and students support and co-operate with the school on all of the above matters.

These rules are designed to assist both the staff and the students in the school. It is our intention that these rules are explained to each student at the beginning of each term. A summary of these rules are displayed in each room and the student planner

**NB: ALL MEDICATION:** All medication should be with matron for safekeeping. A letter of consent must accompany **any** medication sent to school giving matron/senior teacher permission to administer the drugs. **No student may give medication to another student; this is an extremely serious issue and could be potentially fatal**

## APPENDIX 3

### Referral Forms

- Behaviour Profile
- Positive Behaviour Agreement
- Bullying Report Form
- Serious Incident Report Form
- Subject / Daily Report



## ST KILLIAN'S COLLEGE

### Positive Behaviour Agreement

I \_\_\_\_\_ understand that my behaviour, attitude and conduct in school have been unacceptable.

I realise that a continuation of my behaviour may result in my suspension from the school.

In an effort to improve this situation, I undertake to:

- Behave in an acceptable fashion in the presence of my teachers and in the company of my fellow students.
- Accept any correction or punishment which is fairly given by my teachers and respond to this in a reasonable and respectful fashion.
- Make a serious effort to improve my school work, both in class and at home, with the aim of achieving the best possible results.

#### **Other Comments**

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Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

St Killian's College  
BULLYING INCIDENT REPORT FORM



Student(s) Name(s) and Form	
Date:	
Details of Incident(s)	
Referred by:	
Referred to:	
Action taken:	
Student Signature:	
Teacher signature:	



## St Killian's College Serious Incident Report Form

Student(s) Name(s)		Date:
Referred by:	Referred to:	Nature of incident:
DETAILS		
Teacher Signature & Date		
Action Taken:		

## St Killian's College Student Referral



Student Name:		Form Class:	Form Teacher:	
Teacher Referring:		Date:	Period / Time of day:	
Details:				
Action taken by teacher:				
Complete: Y / N	Referred to:	Date:	Signed:	
Action taken by Form Teacher:				
Complete: Y / N	Referred to:	Date:	Signed:	
Action taken by Head of Year:				
Complete: Y / N	Referred to:	Date:	Signed:	
Action taken by Senior Teacher:				
Complete: Y / N	Referred to:	Date:	Signed:	
Action taken by VP / Principal:				
Complete: Y / N	Referred to:	Date:	Signed:	
Further Action:				

## APPENDIX 4

### St Killian's College Code of Conduct

# St Killian's College Code of Conduct



**In order to ensure St Killian's is a happy and purposeful school we expect all of our staff and students to share these four principles**

- We believe in giving our best effort in all things at all times and fulfilling our commitments.
- We believe in trying to be a positive influence in all we do and encouraging others to do the same.
- We believe in being courteous, considerate and respectful to others.
- We believe in taking pride in ourselves, in our ideals and in our environment.

## **Attendance and Punctuality**

- Good attendance is the key to success. If you are absent from school bring a note on the day you return to school which states the date of absence and the reason you were not at school. If you are planning to be absent you must let your Form Teacher know.
- Students should never leave school for any reason without written permission from a parent / guardian. Students must sign out at the office.
- Students should arrive at their Form Room or Assembly at 9:10am.
- Arrive at class on time, and with all the books and equipment you need to work in that classroom.

## **In the classroom**

- You are expected to follow all instructions given by the teacher.
- You should concentrate on your own work and be as involved as possible.
- Your behaviour is your responsibility; therefore you must decide to behave in a way which allows you and others to learn.
- Raise your hand to ask or answer a question.

## **Outside the classroom**

- When waiting outside a classroom students must form a single line and wait quietly.
- You are expected to behave properly by showing respect for all the other people who work in school.
- The rule is "Keep Left, Keep Moving, Keep Quiet". Watch how you carry large bags as these can be dangerous in busy corridors.
- Lunch must be eaten in the canteen.

## **The following areas are out of bounds during break and lunch:**

- Outside the school gate.
- The wall on the coast side of the college, and beyond it.
- The post office (PO) path.
- The grass pitches, unless under the supervision of a member of staff.
- The area around the mobiles

## **Outside school**

You are expected to behave in a way that will bring credit to you and to your school. This includes all times when you are wearing your uniform or taking part in a school activity.

## **Appearance**

- Students must take pride in their appearance.
- Wear regulation uniform only.
- Students are not permitted to wear nose rings, studs or other facial / tongue piercing. Girls may wear one plain stud earring and one plain ring.
- Extreme hair cuts / colourings e.g. shaven head, braiding, lettering or patterns are not permitted.
- Lapel badges or emblems are not permitted on school blazers, apart from school sanctioned badges

## **Unacceptable behaviour**

- Use of offensive weapons in school while travelling to and from school or taking part in any school activity.
- Bullying in any form.
- Possession or use of any tobacco / alcohol product and illicit substances.
- Any behaviour which is likely to endanger self / others.

## **BULLYING**

- Do not intimidate, bully, verbally or physically abuse any member of the school community.
- Students must report trouble or bullying to a member of staff immediately.

## **Mobile Phones**

- **Must be switched off and out of sight whilst in school.**

## **Buses**

- Queue in an orderly manner inside the school gates. The same standards of behaviour in school are expected on buses.

## **Homework**

- Homework is designed to reinforce and extend students' learning. This must be completed with thought and care and on time.

## **General**

Students should have permission from the class teacher to leave the room for any reason during class time. Matron will be in school every day from 10:00am to 2:00pm. Permission from the class teacher or teacher on duty must be given before a student may see her.