

# Parkhall Integrated College



## Behaviour for Learning Policy

**Agreed by Board of Governors: April 2025**

**To be reviewed: April 2028**

### Rationale

At Parkhall Integrated College our vision is to provide an inclusive, caring learning environment where we all feel valued and respected and are empowered to reach our full potential. Excellent behaviour is expected at Parkhall Integrated College. All students are expected to be Ready, Respectful and Safe. Positive relationships between all members of our college community are key in promoting a positive behaviour for learning culture.

This Behaviour for Learning Policy seeks to promote the college's values – Achievement, Community, Kindness, Respect and Responsibility - and to reward students displaying these values.

### Consultation

The following groups have been consulted in the adoption of this policy:

- Student Voice
- Parents/Guardians
- Staff
- Board of Governors

### Purposes

Parkhall Integrated College believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our Behaviour for Learning Policy supports our college's vision and values by:

- enabling effective teaching, learning and achievement to take place;
- defining the roles of college staff, students and parents/guardians in promoting positive behaviour;
- fostering self-discipline and self-awareness in students to prepare them to be good citizens;
- promoting mutual respect, respect for others and respect for the college and the property;
- providing guidance on the consistent use of the rewards systems and consequences interventions.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

### Guidelines

#### Rights and Responsibilities

At Parkhall Integrated College we recognise that we all have rights and responsibilities. It is important that the key rights and responsibilities identified below are understood and form the basis of our everyday interactions with each other and the wider community. The DENI document – 'Pastoral Care in Colleges' identifies the rights and responsibilities of stakeholders within the college.

## Students

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• be valued as members of the college community.</li> <li>• get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns.</li> <li>• make mistakes and learn from them.</li> <li>• be treated fairly, consistently and with respect.</li> <li>• be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon.</li> <li>• be taught in a pleasant, well-managed and safe environment.</li> <li>• work and play within clearly defined and fairly administered codes of conduct.</li> <li>• experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.</li> <li>• develop and extend their interests, talents, and abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• come to college on time, with homework done, and suitably equipped for the lessons in the day ahead.</li> <li>• respect the views, rights and property of others, and behave safely in and out of class.</li> <li>• co-operate in class with the teacher and with their peers.</li> <li>• work as hard as they can in class.</li> <li>• conform to the conventions of good behaviour and abide by college rules.</li> <li>• seek help if they do not understand or are in difficulties.</li> </ul>

## Staff

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• work in an environment where common courtesies and social conventions are respected.</li> <li>• express their views and to contribute to policies which they are required to reflect in their work.</li> <li>• a suitable career structure and opportunities for professional development.</li> <li>• support and advice from senior colleagues and external bodies.</li> <li>• adequate and appropriate accommodation and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• behave in a professional manner at all times.</li> <li>• ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked.</li> <li>• show interest and enthusiasm in the work in hand and in their students' learning.</li> <li>• listen to the students, value their contributions and respect their views.</li> <li>• be sympathetic, approachable, and alert to students in difficulty or falling behind identify and seek to meet students' special educational needs through the SEN Code of Practice.</li> <li>• share with the parents any concerns they have about their child's progress or development.</li> <li>• expect high standards and acknowledge effort and achievement.</li> <li>• pursue opportunities for personal and professional development.</li> </ul>

## Parents/guardians

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• a safe, well-managed and stimulating environment for their child's education.</li> <li>• reasonable access to the college, and to have their enquiries and concerns dealt with sympathetically and efficiently.</li> <li>• be informed promptly if their child is ill or has an accident, or if the college has concerns about their child.</li> <li>• be well informed about their child's progress and prospects.</li> <li>• be well informed about college rules and procedures.</li> <li>• a broad, balanced and appropriate curriculum for their child.</li> <li>• be involved in key decisions about their child's education.</li> <li>• a suitably resourced college with adequate and well-maintained accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>• ensure that their child attends college regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead.</li> <li>• be aware of college rules and procedures, and encourage their child to abide by them:</li> <li>• show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home.</li> <li>• act as positive role models for their child in their relationship with the college.</li> <li>• attend planned meetings with teachers and support college functions.</li> <li>• provide the college with all the necessary background information about their child, including telling the college promptly about any concerns they have about college, or any significant change in their child's medical needs or home circumstances.</li> </ul>

### Classrooms for Learning

The classroom is where most of the learning takes place in college, so it must be a safe and orderly environment for every student. A series of learning behaviours have been put forward by students, staff and parents/guardians as being essential for learning to take place. These have been the result of consultation. These learning behaviours are seen as the right of all to an education. If these rights are promoted then students may achieve a number of rewards, however, if students choose to take away the rights of their own or others' education, then they may receive consequences.

### Behaviour for Learning principles - Ready, Respectful and Safe

The Code of Conduct summarises the behaviour expected by the college from the students. The Code of Conduct is supported by a rewards system and consequences interventions.

#### *Be Ready – to learn.*

- Take pride in your uniform and be well equipped for school.
- Keep focused on learning in the classroom so you can achieve the best you can be.

#### *Be Respectful –of ourselves, each other, and our environment.*

- Being kind, helpful and polite in all we do.
- Take responsibility for your own actions and progress.

#### *Be Safe – keep yourself and others safe.*

- Move around the school quietly and responsibly and follow the one-way system .
- Contributing positively to our college and local community

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>College Uniform</li> <li>Full equipment</li> <li>Listening</li> <li>Be on time</li> <li>Participate and learn</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others and expect to be listened to</li> <li>Appropriate language and tone</li> <li>Look after the building, displays and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Be in the right place at the right time</li> <li>No physical contact</li> <li>Stay safe online in and out of school</li> <li>Report any problems to an adult</li> </ul>

## Rewards

Encouragement, praise and rewards are essential parts of the Behaviour for Learning policy at Parkhall Integrated College.

The school will recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Awarding of achievement points
- Communicating praise to parents/guardians
- All staff nominate a 'student of the half-term' and the principal sends a 'Well Done' letter home on this basis.
- Achievements are recognised and celebrated on the college website, noticeboards, assemblies, social networks and the College Awards Evening.
- Reward trips or visits

Achievement points are the way by which we recognise students' successes, and the achievement point categories reflect the 5 values of the college - Achievement, Community, Kindness, Respect and Responsibility. Consistency in the awarding of achievement points is essential if the rewards system is to be effective. All students are allocated 100 points at the beginning of the academic year. College staff record achievement using the MIS system at their own discretion. Staff inform the student when they have input a record of their achievement on the MIS system. Achievement points will then be allocated to the student that is consistent with the achievement description according to our college values. Students can then save up and cash in for the reward of their choice at the end of the academic year. The more points students build up, the greater the reward they can get.

## Consequences

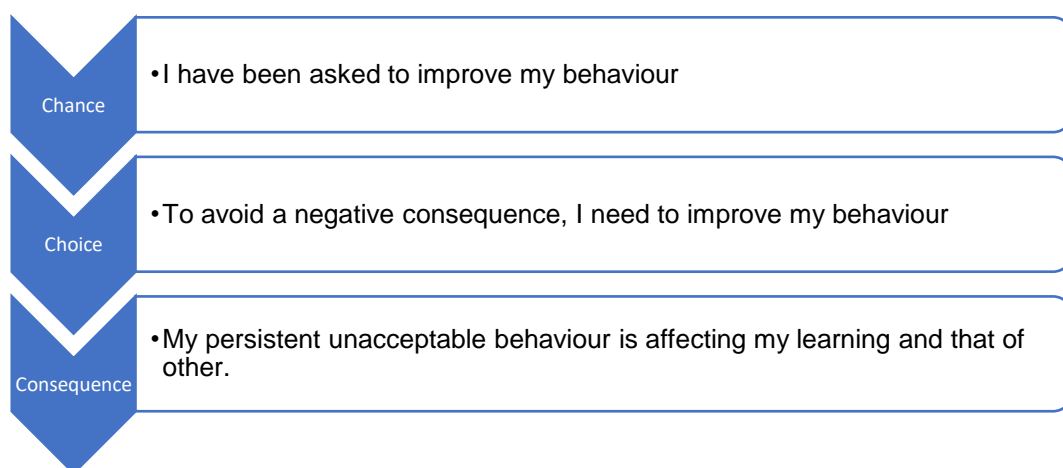
Students, unfortunately, will not always behave in the way we may wish. We will implement the following actions which are two-fold:

- to set an agreed standard of positive behaviour
- to encourage students to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour

A list of common unacceptable behaviours and guidelines for the consequence to be set is given on pages 4 and 5.

- To make the system easy for everyone to understand, we have introduced a set of consequences called C1, C2, C3, C4 and C5 as described below on the next page.

Initially when a student is involved in inappropriate behaviour or behaviours that interfere with their learning or the learning of other students the student should be remind of appropriate behaviour and give a chance to choose to change their behaviour before consequences are issued.



All behaviour incidents above a C1 must be recorded on the MIS system by the relevant staff member. See Appendix 1 Behaviour Management Guidelines for staff for more details. Appropriate language must be always used by any member of staff involved. The central purpose of a consequence is to regulate students' behaviour and to educate our young people on the wider impact of their actions. We will endeavour to ensure all consequences set are appropriate, timely and will be carried out as close to the behavioural incident as possible. To make the system easy for everyone to understand, we have introduced a set of consequences called C1, C2, C3, C4 and C5 as described below:

## Consequence of unacceptable behaviour

<i>If my behaviour and attitude in class is disrupting learning, the following will happen:</i>			<i>How to get my behaviour and attitude back on track:</i>
	<b>Student action within a lesson</b>	<b>Teacher action</b>	<b>Restorative action from the student</b>
<b>C1 – verbal warning</b>	I am not doing as my teacher has asked.	My teacher will discuss this with me, and help will be offered to engage me with the learning.	Listen and act on the advice offered. Apologise and be respectful for the rest of the lesson
<b>C2 – break detention, or removed to Head of Department and contact with home</b>	My attitude has not improved.  I am not complying with expectation	My teacher will give me a break detention at breaktime and contact home by phone call or email.  We will discuss my attitude. C2 will be logged on the MIS system.  Repeated C2 may result in me being placed on subject report.	Stop the disruptive behaviour by focussing positively on the work.  Apologise and attend the detention, demonstrating the correct attitude
<b>C3 – after-college detention and contact with home</b>	My behaviour is disrupting my learning and that of others and is disrespectful.	My teacher will discuss this issue with their Head of Department or Head of Year and the Head of Department or Head of Year will contact my parents/guardians to discuss my behaviour.  I will have an after-college detention.  C3 recorded on the MIS system.	Recognise and apologise for the behaviour/s.  Focus positively on the task.  Discuss behaviour with parents/guardians.
<b>C4 – Principal's detention and contact with home</b>	This is a very serious consequence, and so my behaviour means that I have made choices that are unacceptable within the college community.	This issue is dealt with directly by my Head of Year or Head of Key Stage and contact home is made by the Head of Year or Head of Key Stage by phone or email  C4 recorded on the MIS system.	Recognise and apologise for the behaviour/s  Reflect on the choices made
<b>C5 – suspension and phone call home</b>	Serious incident from the outset (stages 1-4 jumped) or escalation (may be at other stages but moves quickly to Stage 5).  Serious incident of verbal or physical aggression, theft or damage to college property, drugs, alcohol or weapons involved, Smoking or vaping on college grounds Misuse of digital technology including mobile phones.	Dealt with by Head of Year or Head of Key Stage in consultation with Head of Pastoral Care, Vice Principal or Principal.  Phone call home.  The length of the C5 will depend on the severity of the incident	Fixed Term Exclusion, followed by re-admission meeting with parents/guardians.  A restorative meeting will be arranged between the student and a member of staff or other students directly affected.

**Parkhall Integrated College Behaviours and Consequences:**

Consequences reflect the seriousness of the unacceptable behaviours. This guide indicates the potential consequences for a range of negative behaviours. The college reserves the right to adjust consequences according to the individual circumstances of each incident. The chart below shows guidelines for staff in dealing with incidents. It is not prescriptive as each incident must be considered in context, but it should aid with whole - college consistency. All behaviour incidents above a C1 must be recorded on the MIS system by the relevant staff member.

<b>Consequence</b>	<b>Unacceptable behaviour</b>
C1	Eating in class
C1	Use of phone in class
C1	Late to school
C1	Out of bounds
C1	Failure to follow instructions
C1	Uniform issue
C1	Lack of equipment
C1	No PE kit
C1	Off task talking
C1/C2	Inappropriate language
C1/C2	Classroom disruption
C1/C2	Corridor misbehaviour
C1/C2	Rude behaviour to staff
C1/C2	Disruption in school exam
C1/C2	Misbehaviour on bus to/from school
C1/C2	Inappropriate use of social media
C2	Deliberate refusal to obey teacher instruction
C2/C3	Walking out of class
C2/C3	Damage/misuse of equipment
C2/C3	Graffiti (Books/Desks/Building)
C2/C3	Lesson truancy
C2/C3	Poor behaviour around the school
C2/C3	Threatening behaviour to other students
C3	Misuse of a mobile phone or a digital device
C3	Website interference/equipment misuse/inappropriate web site
C3	Late to school (3 times)
C3	Spitting at others
C3	Truancy
C3	Persistently breaking the uniform code
C3	Serious poor behaviour to and from school
C3	Continued defiance
C3/C4	Fighting
C3/C4	Misuse of ICT network
C3/C4	Inciting violence
C3/C4	Disruption in external exam
C3/C4	Dangerous reckless behaviour
C3/C4	Damaging the reputation of the college
C4	Setting off fire alarm
C4	Racial or LGBTQ+ abuse

C4	Sectarianism
C4	Theft
C4	Vandalism of school property
C4/C5	Sustained rudeness to staff
C4/C5	Persistent non-compliance
C5	Bringing fireworks into school
C5	Bringing an offensive weapon into school
C5	Smoking cigarettes/vaping in school (if vaping cessation programme not attended or persistent
C5	Swearing at a member of staff
C5	Aggressive behaviour to staff
C5	Drug related incident
C5	Sexual assault
C5	Physical assault on student
C5	Physical assault on staff

**Suspension**

Suspension is reserved for very serious offences, repeated unacceptable behaviour and persistent breaches of school rules or open defiance of authority.

The decision to suspend is made solely by the Principal, or the Vice Principal in his absence. The Principal may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year.

When a student is suspended their parent(s)/guardian(s) will be contacted by telephone by a member of the School Senior Leadership or Pastoral Leadership Team; this will provide an opportunity for the parent to discuss the reason for the suspension. A letter of suspension will be sent home to parent(s)/guardian(s). Work for the duration of the suspension will be organised by the student's Head of Year and will be sent home with them or will be kept in the General Office for collection by a parent/guardian or close relative.

A pro-forma is completed and will be copied to EA, the Chairperson of Governors and the student's file. The student concerned may not re-enter the school without the Principal's permission. There is no current statutory right of appeal for parent(s)/guardian(s) against a suspension.

In all cases of suspension, parents/guardians are invited to attend a post-suspension return to school meeting. On returning, the student may be placed on report to monitor behaviour. Senior Leadership may intervene if there are repeated incidents or where incidents are deemed serious enough to warrant their intervention.

After suspension, the school will seek to re-habilitate the student and address – with the student and his/her parent(s)/guardian(s) – any issues requiring counselling, specialist advice or amendments to the curriculum. Whilst the sanction will now be considered to have been served, follow-up and monitoring strategies will frequently be employed.

The decision to suspend a student is not taken lightly. The Principal or Vice Principal will ensure that a thorough investigation has been carried out and all the evidence available to support the allegations will be considered. The student will be allowed and encouraged to give their version of events (with appropriate support to do so when needed). A written record of the actions taken will be kept including the signed statements of witnesses. The procedures detailed later in this policy will have been carried out in a confident manner, ensuring the SENCO advice has been considered, with reasonable adjustments made if deemed appropriate. There will be every assurance that parents/guardians have been kept informed throughout the process and consulted where appropriate.

**Mobile Phones**

We acknowledge that parents/guardians may wish their child to have a mobile phone for use in cases of emergency when travelling to and from school. Students who bring mobile phones to school do so at their own risk. The college accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile devices. It is the responsibility of parents/guardians and students to ensure mobile devices are properly insured.

On the school site during school hours, mobile phones should not be seen or heard.

Mobile phones and other similar devices have many benefits, but they can be used inappropriately and may be targets for theft, used for cyber bullying, or unfiltered access to the internet.

Use of mobile phones is expressly for the purposes of contact with home in the event of unforeseen urgent need, or emergency, and they may only be used with the permission of the registration teacher, or Head of Year, and then only in a classroom, or suitable space, by mutual agreement. (Unforeseen urgent necessities might include a change to a travel arrangement, or cancellation of an event). Students must never use their mobile phones in the canteen, or the playground. The college office telephone is available for students' use and should a parent/guardian need to contact their child as a matter of urgency, we request that it be done only through the college office using the college's telephone number which is 028 9446 8556.

**Inappropriate conduct**

- Mobile devices are banned from all examinations nationally. Students must hand the device to invigilators before entering the exam hall. Any student found in possession of a mobile device during an examination will have that paper disqualified. Such an incident may result in all other exam papers being disqualified.
- Cyber-bullying is completely unacceptable and will be followed up by the school as serious misbehaviour in line with our Anti-Bullying policy. Using mobile devices to bully and threaten other students is totally unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour. If the use of technology humiliates, embarrasses or causes offence it is unacceptable regardless of whether 'consent' was given.
- It is forbidden for students to victimise another student and use their mobile device to take videos and pictures of acts to denigrate and humiliate that student and then send the pictures to other students or upload it to a website or social media for public viewing. This also includes using mobile devices to photograph or film any student or member of staff without their consent. If this happens the student will be asked and expected to delete those images immediately and given a suitable punishment. It is a criminal offence to use a mobile device to menace, harass or offend another person and calls, text messages and emails can be traced by the police.

### The use of smart watches

The use of Smart Watches is also not appropriate in school due to risks of loss and damage and of misuse in the same way as mobile phones or tablets. Mobile phones, devices, or wearable technology such as Smart Watches should be switched off and kept out of sight during the school day.

### Exceptions

Sixth-form students may access mobile phones in the sixth form area provided they don't abuse this privilege. Individual departments may permit sixth-form students to use their mobile phones to support Controlled Assessment work, or access Google classroom in school but the department must seek permission from SLT to do so.

### Consequences

Should a student ignore or contravene the college's stance on mobile phones, and he/she is found using his/her mobile phone inappropriately, he/she will be asked to put the device away. If the student fails to comply, the mobile phone will be confiscated and placed in reception for safe keeping to be collected in person at the end of the school day. Parents/guardians will receive a notification of this, and behaviour point will be issued. If the device is being used inappropriately the student must give it to a teacher when requested. Failure to do so will incur a punishment. Should this occur a second time, the student will be required to attend a C3 detention, and parents/guardians will be asked to collect the phone from the college office. The right to bring mobile phones onto school premises will be revoked if a student fails to adhere to school policy.

	Staff will:	Office will:	Student will:	Parent/Guardian will:
1 <sup>st</sup> Confiscation	<ul style="list-style-type: none"> <li>• Confiscate the phone.</li> <li>• Take the phone to the Front Office.</li> </ul>	<ul style="list-style-type: none"> <li>• Store the phone in the office in a zip-locked bag with label of student details.</li> <li>• Send Parent App message notifying parent of confiscation and reminding them of the school policy.</li> <li>• Log this as a behaviour point on SIMS and on One Drive*</li> <li>• Get student to sign label confirming receipt of mobile phone at the end of the day &amp; store the signed label safely until the end of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect the phone at the end of the day from the Front Office and the student confirms receipt of mobile phone by signing label.</li> </ul>	<ul style="list-style-type: none"> <li>• Receive a Parent App message with – school policy reminder and confiscation alert</li> </ul>

2 <sup>nd</sup> Confiscation	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>Store the phone in the office in a zip-locked bag with label of student details.</li> <li>Log this as a behaviour point on SIMS and on One Drive*</li> <li>Get student to sign label confirming receipt of mobile phone at the end of the day &amp; store the signed label safely until the end of the school year.</li> <li>Add the students name to the ASDT schedule for the next available session.</li> <li>Send a Parent App message notifying parent/guardians of confiscation and reminding them of the school policy and notifying them of ASDT details through the SIMS InTouch</li> </ul>	<ul style="list-style-type: none"> <li>Collect the phone at the end of the day from the Front Office and the student confirms receipt of mobile phone by signing label.</li> <li>Verbal confirmation of ASDT details</li> </ul>	<ul style="list-style-type: none"> <li>Receive a Parent App message with – school policy reminder, 2<sup>nd</sup> confiscation alert and ASDT details.</li> </ul>
3 <sup>rd</sup> Confiscation	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>Store the phone in the office in a zip-locked bag with label of student details.</li> <li>Log this as a behaviour point on SIMS and on One Drive*</li> <li>Get parent to sign label confirming receipt of mobile phone at the end of the day &amp; store the signed label safely until the end of the school year.</li> <li>Add the students name to the ASDT schedule for the next available session.</li> <li>Send a Parent App message notifying parent/guardian of confiscation and reminding them of the school policy and notifying them that they need to come in and collect the phone through the SIMS InTouch</li> </ul>	<ul style="list-style-type: none"> <li>Verbal Confirmation of ASDT details – but no phone given over</li> </ul>	<ul style="list-style-type: none"> <li>Receive a Parent App message with –3<sup>rd</sup> confiscation alert, ASDT details and that they need to come into school to collect the phone</li> </ul>
4 <sup>th</sup> Confiscation	<ul style="list-style-type: none"> <li>As above</li> </ul>	<ul style="list-style-type: none"> <li>Store the phone in the office in a zip-locked bag with label of student details.</li> <li>Log this as a behaviour point on SIMS and on One Drive*</li> <li>Send a Parent App message notifying parent of confiscation and reminding them of the school policy and that they cannot pick up the phone until they arrange to meet with a member of the Pastoral Team</li> </ul>	<ul style="list-style-type: none"> <li>After this 4<sup>th</sup> confiscation they need to decide with their parents that they will either leave their phone daily at home or at the front office on arrival to school</li> </ul>	<ul style="list-style-type: none"> <li>Receive a Parent App message with – reminder of the school policy, that they cannot pick up the phone until they meet with a member of the pastoral team to discuss student leaving the phone at home or at the front office when they arrive at school.</li> </ul>

	<b>Staff will:</b>	<b>Student will:</b>	<b>Parent/Guardian will:</b>
<b>Refusal to hand over mobile phone</b>	<ul style="list-style-type: none"> <li>• Contact HoD/HoY/HoKS/SLT to come and speak to the student and remove the mobile</li> <li>• HoD/HoY/HoKS/SLT will add student to ASDT</li> <li>• HoD/HoY/HoKS/SLT will log this behaviour as 'Refusal to hand over Mobile Phone' on SIMS</li> </ul>	<ul style="list-style-type: none"> <li>• When HoD/HoY/HoKS/SLT comes to them – they have <u>choice</u> to make either hand the phone over or they are removed from the class/area, parent contacted and sent home</li> <li>• Collect ASDT details</li> </ul>	<ul style="list-style-type: none"> <li>• Receive a phone call from HoD/HoY/HoKS/SLT regarding the situation/school policy reminder and that they need to come and collect their child.</li> </ul>

### See appendices for information on

- Behaviour Management Guideline - Appendix 1
- Home/College Agreement - Appendix 2
- Uniform regulations - Appendix 3
- List of prohibited items - Appendix 4
- Corridor Conduct - Appendix 5
- Entrance and Exit Routines - Appendix 6
- Suspension - Appendix 7

### Behaviour support for students with SEN

The college recognises its legal duty under the Special Educational Needs and Disability Act (Northern Ireland) 2016 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to unacceptable behaviour may be differentiated to cater to the needs of the student. Those children who commonly demonstrate inappropriate or unacceptable behaviour may be regarded as having a Special Educational Need. These children may be drawn to the attention of the SENCo. The head of year will draw up a plan for each child, in consultation with the SENCo, parents/guardians and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken.

### Behaviour tracking and analysis

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the principal and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support.

### Monitoring and Review

The principal and relevant members of the Senior Leadership Team will undertake systematic monitoring of the behaviour for learning policy. The principal will conduct regular reviews of the behaviour for learning policy and associated procedures to ensure that they are being implemented effectively, fairly and consistently. The Board of Governors will regularly review behaviour for learning policy and associated procedures, to ensure their continuing appropriateness and effectiveness. The monitoring and reviews of behaviour for learning policy will take place in consultation with key stakeholders. The outcome of reviews will be communicated to key stakeholders with proposals for any changes to the policy and related procedures.

**Partnership with Parents/guardians**

We encourage and welcome as much contact as possible with parents/guardians and value highly the close links which develop between parents/guardians and teachers. Parent consultation sessions are held throughout the year. On these occasions parents/guardians can talk to individual teachers about their children.

Parents/guardians have the most powerful influence on children's behaviour. Parental encouragement is crucial to the child's progress, development and maturity. Children need parental support to participate fully and positively in their day to day college work. For our college positive behaviour policy to be effective parents/guardians need to co-operate with the college in matters of discipline and reinforce the college's efforts at home. Any concern about the day to day work of the college should be directed first to the Principal.

Where a student for one reason or another is falling short of the accepted standards, the parent/guardian would be seen as a vital element in the remediation process. While the normal supportive structures are used initially, if deemed necessary the parent/guardian would be invited to college and, where appropriate, would be encouraged to co-operate in monitoring the student on a daily basis (i.e., the Behaviour Support Sheet).

A close working relationship between the college, the EWO and other agencies ensures that parents/guardians are supported in particular difficulties as well as in fulfilling their legal obligations.

**This policy should be read along with the parent information booklet for parents/guardians and students.**

***These policy guidelines are translated into action through other policies and procedures, for example:***

- Pastoral Care Policy
- Addressing Bullying in College Policy
- Safeguarding and Child Protection Policy, T
- Teaching and Learning Policy,
- Assessment Policy
- Curriculum Policy
- Special Education Needs and Inclusion Policy
- Attendance and Punctuality Policy

**Appendices**

Appendix 1

- Behaviour Management Guidelines for Staff

Appendix 2

- Home/College Agreement

Appendix 3

- Uniform regulations

Appendix 4

- List of prohibited items

Appendix 5

- Corridor Conduct

Appendix 6

- Entrance and Exit Routines

Appendix 7

- Suspension

## Appendix 1

## Behaviour Management Guidelines

## Subject Teachers

Behaviours which disrupt learning dealt with by subject teacher	Strategies that subject teacher may use to manage behaviours of students
<ul style="list-style-type: none"> <li>• Talking in class.</li> <li>• Poor manners.</li> <li>• Sitting in the wrong seat.</li> <li>• Slow to start work.</li> <li>• Moving around the room without permission.</li> <li>• Refusing to do work.</li> <li>• Refusing to follow instructions.</li> <li>• Using mobile phones.</li> <li>• Eating or chewing gum.</li> <li>• Lack of equipment/stationery.</li> <li>• Leaving the room without permission.</li> <li>• Missing homework.</li> <li>• Students along corridors looking in during lessons and shouting.</li> <li>• Verbal abuse of peers or staff, use of bad language.</li> <li>• Truancy from subject lesson.</li> <li>• Failure to make academic progress in subject.</li> <li>• Failure to meet coursework deadline.</li> <li>• Coursework plagiarism.</li> <li>• Misusing AI.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow college entrance and exit routines.</li> <li>• Consistency in approach to teaching.</li> <li>• Seating plan in place for each class</li> <li>• Scaffolding learning.</li> <li>• Wait for silence before and while taking register and when talking to class.</li> <li>• Building rapport with the class - firm but fair.</li> <li>• Use of humour, but not mocking students.</li> <li>• Verbal warning - give students choice, chance and explain consequences.</li> <li>• Short time out in corridor to reflect on behaviour and then spoken to by teacher.</li> <li>• Student removed from lesson by use of "buddy" system to nearby member of staff.</li> <li>• Speaking to students 1-1 so they have 'No Audience'.</li> <li>• Issue detention.</li> <li>• Contact parent/guardians- phone call or email.</li> <li>• Issue behaviour/achievement points</li> <li>• Use of positive praise in class.</li> <li>• Chance to put away mobile phones or consequence of confiscation.</li> <li>• LSA's take student for individual work.</li> <li>• Refer students who are persistently displaying poor behaviour to Head of Department following consequences policy.</li> <li>• Unacceptable behaviour and interventions must have been recorded on school MIS.</li> <li>• Serious unacceptable behaviour which may lead to suspension should be referred to Head of Year/Head of Key Stage or SLT.</li> <li>• Pastoral and safeguarding issues – must be recorded on CPOMS.</li> </ul>

## Heads of Department

Behaviours which disrupt learning dealt with by Head of Department	Strategies that Head of Department may use to manage behaviours of students
<ul style="list-style-type: none"> <li>• Persistent unacceptable behaviour referred to from subject teacher when other interventions have not been successful. (unacceptable behaviour and interventions must have been recorded on school MIS system)</li> <li>• Verbal abuse of peers or staff, use of bad language.</li> <li>• Physical abuse.</li> <li>• Vandalism of department equipment.</li> <li>• Refusal to follow class rules.</li> <li>• Dangerous behaviour.</li> <li>• Total disruption to everyone's learning in a class.</li> <li>• Poor behaviour with substitute teacher.</li> <li>• Failure to complete subject teacher's C2 detention.</li> <li>• Dealing with parent/guardian issues from the subject teacher.</li> <li>• Failure to make academic progress in subject.</li> <li>• Coursework plagiarism.</li> <li>• Misusing AI</li> </ul>	<ul style="list-style-type: none"> <li>• Support for the subject teacher.</li> <li>• Ensure substitute teachers have appropriate work for subject class.</li> <li>• Withdrawal from lesson to Head of Department, for example cooling-off periods.</li> <li>• Head of Department assists teacher on reflection.</li> <li>• Verbal warning - give students choice, chance and explain consequences Setting C3 detention.</li> <li>• Class moves if available in liaison with Head of Year.</li> <li>• Support the subject teacher to support the student to catch up on missed work.</li> <li>• Put the student on subject report.</li> <li>• Students who have plagiarised coursework or misused AI must be reported to the Examinations Officer and SLT.</li> <li>• Discuss concerns about students who are persistently displaying poor behaviour with Head of Year following consequences policy.</li> <li>• Unacceptable behaviour and interventions must have been recorded on school MIS.</li> </ul>

## Form Tutors

Behaviours which disrupt learning dealt with by Form Tutor	Strategies that Form Tutor may use to managing behaviours of students
<ul style="list-style-type: none"> <li>• Talking during register call.</li> <li>• Eating or chewing gum.</li> <li>• Lack of books, equipment, and school bag.</li> <li>• Inappropriate appearance – uniform, footwear, makeup, jewellery, hair colour.</li> <li>• Lateness/ punctuality.</li> <li>• Attendance.</li> <li>• Students not aware of timetable.</li> <li>• Student planner check/ not signed.</li> <li>• Quarrels between peers in registration class.</li> <li>• Students not bringing notes for absences.</li> <li>• Poor attitudes to learning.</li> <li>• General well-being.</li> <li>• Improper mobile phone use.</li> <li>• Forbidden items in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow college entrance and exit routines.</li> <li>• Consistency in registration time schedule.</li> <li>• Wait for silence before and while taking register.</li> <li>• Ensure timetable is written in planner.</li> <li>• Verbal warning - give students choice, chance and explain consequences.</li> <li>• Break (10 minutes) detention.</li> <li>• Phone call home – positive and negative.</li> <li>• Send student to office for tie/shoes.</li> <li>• Ask the students to remove unnecessary items (jewellery, makeup etc.)</li> <li>• Class discussion on class rules – Ready, Respectful, Safe.</li> <li>• Issue achievement or behaviour points.</li> <li>• Regularly make students aware of achievement and conduct points.</li> <li>• Discuss attendance and punctuality with students.</li> <li>• Get to know students and form good relationships.</li> <li>• Build relationships with parents/guardians through tutor meetings and phone calls home.</li> <li>• Refer students who are persistently displaying unacceptable behaviour to Head of Year following consequences policy. (Unacceptable behaviour and interventions must have been recorded on school MIS system).</li> <li>• Pastoral and safeguarding issues – must be recorded on CPOMS.</li> </ul>

## Head of Year

Behaviours which disrupt learning dealt with by Head of Year	Strategies that the Head of Year may use to managing behaviours of students
<ul style="list-style-type: none"> <li>• Persistent unacceptable behaviour referred to Head of Year when other interventions have not been successful. (Unacceptable behaviour and interventions must have been recorded on school MIS).</li> <li>• Vaping/smoking</li> <li>• Unacceptable behaviour during break/lunch and in the corridor.</li> <li>• Reports of bullying.</li> <li>• Less than 85% attendance.</li> <li>• Academic concerns from across a number of subjects.</li> <li>• Abuse of toilet/timeout passes.</li> <li>• Intimidation of students and staff.</li> <li>• Cyber-bullying.</li> <li>• Conduct to and from college.</li> <li>• Repeated lateness after registration.</li> <li>• Truancy across many subjects.</li> <li>• Inappropriate use of mobile phones -including photographing or videoing staff/other students.</li> <li>• Verbal abuse or students and staff.</li> <li>• Sectarianism and racism.</li> <li>• Theft.</li> <li>• Social media concerns.</li> <li>• Swearing.</li> <li>• Vandalism.</li> <li>• Escalation from Head of Department. (Unacceptable behaviour and interventions by subject teacher and Head of Department must have been recorded on school MIS)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student and relevant teacher.</li> <li>• Build up rapport with student.</li> <li>• Targeted assemblies to address year group issues.</li> <li>• Time out cards.</li> <li>• Issue toilet pass based on medical advice.</li> <li>• Daily and weekly reports.</li> <li>• Issue C3 School ASDT</li> <li>• Hub support.</li> <li>• Intervention programmes e.g., Vaping programme</li> <li>• Liaise with SEN.</li> <li>• Withdrawal to Head of Year.</li> <li>• Liaise with Head of Key Stage/EWS/parents/guardians.</li> <li>• Refer to and liaise with Youth Service/ external agencies.</li> <li>• Pastoral support.</li> <li>• Positive language to encourage.</li> <li>• Counselling referral.</li> <li>• Advise teachers/departments on how to manage students so that appropriate teaching strategies can be developed.</li> <li>• Discussion with Head of Key Stage for advice assistance in managing persistent unacceptable behaviour or serious one-off incidents.</li> <li>• Suspension - in consultation with Head of Key Stage, Head of Pastoral Care/VP</li> <li>• Post suspension meeting</li> <li>• Pastoral issues – must be recorded on CPOMS.</li> </ul>

## Head of Key Stage

Behaviours which disrupt learning dealt with by Head of Key Stage	Strategies that the Head of Key Stage may use to managing behaviours of students
<ul style="list-style-type: none"> <li>• Persistent unacceptable behaviour referred to Head of Key Stage when other interventions have not been successful. (Unacceptable behaviour and interventions must have been recorded on school MIS).</li> <li>• Continual vaping smoking concerns.</li> <li>• Unacceptable behaviour during break/lunch and in the corridor.</li> <li>• Less than 85% attendance.</li> <li>• Academic concerns.</li> <li>• Behaviour Points.</li> <li>• Intimidation of students and staff.</li> <li>• Cyber-bullying.</li> <li>• Conduct to and from college.</li> <li>• Repeated lateness after registration.</li> <li>• Truancy across many subjects</li> <li>• Inappropriate use of mobile phones - including photographing or videoing staff/other students</li> <li>• Verbal abuse or students and staff.</li> <li>• Sectarianism and racism.</li> <li>• Theft.</li> <li>• Social Media.</li> <li>• Swearing.</li> <li>• Vandalism.</li> <li>• Drugs.</li> <li>• Persistent bullying concern.</li> <li>• Safeguarding/child protection concern</li> <li>• Escalation from Head of Department. (Unacceptable behaviour and interventions by subject teacher and Head of Department must have been recorded on school MIS)</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student and Head of Year.</li> <li>• Daily and weekly reports.</li> <li>• Issue C3 ASDT.</li> <li>• Hub support.</li> <li>• Use of PASS data.</li> <li>• Intervention programmes e.g., Vaping programme.</li> <li>• Liaise with SEN.</li> <li>• Withdrawal to Head of Key Stage.</li> <li>• Liaise with EWS/parents and complete referrals.</li> <li>• Youth Service/ external agencies.</li> <li>• Pastoral support.</li> <li>• Counselling referral to Head of Pastoral Care.</li> <li>• Advise teachers/departments/Head of Year on how to manage students so that appropriate teaching strategies can be developed.</li> <li>• Positive behaviour strategies.</li> <li>• Discussion with Head of Pastoral Care for advice assistance in managing persistent unacceptable behaviour or serious one-off incidents.</li> <li>• Suspension - in consultation with HOP/VP</li> <li>• Post suspension meeting.</li> <li>• Pastoral issues – must be recorded on CPOMS.</li> <li>• Issue C4 detention.</li> </ul>

## Head of Pastoral Care

Behaviours which disrupt learning dealt with by Head of Pastoral Care	Strategies that the Head of Pastoral Care may use to managing behaviours of students
<ul style="list-style-type: none"> <li>• Persistent unacceptable behaviour referred to Head of Pastoral when other interventions have not been successful. (Unacceptable behaviour and interventions must have been recorded on school MIS)</li> <li>• Requests for counselling.</li> <li>• Welfare monitoring for EOTAS.</li> <li>• Serious verbal abuse of staff and students.</li> <li>• Physical violence towards staff or students.</li> <li>• Drug possession.</li> <li>• Safeguarding/child protection concern.</li> <li>• Incidents where a suspension is deemed necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student and Head of Year/Head of Key stage.</li> <li>• Liaise with SEN.</li> <li>• Youth Service/ external agencies.</li> <li>• Counselling referral.</li> <li>• Advise teachers/departments/Head of Year/Head of Key Stage on how to manage students so that appropriate teaching strategies can be developed.</li> <li>• Discussion with vice principal for advice assistance in managing persistent unacceptable behaviour or serious one-off incidents.</li> <li>• Suspension - in consultation with VP.</li> <li>• Post suspension meetings.</li> <li>• Issue of C4 detention.</li> </ul>

## Vice Principal

Behaviours which disrupt learning dealt with by Vice Principal	Strategies that the Vice Principal may use to managing behaviours of students
<ul style="list-style-type: none"> <li>• Persistent unacceptable behaviour referred to vice principal when other interventions have not been successful. (Unacceptable behaviour and interventions must have been recorded on school MIS).</li> <li>• Referrals form CPOMS.</li> <li>• Drug possession.</li> <li>• Any issue where there is a Child Protection concern.</li> <li>• Parental confrontation with staff.</li> <li>• Persistent bullying that has not stopped with previous interventions.</li> <li>• Incidents where a suspension is deemed necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student and Head of Pastoral Care.</li> <li>• Liaise with SEN.</li> <li>• Liaise with EWS.</li> <li>• Liaise with external agencies.</li> <li>• Advise teachers/departments/Head Of Year/Head of Key Stage on how to manage students so that appropriate teaching strategies can be developed.</li> <li>• Discussion with principal for advice assistance in managing persistent unacceptable behaviour or serious one-off incidents.</li> <li>• Suspension.</li> <li>• Support with post-suspension meetings where appropriate.</li> </ul>

## Principal

Behaviours which disrupt learning dealt with by Principal	Strategies that the Principal may use to managing behaviours of students
<ul style="list-style-type: none"> <li>• Persistent unacceptable behaviour referred to principal by vice principal when other interventions have not been successful. (Unacceptable behaviour and interventions must have been recorded on school MIS).</li> <li>• Drug possession/dealing.</li> <li>• Assault or verbal abuse of a member of staff.</li> <li>• Serious fight assault on another student.</li> <li>• Infringement of JCQ rules governing public examinations.</li> <li>• Parental confrontation of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student and Vice Principal.</li> <li>• Lead C4 Principal's detention.</li> <li>• Liaise with SEN.</li> <li>• Liaise with relevant external agencies.</li> <li>• Half termly encouragement letters.</li> <li>• Advise teachers/departments/Head of Year/Head of Key Stage /Head of Pastoral Care/VP on how to manage students so that appropriate teaching strategies can be developed.</li> <li>• Consultation with EA re behaviour strategies and initiatives.</li> <li>• Suspensions.</li> <li>• External provision in liaison with EA.</li> </ul>

**Appendix 2****Home/College Agreement****As a college****We will:**

- Support your child's wellbeing and safety by providing a safe, supportive, inclusive and caring learning environment
- Help and encourage your child to reach their full potential
- Monitor and update you on your child's progress at parent meetings, progress reviews and in an annual written report
- Communicate any concerns about your child's attendance/behaviour/wellbeing with you as their parent/guardian, and respond to any concerns from your child or parent/guardian
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- Promote high standards of behaviour, and outline clear expectations in our behaviour for learning policy so we can maintain a safe environment for all students
- Set homework that supports the delivery of the curriculum and give feedback as appropriate
- Offer opportunities for parents/guardians to get involved in school life
- Communicate with home and college through a weekly Principal's Weekly Bulletin, text or email alerts and the school website and social media accounts
- Respond to communications from parents/guardians in a timely manner, following school policies
- Provide a range of extra-curricular and enrichment opportunities

**Parents/guardian****I will:**

- Make sure my child attends college regularly and on time. I will notify the college if my child will be absent and provide reasons for absence
- Make sure my child is dressed in the correct uniform and brings the necessary equipment to college
- Support the college to make sure my child maintains a consistently high standard of behaviour.

Encourage my child to try their best so they can reach their full potential

- Communicate to the college any concerns that I have about my child that may affect their behaviour in college or ability to learn
- Always make an appointment if seeking to have a face-to-face meeting with a member of staff
- Make sure communication with the college is respectful and make every reasonable effort to address my communications to the appropriate member of staff
- Understand that I should communicate with staff during core school hours.

Although they at times respond outside those hours, I understand that I can't always expect them to do so

- Attend meetings with the college about my child's education

**Student****I will:**

- Arrive at college and my lessons every day on time and ready to learn
- Try my best to do my work and ask for help when I need it
- Do my homework on time and raise any concerns with my teachers or college staff
- Speak to an adult about any issues I'm experiencing that may affect my work or behaviour
- Speak to an adult about any concerns I have about my or other students' safety
- Wear the correct school uniform
- Bring to college all the equipment I need each day
- Treat all members of the college community with care and respect
- Understand and follow the college expectations
- Look after college equipment, and show respect for the college environment and local community
- Keep the college and the surrounding environment free from litter and graffiti
- Be a good representative of the college in and out of uniform
- Embrace extra-curricular and enrichment opportunities, contributing positively to the college and the wider community

**Appendix 3****Uniform****Girls' Uniform**

- Navy blue blazer with college badge
- College tie (Junior tie years 8-10. Senior tie years 11-14)
- Skirt - mid-grey with box pleat. Skirts must be of the correct length. Alterations to the style and length of the skirt are not permitted (waistbands must not be rolled up).
- Blouse (white for years 8-10 and blue for years 11-14)
- Grey V-neck pullover or cardigan
- Grey knee-socks or plain black tights
- Plain black flat shoes Trainer-type shoes are not acceptable. In the interest of student safety, heels of excessive height are not recommended.

**Boys' Uniform**

- Navy blue blazer with college badge
- College tie (Junior tie years 8-10. Senior tie years 11-14)
- Mid-grey trousers
- Shirt (white for years 8-10 and blue for years 11-14)
- Grey V-neck pullover
- Dark socks
- Plain black flat shoes
- Trainer-type shoes are not acceptable.

**Other information**

- The college uniform and PE kit are available from our suppliers, Wallace's at 13 High Street in Antrim.
- Students are free to wear a coat when travelling to college, but coats should not be worn inside the college.
- Hoodies or a similar item of clothing are not permitted inside the college.
- Only a minimum amount of jewellery is appropriate with the college uniform: one pair of studs worn in the lower ear lobe only and a wristwatch may be worn. No other visible jewellery or piercings are acceptable.
- Make-up is not appropriate in the college. A light foundation or concealer is permitted in exceptional circumstances. Coloured nail varnish and false/acrylic nails are not permitted.
- Students are not permitted to wear hoodies, jeans or leggings.
- Students should present as smart in their uniforms. The shirt must be always tucked in. The tie must be tied correctly with the knot adjacent to the top button and the bottom of the tie level with the waistband.
- The college scarf, specially designed for us, is available from the college office at a cost of £5.
- We would recommend that all items of uniform are clearly labelled for each student, as this way it becomes much easier for the students to locate the uniform items if they are misplaced.
- A note is required on any occasion when a student is unable to wear the complete uniform, as students may be isolated when not wearing the complete uniform.

**PE Kit**

All students are expected to wear the college PE kit, which has been specially designed and branded for both girls and boys. Approved PE kit must be worn for all PE/Games lessons and after-school sports clubs.

**Compulsory items of PE Kit****Boy's PE Kit**

- College PE T-shirt
- College PE shorts
- College PE socks (option of ankle socks or knee-length).

- Students in teams must wear knee-length socks)
- College PE quarter-zip top
- Football boots and trainers for outdoor lessons
- College PE tapered tracksuit bottoms
- Shin guards (hockey, football)
- Mouth guard (hockey, rugby)

**Girls' PE Kit**

- College PE polo shirt
- College PE skort or shorts
- College PE socks (option of ankle socks or knee-length).
- Students in teams must wear knee length socks
- College PE quarter-zip top
- Trainers
- College PE tapered tracksuit bottoms
- College PE leggings (year 11-14 only)
- Shin guards (hockey, football)
- Mouth guard (hockey, rugby)

**Appendix 4****List of prohibited items**

Any items that are prohibited, illegal or age-restricted outside the college are banned from the site. These include but are not limited to:

- alcohol
- cigarettes, tobacco, rolling papers, lighters and matches
- vapes
- drugs, drug paraphernalia and other so-called 'legal highs'
- prescription medicines unless stored in the medical room with permission from parents/guardians
- weapons, offensive weapons or items that could be used to hurt;
- fireworks and bangers
- stolen items
- articles or documents that have been or could be used to commit an offence or cause harm
- laser pens
- high-sugar or energy drinks
- chewing gum

**CORRIDOR CONDUCT**

**RESPECT**  
Be respectful of each other and the environment

**FOOD & DRINK**  
Bring a reusable water bottle. Do not chew gum or consume energy drinks

**LITTER**  
Put all litter in the correct bins provided

**PHONES & DEVICES**  
Should not be used, seen or heard during the school day

**LUNCH & BREAK AREAS**  
Stay in your year group areas at break and lunchtimes

**UNIFORM**  
Ensure that your uniform is correct

**LANGUAGE**  
Be kind, polite and use appropriate language

**ONE-WAY SYSTEM**  
Follow the one-way system, walking sensibly and with purpose

An inclusive, caring environment in which all students feel valued, respected and achieve their full potential.

# Classroom Entry Routines

**1**

The teacher will greet you upon entrance into the room and instruct you to sit in your assigned seat.

**2**

Take out your equipment for the lesson and complete the 'Review Now' activity.

**3**

The teacher will take the register.

# Classroom Exit Routines

**1**

The teacher will instruct you to pack away and remain in your chair.

**2**

The teacher will instruct you to stand behind your chair silently.

**3**

When the teacher dismisses you, leave the room in an orderly fashion and move quietly to your next class.

[www.parkhallintegratedcollege.org](http://www.parkhallintegratedcollege.org)

## Appendix 7

## Suspension

## Staff procedures for suspensions

*Context*

- Parkhall Integrated College takes pride in caring for the pastoral and academic needs of all our students and in nurturing positive home, college relationships.
- Suspensions from college are regarded as an authorised absence. They normally occur as a result of a students' behaviour at college which breaches the college's code of conduct and results in the college taking action in line with their college's behaviour policy.
- In relation to the suspension of a student from college parents should be aware that:
  - A student may be suspended only by the Principal.
  - An initial period of suspension shall not exceed five college days.
  - A student may be suspended from college for not more than forty-five college days in any one college year.
  - The Principal shall not extend a period of suspension except with the prior approval of the Chairperson of the Board of Governors.
  - Each individual extension may not exceed five days, but individual extensions may run consecutively.

<b>Action to be taken by college</b>	<b>Actioned by</b>
Once an issue has been investigated by Head of Year it should be brought to the attention of Head of Key Stage or relevant member of SLT. If the student is in the Sixth Form, the Head of Sixth Form will liaise directly with the relevant member of SLT.	HOY
The relevant Head of Key Stage or Head of Sixth Form should check the SEN status of the student, and if appropriate, discuss the issue with the SENCO noting that there is a statutory duty for all colleges to comply with the Special Education Needs and Disability (NI) Order 2005 (SEND0) in carrying out suspension and expulsion procedures. It is unlawful for a college to discriminate against a disabled student by suspending or expelling him or her for a reason relating to his or her disability (Article 14(3) of SEND0). In this context for students identified with special educational needs or a disability (but not having associated special educational need), their identified disability should not be the underlying reason for a suspension or expulsion, without the college having justification to do so. It is also important to note that disability can be defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. As such any behavioural issues associated with a disability must be considered.	HOKS/SEND0
The relevant Head of Key Stage will discuss the issue the relevant member of SLT	HOKS/SLT/VP/P
The relevant Head of Key Stage will organise with the office for the suspension letter and document to be completed and be signed by the Principal (or Vice Principal in the absence of the Principal). If the student is in the Sixth Form, this will be organised by the Head of Sixth Form.	HOKS/Office/VP or P

A copy of the suspension letter and document to be included in the student file.	Office
The office staff will ensure the college meets its statutory responsibility to notify the EA immediately of the duration and reason for a student suspension.	Office
The office organises for the suspension letter to be sent home with the student or by In Touch.	Office
The relevant Head of Year or Head of Key Stage organises for the parent/guardian to be informed by phone call and arranges a mutually convenient time for a post-suspension meeting. If the student is in the Sixth Form, this will be organised by the Head of Sixth Form.	HOY/HOKS
The relevant Head of Year to make arrangements for the provision of suitable education for the suspended student. Suitable work being suitable to the students' age, ability, aptitude and to any special educational needs they may have. If the student is in the Sixth Form, this will be organised by the Head of Sixth Form.	HOY
The relevant Head of Year informs the student's Form Tutor, LSA or Hub (if appropriate) of the suspension. If the student is in the Sixth Form, this will be organised by the Head of Sixth Form.	HOY