

# Glenlola Collegiate School

*“EXCELLENCE THROUGH COMMITMENT, CONTRIBUTION and CARING”*

## Pupil Behaviour Policy



The Board of Governors regards the behaviour of pupils as the joint concern of pupils, parents, staff and Governors.

One of the primary goals of the School is to provide a structured and safe environment in which teachers and school staff can carry out their work so that pupils may learn effectively. In order to ensure that such an environment is maintained for our pupils, high standards of behaviour are required.

Places are offered at Glenlola Collegiate on the understanding that parents will co-operate with and support the School in ensuring that their child conforms to its standards and traditions.

## **1. Mission Statement**

The School aims to provide a positive, purposeful and safe environment for its pupils; a place in which they can work and learn, free of distraction, and are encouraged and supported in reaching their potential.

Central to this aim is the belief that each pupil is unique and of value.

The School consequently encourages pupils to have self-respect, respect for others and regard for the reputation of the School, self and others and to demonstrate honesty, compassion and generosity at all times.  
(ref: Appendix 10 *Values and Expected Behaviours*)

## **2. Aims**

The aims of the Pupil Behaviour Policy are to:

- Promote a positive atmosphere based on a sense of community within the School;
- Promote learning for all pupils by effective teaching in a structured classroom environment, where expectations are high, and work is differentiated according to pupils' needs;
- Support pupils in ways which are appropriate to their needs;
- Enhance pupils' self-esteem and foster self-respect, respect for others and regard for the reputation of the School, self and others;
- Help pupils to develop independence by taking responsibility for their own behaviour;
- Develop pupils' interpersonal skills and their ability to work co-operatively with others;
- Provides a structured and safe environment in which effective staff work and pupil learning can take place.

### **3. Strategies to Promote and Encourage Positive and Safe Behaviour**

#### **3.1 The House System**

This offers a very wide range of opportunities for pupils of all ages to contribute to the life of the School and to have a sense of community.

The six Houses have a most important role to play in helping pupils to develop a wide range of important skills for life through participation in the many Inter-House Competitions and fundraising activities for good causes.

Certificates are awarded to those pupils who make a valuable contribution to their Houses.

#### **3.2 Pastoral Care System**

The Pastoral Care Team together with the entire staff strive to ensure that all pupils are given the necessary support and care throughout their School career. In addition, they aim to educate pupils and raise their awareness on issues pertaining to their safety and well-being both inside and outside of School. They do so in a variety of ways including lessons delivered in class groups and visits from external agencies.

Trained Peer Supporters assist staff by giving valuable additional support to younger pupils (Refer to Pastoral Care Policy).

#### **3.3 Extracurricular Activities**

The activities that pupils can become involved in through the Extracurricular Programme, offered on a voluntary basis by staff, are numerous and varied. Pupils are encouraged to participate in these and attention is paid to their suggestions for the introduction of additional activities.

New interests, skills and friendships flourish supported by the enthusiastic involvement of staff.

#### **3.4 School Council**

Representatives from all year groups meet on a weekly basis to raise pupil issues and concerns as well as contributing to whole school decision-making. These meetings are organised and chaired by the Senior Prefect who consults directly with the School Vice Principal. Information is disseminated with Form Captains in each section of the School to ensure that the student body has input into the decision-making process.

#### **3.5 Posts of Responsibility**

Pupils in posts of responsibility make a most important contribution to the promotion of positive behaviour, particularly in their capacity as role models.

All pupils in Year 14 are offered the opportunity of a post of responsibility:

- Head Girl
- Deputy Head Girls
- Games Captain
- House Captains
- Senior Prefects
- Assistant Prefects
- Peer Supporters & Peer Listeners
- House Officials

### **3.6 Form Captains' Meetings**

These are held on a regular basis within each School Section. They provide opportunities for pupils to express their views and contribute to decision-making in the School.

### **3.7 Publication of pupils' work and achievements**

This can include the publication of creative work and acknowledgement of achievements through a variety of channels including the School Website. Social media is also used to keep the wider community informed of any recent events or successes.

### **3.8 Display of pupils' work**

Teachers are encouraged to acknowledge pupils' efforts by displaying current work in their classrooms. Noticeboards throughout the School are also used for this purpose.

### **3.9 Assemblies and Year Group Meetings**

These occasions provide opportunities to promote and recognise positive behaviour and to encourage responsible and safe behaviour both inside and outside School.

### **3.10 Positive comments on reports and in letters to parents**

This is a way for staff to acknowledge and commend positive behaviour.

### **3.11 Effective Classroom management**

Teachers are encouraged to:

- actively promote good relationships with their pupils;
- address their pupils by their first name;
- allow pupils to co-operate with one another on shared tasks where appropriate;
- provide pupils with opportunities to exercise choice, act responsibly and show initiative where appropriate;
- annotate marked work positively and constructively, providing informative feedback to enable pupils to improve
- show that each pupil's contributions and opinions are valued by others;
- use departmental reward schemes as appropriate.

### **3.12 Pupils' Code of Conduct**

This will be displayed in classrooms and throughout the School and is included in the relevant Student Diary. Both pupils and parents are required to comply with this Code of Conduct, by signing an agreement at the beginning of each academic year. (Refer Appendix 1: Pupils' Code of Conduct).

### **3.13 Reward System**

Pupils are encouraged to log their personal achievements in the 'Achievement' section of their student diary.

#### **3.13.1 Merit Awards**

On the occasion of a pupil behaving in a way which is significantly positive, their name should be entered into the Merit File.

Examples of such behaviour may include:

- making significant effort in academic or extracurricular activities;
- making significant progress in academic or extracurricular activities;
- demonstrating clear evidence of responsibility;
- demonstrating clear evidence of co-operation with others;
- demonstrating clear evidence of consideration towards others;
- demonstrating clear evidence of overcoming difficult circumstances.

The Merit Committee will review all entries on a regular basis and decide whether to award Merit badges/certificates.

Where a pupil has already been awarded a bronze badge, they may be considered for a silver Merit badge in a later year and finally, if appropriate, a gold Merit badge.

No more than one Merit badge or certificate may be awarded to a pupil in any one academic year.

#### **3.13.2 Achievement Management (Refer Appendix 7: Achievement Management Guidance)**

This scheme will funnel into the Merit Award system for pupils who may not be nominated but who have made a significant contribution to school life in some way.

Pupils can be entered under the following headings:

- commitment
- contribution
- caring

Pupils may be entered into the Achievement System at the teacher's discretion where the individual has made a notable effort under any of the headings above.

#### **3.13.3 Prize Distribution**

Achievements in sporting and other extracurricular activities, as well as academic success, including progress and effort, will be recognised at this occasion.

#### **3.13.4 Presentation of GCSE certificates**

These are distributed to Year 13 pupils in School.

#### **3.13.5 Presentation of Progress Files**

These are distributed to Year 14 pupils at a special ceremony to mark the end of their School career.

#### **3.13.6 Presentation of School Honours**

These are awarded to pupils for outstanding achievement in academic or extracurricular activities

### 3.13.7 Effort Commendation Scheme

A reward scheme is in place for those pupils who gain excellent effort scores across the majority of subjects in each of their Tracking Reports.

## 4. Behaviour and Discipline

The School considers self-discipline to be an essential life skill and endeavours to promote its development amongst pupils as a means of preparing them for life as adults in higher education and beyond.

In order for the School to best serve pupils, it is necessary that a well-structured, orderly and safe learning environment be maintained.

The Board of Governors has developed and will from time to time review this policy for the management of student behaviour and the implementation of discipline in the School.

All students and parents should read and be aware of the School Rules, Codes of Conduct and policies listed in the Appendices.

Sanctions may be applied for breach of any school rule and also any aspect of the codes and policies listed above. This policy provides guidance to staff, parents and students in relation to sanctions for disciplinary issues. At all times the School retains discretion as to the reasonable and proportionate determination of appropriate sanctions, depending on the circumstances.

The School is a nut free zone. Therefore, in the interests of pupil health and safety, breaches will be dealt with under the Pupil Behaviour Policy.

### 4.1 General points to note:

- The Headmaster, in consultation with the Board of Governors, will periodically review the School Rules to establish and encourage an acceptable Code of Conduct and to promote the efficient operation of the School;
- Codes of Conduct will be made available to all staff, parents and pupils and implementation of the Behaviour Policy is regarded as a joint responsibility;
- Pupils are expected to respond positively in an atmosphere throughout the School that is designed to promote self-discipline; all pupils should realise that the greater their effort and commitment to life in School, the more they will benefit from their years at Glenlola Collegiate;
- Parents are expected to support the School in the implementation of this policy and the School Rules in the interests of all pupils; in support of the delivery of education, parents are requested **NOT** to make holiday arrangements during School terms
- In some cases, following a serious incident, it may be necessary to implement a ‘cooling off’ period to enable investigation, consultation and appropriate action to be taken. Where circumstances warrant it, parents may be requested to withdraw their child from School premises for a part of the school day. Should the matter not be resolved or be of a nature requiring more serious action, the ‘Procedure for the Suspension and Expulsion of Pupils from Board Controlled Schools’ may come into effect in conjunction with School procedures. A record of the incident will be kept by the School;

- Should parents wish to register a complaint in respect of any matter pertinent to the role of the School or its staff, it should be made to the Headmaster in the first instance. The Complaints Policy is available from the School. The School will investigate and respond in accordance with this Policy.

## 5. Sanctions

All Staff have a responsibility to ensure that pupils adhere to the Pupil Code of Conduct and School Rules and procedures.

Where a pupil does not do so, the member of Staff should deal with the matter in line with this policy (Refer Appendix 6: Discipline Referral System).

Sanctions should:

- be applied as soon after the offence as possible
- be fair and consistent
- be proportionate to the offence
- be appropriate and, where reasonable, taking account of individual circumstances where appropriate

It is not possible to itemise every conceivable instance of inappropriate behaviour individually. Therefore, the following list provides guidance within which judgment will be exercised as required by the relevant member/s of staff in the context of each individual case.

Sanctions to deal with inappropriate behaviour may include:

- a visual prompt e.g. a look or brief verbal warning
- a reminder of the standard expected
- a change of seating arrangements
- a discreet conversation with the pupil at the end of class
- a behaviour management entry
- withdrawal of privileges
- additional work to complement or reinforce current studies
- referral to Head of Department
- referral to Section Staff – lunchtime support classes **may** be arranged
- contact with parents
- consultation with the Learning Support Team
- at some point, the imposition of detention
- in cases where serious breaches of the Behaviour Policy have taken place it may be necessary to impose suspension /contemplate expulsion

Please note that this is not an exhaustive list. Where a sanction is required, it will be determined according to the nature of the disciplinary issue.

An entry into Behaviour Management might be made for a number of reasons including:

- repeated lateness to class
- failure on more than one occasion to submit homework on time
- failure to submit coursework on time
- failure on more than one occasion to bring correct books to class
- disrespect shown to any member of the School community
- anti-social behaviour e.g. the use of bad language
- absence from class without permission
- being placed on Uniform Report (by Year Head)

- failure to submit absence letter by 3<sup>rd</sup> day (by Form Teacher)
- disruptive or improper behaviour in class or any other part of the School
- inappropriate use of mobile phone or any other electronic / digital device

Behaviour leading to a serious disciplinary sanction may include:

- rudeness to a member of staff
- refusal to follow the direction of a member of staff
- persistent failure to comply with School rules or procedures
- bullying behaviour towards another pupil or other member of the School community (see Anti-Bullying Policy)
- disrespect shown to someone else's property or privacy, both directly and via social media
- inappropriate behaviour inside School
- inappropriate behaviour when wearing School uniform outside of School
- smoking or possession of tobacco
- vaping
- theft
- attack on any member of the School community
- serious assault
- serious vandalism
- sexual misconduct
- drug/alcohol related incident (see Drugs Education Policy)
- inappropriate use of mobile phone or other digital device
- use of social networking on School premises
- inappropriate use of social networking outside of School
- any action which brings the School into disrepute or compromises the safety or well-being of others within the School community
- a refusal to adhere to the rules of social distancing or deliberately compromising the health of other pupils or staff regarding COVID-19 arrangements when appropriate.

Please note that this is not an exhaustive list. Where a sanction is required, it will be determined according to the nature of the disciplinary issue.

## 5.1 Procedures for Staff Making an Entry in Behaviour Management

**a, b, c & d of Discipline Referral System** (Refer Appendix 6: Discipline Referral System)

Normally a pupil should first receive a warning before an entry is made in Behaviour Management although for a more serious offence, this may not be required.

When an entry has been made, or is about to be made, in Behaviour Management, the member of Staff **should inform** the pupil concerned.

***In an emergency situation**, for example where a pupil in class is disrupting the teaching and learning process, a reliable pupil should be sent with a confidential written message to the relevant Head of Department who should seek to deal with the situation according to the circumstances, in line with their departmental procedures. If necessary, the HOD may inform and request assistance from a member of SMT. The member of Staff should promptly complete brief details of the pupil's behaviour using Behaviour Management within Sims.net.*

**It is important that members of staff discuss all behaviour management issues with their HOD in the first instance.**



## 5.2 Procedures for Form Teachers, Year Heads and Heads of Section

The Form Teacher should **review any entries** about his/her pupils in Behaviour Management on a weekly basis and keep the Year Head fully briefed.

The Year Head should monitor the behaviour of his/her year group, liaise as necessary with the following staff to ensure that behaviour issues are identified and dealt with promptly:

- The Subject teachers / HOD
- The Form Teacher
- The Section Head
- Learning Support Team / Pastoral Team
- The parents / guardians

The Section Head should meet regularly with his/her Year Head Team, review pupils with behaviour issues, discuss and plan for strategy implementation, take responsibility for external agency involvement, parental involvement, the imposition for higher level sanctions and keep VPs and Headmaster fully briefed.

## 5.3 Detention

Detention is considered a higher level sanction.

When a Junior or Middle School pupil has reached 5 entries and a Senior School pupil has reached 3 entries in the Behaviour Management System, the Head of Year will then place that pupil in detention and then notify parents.

A detention notification should be sent to parents giving at least 24 hours' notice (Refer Appendix 8 for detention letter template).

Detention is supervised by a member of the teaching staff.

Detentions will run on an academic yearly cycle.

### 5.3.1 Main Detention Types

**NB** If a pupil commits a serious misbehaviour the Section Head may sanction an immediate detention. In cases of serious misdemeanours, a suspension may be imposed at the discretion of the Headmaster. Continued or persistent inappropriate behaviour may result in suspension or expulsion. The table below provides a general guideline only for the implementation of detention. Specific circumstances may require the School to consider and impose other sanctions, depending on the seriousness of the breach of School rules.

<b>Reason</b>	<b>Detention Type</b>	<b>Staff Responsible</b>
For 3 lates in a month	Friday detention	Year Head
For 5 Conduct Points (Junior and Middle School)	Friday detention	Year Head
For 3 Conduct Points (Senior School)	Friday detention	Year Head
For chewing gum	Friday detention – automatic	Any member of Staff
For 6 Uniform Card Entries	Friday detention	Year Head
For 9 Uniform Card Entries	Saturday detention / Exceptional Closure Detention	Section Head
After 3 Friday detentions	Saturday detention / Exceptional Closure Detention	Section Head
Other serious incidents	Friday or Saturday detention depending on severity of misdemeanour	Section Head
Missed detention without notice or valid excuse	Repeat of the detention and Friday lunchtime detention	Year Head

Continued failure to attend detention constitutes a protracted disregard of the Pupil Behaviour Policy and may result in more serious sanctions such as suspension being imposed.

## LIST OF APPENDICES

APPENDIX 1	Pupils' Code of Conduct
APPENDIX 2	List of Relevant School Policies
APPENDIX 3	Pupils' Rights and Responsibilities
APPENDIX 4	Teachers' and Support Staff's Rights and Responsibilities
APPENDIX 5	Parents' Rights and Responsibilities
APPENDIX 6	Discipline Referral System
APPENDIX 7	Achievement Management Guidance
APPENDIX 8	Detention Letter Templates
APPENDIX 9	School Rules and Procedures
APPENDIX 10	Values & Expected Behaviours

## **APPENDIX 1: PUPILS' CODE OF CONDUCT**

- I agree to treat everyone in the School community with the same respect and courtesy with which I want to be treated.
- I agree to listen to my teachers and to other pupils whilst in class and to behave in such a way that I do not disrupt my own or other pupils' learning.
- I agree to follow instructions given to me by teaching and support staff.
- I agree to be punctual when coming to School and when going to class.
- I agree to bring the correct books and equipment to each class.
- I agree to complete all homeworks, assignments and coursework within the time limits set for these.
- I agree to be honest at all times.
- I agree to respect School property and that belonging to any other member of the School community.
- I agree to take pride in wearing my School uniform correctly both inside and outside of School.
- I agree to behave in a way which reflects well on myself and on the School when I am wearing my uniform both inside and outside School.
- I agree that, at no time, will I behave in a manner which brings the School into disrepute.
- I agree that I have a responsibility to help keep the School tidy by disposing of litter correctly.

***I understand that any transgression of this Code of Conduct will result in disciplinary action as set out in the School's Behaviour Policy.***

## **APPENDIX 2: LIST OF RELEVANT SCHOOL POLICIES**

### **Policies:**

- Pupil Behaviour Policy
- Pastoral Care Policy
- Anti-Bullying Policy
- Drugs Education Policy
- ICT, e-Safety and Digital Media Policy
- Mobile Phone Policy
- Complaints Policy
- Uniform Policy
- Suspension and Expulsion of Pupils Policy
- Unacceptable Behaviour Policy
- Values & Expected Behaviours

### **APPENDIX 3: PUPILS' RIGHTS AND RESPONSIBILITIES**

Pupils have a right to:

- be taught in a safe learning environment, free of disruption
- be valued as individuals and have their opinions considered and respected
- be treated fairly and consistently
- get help when they need it, whether with their work or with personal concerns
- have access to an effective learning environment with a suitably differentiated curriculum which will help to ensure that they can realise their individual potential

Pupils have a responsibility to:

- treat everyone in the School community with respect and courtesy
- take responsibility for their own behaviour and abide by School Rules and their Code of Conduct
- listen to and follow instructions for their safety, well-being and effective learning
- respect and value the views of all members of the School community
- be considerate of others
- behave in such a way that no pupil's learning is disrupted
- be equipped and ready to learn throughout their School life and endeavour to do their best at all times

## **APPENDIX 4: TEACHERS' AND SUPPORT STAFF'S RIGHTS AND RESPONSIBILITIES**

### **TEACHERS' RIGHTS AND RESPONSIBILITIES**

Teachers have a right to:

- be treated with respect and courtesy at all times
- express their views and to contribute to policies which they are required to reflect in their work
- support of colleagues in implementing the School's policies
- support of senior colleagues and external bodies
- a suitable career structure and opportunities for professional development
- a well maintained, adequate and appropriate teaching/working environment

Teachers have a responsibility to:

- behave in a professional manner at all times
- show interest and enthusiasm in their work and in their pupils' learning
- set and mark necessary work within an acceptable period of time
- listen to pupils, value their contributions and respect their views
- be sympathetic, approachable and alert to pupils in difficulty
- identify and seek to meet pupils' specific individual needs through the SEN Code of Practice and SENDO
- Provide honest feedback and information to pupils and parents where it is in the educational or developmental interest of the pupil
- share with parents any concerns they have about their child's progress or development, ensuring that communications with them are carried out in a courteous and considerate manner
- encourage independent thinking and learning in pupils
- set appropriate pupil targets and commend effort and achievement
- ensure that pupils adhere to the School's Code of Conduct and Pupil Behaviour Policy and follow the relevant procedures when breaches of that code occur
- encourage pupils to become involved in extracurricular activities and in charity initiatives

## SUPPORT STAFF RIGHTS AND RESPONSIBILITIES

Support staff have a right to:

- engage in relevant staff development
- a well maintained and adequately resourced working environment

Support staff have a responsibility to:

- communicate effectively with parents and external agencies when necessary

## APPENDIX 5: PARENTS' RIGHTS AND RESPONSIBILITIES

Parents have a right to:

- a safe, well managed and stimulating learning environment for their child's education
- reasonable access to the School, and to have their enquiries and concerns dealt with sympathetically, efficiently and in a professional manner
- be informed promptly if their child is ill or has an accident, or if the School has concerns about their child
- be informed about their child's progress and prospects
- be informed about School rules and procedures
- a broad, balanced and appropriate curriculum for their child
- be involved in key decisions about their child's education
- a suitably resourced School with adequate and well-maintained accommodation

Parents have a responsibility to:

- ensure that their child attends School regularly and arrives in good time, with homework completed, and suitably equipped for the lessons in the day ahead
- be aware of School rules and procedures, and ensure that their child abides by them
- show interest in their child's classwork and homework by, for example, regular scrutiny and monitoring of the student diary and, where possible, provide suitable facilities for studying at home
- act as positive role models for their child in their relationship with the School and communicate with staff in a courteous and considerate manner
- attend planned meetings with teachers, in particular where concern has been expressed about their child and, where possible, support School functions



- provide the School with all the necessary background information about their child, including telling the School promptly about any concerns they have about School, or any significant change in their child's medical needs or home circumstances. It is also essential that all information held by the School, pertaining to pupils, is accurate and up to date.

## APPENDIX 6: DISCIPLINE REFERRAL SYSTEM

The information provided below is intended to be a guide for staff. Some examples of misdemeanours are listed for illustrative purposes, but it is recognised that staff must exercise their own professional judgement and discretion according to the particulars of the misdemeanour.

Examples of possible actions by staff:

### **Minor Misbehaviours (Dealt with by Class Teacher)**

- A visual prompt e.g. a look or brief verbal warning
- A reminder of the standard expected
- A discreet word with the pupil at the end of class

### **Repeated Minor Misbehaviours (Dealt with by Class Teacher)**

- A change in seating arrangements
- Entry into the behaviour management system
- Incident recorded in pupil's diary to inform parents

### **Persistent Minor Misbehaviours (Dealt with by Class Teacher in Consultation with Head of Department (HOD))**

- Withdrawal of privileges
- Time-out in class, working alone on a personalised task
- Additional written work (subject or behaviour specific)
- Lunchtime detention as per departmental/school guidelines
- Entry into the behaviour management system

### **Recurrence of above stages and Persistent Minor and More Serious Misbehaviours**

#### **a) First referral to HOD by the class teacher.**

- Pupil interviewed and verbal warning from HOD
- Interview report copied to Head of Year and pupil's school file
- Year Head to liaise with other subject teachers
- Entry into the behaviour management system

#### **b) Second referral to HOD.**

- HOD to liaise with Year Head before the HOD contacts parents
- In instances where more than one subject is involved the Year Head will then contact the parents
- Year Head to interview pupil and Head of Section to be notified
- Pupil may be placed on academic/behaviour report and/or temporarily removed from class

#### **c) Recurrence of above and more Serious Misbehaviours**

- Referral to Head of Section/Vice Principal
- Formal letter sent to parents by Head of Section
- Pupil placed on academic/behaviour report

#### **d) Recurrence of above and most Serious Misbehaviours**

- Referral to Vice Principal /Principal
- Parents formally contacted by Principal
- Pupil interviewed and given a verbal warning followed up by formal letter by the Principal
- Suspension / expulsion if appropriate

## EXAMPLES of MISBEHAVIOURS

### **Please note:**

The following tables do not contain a comprehensive list. It is purely illustrative and exists for staff reference. Items marked with a ‘\*’ are examples of misbehaviours which, depending on their particular nature, may fall into higher categories than that in which they appear. As ever the professional judgement and discretion of staff should always be applied.

<b>a) Minor Misbehaviours &amp; Repeated and Persistent Minor Misbehaviours</b>	<b>b) Recurrence of a) &amp; Persistent Minor and More Serious Misbehaviours</b>	<b>c) Recurrence of b) &amp; more Serious Misbehaviours</b>	<b>d) Recurrence of c) &amp; Most Serious Misbehaviours</b>
<b>Dealt with by Class /Form Teacher</b>	<b>Dealt with by Class Teacher / HOD / Year Head</b>	<b>Dealt with by Head of Section / VP</b>	<b>Dealt with by VP / Headmaster</b>
Eating in corridor	Verbal abuse – to a pupil*	Verbal abuse – to staff*	A serious Assault
Eating around lockers	Assault*	Possession or use of Illicit substances*	
Failure to attend House Assembly	Forging of notes/signatures*	Inappropriate conduct - harming school image*	
Failure to produce uniform card	Writing an obscene letter*	Inappropriate material brought into school e.g. of a dangerous or offensive nature*	
Chewing gum*	Leaving school without permission*		
Forgotten textbooks/files/sports equipment	Lying to a member of staff*		
Late submission of absence note	Misbehaviour outside School*		
Late to registration	Sectarianism*		
Late to class	Racism*		
Littering	Smoking*		
Bullying*	Truancy*		
Disruptive behaviour in class*	Theft*		
A breach of uniform policy*	Vandalism*		
Failure to submit set work*	Bringing nuts or nut products into the School*		
Defiance*			

*Member of staff responsible for policy: Mr Brian Montgomery*

*Date approved by Board of Governors: 22 June 2020*

*Date of next review: June 2021*

<b>a) Minor Misbehaviours &amp; Repeated and Persistent Minor Misbehaviours</b>	<b>b) Recurrence of a) &amp; Persistent Minor and More Serious Misbehaviours</b>	<b>c) Recurrence of b) &amp; more Serious Misbehaviours</b>	<b>d) Recurrence of c) &amp; Most Serious Misbehaviours</b>
Inappropriate letter/notes*			
Inappropriate use of a mobile phone/digital device*			
Inappropriate behaviour*			
Inappropriate language *			
Inappropriate use of the internet including social networking*			
Cheeky to staff*			
Disobedience*			
Cheating/Plagiarism*			

## **APPENDIX 7: ACHIEVEMENT MANAGEMENT GUIDANCE**

*“Excellence through commitment, contribution and caring”*

This scheme channels into the Merit Award system for pupils who may not be nominated but who have made a significant contribution to school life in some way.

Pupils can be entered under the following headings:

1. COMMITMENT
2. CONTRIBUTION
3. CARING

PUPILS MAY BE ENTERED INTO THE ACHIEVEMENT SYSTEM AT THE TEACHER’S DISCRETION WHERE THE INDIVIDUAL HAS MADE A NOTABLE EFFORT UNDER ANY OF THE HEADINGS BELOW. The examples are guidelines only.

### **1. COMMITMENT**

- Teacher’s discretion – where you are aware that a pupil has shown commitment out of the ordinary and feel this should be acknowledged formally.

Examples

- Where a pupil has shown commitment above the ordinary when attending extracurricular activities.
- Full attendance.
- Promotion in CCF.
- Music achievements.

### **2. CONTRIBUTION**

- Teacher discretion for an individual who has gone out of their way to make a significant contribution to school life.

Examples

- Contribution to House related matters (2 or more events entered).
- Notable contribution to charity work carried out in school.
- School performances – band, choir, speeches, drama.
- Form captains / vice form captain making a greater than expected contribution to their class.
- Assisting with open night and making a commendable effort on the evening.

### **3. CARING**

- Teacher discretion for pupils on a pastoral level who have gone out of their way to assist another pupil.

Examples

- Pupil going out of their way to assist a peer/member of staff.
- Assistance to a classmate, over a period of time, who has been injured – broken leg/arm etc, carrying files etc.
- Providing assistance to a new pupil.
- Report reaching school of a pupil assisting a member of the public whilst in school uniform.

*Member of staff responsible for policy: Mr Brian Montgomery*

*Date approved by Board of Governors: 22 June 2020*

*Date of next review: June 2021*

## APPENDIX 8: DETENTION LETTER TEMPLATES

### Glenlola Collegiate School

2 Valentine Road, Bangor, Co Down, Northern Ireland BT20 4TH  
Tel: 028 9147 5340 Fax: 028 9147 5345  
www.glenlola.collegiate.net info@glenlola.collegiate.bangor.ni.sch.uk  
Headmaster: W E Thompson BSc MSc MEd PGCE PQH(NI)

Date \_\_\_\_\_

Dear \_\_\_\_\_

I am writing to inform you that your daughter/child \_\_\_\_\_ has been placed in detention on \_\_\_\_\_. The reason for this detention is indicated below. We would be grateful if you could sign the slip and ask your daughter/child to return it immediately to their Year Head.

We would appreciate your support in ensuring that \_\_\_\_\_ addresses the issues raised by this detention and trust that it will have the desired impact on their future behaviour.

Yours sincerely

Year Head/ Section Head

#### Reason for Detention:

✂-----

#### GLENLOLA COLLEGIATE SCHOOL

Pupil's Name \_\_\_\_\_ Form \_\_\_\_\_

I/We acknowledge receipt of your letter and note that \_\_\_\_\_ will be in detention on \_\_\_\_\_ from 3.30 – 4.30pm.

Signed: \_\_\_\_\_ Parent/Guardian Date \_\_\_\_\_

#### To be returned to Year Head immediately

Mr & Mrs  
Address  
Town  
Post code

*Member of staff responsible for policy: Mr Brian Montgomery  
Date approved by Board of Governors: 22 June 2020  
Date of next review: June 2021*

## Glenlola Collegiate School

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Headmaster: W E Thompson BSc MSc MEd PGCE PQH(NI)

Date \_\_\_\_\_

Dear \_\_\_\_\_

I am writing to inform you that your daughter/child \_\_\_\_\_ has been placed in a lunchtime detention on \_\_\_\_\_. The reason for this detention is that she failed to attend detention on \_\_\_\_\_. Arrangements will be made for your daughter/child to have lunch.

Your daughter/child will also be required to repeat the missed detention on \_\_\_\_\_.

We would be grateful if you could sign the slip and ask your child to return it immediately to their Year Head.

We would appreciate your support in ensuring that \_\_\_\_\_ addresses the issues raised by this detention and trust that it will have the desired impact on their future behaviour.

Yours sincerely

Year Head/ Section Head

**Reason for Lunchtime Detention:** Failure to attend detention on \_\_\_\_\_

✂ \_\_\_\_\_

**GLENLOLA COLLEGIATE SCHOOL**

Pupil's Name \_\_\_\_\_

Form \_\_\_\_\_

I/We acknowledge receipt of your letter and note that \_\_\_\_\_ will be in lunchtime detention on \_\_\_\_\_

Signed: \_\_\_\_\_ Parent/Guardian

Date \_\_\_\_\_

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**All pupils should note that any transgressions of these School Rules and Procedures may result in disciplinary action.**

## **1. Attendance and Punctuality**

- 1.1 Pupils should be in school at 8.45am in time for Registration at 8.50am.
- 1.2 Pupils arriving to registration after 8.50am will be marked 'late' by their Form Teacher.
- 1.3 Anyone arriving in school after registration has closed should report directly to Reception (Y8-10) and to Year Heads (Y11-12). Senior School pupils (Yrs13&14) should sign the 'Late Book' located in the Senior School Office.
- 1.4 Pupils who are late 3 times in any calendar month without good reason will be placed in after-school detention.
- 1.5 Pupils are expected to be punctual to class at all times.
- 1.6 Pupils **should not arrive in school before 8.15am.**
- 1.7 Pupils should **only** remain on the School premises after 3.45pm if they are participating in supervised activities e.g. hockey, library study, SU etc.

## **2. Absence**

- 2.1 Parents will be given appropriate notice of the dates of the School terms. Guidance from the Department of Education makes it clear that parents should not arrange holidays during term time. Consequently, **approval will not be given** for pupils to be absent from School during term time to go on holiday. Any such absence will be recorded on the attendance database as "unauthorised".
- 2.2 Other than in emergencies, medical, dental and similar appointments should be arranged **outside** the School day.
- 2.3 Pupils should bring in a dated '**red tear out slip**' available at the back of the Student Diary, to explain any unplanned absence. **This should be completed by a parent/guardian and returned on the first day of return to school.**  
NB If this slip is not brought in after 3 days, a Behaviour Management entry will be made.
- 2.4 If a pupil is absent for more than three days, their parents should telephone the School to indicate the reason for absence.
- 2.5 If a pupil is absent from School a parental text message will be sent on the first day of absence.
- 2.6 Pupil absence will be monitored by the Attendance Manager and discussed at fortnightly meetings with Heads of Section, SENCo, Head of Pastoral Care and the School VPs.

### 3. Personal Property

- 3.1 Pupils should look after and take responsibility for their own belongings.
- 3.2 All personal property should **be named** and secured in lockers. Any items that are too large to fit inside lockers should be kept with pupils throughout the day and not left on the floor of the locker rooms. However, hockey sticks and tennis rackets may be placed on the wall pegs at the pupils' own risk. School cannot be held responsible if an item goes missing. All items should be removed from the locker area at the end of the summer term.
- 3.3 Valuable personal property **should not** be brought into school. The School will not accept responsibility for any loss or damage to such items.
- 3.4 All lost property found by pupils should be **handed to a member of Staff**. Please note that at the end of the academic year, any unclaimed items of lost property will be put into a 'Lost Property' sale.

### 4. Accidents

Any accident occurring in School should be reported immediately to the nearest member of Staff.

### 5. School Uniform and Behaviour

- 5.1 A high standard of personal appearance is expected at all times and pupils should behave in a manner which enhances the reputation of the School **and at no time** bring it into disrepute.
- 5.2 School uniform should be worn and uniform regulations adhered to during school hours, on the journey to and from school and on other occasions as directed by the staff, such as school trips, and when representing the School in sporting or other events.
- 5.3 The uniform worn should comply with the requirements set out in the official uniform list, a copy of which is available from the School Office and is on the School website ([www.glenlola.collegiate.net](http://www.glenlola.collegiate.net)). A neat appearance should be presented at all times. Failure to comply with the uniform requirements may result in the pupil being placed on Uniform Report.

### 6. Other

- 6.1 Pupils should adhere to all above procedures and relevant School policies as specified in the appendices of this document.
- 6.2 Pupils should show respect for all members of the school community.
- 6.3 Pupils should show respect for the property and privacy of others.
- 6.4 Pupils are expected to keep the School and its precincts tidy and free of litter.
- 6.5 Pupils should **not** enter any part of the School grounds or buildings which are designated "out of bounds" without the permission of a member of the teaching staff.
- 6.6 Pupils (Yrs 8 - 12) are **not** permitted to leave the School grounds during the School day without permission from their Year Head.
- 6.7 Pupils should **not** use the School as an address for personal mail.

- 6.8 Pupils should abide by the School's mobile phone policy.
- 6.9 Pupils should abide by the School's policy for the acceptable use of the Internet and email facility.
- 6.10 Pupils are required to keep all text-books, stationery and equipment provided by the School in good condition. Text books remain the property of the School and should be returned as directed by the appropriate teacher.
- 6.11 Pupils should **not** enter classrooms without the supervision of a member of staff, but should wait **quietly in double file** outside the room.
- 6.12 Pupils should follow the direction of teachers and support staff and should at no time behave in a manner which is disruptive, rude, defiant or inappropriate in any other way.
- 6.13 Pupils should behave in a way which reflects well on them as individuals and on the School when in School uniform.
- 6.14 The School is a designated non-smoking area. Smoking and vaping are strongly discouraged on health grounds and is forbidden at all times when girls are wearing School uniform. This includes when travelling to and from School.
- 6.15 Pupils should **not** bring to School or use such items as tobacco, aerosols, alcohol or illegal drugs. Pupils are forbidden from using, possessing or appearing to be under the influence of intoxicants, stimulants or drugs at any time when in school uniform or participating in School organised activities.
- 6.16 Pupils should **not** bring to School or use dangerous or anti-social articles. This includes using a mobile phone or digital device in a manner that causes harm or distress to another member of the School community.
- 6.17 Pupils should **only** eat and drink in the designated areas e.g. dining and snack rooms.:
- Dining areas
  - Snack rooms
- 6.18 Pupils may refill their water bottles from the water dispensers **only** during break and lunch time and not when moving between classes. Pupils are only permitted to leave class to refill their water bottles in exceptional circumstances at the discretion of the teacher.
- 6.19 Chewing gum is **banned** on the School premises (automatic detention imposed for breach of this rule).
- 6.20 Pupils should at all times follow the instructions of staff and observe safety precautions in practical work, activities and road safety.
- 6.21 On grounds of Health & Safety, parents should **not** bring cars into the School grounds when collecting or dropping off pupils.
- 6.22 Pupils should not ask to leave the classroom except in exceptional circumstances. Staff should record the exact time when a pupil leaves and returns to class.

## **7. Senior School Pupils**

- 7.1 Senior School pupils are permitted to leave School at lunchtime but should **sign out and sign back in** again at Reception.
- 7.2 Senior School pupils are **not** permitted to drive into or park in the School grounds during school hours without permission from the School. This applies to all forms of motorised vehicles, including motorbikes or scooters.

7.3 Any car parked outside the School grounds should not block or restrict access to local residents. Any car parked illegally may result in the PSNI being informed.

**Both pupils and parents are required to comply with the School Rules, by signing an agreement at the beginning of each academic year.**

## APPENDIX 10 Values and Expected Behaviours

Value	Expected Behaviour Governors	Expected Behaviour SLT	Expected Behaviour Teaching Staff	Expected Behaviour Support Staff	Expected Behaviour Pupils	Expected Behaviour Parents	Expected Behaviour Visitors
<b>Excellence</b> - <i>We take pride in ourselves, our School and in serving the wider community</i>	<ul style="list-style-type: none"> <li>Lead by example and model professional behaviours</li> <li>Strive for excellence</li> <li>Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>Lead by example and model professional behaviours</li> <li>Strive for excellence</li> <li>Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>Lead by example and model professional behaviours</li> <li>Strive for excellence</li> <li>Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>Maintain high standards and set an example to others</li> <li>Take pride in your work to be the best we can be.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and recognise the important value of education for life</li> <li>Lead others by your example</li> <li>Strive to achieve your best</li> <li>Take pride in yourself and your School community</li> <li>Celebrate successes big and small</li> </ul>	<ul style="list-style-type: none"> <li>Understand the ethos of the School &amp; the value of education in the development of your daughter/child</li> <li>Create an environment at home that enables your daughter/child to strive for excellence</li> <li>Recognise and celebrate success</li> </ul>	
<b>Caring</b> - <i>We provide a caring, supportive and friendly environment</i>	<ul style="list-style-type: none"> <li>Be mindful of the impact of decisions on staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>Support each other and expect support from colleagues, pupils and parents</li> <li>Acknowledge effort from staff and pupils</li> <li>Share ideas and give feedback</li> <li>Be pupil focused</li> </ul>	<ul style="list-style-type: none"> <li>Care for and support pupils, parents and one another</li> <li>Maintain an ordered learning environment for pupils</li> <li>Be pupil focused</li> <li>Seek opportunities to have fun together</li> <li>Act with pupils' best interests in mind</li> </ul>	<ul style="list-style-type: none"> <li>Support pupils, teachers and each other</li> <li>Be approachable</li> <li>Strive to participate fully in the life of the School</li> </ul>	<ul style="list-style-type: none"> <li>Care for and support one another</li> <li>Seek opportunities to have fun together</li> <li>Act with other pupils' best interests in mind</li> <li>Strive to participate fully in the life of the School</li> <li>Recognise the role and expertise of staff</li> <li>Be positive, polite, kind and helpful</li> </ul>	<ul style="list-style-type: none"> <li>Provide a caring and supportive home environment</li> <li>Strive to support the work of the School and engage constructively with staff</li> </ul>	
<b>Respect</b> - <i>We treat others with courtesy and respect</i>	<ul style="list-style-type: none"> <li>Value the individual</li> <li>Strive to communicate effectively</li> <li>Take time to listen and respond</li> <li>Act in a professional manner</li> </ul>	<ul style="list-style-type: none"> <li>Value the individual</li> <li>Strive to communicate effectively</li> <li>Take time to listen and respond</li> <li>Act in a professional manner with parents, pupils, colleagues, outside agencies and the community</li> </ul>	<ul style="list-style-type: none"> <li>Treat pupils as individuals</li> <li>Communicate clearly and listen to others</li> <li>Act in a professional manner with parents, pupils, colleagues, outside agencies and the community</li> </ul>	<ul style="list-style-type: none"> <li>Be positive, encouraging and polite</li> <li>Communicate clearly and listen to others</li> <li>Act in a professional manner with parents, pupils, colleagues, outside agencies and the community</li> </ul>	<ul style="list-style-type: none"> <li>Treat everyone considerately</li> <li>Set high standards for yourself and strive to set an example to others</li> <li>Listen to others and be considerate in what you say</li> </ul>	<ul style="list-style-type: none"> <li>Support the School in its work</li> <li>Value the professional expertise and commitment of staff</li> <li>Strive to communicate effectively with the School</li> <li>Engage with staff in a constructive and reasonable manner</li> </ul>	<ul style="list-style-type: none"> <li>Value the professional expertise and commitment of staff</li> <li>Strive to communicate effectively with the School</li> <li>Engage with staff in a constructive and reasonable manner</li> </ul>
<b>Integrity</b> - <i>We approach everything we do</i>	<ul style="list-style-type: none"> <li>Exercise confidentiality in all matters relating to the role</li> </ul>	<ul style="list-style-type: none"> <li>Lead by example and model professional behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Lead by example and model professional behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Maintain high standards and set an example to others</li> </ul>	<ul style="list-style-type: none"> <li>Respond constructively to challenges</li> <li>Be trustworthy</li> </ul>	<ul style="list-style-type: none"> <li>Maintain high standards of parenting and set an example to your daughter/child</li> </ul>	

<i>with honesty, integrity and enthusiasm</i>	<ul style="list-style-type: none"> <li>Lead by example and model professional behaviours</li> <li>Be consistent with the School's values in all we do</li> </ul>	<ul style="list-style-type: none"> <li>Be consistent with the School's values in all we do</li> <li>Respect confidentiality where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Be consistent with the School's values in all we do</li> <li>Respect confidentiality where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Be consistent with the School's values in all we do</li> <li>Respect confidentiality where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Be true to yourself and others</li> <li>Respect confidentiality where appropriate</li> <li>Look for the positive in challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>Engage constructively with the School</li> <li>Protect your daughter/child and the School from the destructive influence of Social Media</li> </ul>	
<b>Responsibility</b> - We take personal responsibility for our actions	<ul style="list-style-type: none"> <li>Respond constructively to challenges</li> <li>Challenge others to strive for excellence</li> <li>Be willing to learn from experience</li> </ul>	<ul style="list-style-type: none"> <li>Respond constructively to challenges</li> <li>Challenge others to strive for excellence</li> <li>'Own' our shortcomings</li> <li>Be willing to learn from experience</li> <li>Ensure that school policies and procedures are implemented</li> </ul>	<ul style="list-style-type: none"> <li>Be committed, diligent and enthusiastic</li> <li>Challenge others to strive for excellence</li> <li>Be willing to learn from experience</li> </ul>	<ul style="list-style-type: none"> <li>Adapt to change by being flexible and engaging in effective forward planning</li> <li>Apply the School rules consistently and effectively</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for your own actions</li> <li>Be flexible in your approach</li> <li>Learn from mistakes</li> <li>Adhere to the School rules</li> <li>Be punctual and prepared for each lesson</li> </ul>	<ul style="list-style-type: none"> <li>Be a good role model for your daughter/child</li> <li>Help your daughter/child to become more resilient by taking responsibility for their own actions</li> <li>Help your daughter/child to support and contribute to the School community by respecting and adhering to the School rules</li> <li>Ensure that your daughter/child is punctual and prepared for lessons</li> </ul>	
<b>Loyalty</b> - We are loyal to each other and respect diverse views	<ul style="list-style-type: none"> <li>Maintain and promote the good reputation of the School</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and promote the good reputation of the School</li> <li>Encourage participation in the life of the School</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and promote the good reputation of the School</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and promote the good reputation of the School</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and promote the good reputation of the School</li> <li>Strive to participate in the life of the School</li> <li>Have a good "team spirit"</li> <li>Strive to participate in the life of the School</li> <li>Represent your School with pride</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and promote the good reputation of the School</li> <li>Be guided by the professional expertise of teachers</li> <li>Help your daughter/child to recognise and avail of the many opportunities available to her in School</li> <li>Encourage your daughter/child to participate in the life of the School</li> </ul>	
<b>Aspiration</b> - We promote a spirit of self-belief, determination and aspiration within our School community	<ul style="list-style-type: none"> <li>Maintain high expectations</li> <li>Promote and acknowledge effort</li> <li>Celebrate success</li> <li>Build resilience</li> <li>Instil values, challenge thinking and broaden horizons</li> <li>Solve problems and create opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Maintain high expectations</li> <li>Promote and acknowledge effort</li> <li>Celebrate success</li> <li>Build resilience</li> <li>Instil values, challenge thinking and broaden horizons</li> <li>Solve problems and create opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Have high expectations</li> <li>Promote and acknowledge effort</li> <li>Celebrate success</li> <li>Help pupils to build resilience and independence</li> <li>Solve problems and create opportunities</li> <li>Instil values, challenge thinking and broaden horizons</li> </ul>	<ul style="list-style-type: none"> <li>Have high expectations</li> <li>Celebrate success</li> <li>Contribute to the development of well-rounded students</li> <li>Solve problems and create opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Have high expectations for yourself and always strive to do your achieve your potential</li> <li>Take pride in your achievements</li> <li>Prepare yourself for life by striving to develop resilience and independence</li> <li>Be determined</li> </ul>	<ul style="list-style-type: none"> <li>Build resilience by helping your daughter/child to accept and cope with the everyday challenges of life</li> <li>Help your daughter/child to develop a spirit of self-belief, determination and aspiration</li> </ul>	