Glenlola Collegiate School

"EXCELLENCE THROUGH COMMITMENT, CONTRIBUTION and CARING"

Positive Behaviour Policy

Member of staff responsible for policy: Mr Marc Harding & Mrs Pauline Hunniford
Date approved by Board of Governors:
Date of next review:

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.

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.

Aims

The aims of this policy are for all pupils to excel through Commitment, Contribution and Caring and the belief that each pupil is unique and of value.

School Rules and Procedures

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 (Y8-12). Senior School pupils (Y13&14) should sign the 'Late Book' located in their respective supervised study room.

1.4 Pupils who are late 4 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 When a pupil is absent from School a text message will be sent to a parent/guardian using the Gateway app. The parent/guardian can then reply with the explanation for this absence via the Gateway 'Messages' function. If it is preferable, an explanatory note can still be presented on the **first day** of return to school. NB. If this explanation is not received 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 Pupil absence will be monitored by the Education Welfare Officer and discussed at monthly 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 the School 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 the School website (www.glenlolacollegiate.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 textbooks, stationery and equipment provided by the School in good condition. Textbooks 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** 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, vapes, 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.

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.

6.23 Lockers should only be used before registration, breaktime, lunchtime and after school.

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 using the designated books in the Year 13/14 study rooms.

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.

8. Nut free zone

The School is a nut free zone. Therefore, in the interests of pupil health and safety, breaches will be dealt with as a disciplinary matter.

9. Behaviour and Discipline

In Glenlola, we believe that good behaviour should be the norm and should be recognised by all as such. 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. All pupils should realise that the greater their effort and positive commitment to life in School, the more they will benefit from their years at Glenlola Collegiate. 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.

Sanctions may be applied for breach of any school rule and it is the aim of this policy to provide 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.

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.

10. Sanctions

10.1 All Staff have a responsibility to ensure that pupils adhere to the 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 5: 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

Sanctions to deal with inappropriate behaviour may range from a visual prompt in the classroom, an entry into the behaviour management system, to cases where serious breaches of the Behaviour Policy have taken place and it may be necessary to contemplate suspension. Member/s of staff will exercise their judgment as per the sanction in the context of each individual case.

An entry into Behaviour Management might be made for a number of reasons which are listed on a drop-down menu on SIMS

10.2 **Procedures for Staff Making an Entry in Behaviour Management**

Refer Appendix 5: 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 SLT. The member of Staff should promptly complete brief details of the pupil's behaviour using Behaviour Management within SIMS.

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

10.3 **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.

10.4 **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. Detention is supervised by a member of the teaching staff and will run on an academic yearly cycle.

10.4.1 **Main Detention Types**

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.

Reason	**Detention Type**	**Staff Responsible**
For 4 lates in a month	Weekday detention	Year Head
For 5 Conduct Points (Junior and Middle School)	Weekday detention	Year Head
For 3 Conduct Points (Senior School)	Weekday detention	Year Head
For chewing gum	Weekday detention – automatic	Any member of Staff
For 6 Uniform Card Entries	Weekday detention	Year Head
For 9 Uniform Card Entries	Saturday detention / Exceptional Closure Detention	Section Head
After 3 Weekday detentions	Saturday detention / Exceptional Closure Detention	Section Head
Other serious incidents	Weekday or Saturday detention depending on severity of misdemeanour	Section Head
Missed detention without notice or valid excuse	Repeat of the detention and Weekday lunchtime detention	Vice-Principal (MH)

Continued failure to attend detention constitutes a protracted disregard of the School Rules and Procedures and will result in more serious sanctions such as suspension being imposed.

11. Rewarding Achievement

11.1 The School endeavours to promote and encourage Positive Behaviour through the following:

- Achievement Points
- Merit and Honours Awards

- Effort Commendation Scheme
- Prize Distribution
- The House System
- Pastoral Care System
- Extracurricular Activities
- Student Council
- Posts of Responsibility
- Assemblies
- Positive communication to pupils and parents
- Effective Classroom management

12. Achievement Points

The School values the positive contribution that pupils make, both in terms of individual achievement and in ways which enhance the life of the school community as a whole. To encourage these efforts, an achievement system is used to recognise and reward the positive contributions pupils make to both our school community and the curriculum.

To ensure a consistency of management and response throughout the teaching staff, all staff award **Achievement Points** as follows:

12.1 On a **whole school** level, Achievement Points are awarded for:

- academic achievement
- academic progress
- academic effort
- consistent contribution to extra-curricular activities
- consistent commitment to support classes
- participation in a School competition
- representing School in an external competition
- contribution to a significant whole school event e.g. Open Night
- overcoming difficult circumstances
- an exceptional display of excellence through commitment, contribution or care.

On a **departmental** level, each department has outlined guidance for the awarding of Achievement Points. Heads of Department are responsible for ensuring that all staff members understand departmental guidance and award Achievement Points fairly and consistently. Teaching staff are responsible for ensuring that departmental guidance is clearly displayed in classrooms and pupils are aware of how they can be awarded Achievement Points within each subject area.

12.2 Achievement Points are recognised through a structured rewards system, with pupils receiving increasing levels of recognition as they accumulate achievement points. Awards may include commendation letters from members of staff and leadership, as well as additional prizes. The Senior Leadership Team reviews achievement records biannually, and Merit awards will be presented to those pupils who accumulate the highest number of achievement points.

12.3 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 may be awarded to a pupil in any one academic year.

13. School Honours

The School Honours system provides a framework through which the school recognises and celebrates the commitment and achievements of our pupils across a broad range of activities, inspiring them to pursue excellence in their chosen areas.

Highest School Honours are conferred upon the Head Girl, Deputy Head Girls, and Games Captain. Recipients are entitled to wear a Royal Blue Honours Blazer with the appropriate wired badge.

Academic Honours are conferred upon those pupils in Year 12 achieving seven or more A*-A grades at GCSE.

Full Honours are conferred upon Senior Prefects, House Heads, and pupils who meet the agreed criteria, recognising sustained commitment, achievement, and significant contribution to School teams or activities over a period of time. These awards are typically made to pupils in Years 11–14, with the earliest awards presented at the end of Year 11. Recipients are entitled to wear a blazer with blue trim and a wired badge indicating the field of award.

Half Honours recognise the achievements of those who do not meet the criteria for full honours, but have made a significant contribution to a team other than the senior team, or according to agreed criteria. Recipients wear their usual blazer with a wired badge indicating the field of award.

Junior School Honours recognise the achievements of those pupils in Junior School who have made a significant contribution in their field. They may also be awarded to pupils in Years 8-10 who meet the criteria for Full / Half honours. Recipients wear their usual blazer with Junior Honours lapel badge.

13.1 Application Process

Individual pupils may make application to the Honours Committee using the appropriate application form. Pupils will be required to submit a full range of evidence demonstrating how they meet the specified criteria, alongside their application form. Upon receipt, each application will be considered by the Honours Committee. Submission deadlines will be published in advance, and all pupils will be informed of the relevant timescales.

13.2 Criteria for School Honours

Music	
Full Honours	Pupils must have been a member of at least one school musical group for a minimum of two years. Pupils must attend at least 90% of all scheduled rehearsals for the group within any given year. Pupils must perform with the group at all scheduled musical commitments, both within and outside school, in any given year. Music Honours will be awarded on the understanding that the pupil will continue as an active member of the musical group. Pupils must have achieved either Grade 8 merit in one instrument, or Grade 7 merit in one instrument and Grade 5 merit in a second instrument or theory.
Half Honours	Pupils must have been a member of at least one school musical group for a minimum of two year. Pupils must attend at least 90% of all scheduled rehearsals for the group within any given year.

	Pupils must perform with the group at all scheduled musical commitments, both within and outside school, during that year. Pupils must have achieved either a Grade 6 Merit in one instrument, or a Grade 5 Merit in one instrument and a Grade 4 Merit in a second instrument, or theory. Music Honours are awarded on the understanding that the pupil will continue as an active member of the musical group.
Junior Honours	Pupils must have been a member of at least one school musical group for a minimum of two year. Pupils must attend at least 90% of all scheduled rehearsals for the group within any given year. Pupils must perform with the group at all scheduled musical commitments, both within and outside school, during that year. Music Honours will be awarded on the understanding that the pupil will continue as an active member of the musical group. Pupils must have achieved either a Grade 5 Merit in one instrument, or a Grade 4 Merit in one instrument and a Grade 3 Merit in a second instrument or theory.

School Musical	
Full Honours	Pupil should have played a leading/principal role in a school production and have attended all performances. OR The pupil should have made a significant contribution to a production by taking responsibility for a design aspect (e.g. set, costume, lighting, backstage or sound). OR The pupil should have played a leading/principal role with an external drama group with performances at a high-profile venue requiring selection by audition.
Half honours	The pupil should have undertaken a minor or ensemble role in two successive school productions and have attended all performances.
Junior honours	Pupil should have played a leading/principal role in a school production and have attended all performances. OR The pupil should have played a leading/principal role with an external drama group with performances at a high-profile venue requiring selection by audition. OR The pupil should have undertaken a minor or ensemble role in two successive school productions and have attended all performances.

CCF

Full Honours	Awarded to the Coxswain and RSM (or the girl with the highest rank in that year and section). Or Have attended a minimum of 75% of parade nights for at least three years and have assisted as a Senior Cadet for at least two days on School CCF weekends or summer camps. In addition: - have attended a National Camp or Course of at least two days duration or - have represented CCF at a military event or competition of at least two days duration within the last two years.
Half honours	Have attended a minimum of 75% of parade nights for at least three years and have attended at least two School CCF weekends or summer camps in the previous two years.

Bar Mock	
Full Honours	Pupils must have played a major role in the Bar Mock Trial process (i.e. Barrister or Witness). Pupils must have over 95% attendance at Bar Mock Trial meetings throughout the year. Pupils must have made a significant contribution to the preparation for the competition. Pupils must have aided and assisted other members of the team with their roles (such as writing questions, speeches, etc.). Pupils must have represented the school in the regional and/or national finals of the competition.
Half honours	Pupils must have played a major role in the Bar Mock Trial process (i.e. Barrister or Witness). Pupils must have over 95% attendance at Bar Mock Trial meetings throughout the year. Pupils must have made a significant contribution to the preparation for the competition. Pupils must have aided and assisted other members of the team with their roles (such as writing questions, speeches, etc.). Pupils must have represented the School in the regional heats of the competition.

Equestrian	
Full Honours	Pupils must have competed for a minimum of three seasons on the school's team or represented the school as an individual for three seasons **and** have achieved an overall top-six placing in a recognised Inter-Schools Equestrian League in showjumping, dressage or another appropriate equestrian discipline or have represented the school at Schools Show Jumping Open Team Championship at Balmoral Show OR

	Pupils must have been selected to represent Northern Ireland, Ireland or Great Britain at a recognised national or international level in showjumping, dressage, eventing or an equivalent equestrian discipline.
Half Honours	Pupils must have competed as a member of the school equestrian team or represented the school as an individual for a minimum of two seasons while in Middle or Senior School **and** have achieved an overall top-six placing in a recognised Inter-Schools Equestrian League in showjumping, dressage or another appropriate equestrian discipline.
Junior Honours	Pupils must have competed as a member of the school equestrian team or represented the school as an individual for a minimum of two seasons **and** have achieved an overall top-six placing in a recognised Inter-Schools Equestrian League in showjumping, dressage or another appropriate equestrian discipline. OR Pupils must have been selected to represent Northern Ireland, Ireland or Great Britain at a recognised national or international level in showjumping, dressage, eventing or an equivalent equestrian discipline.

Debating and Public Speaking	
Junior Honours	Pupils must have played a major role in the iThink Debating Committee. Pupils must have represented the School in a competition. Pupils must have made a significant contribution to the preparation for the competition.
Half Honours	Pupils have represented the School and won a competition at a local level.
Full Honours	Pupils have represented the School and won a competition at regional (NI) level.

Sport	
Hockey	**Eligibility**: Pupils in Years 11–14 who have played the majority of one season on the school 1st XI team. **Representative Honours**: Pupils of any year who have represented Ulster or Ireland at any age level. **Half honours:** Selection onto Ulster Hockey TDP squad.
Netball	**Eligibility**: Pupils who have played the majority of one season on the school senior netball team. **Representative Honours**: Pupils who have represented Northern Ireland at any level.

	Half Honours: Selection onto a NI Netball Regional squad or equivalent
Athletics	Pupils who qualify for the Irish Schools Athletics Championships. **Half Honours:** Winning a medal at District schools championships and/OR reaching the final in the Ulster Schools championships
Gymnastics	Pupils who win regional Sports Acro Championships or place in the top 3 at a British competition. Pupils who have competed at national level for Northern Ireland, Ireland, or Great Britain. **Half Honours:** Finishing 2nd at NI Sports Acro Championship
Trampolining	Pupils who achieve a top 3 finish at the UK Zonal competitions. **Half Honours:** Finishing in the top 2 at the NI Schools championship
Tennis	Pupils who represent Ulster or win an Ulster Schools Cup at any level. **Half Honours:** Reaching the schools cup final OR winning the NI Schools plate or equivalent
Golf	Pupils who represent Ulster or Ireland, including as part of a team.
Swimming	Pupils who win a medal at the Swim Ulster Schools Cup, Swim Ulster Primary Schools Cup or Ulster Schools Secondary Gala. Pupils who represent Ulster or Ireland at any age level. **Half Honours:** Pupils who finish top 6 in an individual event in the Swim Ulster Schools Cup, Swim Ulster Primary Schools Cup or Ulster Schools Secondary Gala.
Dance	Pupils who win at the Ulster Schools Dance Competition or an equivalent event. **Half Honours:** Placing 2nd at the Ulster Schools Dance competition or equivalent event
Additional Considerations This list is not exhaustive. Pupils participating in other sports at a comparable level of achievement may also be considered for honours at the discretion of the school.	

LIST OF APPENDICES

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Member of staff responsible for policy: Mr Marc Harding & Mrs Pauline Hunniford
Date approved by Board of Governors:
Date of next review:

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 homework, 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: 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 3: 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 4: 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 5: 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 <u>above</u> 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 <u>above</u> 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 <u>above</u> 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.

a) Minor Misbehaviours & Repeated and Persistent Minor Misbehaviours	**b) Recurrence of a) & Persistent Minor and More Serious Misbehaviours**	**c) Recurrence of b) & more Serious Misbehaviours**	**d) Recurrence of c) & Most Serious Misbehaviours**
Dealt with by Class /Form Teacher	**Dealt with by Class Teacher / HOD / Year Head**	**Dealt with by Head of Section / VP**	**Dealt with by VP / Headmaster**
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*	Sectarianism*	
Forgotten textbooks/files/sports equipment	Lying to a member of staff*	Racism*	
Late submission of absence note	Misbehaviour outside School*	Smoking/Vaping*	
Late to registration		Truancy*	
Late to class		Theft*	
Littering		Vandalism*	
Bullying Type Behaviour*		Bringing nuts or nut products into the School*	
Disruptive behaviour in class*			
A breach of uniform policy*			
Failure to submit set work*			
Defiance*			
a) Minor Misbehaviours & Repeated and Persistent Minor Misbehaviours	**b) Recurrence of a) & Persistent Minor and More Serious Misbehaviours**	**c) Recurrence of b) & more Serious Misbehaviours**	**d) Recurrence of c) & Most Serious Misbehaviours**

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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 6: ACHIEVEMENT MANAGEMENT GUIDANCE

"Excellence through commitment, contribution and caring"

The Achievement Point system channels into the Merit Award system.

Pupils can be entered by staff into SIMS under the following headings:

1. COMMITMENT
2. CONTRIBUTION
3. CARING

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APPENDIX 7 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
Excellence - *We take pride in ourselves, our School and in serving the wider community*	• Lead by example and model professional behaviours • Strive for excellence • Celebrate success	• Lead by example and model professional behaviours • Strive for excellence • Celebrate success	• Lead by example and model professional behaviours • Strive for excellence • Celebrate success	• Maintain high standards and set an example to others • Take pride in your work to be the best we can be.	• Understand and recognise the important value of education for life • Lead others by your example • Strive to achieve your best • Take pride in yourself and your School community • Celebrate successes big and small	• Understand the ethos of the School & the value of education in the development of your daughter/child • Create an environment at home that enables your daughter/child to strive for excellence • Recognise and celebrate success	
Caring - *We provide a caring, supportive and friendly environment*	• Be mindful of the impact of decisions on staff and pupils	• Support each other and expect support from colleagues, pupils and parents • Acknowledge effort from staff and pupils • Share ideas and give feedback • Be pupil focused	• Care for and support pupils, parents and one another • Maintain an ordered learning environment for pupils • Be pupil focused • Seek opportunities to have fun together • Act with pupils' best interests in mind	• Support pupils, teachers and each other • Be approachable • Strive to participate fully in the life of the School	• Care for and support one another • Seek opportunities to have fun together • Act with other pupils' best interests in mind • Strive to participate fully in the life of the School • Recognise the role and expertise of staff • Be positive, polite, kind and helpful	• Provide a caring and supportive home environment • Strive to support the work of the School and engage constructively with staff	
Respect- *We treat others with courtesy and respect*	• Value the individual • Strive to communicate effectively • Take time to listen and respond • Act in a professional manner	• Value the individual • Strive to communicate effectively • Take time to listen and respond • Act in a professional manner with parents, pupils, colleagues, outside agencies and the community	• Treat pupils as individuals • Communicate clearly and listen to others • Act in a professional manner with parents, pupils, colleagues, outside agencies and the community	• Be positive, encouraging and polite • Communicate clearly and listen to others • Act in a professional manner with parents, pupils, colleagues, outside agencies and the community	• Treat everyone considerately • Set high standards for yourself and strive to set an example to others • Listen to others and be considerate in what you say	• Support the School in its work • Value the professional expertise and commitment of staff • Strive to communicate effectively with the School • Engage with staff in a constructive and reasonable manner	• Value the professional expertise and commitment of staff • Strive to communicate effectively with the School • Engage with staff in a constructive and reasonable manner
Integrity - *We approach everything we do with honesty, integrity and enthusiasm*	• Exercise confidentiality in all matters relating to the role • Lead by example and model professional behaviours • Be consistent with the School's values in all we do	• Lead by example and model professional behaviours • Be consistent with the School's values in all we do • Respect confidentiality where appropriate	• Lead by example and model professional behaviours • Be consistent with the School's values in all we do • Respect confidentiality where appropriate	• Maintain high standards and set an example to others • Be consistent with the School's values in all we do • Respect confidentiality where appropriate	• Respond constructively to challenges • Be trustworthy • Be true to yourself and others • Respect confidentiality where appropriate • Look for the positive in challenging situations	• Maintain high standards of parenting and set an example to your daughter/child • Engage constructively with the School • Protect your daughter/child and the School from the destructive influence of Social Media	

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Responsibility - *We take personal responsibility for our actions*	• Respond constructively to challenges • Challenge others to strive for excellence • Be willing to learn from experience	• Respond constructively to challenges • Challenge others to strive for excellence • 'Own' our shortcomings • Be willing to learn from experience • Ensure that school policies and procedures are implemented	• Be committed, diligent and enthusiastic • Challenge others to strive for excellence • Be willing to learn from experience	• Adapt to change by being flexible and engaging in effective forward planning • Apply the School rules consistently and effectively	• Take responsibility for your own actions • Be flexible in your approach • Learn from mistakes • Adhere to the School rules • Be punctual and prepared for each lesson	• Be a good role model for your daughter/child • Help your daughter/child to become more resilient by taking responsibility for their own actions • Help your daughter/child to support and contribute to the School community by respecting and adhering to the School rules • Ensure that your daughter/child is punctual and prepared for lessons	
Loyalty - *We are loyal to each other and respect diverse views*	• Maintain and promote the good reputation of the School	• Maintain and promote the good reputation of the School • Encourage participation in the life of the School	• Maintain and promote the good reputation of the School	• Maintain and promote the good reputation of the School	• Maintain and promote the good reputation of the School • Strive to participate in the life of the School • Have a good "team spirit" • Strive to participate in the life of the School • Represent your School with pride	• Maintain and promote the good reputation of the School • Be guided by the professional expertise of teachers • Help your daughter/child to recognise and avail of the many opportunities available to her in School • Encourage your daughter/child to participate in the life of the School	
Aspiration - *We promote a spirit of self-belief, determination and aspiration within our School community*	• Maintain high expectations • Promote and acknowledge effort • Celebrate success • Build resilience • Instil values, challenge thinking and broaden horizons • Solve problems and create opportunities	• Maintain high expectations • Promote and acknowledge effort • Celebrate success • Build resilience • Instil values, challenge thinking and broaden horizons • Solve problems and create opportunities	• Have high expectations • Promote and acknowledge effort • Celebrate success • Help pupils to build resilience and independence • Solve problems and create opportunities • Instil values, challenge thinking and broaden horizons	• Have high expectations • Celebrate success • Contribute to the development of well-rounded students • Solve problems and create opportunities	• Have high expectations for yourself and always strive to achieve your potential • Take pride in your achievements • Prepare yourself for life by striving to develop resilience and independence • Be determined	• Build resilience by helping your daughter/child to accept and cope with the everyday challenges of life • Help your daughter/child to develop a spirit of self-belief, determination and aspiration	

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APPENDIX 8 Dealing with Inappropriate Behaviour in the toilets

Guidance for staff re actions and sanctions
When entering toilets, have another member of staff present

Scenario	Suggested actions	sanction
1 Pupil found vaping in toilet	• Take name/s • Confiscate vape/s • Inform HoS/VP • HoS informs Principal's PA • PA informs Principal and prepares paperwork for suspension/s	• Principal applies suspension/s
2 Pupil found in possession of a vape	• Take name/s • Confiscate vape/s • Inform HoS/VP • HoS informs Principal's PA • PA informs Principal and prepares paperwork for suspension/s	• Principal applies suspension/s
3 More than 1 pupil in toilet cubicle with vape/s	• Deal with each individual as appropriate whilst referring to Scenarios 1, 2, 5 etc	• Principal applies suspension/s
4 Pupil suspected of being in possession of a vape	• Ask pupils to voluntarily turn out pockets/bags • Make them aware that they are not obliged to agree to this, but if they refuse, parents will be called and with them and HoS/VP present, bags/pockets are turned out (pupils should remain with member of staff until parent arrives) • Inform HoS/VP **If vape is found then follow scenario 2**	
5 More than 1 pupil in toilet cubicle	• Take names • Inform pupils that they will be given 2 conduct points	• Teacher applies 2 conduct points
6. Pupils using mobile phone in toilets	• Take names and ask for the phone to be turned off. • Confiscate and place the mobile phone in reception. • Arrange detention via HoS (pupils will not receive conduct points)	• HOS arranges detention
7. Pupils using mobile phone for filming in toilets	• Inform HoS/VP • HoS informs Principal's PA • PA informs Principal and prepares paperwork for suspension/s	• Principal applies suspension/s

Appendix 9: Procedures to be followed for forgotten/Incomplete homework and forgotten books/materials.

To maintain high academic standards and embed good study practices, it is crucial that pupils complete and submit homework on time and to an acceptable standard. The following procedures outline the steps to be taken when pupils forget homework/books/materials or produce incomplete work:

1. Forgotten/incomplete homework

First Occasion

The teacher will verbally remind the pupil of the importance of homework and note the date of the incident in their own planner.

The pupil will be required to complete and submit the homework by

3:00 pm the next school day.

Second Occasion

The teacher will remind the pupil again and note the date of the incident in their own planner.

A conversation will be held with the pupil to understand any underlying issues and provide support if needed. The pupil will be required to complete and submit the homework by **3:00 pm the next school day.**

Third Occasion

The teacher will use SIMS to give the pupil 1 conduct point. **The *'Persistent Forgetting of homework'* entry on SIMS should be used.**

The teacher should inform the pupil of the conduct point and log the dates of all instances of forgotten/incomplete homework in SIMS when recording the conduct point.

The incident should be referred to the Head of Department who will issue a lunchtime detention during which the homework will be completed.

* Progression through the stages of this procedure may result from either a new instance of forgotten or incomplete homework, or a failure to submit previously outstanding homework by the deadline set.

2. Forgotten books / materials

It is essential that pupils come to class prepared with the correct books and equipment to facilitate effective learning. The following procedures outline the steps to be taken when pupils forget to bring the necessary materials:

First Occasion

The teacher will verbally remind the pupil of the importance of bringing the correct books and equipment and note the date of the incident in their own planner. Where appropriate, the teacher will discuss with the pupil how they intend to copy up the work for the next lesson. The pupil will be expected to bring the missing items to the next class with all work copied up. If work is not copied up, teachers will record the incident in their own planner as a forgotten/incomplete homework.

Second Occasion

The teacher will remind the pupil again and note the date of the incident in their own planner. A conversation will be held with the pupil to understand any underlying issues and provide support if needed. The pupil will be expected to bring the missing items to the next class or have all work copied up as appropriate. If items are still absent or work is not copied up, teachers will record the incident in their own planner as a 'Forgotten textbooks/files/sports equipment' or 'Forgotten/incomplete homework' as appropriate.

Third Occasion

The teacher will use SIMS to give the pupil 1 conduct point, using the 'Forgotten textbooks/files/sports equipment' or 'Persistent forgetting of homework' option as appropriate. The teacher should inform the pupil of the conduct point and log the dates of all instances of forgotten equipment and/or books in SIMS when recording the conduct point. The incident should be referred to the Head of Department who will issue a lunchtime detention during which missing work will be copied up.

Additional notes:

Teachers should provide clear expectations and reminders about homework and necessary equipment. Consistent follow up and support should be provided to help pupils develop responsibility and organisational skills. This procedure is designed to foster accountability and ensure that all pupils in Glenlola are adequately prepared to succeed academically. By following these procedures, we aim to support our pupils in developing good habits that will benefit their overall educational experience.

Appendix 10: Procedure to be followed for infringements of Uniform Code.

Every teacher has a responsibility to ensure that standards of uniform are upheld both within their classroom and elsewhere around the School. To that end, the following procedure should be implemented consistently and without deviation.

These procedures should be followed closely in conjunction with the Uniform Policy.

A teacher sees that a pupil is not adhering to the Uniform Policy.
The teacher (exercising appropriate professional discretion) should:

- Speak to pupil – point out the infringement.
- Ask them to remedy it immediately.
- Sign their uniform card OR If they have lost or forgotten their card:
- Reissue a card
- Tell them that they will receive 1 Behaviour Management point.
- Sign their Uniform Card
- add 1 Behaviour Management point to SIMS with a note

If the pupil is in Senior School:

- Speak to them – highlight the important part they play as role models for younger pupils and ask them to correct the infringement immediately if possible and before the next school day otherwise. Ask them to come to you on the next school day so that you can check. Make a note in your own planner
- If the infringement has not been corrected by the next school day sign their uniform card and follow the other steps above.

Pupil is rude/refuses?

- Use professional discretion to resolve.
- Apply 1 Behaviour Management point for rudeness.
- Inform the pupil.
- Add 1 Behaviour Management point to SIMS and make brief note.
- If pupil refuses to comply:
- Pass to line manager (HoY, HoS, VP, HM)
- Line manager deals with situation and applies appropriate sanction & conduct point/s
- Add points to SIMS and make brief note

Pupil offers an excuse?

If pupil claims that permission has been given by member of staff:

- Check on SIMS

If pupil has lied:

- Apply 1 Behaviour Management point for lying.
- Inform pupil.
- Add points to SIMS and make brief note.

POINTS TARIFF:
Uniform Infringement: Sign Uniform Card
Rudeness to staff/defiance: 1 Conduct Point
Defiance/Refusal to comply with staff: 1 Conduct Point
Lying to staff: 1 Conduct Point

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