

St Patrick's Academy, Dungannon



Positive Behaviour For Learning Policy

'Achieving Excellence Together'

June 2024

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SCHOOL AIMS

As members of the school community of St Patrick's Academy, we will strive to work in harmony to:

- Nurture our Catholic faith;
- Celebrate our Irish culture;
- Appreciate and respect all cultures;
- Experience a stimulating, challenging curriculum;
- Establish an ethos of support and encouragement;
- Respect ourselves, each other and our shared environment;
- Achieve our full potential;
- Develop as confident, independent, self-motivated, life-long learners;
- Work in partnership with parents/guardians;
- Contribute actively to the wider community.

Mission Statement: *'Achieving Excellence Together'*

We believe that we will help our young people to succeed by providing them with opportunities to:

- Become actively involved in individual and collective worship and in practical Christian living;
- Experience high-quality, well-resourced teaching;
- Evaluate their own learning and focus on areas for improvement;
- Work collaboratively with their teachers and their peers;
- Participate in a process of personal development;
- Develop their self-esteem and respect for others;
- Participate in a rich, diverse programme of extra-curricular activities, cultural, sporting, recreational and environmental;
- Develop an understanding of society at local, national and global levels;
- Prepare for the workplace;
- Develop habits of good attendance and punctuality;
- Develop their ability to become effective learners through the application of their ICT skills.

In addition:

Emphasising the importance of St. Patrick as the patron of our school, we will endeavour to be:

- **P** – Partners in the pursuit of excellence
- **A** – Achievers who reach their full potential
- **T** – Team workers, who value the contributions of others
- **R** – Respecters of human dignity
- **I** – Inspirers, who set good example
- **C** – Creators of a caring and generous community
- **K** – Keepers of the faith and tradition.

RATIONALE

Our policy will provide a guideline for staff, pupils and parents to follow so that we can promote suitable behaviour for learning within all aspects of school life. Our policy is based upon mutual respect, effective teaching and learning and care for all members of our school community. We believe that school rules must be strictly adhered to and that a balance of rewards and sanctions is fundamental to achieving the best outcome for our staff, pupils and parents.

AIMS OF THE POLICY

In St Patrick's Academy we will seek to:

- Establish a culture of care and consideration for the needs of others, in line with the school's Catholic ethos, so that the rights of all members of our school community are respected;
- Promote a climate of self-discipline, self-control and independence so that pupils understand the importance of taking responsibility for their own behaviour;
- Provide our pupils with a safe, secure environment in which their learning can flourish so that they feel secure and free from harm;
- Encourage our pupils to seek support from key members of staff, when appropriate, so that they feel valued and supported;
- Create optimum conditions for teachers to teach effectively and children to learn effectively;
- Develop sound relationships, based upon collaboration and cooperation, with the parents of our pupils so that they are kept informed about issues affecting their child's education.

RESPONSIBILITIES

St Patrick's Academy recognises that all members of our school community have a responsibility to ensure they work in partnership to promote our Positive Behaviour Policy. Staff, pupils and parents should work together to ensure that the policy is implemented fairly and consistently. An agreed set of classroom values compiled by the Positive Behaviour and Student Council teams:

As pupils, we will:	As teachers, we will:
1. Be Punctual;	1. Nurture your self-respect;
2. Be prepared to learn;	2. Bring out the best in you;
3. Be respectful;	3. Challenge you to think;
4. Follow the rules of the classroom;	4. Guide you towards your goals;
5. Do our best.	5. Help you feel valued.

RIGHTS AND RESPONSIBILITIES OF STAFF

RESPONSIBILITIES:	RIGHTS:
To promote good behaviour inside and outside of the classroom and to report any concerns immediately;	To teach in a safe, healthy and secure environment;
To deliver the curriculum in a way that is clearly understood by all pupils;	To be treated with respect;
To build positive, professional relationships with our pupils and to be mindful of individual pastoral needs;	To be kept informed about pupils, when appropriate;
To develop resilience and promote life-long learning amongst our pupils so that they are better prepared for adult life;	To be valued and acknowledged by pupils;
To be fair and consistent in their work;	Equality;
To be organised and enthusiastic;	To be adequately resourced;
To model appropriate behaviour and to treat others with respect;	To be supported by colleagues;

To be self-critical of lessons so that approaches to teaching are constantly evaluated;	To receive training and time for reflection;
To promote the Catholic ethos and traditions of the school so that pupils feel valued and supported;	To be informed and consulted on whole school issues;
To report to parents, engage with Continuous Professional Development and keep abreast of the latest legislation and pedagogy.	To have opportunities to develop professionally.

RIGHTS AND RESPONSIBILITIES OF PUPILS

RESPONSIBILITIES:	RIGHTS:
To show respect for ourselves, others and our school;	To be treated with respect while respecting the rights of others;
To be on time for lessons and ready to learn;	To be provided with a positive experience;
To always give of our best and to work hard to achieve our goals	To be valued, acknowledged and listened to;
To behave in an exemplary manner and refrain from bullying behaviour;	To be taught in a safe and secure environment;
To follow instructions relating to school rules given by a member of staff and to be aware of the consequences of our own actions;	To be free from verbal, emotional and physical abuse;
To wear our school uniform correctly and project a positive image of St Patrick's Academy.	To be given opportunities to develop spiritually, morally and academically.

RIGHTS AND RESPONSIBILITIES OF PARENTS/CARERS

RESPONSIBILITIES:	RIGHTS:
To ensure that their child attends school regularly, on time and in full school uniform;	To receive a quality education for their child;
To ensure that their child understands our school rules (in pupil's planner) and shows respect to other pupils, school staff and property;	To have their child taught in a warm, welcoming and safe environment;
To ensure that their child is properly equipped for school and oversees that homework is completed;	To have their child treated fairly and respectfully;
To tell the school promptly if they have concerns about their child and to update the school on any changes to personal contact details;	To be responded to sensitively and to be told about any concerns as soon as possible;
To respond quickly and appropriately to any concerns raised by the school;	To be able to seek support from the school should their child encounter any difficulties;
To attend Parent-Teacher Meetings and other school-related events, as appropriate.	To be kept updated on their child's progress and on anything affecting their education.

ENCOURAGING POSITIVE BEHAVIOUR

In St Patrick's Academy, we prefer to use educative and preventative approaches to managing behaviour by setting high expectations for our pupils. Our approach includes spending time updating pupils on our school rules at the start of every year and asking parents to spend time discussing these at home. Pupils are constantly reminded of these rules and expectations by their teachers and during weekly assemblies. We feel that pupils learn best when they:

- Respect and care for themselves, others and school property;
- Arrive for class on time and are ready to learn;
- Participate fully in class and work to the best of their ability;
- Make a positive contribution to school life and value the contributions of others;

- Obey the school rules both inside and outside of the classroom;
- Take pride in their appearance and follow the school's Uniform Policy.

APPLYING REWARDS

Rewards for achievement are vital in affirming and encouraging positive behaviour in our school and should be awarded to pupils who, for example, consistently display excellent behaviour and/or integrity, produce work/projects of a high standard, give up their free time to assist/volunteer or help others. Rewards should be recorded on the school's Information Management System e.g. BROMCOM or SIMS and parents should be updated. Rewards will be co-ordinated by Heads of Year, Heads of Key Stage, Vice-Principals and Principals but are open to all teachers to encourage. Rewards include early break, hot chocolate vouchers, reward cards, cinema and end of year trips, departmental stickers, well-being period, and vouchers for extra-curricular achievement.

CODE OF CONDUCT FOR PUPILS

St Patrick's Academy believes that good behaviour is essential to developing an atmosphere of trust, respect and security for our school community. The following code of conduct serves as an important guideline for our students to follow so that our staff, pupils and their parents/carers, working in partnership, can deliver positive learning outcomes for all:

1. Conduct on the school premises, outside the classroom

Pupils must not engage in activities which will be harmful to them or their peers or which may lead to damage to property.

Before class starts in the morning

Pupils should report to their form room at 8:50am and sit in the seat allocated to them by their form teacher.

General assemblies

Pupils must sit, in class groups, in alphabetical order, parallel to and facing the stage. When assembly is over, class groups must wait in silence until they are dismissed, row by row by their Head Of Year.

On the corridors

(a) Between class:

- Pupils are expected to move about the school, on the left side of the corridor, in an orderly manner;
- Pupils should stand aside for adults at doorways, holding the door open, if necessary.

(b) During class:

As far as possible, all pupils should, at all times be in class or in the study hall. Pupils should take the opportunity to go to the toilet at break and lunchtime, rather than asking out of class. Pupils who are out of class will be challenged and 'hurried on' to class/study hall; a verbal reprimand will be given, if appropriate, in the first instance; persistent offenders will be reported to their form teacher/HoY. (exceptions will be made for pupils with medical or timeout passes).

Breaktime and lunchtime

- KS4 Break: 10:10-10:25 (canteen)
- KS5 Break: 10.30-10:45 (canteen or mezzanine)
- KS3 Break: 10.50-11.05pm (canteen or mezzanine)
- KS4 lunch: 12:15-12.55 (canteen)
- KS3 lunch: 12:55-1.35 (canteen or mezzanine)

- KS5 lunch 1.35-2.15 (canteen or mezzanine).

Supervisors will inform pupils when it is time to leave the dining hall at end of break and lunch time so that pupils arrive on time for class. During break and lunch times pupils are expected to go to designated areas and stay away from classrooms. The environment should be relaxed and safe for all pupils.

Pupils who wish to go home for lunch should bring a written request from a parent at the beginning of the school year. Apart from exceptional circumstances, only those who live within walking distance of the school will be allowed to leave school at lunchtime.

School Canteen and Mezzanine

Conduct in the dining halls should be relaxed but orderly; all rules for queuing and clearing must be strictly adhered to. Year 8 pupils are allowed to go to canteen five minutes early at break time.

2. Conduct after school/off the school premises

For reasons of Health and Safety, pedestrian exits will be used. Pupils who take buses will assemble at the bus waiting area to the rear of the building where a bus supervision team will be in place. This area will also be supervised by Mr Campbell and Mr Mulgrew. Pupils who walk home will use the Pavilion Steps leading to the school drop-off point. Mr Fahy and Mrs Black will be on duty in this area. Pupils should go directly home from school and not congregate in the town centre. Pupils are reminded that they are representing the school whenever and wherever they are wearing the school uniform, and that bringing the school into disrepute by unacceptable behaviour when wearing the school uniform will result in suspension.

In accordance with the school's E-Safety Policy and in line with the Addressing Bullying in Schools Act 2016, we treat the misuse of electronic devices seriously, especially when posts are detrimental to pupils' attendance, relationships, emotional well-being, and learning. When socially unacceptable online behaviour happens in or on the way to school, and/or on an authorised school platform such as Google Classroom or C2K email, the school will apply an appropriate consequence in line with our Code of Conduct and will support all pupils affected and involved. If an incident of cyber bullying type behaviour takes place outside school and impacts negatively on the social and emotional well-being of a pupil/s in school, we will act in line with legislation to investigate the incident, support all involved and raise awareness of safe, responsible, respectful internet usage. Some of the actions we will take include:

- informing parents/carers;
- supporting those experiencing and displaying the socially unacceptable/bullying type behaviour by completing a programme of restorative/educative work;
- addressing key themes of online behaviour and risk through PD, LLW, Form Class lessons, Year and Key Stage/Whole School Assemblies;
- engaging with key statutory and voluntary sector agencies (e.g., C2k, PSNI, Public Health Agency, Safeguarding Board for NI) to support the promotion of key messages;
- participating in annual Safer Internet Day and the promotion of key messages throughout the year about how to respond to harm and the consequences of inappropriate use.
- developing, implementing, and reviewing robust and appropriate policies in related areas such as E-Safety, Acceptable Use of Internet and Mobile Phone policies.

3. School Uniform

St Patrick's Academy pupils are ambassadors for the school and they are often judged by their presentation and conduct when wearing the school uniform. It is essential, therefore, that all pupils adhere to the uniform regulations and that their behaviour and uniform reflect the values and ethos of the school. Uniform checks will be carried out daily by form teachers and periodically by the Head of Year and by members of Senior Management. Class teachers will also check uniform and may apply sanctions to pupils who come to class with uniform which is in breach of uniform regulations. See Appendix 2 for more details.

4. Attendance:

Every pupil should aim for full attendance so they may achieve their full potential. Recognition will be given to those who achieve full attendance. A casual approach to attendance is not acceptable. If a pupil is going to be absent from school, their parent/guardian should contact the school before 8.50am. If the parent has not been in contact with school, Truancy Call will be sent and parents should respond. An authenticated telephone or text message explanation from parent/carer or response to Truancy Call will be accepted as reason for absence and forwarded directly to BROMCOM/SIMS so that the pupil's code can be amended accordingly therefore, a written note will not be required. However, if a parent has not made any phone contact, the pupil should give a parental note explaining their absence to their form teacher on their return to school. Failure to supply an explanatory note after an absence, by the third day after return to school, will result in detention. Parents/carers can use the absence note templates provided in their child's planner. Mrs Boyle and Mr Campbell hold monthly review meetings with our Educational Welfare Officer to discuss attendance. (Please see Attendance Policy for more details).

No pupil should be on the school premises before 8.15am or after 3.30pm unless they are involved in school business. No pupil should be in the school building after 6pm unless they are attending an extra-curricular event.

5. Leaving school during school day:

All pupils must remain within school bounds throughout the school day unless they are given permission to leave. Such permission will be given only by the Principal, Vice-Principals or HOY, on production of written request by parent/carer, together with an appointment card, where relevant. Pupils must be collected by a parent/carer who is registered as a contact on the school's Information Management Systems e.g. BROMCOM or SIMS and be 'signed out' at reception (not at the school gates). Students may 'sign out' themselves but only if clear, written permission is provided by the parent/carer, together with a phone number at which parent/carer can be contacted to verify the request. Pupils who return to school should remember to 'sign in' at reception so that they are marked as 'present' in the PM session. Parents are reminded that medical and dental appointments (other than those with hospital consultants) should not be made during the school day and the Principal/Vice-Principal may not give a pupil permission to leave school if the number of appointments are deemed to be excessive. If your child has permission to walk or drive to an appointment during the school day, this should be made clear on the parental note. Attendance will be monitored throughout the school day. Pupils who leave school without permission will be placed on Saturday School/Directed Day detention.

6. Punctuality:

Pupils must be punctual for school. They should be in their registration rooms for roll call before 8.55am. If a pupil arrives after 9am, they must register using the Late Book opposite

reception and they will be recorded as code 'L - Late' on SIMS with a reason given. *Pupils who arrive after 9am due to a bus being late should be marked as 'in attendance' (code /).*

Pupils who sign in after 9am will do so at reception. If a pupil is late due to an appointment, the appointment card/letter must also be handed into the office. 'Lates' & accompanying reasons will appear on the school's Information Management Systems e.g. BROMCOM or SIMS, thus kept centralised with all other comments regarding a pupil. An unacceptable 'late' will count as a negative comment and will be included with any other negative comments on the school's Information Management Systems e.g. BROMCOM or SIMS. This could lead to an accumulation of negative comments, meaning that a sanction for persistent misconduct will be applied.

In the case of persistent late-comers, a phone call/meeting with parent/carer may be necessary to examine the matter in more detail with a view to finding a resolution. If the problem persists there will be an escalation of sanctions, as per the school's Behaviour for Learning Policy, including referral to the Board of Governors and suspension.

Likewise, pupils must arrive promptly for all of their classes. Punctuality to class will be monitored throughout the day. Sanctions will be in place for those who are persistently late to lesson.

7. Bullying behaviour

Bullying-type behaviour will not be tolerated. St Patrick's Academy will do all within its power to combat bullying behaviour. All staff received training on new anti-bullying legislation. An Addressing Bullying Policy has been in place since September 2021. Pupils, parents and teachers were consulted on this.

8. School trips

Conduct on school trips must be in accordance with procedures as set out in the School Trips Policy.

9. Electronic Communication Devices

Devices such as mobile phones, iWatches and iPods must be switched off and kept out of sight when on the school premises unless a teacher has given the pupil permission to use their device to facilitate online learning. Any pupil failing to observe this regulation will have their device confiscated and held by the Principal's PA until it is collected by a parent/carer.

In the interests of Health and Safety, Safeguarding and of privacy, no pupil is allowed to use their iPod/phone to record an image (video or still) or to make an audio recording of a pupil or member of staff. Anyone caught doing so, or attempting to do so, will be suspended. Anyone who forwards or posts an image or recording will also be suspended. In addition, anyone caught trying to provoke a situation whereby a video or audio recording will be made will be suspended.

10. Smoking/Vaping

Pupils are strictly forbidden to smoke/vape or to be in possession of such items while in school, or when wearing school uniform outside school hours. In view of the serious health implications of smoking/vaping, any pupil who breaks this rule will be suspended.

11. Alcohol and Drugs

Alcohol and illicit/illegal substances are absolutely forbidden in school and on the school grounds, or when wearing school uniform outside school hours – see Drugs Education Policy. Pupils in breach of this rule will be invited to attend a meeting with our Board of Governors. The sanction will be decided by Governors but is likely to lead to suspension or expulsion.

12. Care of school environment

Graffiti or damage to property will not be tolerated and pupils may be asked to rectify this. The cost of repairing wilful damage will be met by the pupil responsible for causing the damage.

All litter must be put in bins.

Chewing gum is forbidden.

13. Buses

The bus waiting area is to the rear of the school and pupils must assemble at their allocated number and wait there until the supervising teacher informs them of the arrival of their bus. They should then walk in an orderly manner to the bus and board it in year group order, starting with Year 8. Pupils are expected to maintain the same high standards of courtesy on their journeys to and from school as they are required to show in school.

Inappropriate conduct on the school bus will be dealt with very severely, with, as a minimum, a Directed Day detention/Saturday detention, as a sanction from the school. For their part, Translink/Education Authority may not only revoke the right of a pupil to travel on a bus and, in addition, expect that payment be made for any damage done to Translink property (including the cost of cleaning buses to make them suitable for other users) but may also remove a bus from a route altogether.

15. School property

School textbooks must be covered and properly cared for. All books should have the pupil's name on the inside of the front cover. Pupils should have a strong school bag for carrying books and other materials. Textbooks are supplied on loan to pupils and must be returned at the end of the school year. Where loss or damage to school property (including textbooks) occurs, the school may require the pupil to pay the costs of repair or replacement.

16. Pupils' property

All items of uniform should bear the owner's name. Pupils should not leave money or other valuables unattended in school bags or pencil cases. Pupils may not, under any circumstances, go to other pupils' lockers. School bags or other items must not be placed on top of lockers or in passageways.

Sanctions for misbehaviour

(a) Detention procedures:

- *Lunch Time Detention (LTD)* lasts 25 minutes.
- *After School Detention (ASD)* takes place once a week, usually on Wednesdays, from 3:30-5:00. Parents are always informed by letter/phone so that travel arrangements can be made.
- *Saturday School Detention (SSD)* will last for three hours and will be imposed for more serious breaches of discipline, including truancy or persistent misconduct resulting in more than three occasions of ASD. It can be given only by the Principal or Vice-Principals in consultation with HOYs. Parents will always be informed by letter/phone so that travel arrangements can be made.

- *Directed Day Detention (DDD)*, from 9:00am-3:30pm, may be used as an alternative to Saturday Detention. Parents will always be informed by letter/phone so that travel arrangements can be made.
- ASD cannot be substituted for Saturday or Directed Day detention. Failure to do Saturday or Directed Day detention will result in suspension.
- Three instances of detentions (excluding LTD) will result in a pupil being removed from a school team/competitive event/school visit, for a minimum of one school term or equivalent length of time.

Any detention set will be recorded in a pupil's school record, on the school's Information Management System e.g. BROMCOM/SIMS.

We anticipate that parents will support the school's detention procedures. If a pupil fails to complete their detention it will be rescheduled. If the detention is not completed on the second occasion, then the pupil will be suspended.

(b) Alternative/additional sanctions:

- Withdrawal of privileges, possibly including non-involvement in extra-curricular activities and/or class/year group rewards;
- Temporary removal of a pupil from his/her peers into another class;
- Temporary 'attachment' of a pupil to a senior member of staff;
- Pupil is temporarily required to do set work in Study Hall;
- Pupil will be given a 'report' card. This will require parental signatures.

In the case of all serious disciplinary issues, parental involvement/meetings and support will be sought. At the discretion of the Principal, pupils whose behaviour and/or progress are giving rise to serious concern, may be asked to sign an agreement, indicating their willingness to co-operate fully with their class teachers and to conform to the school's code of conduct. A pupil and their parents may be required to meet with the Board of Governors' Behaviour for Learning Sub-committee.

(c) Suspension, exclusion, expulsion:

In extreme cases of misbehaviour, the Board of Governors may deem that suspension, exclusion or expulsion is the appropriate course of action.

- Suspension may be imposed if a pupil has failed to respond to less serious sanctions. It may also be the sanction for a single incident of serious misconduct such as cyber-bullying in school;
- Expulsion from school may be the result of repeated serious misconduct, when a pupil has failed to respond to all other means of remedial action by the school. Expulsion may also result from a single instance of grave misconduct, such as a pupil striking a member of staff or a pupil or coming onto the school premises after school hours to carry out malicious damage to school property. In the case of students about to sit external examinations, such misconduct may result in a student being denied further entry to the school premises and will consequently require them to find an alternative venue in which to do those examinations.

Restraint and seclusion

The best interests of the pupil will guide all decisions taken by our staff. Restraint will only be used as a last resort in order to prevent a pupil from injuring themselves or others and will never be used to punish a pupil or deliberately cause injury. A pupil will never be locked in a room, left unsupervised or unable to leave a room when they want to.

Removal from class

Learning and teaching is of paramount importance in our school. All attempts should be made by every teacher to engage a student in their lesson as the best form of classroom management. The option of removing a student from a lesson can and should be used when a pupil displays a serious health and safety risk to themselves or others, when the pupil uses foul and/or abusive language or when the pupil causes serious and repeated disruption to learning and teaching. A copy of this procedure can be found in Appendix 3.

CLASSROOM RULES

Good behaviour is an essential part of the learning process. Everyone has the right to study and develop in an atmosphere of trust, respect and security.

Classroom rules will be emphasised by the teacher. Furthermore, each pupil and their parent/carer will indicate their acceptance of these rules by signing the relevant section of the Student Planner.

- A. Punctuality to class is essential.
- B. Pupils must enter and leave the classroom in an orderly manner.
- C. Everyone must show the courtesy and respect that they would expect from others.
- D. Pupils must bring the correct books and a pencil case to every class.
- E. Listening attentively, particularly to instructions, is essential.
- F. Full participation in class activities is expected from every pupil.
- G. Interruptions while others are speaking are not acceptable.
- H. Homework must be:
 - recorded accurately in the student planner;
 - completed to the highest possible standard;
 - submitted at the specified time.
- I. It is the pupil's responsibility to arrange for a friend to pass on, or collect, details of any work set, in the event of a planned absence. Pupils should inform their teacher(s) in advance of such an absence.
- J. Food and drink must not be consumed in the classroom.

UNACCEPTABLE BEHAVIOURS

Whilst the school recognises the need for an educative and preventative approach to unacceptable behaviours, it may also be necessary to apply sanctions for inappropriate behaviours. The school's application of sanctions will be considered, measured and appropriate to the type of behaviour exhibited. A list of unacceptable behaviours and the appropriate sanction can be found in Appendix 4. Parents will be consulted on any changes to sanctions in June each year.

APPLYING SANCTIONS

Class Teachers will, in the first instance, provide supports for pupils and will use the student planner to record important communications to parents (first offences – minor). Heads of Year, in consultation with form tutors, class teachers and pastoral Vice-Principal, may apply a sanction such as Lunch-time Study or After-School Detention for repeated minor offences or for a more serious one-off offence. This should be recorded on the school's Information Management System e.g. BROMCOM/SIMS module and parents updated either by letter or phone call.

The Vice-Principal, in consultation with the Head of Year and Principal, may place pupils on a Directed Day or Saturday School. This letter will be sent by the Principal.

A short suspension (less than 5 days) may be recommended by the Principal or Vice-Principals. A parent/carer should be offered a meeting with the Principal before a suspension is issued.

A longer suspension or expulsion is a matter for the Board of Governors in consultation with the Principal.

Should a pupil with additional needs require a sanction, the Head of Year, Vice-Principal or Principal will consult with the SENCO before deciding.

Please see 'Referral Process' in Appendix 1 for more detail.

Conclusion:

In St Patrick's Academy, we feel confident that our pupils, with the encouragement of both staff and parents, will recognise that the above rules and procedures exist solely to underpin the school's aim of creating and maintaining an environment for all, which is safe, secure and conducive to productive learning.

Linked Documents

- Acceptable use of Internet & I.C.T. Policy
- Addressing-Bullying Policy
- Attendance and Punctuality Policies
- Code of Conduct
- Data Protection Policy
- Drugs Education Policy
- E-Safety Policy
- Health and Safety Policy
- Learning and Teaching Policy
- Mobile Phone Policy
- Pastoral Care Policy
- Professional Conduct for Staff Policy
- Relationships and Sexuality Education Policy
- School Trips Policy
- Special Educational Needs Policy
- Use of Reasonable Force and Safe Handling Policy

Reviewed: June 2024
To be reviewed: June 2025

THE REFERRAL PROCESS (Appendix 1)

Intervention by Principal or Vice-Principals	REASON: <ul style="list-style-type: none"> • Recognise positive achievements • Serious misbehaviour or failure to meet targets set by Senior Teacher or HoY • Safeguarding concerns • Safeguarding concerns of a staff member 	ACTION: <ul style="list-style-type: none"> ➤ Attendance at prize-giving events, note home, assembly, carry out focus groups ➤ Follow school's code of conduct, contact with parents/carers, attach pupil to senior teacher, consider class move ➤ Follow school policy and training. Contact parents/carers and external agencies ➤ Principal to record the concern and follow guidance. Update BOG, if appropriate.
Intervention by appropriate Senior Teacher	REASON: <ul style="list-style-type: none"> • Positive contribution to school life • Involve relevant Senior Teacher due to continued lack of engagement in subjects • Pattern of poor punctuality or attendance • Misbehaviour at lunch/extra-curricular activities. 	ACTION: <ul style="list-style-type: none"> ➤ Recognise at prize-giving assembly/in report ➤ Set/review targets with pupil, mentoring, phone parent, hold professionals' meeting ➤ Update tutor, HoY, VP. Phone parent. EWO. ➤ Liaise with tutor & HoY. Phone parent and/or contact VP.
Intervention by Head of Year	REASON: <ul style="list-style-type: none"> • Recognise positive contributions. • Persistent misconduct by pupil (negative comments on Lesson Monitor) • Serious misconduct e.g fighting/bad language or repeated poor behaviour • Continuation of poor conduct, engagement, or attendance. • Safeguarding concern or school counsellor 	ACTION: <ul style="list-style-type: none"> ➤ Acknowledge in planner/corridor/post card ➤ Place on LTD, record on Behav Management & issue conduct log. Update form tutor. ➤ Contact Vice-Principal to arrange sanction. Phone call home. Consider weekly report. ➤ Refer to VP or relevant member of SLT (academic, attendance/punctuality etc.) ➤ Directly to Vice-Principal
Intervention by form tutor	REASON: <ul style="list-style-type: none"> • Number of positive comments • Reports of repeated poor behaviour e.g lack of effort or equipment, attendance. • Serious offences e.g. continuation of repeated offences, copying/plagiarism, truancy. • Safeguarding concern or school counsellor 	ACTION: <ul style="list-style-type: none"> ➤ Congratulate pupil/positive log/Update HoY ➤ Meeting with pupil to discuss concerns/target setting/check planner ➤ Refer to HoY & contact parent. Continue to monitor pupil. Remind pupil about ASD/LTD ➤ Directly to Vice-Principal
Intervention at classroom level	REASON: <ul style="list-style-type: none"> • Positive behaviour • First offence (minor) e.g. no equipment, late, misbehaviour, lack of effort, uniform • Repeat of minor offence • Serious offences e.g. bad language, fighting or cases of persistent misconduct 	ACTION: <ul style="list-style-type: none"> ➤ Positive comment on SIMS/log/sticker ➤ Verbal reprimand/encouragement. Extension given for missed work. ➤ Note in planner and check for signature ➤ Record on Lesson Monitor/Issue conduct log/meeting to set targets ➤ Seek advice/support from form tutor and/or HOD, if necessary. ➤ Record on Lesson Monitor and refer to form tutor and Head of Year

APPENDIX 2

UNIFORM

General Guidelines

School uniform must be worn on all occasions, in a manner which is neat and tidy. Please ensure that all items of uniform are clearly marked (See Uniform Policy). Uniform checks will be carried out daily by form teachers and periodically by the Head of Year and by members of Senior Management. Class teachers will also check uniform and may apply sanctions to pupils who come to class with uniform which is in breach of uniform regulations.

At the discretion of the Senior Leadership Team (SLT), a pupil who is in serious breach of one of the uniform rules, or who persistently breaches the regulations, will be temporarily removed from class and placed in the Study Hall or 'attached' to a member of SLT. The matter will be referred to the teacher in charge of uniform who will contact the pupil's parent(s)/carer(s) to explain the reason for the sanction and to ask for the uniform offence(s) to be corrected as soon as possible. Please ensure that your child's name is clearly marked on all items of uniform and PE kit.

Uniform Checklist - All pupils must have:

- School blazer (blazers must be worn, not carried or kept in schoolbags);
- School clip on tie. The tie must also be worn on the journey to and from school;
- Years 8-12 long sleeved blue school blouse/shirt. Short sleeved blue shirt/blouse may be worn in September, May and June;
- Years 13 & 14 long sleeved white school blouse/shirt. Short sleeved white shirt/blouse may be worn in September, May and June;
- School V-neck jumper;
- Plain black leather shoes (boots, 'sling-backs', mules, trainers and so on are not permitted). Heel height must not exceed 2.5cm;

Either:

- Navy pleated, knee-length skirt (school regulation only and worn correctly; not modified) with navy tights. Navy socks (ankle/trainer/sports socks are not permitted) may be worn in September, May and June;

Or

- Plain black trousers (regular-fit, worn correctly so that the hem sits neatly on the shoe; skinny trousers are not permitted). Trousers should be worn with plain black socks (ankle/trainer/sports socks are not permitted);
- If a scarf is worn, only the school scarf is acceptable;
- Outdoor jacket: navy waterproof jacket with the school crest may be worn over, not instead of, the blazer; no other outdoor garment or 'fleece' will be permitted;
- Hair accessories should be in keeping with the school uniform.

PE Uniform

- School crested football shirt, shorts and socks are essential items of PE uniform;
- Trainers, football boots, swimwear and mouth guards to be worn when required.

**Other Academy-branded sportswear items such as kitbags and hooded tops are optional.*

***Academy-branded navy leggings/tracksuit bottoms may be worn in KS4 & KS5 only.*

When purchasing any item of uniform, the school recommends trying it on to make sure that it fits appropriately and conforms to the school's requirements. Should you have any concerns regarding uniform, please contact Mrs O McVey, Uniform Co-ordinator.

Make-up: Pupils in Years 11 to 14: may wear light foundation but no other make-up is allowed.

Pupils in Years 8 to 10: make-up should **not** be worn.

Students should not wear false tan, eye make-up, acrylic/gel nails, nail polish, false eyelashes or eyelash extensions. Students who do not adhere to these rules will be asked to make appropriate adjustments in line with the uniform policy. Repeated instances of non-compliance will be referred to the teacher in charge of uniform.

Hair Styles: Hair should be clean, neat and tidy. Only natural hair colours are permitted. Speedlines, tracks and other partially-shaved styles are not permitted. Boys should be clean shaven at all times.

Jewellery: No more than one stud earring, worn in the ear lobe (due to health and safety regulations, no hoops or drop earrings permitted). No other facial or body piercings are permitted including retainers. Pupils who already have piercings will be asked to remove them or will be referred to the Uniform Co-ordinator. One chain and one plain ring will be allowed. Additional jewellery or hats, scarves, ties, hooded tops etc. that breach uniform regulations will be confiscated for parental collection.

Tattoos are not permitted.

PUPIL AND PARENT/GUARDIAN UNIFORM AGREEMENT

Pupils and parents/carers are required to make themselves aware of St Patrick's Academy Uniform Policy and Regulations. Parents/carers will be expected to sign their child's planner in September to indicate their awareness and agreement with the policy.

FINANCIAL ASSISTANCE

Financial assistance is available through the Education Authority's Clothing Allowance Scheme for some pupils towards the cost of school uniform. The eligibility criteria are the same as those used for free school meals. Please contact the Principal's Secretary at St Patrick's Academy for information.

UNIFORM SUPPLIERS

Kelly's Drapery, Irish St, Dungannon

Dapper (formerly Frank McGirr's), Coalisland

No 5, Lineside Coalisland

PE kit: www.oneills.com or Begley's Sports

MFC Sports

Appendix 3

Pupil Removal from Lesson Procedure

Learning and teaching is of paramount importance in our school. All attempts should be made by every teacher to engage a student in their lesson as the best form of classroom management. The option of removing a student from a lesson can and should be used when:

- A.** A pupil causes a serious health and safety risk to themselves and/or others. The health and safety of everyone is a priority at this school. Should a situation escalate, where health and safety is compromised, the student responsible should be removed from the lesson immediately (by SLT). This behaviour may include, but is not limited to, throwing items, leaving a seat and moving around the room/area, misuse/ unsafe use or serious damage to equipment or causing potential or actual injury to self/others.
- B.** A pupil uses foul, inappropriate, sexualised or abusive language. We have a zero-tolerance approach in this regard. If this occurs, the student responsible should be removed from the lesson immediately (by SLT).
- C.** There is serious and repeated disruption to teaching and learning displayed. When the learning of many pupils is being disrupted by another student, and all other strategies within the lesson have been exhausted, then that pupil can be removed from the lesson.

If removing a pupil from your lesson due to serious and repeated disruption to learning and teaching, please:

- Ensure that all attempts have been made to de-escalate and defuse the situation (Appendix 3b);
- Do not leave a pupil unattended outside your classroom door;
- Where possible, give work to the pupil to complete;
- Contact a member of SLT for assistance if a pupil refuses to leave the room;
- Do not dismiss a student from your lesson unaccompanied. Ensure that the pupil leaves the lesson and is accompanied to the office with the attached proforma completed. A member of the office staff will register the student as 'Sent out of Class' on schools Information Management System e.g. BROMCOM/SIM and will send the pupil to the relevant Head of Year/Vice Principal. The classroom teacher should be notified when the pupil arrives with the HOY/SLT.

Before returning to class, the pupil/teacher relationship should be restored, using restorative practices (see Appendix 3c), at a time convenient to the teacher, to help the student understand and reflect upon the impact of their behaviour on their own learning and that of others. The relevant HOY and/or SLT will support this meeting and organise cover, if needed. Contact will be made with parents to brief them on the removal and inform them of any supports put in place. All removals from class will be monitored to gauge and review any supports that may need to be implemented for the pupil.

Appendix 3b – Checklist for Student Removal from Lesson

Student: _____ **Subject/Class:** _____

Lesson/Time: _____ **Teacher:** _____ **Date:** _____



Reason for removal from lesson:	
Health and safety risk	<input type="checkbox"/>
Use of foul, inappropriate, sexualised and abusive language	<input type="checkbox"/>
Serious/repeated disruption to teaching & learning	<input type="checkbox"/>
Steps taken by the teacher before removal from lesson:	
Non-verbal/proximity cueing	<input type="checkbox"/>
Quiet word/defusion	<input type="checkbox"/>
Verbal warning(s)	<input type="checkbox"/>
Tactical ignoring/deflection/distraction	<input type="checkbox"/>
Reminder of school rules and consequences	<input type="checkbox"/>
Time out/calming period given	<input type="checkbox"/>
Change of seat	<input type="checkbox"/>
Alternative activity/task offered	<input type="checkbox"/>
Suggested strategies from external agencies implemented	<input type="checkbox"/>
Choice given	<input type="checkbox"/>
Other/please specify below	<input type="checkbox"/>

Other:

Any other information:

Please send the student to the office, accompanied by another student and this completed proforma.

Appendix 3c - Record of Restorative Meeting Post-Removal from Lesson

	<h2><u>Restorative Questions</u></h2>	
<ol style="list-style-type: none">1. What has happened to bring about this conversation?2. What were you thinking and feeling at that time?3. What are you thinking and feeling right now?4. How have you been affected by this? Who else has been affected by what has happened and how?5. What can we/you do to make things better/right?6. What actions/targets/sanctions can we agree to avoid this happening again?7. a. If you were in the same situation again, what would you do/say differently? b. What have you learnt from this? c. What has been the most difficult thing for you in this situation?8. If something or someone is affecting you in the future who will you talk to?9. Have you been treated respectfully and fairly? How? Why?	<div style="border: 1px solid black; width: 200px; height: 250px; margin: 0 auto;"></div>	<div style="border: 1px solid black; padding: 5px; text-align: center;"><p>PAST</p><p>↑</p><p>PRESENT</p><p>↓</p><p>FUTURE</p></div>
<p>'Achieving Excellence Together'</p>		

Date of Meeting: _____ **Present:** _____ **Led by:** _____

Discussion:

Agreed at Meeting (including sanctions, actions and targets if applicable):

Parental contact made? Yes/No

Details _____

Student signature: _____ **Teacher signature:** _____

Please copy to Year Head, Key Stage VP & Principal

APPENDIX 4

SANCTIONS - While our aim is, at all times, to help our young people to develop self-discipline, sanctions have to be imposed on occasions. Sanctions include: LOSS OF FREE TIME (LFT), LUNCHTIME(LTD)/AFTER-SCHOOL(ASD)/SATURDAY SCHOOL (SS)/DIRECTED DAY(DD).

Code	Offence	Sanction
B	Bullying type behaviour including prejudice-related incidents	ASD/SS/DD/Suspension
BL	Bad language	ASD
BSID	Bringing the school into disrepute	ASD/DD/Suspension
C	Copying in a test/Unauthorised use of A.I./Plagiarism in homework/ coursework/controlled assessment.	Test/assessment cancelled & ASD
DP	Damage to school property eg writing on desk	Payment for repair & ASD/DD/SS/Suspension
E	Endangering the health and safety of self and/or others	ASD/DD/SS/Suspension
F	Fighting	ASD/DD/Suspension
IFE	Interfering with school equipment inc. interfering with emergency fire doors and extinguishers	Suspension on Health & Safety grounds
LOC	Lack of courtesy	LTD/ASD
LS	Leaving school without permission	SS/DD
MBB	Misbehaviour on bus	Loss of bus pass&ASD/DD/SS/Suspension
MBCL	Misbehaviour in class	LTD/ASD
MBCO	Misbehaviour on corridor - Eating, running, littering	LTD/ASD
MBSH	Misbehaviour in study hall and/or library	ASD
MBST	Misbehaviour on school trip	ASD/DD/SS/Suspension
MC	Missing class	ASD
MCOM	Misuse of computer facilities	ASD/DD/Suspension
MP	Misuse of mobile phone/iWatch/Communication device	Confiscate device & ASD/DD/SS/Suspension
NAN	No absence note within 3 days (by day 3)	ASD
NCW	Coursework/assessment not submitted on time	ASD
NH	No homework x 2 [in half a term]	LTD/ASD
NPE	No PE kit on 2 occasions in half a term	ASD
NPIPE	Non-participation in PE on 2 occasions (no note provided)	ASD
OB	Out of bounds	ASD/SS/DD
P	Three 'lates' to school in a month (without suitable reason)	ASD
P*	Deliberately coming late to school	ASD
PF	Misuse/possession of fireworks, lighter, matches, laser pen, aerosol, e-cigarette, psychoactive/illegal substances, dangerous/sharp items.	Suspension
PMCT	Three negative comments (Weekly KS 3, monthly KS 4&5 - rolling)	LTD (KS 3&4)/ASD (KS 5)
PMCT*	LTD x 3 in KS3, LTD x2 in KS4	ASD
PMCT2	ASD x 3	SS/DD
S	Smoking/Vaping or possession of such items	Suspension
SG	Selling goods/bringing goods into school to sell	ASD/DD/Suspension
ST	Stealing	ASD/suspension for 2nd offence
T	Truancy	SS/DD/Suspension
UA	Unacceptable behaviour while in school uniform	ASD/SS/DD/Suspension
UO	Uniform offences on two occasions	ASD
UV	Unauthorised use of electronic communications device	Suspension *The school may take into account intent, context and person targeted when applying this sanction.

The above is not an exhaustive list of offences. A recurrence of offences will lead to increased severity of the sanctions imposed. Good behaviour will be acknowledged with positive logs, early breaks and lunches, certificates, hot chocolate treats etc.