



# **MARKETHILL HIGH SCHOOL**

## **PROMOTING POSITIVE BEHAVIOUR POLICY AND PROCEDURES**

Implementation Date: September 2024

Review Date:

Agreed and ratified by The Board of Governors:

## Introduction

The Promoting Positive Behaviour Policy at Markethill High School is a statement of good practice that covers all aspects of school life and contributes to good behaviour and a positive learning ethos. This Policy is informed and structured by **current legislation** and Department of Education guidance (see Appendix 1).

## Ethos & Values

At Markethill High School it is our aim to provide a safe, healthy, and happy environment for all our pupils and staff so that effective learning can take place. The promotion of positive behaviour is the responsibility of all staff and the wider school community including pupils and parents/carers. It is based on **honesty, kindness, positivity, resilience, and respect**.

We are committed to developing confidence, self-esteem, and self-discipline in all our pupils. We have high expectations of all our pupils. The school has a caring environment where pupils are encouraged to identify and work through their problems or difficulties.

Pupils are urged to respect themselves and others and are expected to **take responsibility** for their own behaviour.

Our positive behaviour system is based on

## Aims

- To promote positive behaviour and encourage achievement.
- To enable effective teaching and learning.
- To create a safe and secure environment for pupils and staff.
- To allow pupils to take responsibility for their own actions.
- To promote a community spirit within the school.
- To promote collaboration between pupils, staff, parents/carers, and other stakeholders.

## Board of Governors – Written Statement of Principles

The main principles of our positive behaviour system are:

- To create and maintain positive learning environments throughout the school and promote learning for all pupils.
- To enhance pupils' self-esteem and foster self-respect and respect for others.
- That pupils must take responsibility for their own behaviour by an understanding of choices and consequences; this is based on the setting of clear expectations, boundaries, and consequences from the start.
- To place a greater emphasis on increasing praise and recognition of pupils' achievements across the school through a system of appropriate rewards.

A consistent, fair, and appropriate approach must be adopted in the application of the policy.

All stakeholders are responsible for the promotion of positive behaviour and all staff should utilise effective strategies to maintain an environment which is conducive to learning.

This policy applies to all pupils:

- whilst they are in school;
- travelling to and from school;
- whilst in attendance at the Southern Regional College;
- whilst participating in activities or events organised by, or associated with, Markethill High School.

**It is the responsibility of Board of Governors to:**

- monitor the overall effectiveness of Markethill High School's Promoting Positive Behaviour Policy.
- To support the Principal and Senior Leadership team (acting on behalf of staff) in the implementation of Markethill High School's Promoting Positive Behaviour Policy.

**It is the responsibility of Principal to:**

- Determine measures (rules and enforcement) which Markethill High School will take to:
- Promote self-discipline and authority amongst pupils.
- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour among pupils.
- Act in accordance with the Board of Governors' statement of general principles and any guidance given by them.

**Staff have a right to:**

- be treated fairly, consistently and with courtesy and respect at all times;
- be valued as members of the school community;
- fulfil their daily roles without query, interruption and/or disrespect;
- seek guidance, help and assistance when they need it with professional and personal matters;
- be consulted about matters that affect them and have their views listened to;
- work in a pleasant, well managed and safe environment; and
- play an active role within the school community.

**Staff have a responsibility to:**

- act as positive role models at all times;
- follow the guidance of the 'Teaching and Learning' policy by producing effective lessons and setting and marking appropriate homework;
- show interest and enthusiasm in their pupils' learning;
- listen to the pupils, value their contributions and respect their views;
- be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- identify and seek to meet pupils' additional needs;
- share with parents concerns they may have about their child's progress or development; and
- expect high standards and acknowledge effort and achievement.

**Pupils have a right to:**

- be valued as members of the school community;
- get help when they need it with academic or personal issues;
- be treated fairly, consistently and with respect;
- be consulted about matters that affect them, and have their views listened to (for example, through the School Council);

- be taught in a pleasant, well-managed and safe environment;
- play an active role in the school community within a clearly defined and fairly administered code of conduct; and
- experience a broad and balanced curriculum and, where necessary, have additional needs addressed.

**Pupils have a responsibility to:**

- behave in a manner which reflects the aims and ethos of Markethill High School;
- conform to the conventions of good behaviour and abide by the Pupil Code of Conduct;
- accept ownership for their behaviour and learning, and develop the skill of working independently;
- be punctual, organised and meet all deadlines set;
- use their Homework Diary appropriately;
- respect the views, rights and property of others;
- behave safely in and out of class;
- be supportive, respectful and helpful towards pupils and staff;
- be honest and fair in dealing with others;
- engage fully with the curriculum, seeking help if required;
- wear their uniform with pride according to the uniform list; and
- adhere to the Mobile Phone Policy.

**Parents have a right to:**

- a safe, well-managed and stimulating environment for their child's education;
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- 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;
- be informed about school rules and procedures;
- expect a broad, balanced and appropriate curriculum for their child; and
- be involved in key decisions about their child's education.

**Parents have a responsibility to:**

- act as positive role-models for their child in their relationship with school;
- ensure that their child attends school regularly and arrives punctually, with homework done and suitably organised, including all necessary equipment;
- be aware of school rules and regulations and encourage their child to abide by them;
- be supportive, respectful and helpful towards staff;
- show interest in their child's classwork and homework, and where possible, provide a suitable learning environment at home;
- attend planned meetings with teachers and support school functions; and
- provide the school with the updated, necessary background information about their child/family, which might impact on his/her learning.

**Consultation and Participation Process**

The school regularly uses established self-evaluation methods such as pupil surveys, focus groups etc. to ensure that the outcomes of this policy are fulfilled in line with school development planning.

- Pupils' surveys and focus groups.
- Consultation with Student Council Representatives.
- Consultation with staff via meetings and questionnaires.
- Consultation with parents via meetings and questionnaires.

### Rewards and recognition

Encouragement, praise, and reward are an essential part of promoting positive behaviour. We believe they have a motivational role, helping our pupils to see that good behaviour will be rewarded. The school recognises pupils who show honesty, kindness, positivity, resilience and respect in their contribution to the life of the school and the community. Pupils feel valued because of positive feedback and recognition of their success.

<b><i>CREDIT</i></b>	Positive behaviour will be acknowledged and rewarded as the pupil's name will be placed on the <b><i>credit</i></b> board, which will lead to a merit being awarded.
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Other rewards and recognitions include:

- positive affirmation, including positive reinforcement and encouragement, by all teachers in the classroom and during extra-curricular activities;
- verbal/non-verbal recognition;
- positive comments on a pupil's work;
- displaying of pupil work;
- positive Achievement Points added to SIMS module in line with departmental policy;
- reflection of a pupil's achievements in his/her annual report;
- 'Pupil of the Week' prize;
- 'Pupil of the Month' prize;
- positive phone calls home;
- Departmental Awards;
- Congratulations Assembly;
- items posted on Facebook, the school website, the school newsletter and local media;
- awards, trophies and prizes distributed during prize day;
- elections of prefects, house captains, team captains and school council members.

### Promoting Positive Behaviour in the Classroom

Staff will endeavour to develop personal strategies for the promotion of positive behaviour. This will include preventative and corrective strategies aimed at promoting and sustaining a positive learning environment.

### Atmosphere

- A warm, structured, and positive atmosphere is key to providing an effective and secure learning environment for our pupils.
- All members of staff will maintain our agreed standards for them to be effective.
- Pupils should be fully aware of any behaviour procedures that involve or affect them.

- Pupils should be aware and appreciate that acceptable standards are expected within the school and travelling to and from school.
- Pupils will be made aware of these standards and expectations at the start of each year and regularly reminded by staff.
- It is important that all members of staff uphold the principles and structures of the school's Promoting Positive Behaviour Policy.

#### **Positive Behaviour Preventative Strategies for Staff**

- Arrive at class on time.
- Have an aesthetically pleasing and engaging classroom.
- Use an effective seating plan.
- Use clear routines which are understood by all.
- Provide opportunities for pupils to experience success.
- Know your pupils and build positive relationships.
- Use differentiation effectively.
- Use praise and positive reinforcement.
- Provide opportunities for expressing emotions.
- Use displays to demonstrate the value of pupils' work.
- Use displays to reinforce learning.
- Communicate high expectations.
- Enable learners to take risks with their learning and allow for mistakes.
- Give feedback, which is constructive and positive.
- Celebrate learning in your classroom.

#### **Classroom Expectations for Pupils**

Every pupil in every classroom is expected to:

- listen and follow the teacher's and classroom assistant's instructions, putting their hand up and not shouting out;
- attend all lessons and be punctual;
- be fully equipped for each lesson;
- behave in a mature way, not eating in class or disrupting the learning of others;
- complete and hand in their homework on time;
- try their best in all lessons and complete work to the best of their ability;
- respond positively to the teacher's feedback and ask for help if they are unsure.

## Support Mechanisms

### Monitoring Process

If a pupil is unable to meet basic school expectations, their Form Tutor will liaise with their classroom teachers as to whether the pupil should be placed on **Form Tutor Daily Report**. If placed on Form Tutor Daily Report, parents will be informed, and the pupil will collaboratively set two or three targets with their Form Tutor to support improved behaviour. These will be monitored in each of their lessons, for at least 10 days. The pupil's Form Tutor will monitor the report daily and provide guidance and support. Parents/Carers are expected to discuss the report with their child daily and sign. It is hoped that this timely intervention will provide the pupil with support to improve their behaviour. If monitoring by the Form Tutor does not improve behaviour, it may be appropriate that the pupil is monitored for a period by their Head of Year.

Pupils on **Daily Report to their Head of Year** will receive the same support as from their Form Tutor. Parents will be informed of the report and expected to discuss and sign daily with their child. At this point, consideration will be given as to whether the pupil is placed on the Special Educational Needs Register and a Personal Learning Plan (PLP) drawn up and shared with staff. It is hoped that this intervention will allow the pupil to improve their behaviour, and after 10 days with a further period of Form Tutor monitoring, be able to fully adhere to the school's expectations and Code of Conduct.

A minority of pupils might need escalated support and therefore could be placed on **Senior Teacher Daily Report**. If this is the case, the Parent/Carer will be required to attend a meeting to discuss both referrals to outside agencies and adding the Pupil to the Special Educational Needs Register (if the pupil is not already on this).

### In-School Intervention

As a school we appreciate that some pupils need additional support in upholding the school expectations and Code of Conduct. All staff endeavour to build effective relationships with pupils so they feel they can discuss their concerns and difficulties. Some pupils have identified 'Key Adults' as a supportive strategy as well as 'Time Out Cards' which allow the pupil to be able to discuss their concerns before their behaviour escalates further.

### Outside Agency Referral

Some pupils may need support beyond what the school can offer. This may result in the school referring to outside agencies for assessment and/or support or expecting the parent to seek appropriate referrals. It may be necessary to seek further support from the Social Care Trust. Some of our pupils may have additional needs which mean regulation of behaviour is a challenge, in which case the school will make reasonable adjustments to support inclusion and work collaboratively with outside agencies.

### Positive Behaviour Corrective Strategies – The 3 C's – **CHOICE, CHANCE and CONSEQUENCE**

This protocol is to provide a consistent approach that supports both staff and pupils in modelling appropriate behaviour. It aims to teach pupils, that for every choice or action there is a consequence. A consequence is a direct result of the way they act. At Markethill High School, pupils are encouraged to behave in a way conducive with learning. This protocol gives them a chance to correct their behaviour before a consequence is issued.

- If a pupil is not behaving in a manner conducive to learning, they will be made aware of the behaviour and it will be explained that they now have a **CHOICE** of how they should behave.
- If the pupil chooses to ignore this warning and does not modify their attitude or behaviour, the teacher will make the pupil aware that they now have a second and final **CHANCE** to improve, and that further non-compliance will lead to a **CONSEQUENCE**, which will be in the form of a teacher-issued sanction.

Stage	Outcome
<b>CHOICE</b>	A clear verbal warning is given, and the pupil's name will be written on the <b>3C</b> board as a visual reinforcement – the pupil now has the <b>CHOICE</b> to improve their attitude or behaviour.
<b>CHANCE</b>	A second verbal warning is given, and the pupil is clearly told they have a <b>CHANCE</b> to change their behaviour. This will be recorded on the <b>3C</b> board. The pupil will be advised that any continuation of the poor attitude or behaviour will lead to a <b>CONSEQUENCE</b> .
<b>CONSEQUENCE</b>	The pupil is clearly told they are receiving a sanction for their continued poor attitude or behaviour. A sanction will include a demerit on SIMS <b>plus</b> one of the following: <ul style="list-style-type: none"><li>• being moved within the classroom;</li><li>• meaningful extra work being set;</li><li>• a teacher break time detention.</li></ul>

### Positive Behaviour Corrective Strategies – **COLLABORATION**

**COLLABORATION** is a de-escalation strategy used where a pupil has not responded positively to the **CHOICE** to improve their behaviour/attitude. They will also not have responded positively to the **CHANCE** offered and have received a teacher sanction as a **CONSEQUENCE**.

The subject teacher will calmly explain to the pupil that their behaviour/attitude has not changed, despite opportunities to correct behaviour, and they will be moved into another lesson. This will also mean they will be in After School Detention. [If a Pupil refuses to be moved, a senior member of staff will be called, and the consequence will be escalated.]

Use of **COLLABORATION** will be logged, and parents informed via a message on the SIMS app. The pupil's Head of Year will be made aware. The **CONSEQUENCE** protocol will be followed if the behaviour persists.



## Consequences

Whilst our aim is the promotion of positive behaviour; there are also times, unfortunately, when there is a need for sanctions when behaviour is not at an acceptable standard. Each consequence is based on restorative action and addressing the behaviour, so it is not repeated. Support is also outlined.

The following tables act as a guideline to staff as to how to deal with incidents that involve negative pupil behaviour, both in the classroom and in the wider school community.

**They are for guidance, rather than being prescriptive; each incident should be considered in its context, but the guidance aims to aid whole school consistency.**

Behaviour for Learning within the classroom. Guidance for Staff including 3C's protocol			
Stage of Concern	Examples of behaviour	Possible Outcome	Pupil Support
<b>1</b> Low level disruption.	Chatting, insufficient work/effort, low level arguing, lack of respect, not following instructions, shouting out. Eating/drinking in lesson.  Arriving late to the lesson.  Forgetting book or equipment. Non completion of homework.  Being late to school.	This may include a demerit being issued, being moved within the classroom, meaningful extra work being set, teacher detention, referral to Head of Department.  Failure to complete these will result in an <b>After School Detention (ASD)</b> being issued.	<b>3 C's</b> protocol used by teacher.  Teacher/Form Tutor intervention.
<b>2</b> Persistent low- level disruption.	Continued defiance in the lesson, refusing to move seat, arguing, poor language.  Persistent failure to complete homework/bring the correct equipment for learning, being punctual for lessons.  Failure to complete Teacher <b>CONSEQUENCE</b> .	Moved from lesson using <b>COLLABORATION</b>  <b>ASD issued</b> , restorative conversation.  <b>ASD issued</b> for failure to complete homework/bring correct equipment for learning, be punctual to lessons, THREE TIMES in one calendar month.  Failure to attend <b>ASD – Supervised Support (SS)</b> issued.	Behaviour reflected on by Pupil. Class teacher restorative conversation and target setting.
<b>3</b> Mid-Level disruption.	Continued disruptive behaviour in class and or a number of classes. Continued lack of poor effort. Continued failure to meet class expectations. Continued lack of homework, equipment, punctuality to lessons. Leaving lesson without permission.	Form Tutor Daily Report (10 days) issued.  Form Tutor call to parents. Any negative on report – <b>Breaktime Detention (BTD)</b> issued. Failure to attend <b>BTD – ASD</b> issued.	Form Tutor intervention. Daily monitoring and target setting.
<b>4</b> High Level disruption/ incident.	Repeated disruption to learning across a number of curriculum areas. Failure to respond positively to supportive strategies - Form Tutor Report.	Head of Year Report (10 days) issued.  HOY call/meeting with parent. Any negative on report - <b>BTD</b> issued. Failure to attend <b>BTD – ASD</b> issued.	Personal Learning Plan (PLP) for behaviour initiated and discussed with Learning Support Coordinator. Strategies shared with all teachers. Head of Year (HOY) intervention. Weekly behaviour intervention accessed. Daily monitoring and target setting.
<b>5</b> Continued high level disruption/ incident.	Persistent and repeated disruption to learning across a number of curriculum areas. Failure to respond positively to HOY Report.	Senior Teacher (10 days) issued.  Any minus on report - <b>SS</b> issued. Senior Teacher call/meeting with parent. <b>In School Suspension (ISS)</b> used as and if required.	Daily behaviour intervention accessed. Personal Learning Plan (PLP) updated. Parental meeting. Risk Reduction Management Plan. Daily monitoring and target setting. Consideration of pupil's timetable. Use of Supervised Support.

<p><b>6</b></p> <p>Severe and significant disruption/serious incident.</p>	<p><b>Blatant refusal to adhere to school standards and expectations, continued abuse of Daily Report system. Verbal or physical assault of a member of staff or pupil in a lesson.</b></p> <p><b>Harmful and unsafe behaviour. Possession and or use of drugs, including alcohol/weapon.</b></p>	<p>In-School Suspension, External Suspension or Permanent Exclusion/Expulsion.</p> <p>Parental interview and alternative provision considered.</p> <p>BOG informed.</p>	<p>Senior Teacher (ST) Report continued or Individual Behaviour Plan. Risk Reduction Management Plan. Behaviour Support Team referral. Alternative curriculum or provision sought.</p> <p>Daily monitoring.</p>
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	<p><b>Behaviour outside of the classroom.</b></p> <p><b>Guidance for Staff</b></p>		
<p><b>Stage of concern</b></p>	<p><b>Examples of behaviour</b></p>	<p><b>Possible Outcome</b></p>	<p><b>Pupil Support</b></p>
<p><b>1</b></p> <p>Low level disruption.</p>	<p>Running in the corridor, dropping litter, silly behaviour, shouting, out of bounds. Uniform infringement.</p> <p>Make up/jewellery/nail varnish/hair</p>	<p>This may include a BTd, referring the behaviour to the Form Tutor.</p>	<p>Teacher/Form Tutor intervention and discussion as to why this behaviour is not acceptable.</p>
<p><b>2</b></p> <p>Persistent low- level disruption.</p>	<p>Rowdy corridor behaviour, use of poor language towards others, pushing in the corridor.</p> <p>Unkind behaviour.</p>	<p><b>BTd</b> failure to attend escalation to <b>ASD</b>.</p>	<p>Behaviour reflected on by student. Class teacher restorative conversation and target setting. Number of BTd monitored and consideration of Form Tutor Daily Report required.</p>
<p><b>3</b></p> <p>Mid-Level disruption.</p>	<p>Dangerous corridor behaviour. Misuse of school property. Refusal to follow staff instructions. Misuse of an electronic device. Persistent unkind behaviour.</p>	<p><b>BTd</b> (x2)</p> <p><b>BTd</b> failure to attend escalation to <b>ASD</b>.</p> <p>Mobile phone confiscated.</p>	<p>Form Tutor intervention. ASD restorative programme accessed. Number of ASD monitored and consideration of Head of Year Daily Report required.</p>
<p><b>4</b></p> <p>High Level disruption/ incident.</p>	<p>Displaying bullying behaviours, physical aggression, verbal aggression, swearing, continued poor corridor behaviour. Persistent refusal to follow staff instructions. Truancy from lesson.</p>	<p><b>ASD</b> failure to attend escalation to <b>SS</b>.</p>	<p>Bullying Concern raised. <b>SS</b> restorative programme accessed. Daily Report system to be considered.</p>
<p><b>5</b></p> <p>Continued high level disruption/ incident.</p>	<p>In possession of smoking paraphernalia. Smoking and/or vaping. Truancy from school, fighting, bullying and or aggressive behaviour. Damage to school property. Persistent or serious misuse of an electronic device to bully or cause harm to others. Blatant refusal to follow staff instructions.</p>	<p><b>Supervised Support (SS)</b></p> <p><b>SS</b> failure to attend escalation to <b>In School Suspension (ISS)</b>.</p> <p><b>ISS</b> if deemed necessary.</p>	<p>Supervised Support restorative programme accessed. Daily Report issued. Risk Reduction Management Plan. Behaviour Support Team referral considered.</p>
<p><b>6</b></p> <p>Severe and significant disruption/serious incident.</p>	<p>Abuse of drugs including alcohol. Carry or use of a weapon. Gross rudeness, foul language directed to a member of staff. Violence or unacceptable behaviour towards another member of the school community, including. behaviour likely to endanger another's health and safety. Theft/vandalism. Misuse of an electronic device that endangers others or is used in an exam.</p>	<p><b>External Suspension (ES)/ Expulsion</b></p>	<p>Risk Reduction Management Plan. Behaviour Support Team referral. Alternative curriculum or provision sought. Daily monitoring.</p>

## **Detentions**

The school uses detentions as a **CONSEQUENCE**, including detentions outside school hours. Parental consent is not required for detentions; however, the school will act reasonably when imposing a detention.

### **Break Time Detention (BTD)**

Pupils will be issued with a BTD and a sticker added to their homework diary. This will include the date of the BTD. It is likely that the BTD will either be on the day of the incident occurring or the following day. The **CONSEQUENCE** will be logged on SIMS. During the detention, the pupil will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Pupils will be in detention for the length of their breaktime but will be permitted to have something to eat and use the bathroom. Failure to attend BTD without prior arrangement will result in an escalated **CONSEQUENCE** to an ASD.

### **After School Detention (ASD) 60 minutes 3.30pm – 4.30pm**

Pupils will be issued with an ASD and parents will be informed by text, this will include the date of the ASD. Parents will be given at least 24 hours' notice of the ASD, unless prior arrangement for instant **CONSEQUENCE** has been made with the Parent/Carer. They may also receive a phone call from the member of staff to discuss the incident further. The ASD will be logged. At the end of the school day, the member of staff teaching the pupil for the last period, will escort them to the detention. During the detention, the pupil will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Additional work will also be set. Failure to attend ASD will result in an escalated **CONSEQUENCE** to SS.

**There are limited reasons why a pupil may need to rearrange their detention. If this is the case parents must communicate this to the Head of Year, who must agree the change.**

### **Supervised Support (SS)**

Supervised Support is when a pupil's poor behaviour means they are temporarily removed from general circulation and expected to complete their work in a single supervised classroom for a designated period of time. Pupils may be placed in SS by the Head of Year or a member of the Senior Leadership Team.

This may be:

- Immediately following an incident pending further investigation.
- As a **CONSEQUENCE**, following an incident as a result of an investigation.
- After a period of continued poor behaviour or an escalated **CONSEQUENCE**.

Parents will be informed, and a meeting may be required. The length of the SS will also be discussed. While in SS, pupils will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their

**CHANCE** effectively. Additional work will also be set and there is an expectation that any work missed in their lesson is caught up. Staff on duty in SS will complete a monitoring log while the pupil is in SS. Pupils in SS will also sit a break and lunch time detention. Pupils are not permitted to have their electronic device with them and must hand this to the office to collect at the end of the school day. Poor behaviour in SS will lead to an escalated **CONSEQUENCE** and the Principal may consider External Suspension.

### **In School Suspension (ISS)**

In some circumstances SLT may choose to manage poor behaviour through an In School Suspension. The length depending on the incident/behaviour. Parents will be informed and expected to attend a meeting with a member of SLT. The pupil will not be permitted to be reintegrated back into mainstream lessons, until this meeting takes place. The pupil will be placed on Daily Report for a minimum of 10 days to support improved behaviour.

### **External Suspension (ES - Out of School)**

In very serious cases, a pupil may be suspended from school for a period of time as designated by the Principal. This **CONSEQUENCE** will be added to their school file as a permanent record and the Education Authority and Board of Governor's formally informed. A formal letter of notification will be sent to the Parent/Carer. While a pupil is suspended, they will be expected to **remain at home** and complete work set. Work will be provided via c2k email from teacher or on google classroom. An external suspension will be used for serious incidents which may include:

- Abuse of drugs including alcohol – as shown in the school's Drugs Policy;
- Gross rudeness, foul language directed to a member of staff;
- Violence or unacceptable behaviour towards another member of the school community, including behaviour likely to endanger another's health and safety;
- Serious misuse of an electronic device;
- Persistent failure to comply with the schools Code of Conduct.

**The list is not exhaustive, and each case will be taken in its own context.**

A reintegration meeting is required between the pupil, parent and a Senior Teacher/Designated Teacher for Child Protection/Learning Support Coordinator/Vice-Principal/Principal before the pupil can return to school. This meeting aims to discuss the incident/behaviour and how it can be further avoided. Support strategies will also be discussed and added to or instigate a Personal Learning Plan. The pupil may be placed on the Special Educational Needs Register. If there is further evidence, or the pupil does not respond positively during the meeting, the suspension may be increased. The pupil will return on Daily Report for a minimum of 10 days to support improved behaviour.

### **Alternative Provision**

If behaviour persistently fails to meet expected standards, alternative provision may be sought for the pupil. This may be on a part-time or full-time basis. The aim is to avoid permanent exclusion/expulsion and address behaviour concerns in an environment outside of mainstream education. This will be done in conjunction with Parents/Carers, but the school reserves the right to insist on alternative provision if it feels it is in the best interests of the pupil. If the pupil is statemented for special educational needs, this will be done in liaison with relevant outside agencies and the Education Authority.

### **Permanent Exclusion/Expulsion**

The decision to permanently exclude a pupil is a serious one. It will usually be the final **CONSEQUENCE** in the process for dealing with disciplinary incidents following a range of interventions and supportive strategies. There may be exceptional circumstances where in the Principal's judgement, it is appropriate to permanently exclude a pupil for a 'one off' incident.

These may include:

- Serious, actual or threatened violence against another pupil or a member of staff.
- Supplying an illegal drug.
- Carrying an offensive weapon.

**This list is not exhaustive.**

Parents will be informed immediately should a permanent exclusion be appropriate and information with guidelines for Parents/Carers will be issued with the initial letter informing Parents/Carers of the permanent exclusion.

### **Criminal Proceedings**

The severity of an incident may require the school to inform the PSNI and prosecution may follow. This would include assault on a member of staff and assault by a visitor or intruder.

### **Power to use Reasonable Force**

Markethill High School has a pastoral responsibility towards our pupils and takes all reasonable steps to ensure that the welfare of pupils is safeguarded and that their safety is preserved. The need to use reasonable force to restrain or control a pupil is extremely rare. However, if a pupil's behaviour threatens the safety of other pupils and staff, a member of staff may use such force as is reasonable in the circumstances to prevent the pupil from:

- Committing an offence.
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise.

The school refers to Article 4 of the Education (Northern Ireland) Order 1998 clarifies when it may be appropriate for a member of staff to use reasonable force. Detailed guidance can be found in the school's **Use of Reasonable Force/Safe Handling Policy**.

### **Confiscation of inappropriate items**

It may be necessary, in order to support safeguarding and health and safety, for a pupil's belongings to be searched. This may be because there is reasonable suspicion that the pupil has on their person an illegal

substance or weapon for example. If this is required, two members of staff will be present, and consent will be sought from the pupil. If the pupil does not consent the PSNI may be called. The school has the legal right to impose reasonable sanctions to include confiscation of items. Should the school feel that this is necessary, the Parent/Carer will be contacted and return of the item discussed. In the case of electronic device confiscation, refer to the school's **Mobile Phone Policy (including electronic devices)**.

#### **Pupils Behaviour off site**

Pupils will be expected to follow school expectations and the Code of Conduct outside of the school premises when:

- Taking part in any school organised or school related activity.
- Travelling to or from school.
- In attendance at Southern Regional College.

Failure to do so will mean that school consequence system applies.

#### **Bullying Behaviour**

Bullying type behaviour in any form is a direct contravention of the aims and values of the school and it is always treated seriously. The **Anti-Bullying Policy** outlines the rationale and procedures. All reports of bullying will be investigated and **CONSEQUENCES** in line with the school's consequence system.

#### **E-Safety Incidents**

E-safety is of paramount importance, and we strive to achieve safe online behaviour by all stakeholders of the school. With staff, pupils and Parent/Carers enjoying a growing online presence we recognise that our support and strategies to promote safe online behaviour must be pragmatic, responsive, and well informed. All incidents where pupils use online measures to bully other pupils will be dealt with seriously. If the incident involves taking or sharing of inappropriate or indecent images, the school may inform Social Services and/or the PSNI in accordance with the schools **Safeguarding and Child Protection Policy**. Parents/Carers may also inform the PSNI should they feel this necessary.

#### **Mobile Phone (including electronic devices) Incident.**

The **Mobile Phone (including electronic devices) Policy** offers clear guidance to staff, Parents/Carers and pupils on the use of electronic devices during school hours. In the case of an emergency, pupils can communicate home via the school office. Misuse of electronic devices will lead to confiscation as outlined in the **Mobile Phone (including electronic devices) Policy**.

#### **Uniform/ Fit for learning.**

It is the responsibility of all staff to ensure that the pupils are wearing the correct school uniform. It will be checked by Form Tutors during morning registration/assembly, and by staff throughout the day. Pupils who do not adhere to school uniform requirements, may be placed in detention or taken out of mainstream circulation until the concern has been addressed. Parents are expected to send their child to school in the correct uniform daily. A comprehensive list of school uniform can be found in the pupil planner and on our school website. Pupils are also expected to be prepared for learning. This includes coming to school daily with their planner and pencil case and with equipment like their PE kit on the necessary days. Failure to do so may result in a detention being issued.

## **Punctuality**

Pupils are expected to be on time to school every day and all their lessons. Pupils who are late without a legitimate reason will face **CONSEQUENCES**. Refer to the school Attendance Policy for further detail.

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## **Appendix 1**

### Current Legislation

The Children (Northern Ireland) Order 1995

The Education (Northern Ireland) Order 2007

The Human Rights Act 1998

Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003

The Education (School Development Plans) Regulations (NI) 2010

Addressing Bullying in Schools Act (NI) 2016

Special Educational Needs and Disability Act (NI) 2016

Health and Safety at Work (NI) Order 1978

### Department of Education Guidance

Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001

Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017



## Appendix 2

Operating hours of Markethill High School:

Monday	8.30am-4pm
Tuesday	8.30am-4pm
Wednesday	8.30am-4pm
Thursday	8.30am-4pm
Friday	8.30am-3.30pm

Should you need to contact the school, please email us on [info@markethillhigh.markethill.ni.sch.uk](mailto:info@markethillhigh.markethill.ni.sch.uk) or telephone 028 3755 1270. Please avoid contacting staff using their individual email addresses.

Please note that your child's Subject Teacher or Form Teacher will always be the first port of call. Safeguarding concerns will be passed directly to Mrs Gilmore or a member of the Safeguarding Team (Mr Berry, Mrs Cregan, Mrs Hargan, Miss McCullough and Miss Poole).

When you contact the General Office, you will be asked to provide Mrs Patterson or Mrs Dalzell with a brief reason for your call so they can ensure your query or concern is passed on directly to the correct and most relevant member of staff.

An overview of our triage system for phone calls.

Your communication with our Office Staff will be redirected as follows:

Operation Encompass/Designated Teacher for Child Protection	Mrs Gilmore
Deputy Designated Teachers for Child Protection	Mr Berry, Mrs Cregan, Mrs Hargan, Miss McCullough & Miss Poole.
Head of Boys' Pastoral	Miss McCullough
Head of Girls' Pastoral	Miss Poole
Learning Support Coordinator/Learning Support Co-ordinator	Mrs Cregan
Attendance and Curriculum Queries	Mrs Hargan
Examinations Officer	Mr Furphy
SRC	Mr McMinn

<b>Year 8 – Mrs Hanna</b>	<b>Year 9 – Mrs Greer</b>	<b>Year 10 – Miss Howe</b>
8CC – Mrs Callender	9JC – Mrs Cregan	10FR – Mrs Ramirez
8RB1 – Mrs Baines	9JW – Mr Whiteside	10IG – Mrs Gray
8RB2 – Mr Bennett	9MN – Mr Neill	10JM – Mrs J. Millar
8CH – Miss Humphries	9ST – Miss Thompson	10LA – Mr Ashton
8RM – Mr McMinn	9RC –Mrs Crothers/Mrs Somerville	

<b>Year 11 – Mr McClure</b>	<b>Year 12 – Mrs Winter</b>
11DC1 – Mr Clarke	12AM – Miss McTurk
11DC2 – Mr Corvan	12HM – Mrs H. Millar
11CP – Mrs Scott Palmer	12MG – Mrs Gibson
11DJ – Mrs McMinn Johnston (unavailable each Monday)	12ANO –

## Appendix 3

<i>Achievement</i>	<i>Points</i>	<i>Achievement</i>	<i>Points</i>
Assisting Staff	1	No late homework (Monthly)	5
Being Helpful	1	Participating well in oral work in class	1
Care and Courtesy	1	Trying hard	1
Doing well within a test	1	Representing school (outside of school)	1
Excellent contribution to extracurricular activity	5	Showing improvement within a class test	1
Excellent effort	1	Showing leadership	1
Excellent neatness/presentation of work	1	Making good progress	1
Excellent written work	1	Excellent classwork	1
Full attendance (Monthly)	5	Excellent homework	1
Full marks in a test	1	Participating in leading assembly	1
Good standard of uniform (Monthly)	5	Contributing well in lesson	1
Helping in the library	1	Positive contribution to school life	1
Enthusiasm	1	Keeping school tidy	1
No behaviour points (Monthly)	5	Contribution to charity	1

Readiness		Respect		Responsibility			
<i>Behaviour</i>	<i>Points</i>	<i>Behaviour</i>	<i>Points</i>	<i>Behaviour</i>	<i>Points</i>	<i>Behaviour</i>	<i>Points</i>
Incomplete/unsubmitted HW	1	Disruptive behaviour in lesson	1	Late to school	1	Uniform infringement	1
Not prepared for lesson	1	Inappropriate language within school	1	Late to class	1	Out of bounds	1
No CA Submitted	1	Inappropriate behaviour around school	1	Leaving class without permission	1	After School Detention	0
No Homework Diary	1	Inappropriate use of ICT	1	Make up/Nail Varnish/Jewellery/Hair	1	Bathroom request granted	0
		Instructions not followed	1	Removal of mobile phone	5	Use of "TIME OUT"	0
		Repetitive defiance	1	Drinking banned substances	1		
		Vandalism	1	Eating Chewing Gum in school	1		
		Disrespectful behaviour towards staff	1	Eating in class	1		
		Disrespectful behaviour towards other pupils	1	Failure to complete sanction	1		
		Physical contact	1	Insufficient work completed	1		

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