



S P E R R I N
INTEGRATED COLLEGE

MAGHERAFELT

OUTLINE OF POLICY
PROMOTING POSITIVE
BEHAVIOUR AND
MANAGING INDISCIPLINE
POLICY

Reviewed Annually

RATIONALE

At Sperrin Integrated College we aim to create a caring, supportive atmosphere where teaching and learning are effective. Every individual will be encouraged to reach their full potential. Our ethos provides a Christian approach and context, into which pupils of all faiths and none are equally welcomed. We promote understanding and respect for the beliefs of all in our community, and we encourage all pupils to display consideration for others. It is our aim to establish a strong sense of community wherein children, teachers, parents and support staff all feel a sense of belonging and contribute to the development of the school. Good communication is central to achieving this.

At Sperrin Integrated College we are seeking to create a climate which:

- Promotes learning for all pupils.
- Allows teachers to teach effectively.
- Enhances the pupil's self esteem and fosters self respect and respect for others.
- Supports and respects the cultural and religious beliefs of those in the school community and beyond.
- Encourages the pupils to develop independence by accepting the need for Self-discipline and self-control and taking responsibility for their own behaviour.
- Values the active support of parents.
- Can make a difference to pupil behaviour.

Principles

- 1 At Sperrin Integrated College we aspire to provide the highest standards in effective teaching and learning. This can only be met when standards of behaviour create an atmosphere where learning can take place. Therefore we expect good behaviour from all.
- 2 The teaching staff at Sperrin deliver effective well-prepared lessons, where expectations of pupils are appropriately high, work is differentiated according to pupil's needs, all pupils are challenged and supported as necessary, and homework is carefully set and constructively marked.
- 3 The College provides a supportive environment where everyone feels safe and valued. We seek to promote an atmosphere where teachers and pupils can express their cultural and religious views in a way that will help others learn, understand and respect difference.
- 4 The College's enrichment programme provides opportunities for pupils to develop a sense of self-esteem, respect for others, self-discipline and responsibility.
- 5 The College actively promotes good manners towards all.
- 6 The reward system embraces and rewards excellence in all aspects of school life.
- 7 At Sperrin those pupils who do not comply with the code of conduct or breach the school rules will be dealt with in accordance with the "Level Approach". The policy will be followed fairly, appropriately and consistently.

- 8 At Sperrin, pupils who need support to follow the school policy on positive behaviour will have opportunities to set targets in order to achieve this.

In recognising that the education of our children is a partnership between the home and school the Board of Governors will seek to allow parents/guardians a right of access by appointment to the Principal or a teacher delegated by him. A parent will not normally be granted a meeting which is not made in advance except under exceptional circumstances. The Principal, as the day to day manager of the school, will seek to ensure that all such contacts are conducted in a manner which will promote the educational interests of the pupil and allow for the safety of all the children and staff.

As parental attitudes to school and the teacher can directly influence the child it is important that all exchanges between school and home should be informed by a mutual respect for each others knowledge and concern for the pupil's welfare. Each has an in-depth knowledge of the child in different settings and contexts and the sharing of this information in a positive way should help the pupil to feel valued and to achieve his/her full potential. It is important that pupils feel secure in the working relationship between home and school.

The means of expressing this working relationship are diverse but parents/guardians will appreciate that some guidelines are necessary as each teacher has responsibility for a large group of children. All exchanges between parents/guardians and staff should be conducted in a respectful and tolerant manner and parents/guardians are asked to adhere to the school's guidelines when seeking contact with their child's teacher.

The Board of Governors endorses the school's arrangements for effective parent teacher communication as set out below.

The contact between parent/guardian and teacher will take the form of:

- a) Meetings to discuss the pupil's academic progress organised by the school or requested by the parent.
- b) Meetings requested by the Principal or delegated Senior Staff to discuss a pupil's behaviour.
- c) Casual or informal exchanges of information made for routine housekeeping purposes e.g. dental appointments, illness, lost property, etc usually made by telephone or note, sometimes in the Homework Diary.
- d) More sensitive, wider issues involving school policy. In such circumstances an appointment should be made and the issues clarified in advance to enable the parent/guardian and the teacher to make appropriate preparation.

The school has put in place arrangements for addressing the most serious situations where the approach of a parent/guardian might amount to harassment of teachers and staff in the workplace. This includes the school's right to revoke a parent's licence to enter school premises without permission. Thankfully such situations are rare but they can occur.

The Board of Governors, Principal and staff would like to thank parents/guardians for their co-operation and support in this matter and look forward to working together to further strengthen the home/school partnership.

The Pastoral System

Overview of Roles

The Pupil

The pupil has a central role to play in the school. The pupils are expected to come to school on time, with homework completed to the required standard, and suitably equipped for lessons. They should respect the views, rights and property of others, and behave safely in and out of the classroom. Pupils should cooperate with the teachers and their fellow students. Every pupil at Sperrin is expected to work hard and if they do they do not understand they are encouraged to seek help. Pupils also should accept ownership for their own behaviour and learning.

The Classroom Teacher

The classroom teacher is responsible for ensuring high standards within their classroom. They must ensure that effective teaching and learning is taking place. Teachers must ensure that their classroom is managed effectively and only high levels of behaviour and conduct are accepted.

The Learning Tutor

Every pupil at Sperrin belongs to a form class. The key person for every form class is their form teacher. The impact of the form teacher, who is regarded in a special light by the pupil, is reflected in such areas as uniform, behaviour, standards of work, and the response of parents, attitude of pupils to assemblies, school prayer and school itself. The spirit of the class is a reflection to a large extent of the interest taken by the form teacher.

Form teachers are expected to lead their class and set high standards for their class. They should praise, support, advise, reward and act to correct negative behaviour.

The Year Head

The Year Heads work with the form teachers to whom they give support and leadership. They are expected to take a caring interest in every pupil in the year group and to work with form teachers and other staff to promote pupil's academic and personal development. The role involves administrative, counselling and disciplinary responsibilities.

The Vice Principal

The Vice Principal will oversee the implementation of the Pastoral and Positive Behaviour Policies. They will take an interest in each pupil and will provide support, advice, guidance and leadership to all teachers. In conjunction with the Principal and Year Heads they will ensure that disciplinary matters are dealt with properly and pastoral support given.

The School Based Care Team

This team consists of the Vice Principal, Year Heads and the Senior Leader for Special Educational Needs Coordinator, The Educational Psychologist and other external professional personnel. This group meet several times per year to discuss pupil behaviour and plan any support the school may avail of to help improve behaviour. The Principal attends these meeting when appropriate.

The Principal

The Principal has overall responsibility for the Pastoral care of all the pupils, teachers and support staff at Sperrin. He works in conjunction with the Vice Principal to ensure that disciplinary matters are properly dealt with. She is responsible for ensuring that proper disciplinary procedures are adhered to, in matters relating to suspension and exclusion. Where appropriate, she will inform the chair of the Board of Governors and The Education Authority of suspended or excluded pupils.

(In his absence these duties will be carried out by the Vice Principal)

Sperrin Integrated College

Code of Conduct

Our Code of Conduct is designed to promote harmony and the efficient and safe functioning of the community.

Pupils are all expected to:

- Be helpful, tolerant and respectful towards everyone in the Sperrin community.
- Behave with courtesy and in a manner which reflects well on themselves and on the College.
- Avoid behaviour or comments which could lead to any distress.
- Make sure that their appearance does credit to the uniform and the College.
- Be punctual.
- Respect both the property and environment of the College.
- Show consistency and common sense in observing the rules.

Respect rests at the core of our school's ethos and affects the ways in which we relate to others.

- Pupils should wear their uniform properly at all times and comply with the School Uniform Policy.
- Good manners and courtesy should be shown at all times.
- Abusive or threatening language of any kind is not acceptable.
- Violence of any nature is not acceptable.
- Staff and visitors should be shown courtesy.
- Any form of bullying is unacceptable. Taunting and verbal or physical abuse, and other forms of victimisation, whether inside or outside the classroom, are totally against our ethos.
- Remarks deemed to be homophobic, racist, sexual, or offensive about culture, religion, special educational needs or disability will **not** be tolerated.
- Equally cyber bullying (on social media websites, mobile phones, text messages, photographs and email) is totally unacceptable.

Sperrin aims to provide a safe, secure environment in which all pupils take pride.

- Mobile phones should not be used at school.
- Chewing gum should not be brought to school.
- Correcting fluid is not permitted; it will be provided if necessary.
- Graffiti is **not** acceptable on desks, bags, books, or any other item.
- Pupils **must not** bring alcohol, tobacco or drugs into the premises or anything which may cause harm.

- Sperrin College operates a Non-Smoking Policy (includes vaping).
- Litter **must not** be thrown down at any time. Food should only be consumed in the Canteen.
- The college operates a Healthy Eating Policy. Fizzy drinks are not permitted. Glass bottles must not be brought to school.
- We discourage pupils from buying hot food on the way to school. It **must not** be brought onto the college site. The School Canteen opens at 8.30am.
- All school property should be treated with respect. **Theft is not acceptable.**
- An excellent attendance and punctuality record for school and class is expected.
- Movement in and around the college grounds should be safe and orderly. **Pupils must not be in the Out of Bounds areas.**

Health and Safety

Exercise common sense when engaged in any hazardous activity and observe the rules which apply to laboratories, workshops, sports facilities and other specialist teaching rooms and areas. All medication required during the College day should be kept in the First Aid Room or Office.

Respect for property

Any deliberate damage to, or defacement of, College property, whether accidental or through carelessness, is unacceptable and should be reported without delay to the Learning Tutor, Year Head or to the Head of Department of the specialist area concerned. A charge may be made for any damage which is deemed to be the fault of the pupil. Borrowing without permission is unacceptable and could be regarded as the far more serious offence of theft.

Care of personal property

The College can accept no responsibility for your personal property and parents are advised to ensure valuable items are not brought to school. Special arrangements are made for the safe keeping of musical instruments in the Music Room. All personal property should be marked clearly with the pupil's name. **The college cannot be liable for loss or damage to personal property.**

Classroom Procedures

- Pupils should line up in an orderly manner outside their classroom. Pupils should only enter a room when instructed to do so by a member of staff.
- Pupils should go to their allocated desk and place their books, equipment and homework diary on the desk.
- Pupils are expected to actively engage in all lessons, follow teacher instructions, work hard and strive to improve their performance.
- Pupils who are preventing the teacher from teaching and others from learning will be subject to school disciplinary procedures.
- Homework should be recorded in the diary.
- Pupils should pack up when instructed by the teacher.
- Pupils are to go directly to their next class or to the allocated area.
- Pupils are not allowed to leave classrooms during lessons, unless directed to do so by the teacher.

Break and Lunchtime Procedures

- School bags must be placed on the external shelves or outside the classroom of the next class at the beginning of Break and Lunch.
- Food should not be consumed anywhere other than the Canteen.
- No pupil should leave the school grounds without permission.
- Pupils are **not** allowed in areas that are Out of Bounds.
- Pupils should avoid contact that may cause injury. **Play fighting is not permitted.**

Behaviour for Learning

Principles

- 1 At Sperrin Integrated College we aspire to provide the highest standards in effective teaching and learning. This can only be met when standards of behaviour create an atmosphere where learning can take place. Therefore, we expect high standards of behaviour from all.
- 2 The teaching staff at Sperrin delivers effective well-prepared lessons, where expectations of pupils are appropriately high, work is differentiated as per pupil's needs, all pupils are challenged and supported as necessary, and homework is carefully set and constructively marked.
- 3 The College provides a supportive environment where everyone feels safe and valued. We seek to promote an atmosphere where teachers and pupils can express their cultural and religious views in a way that will help others learn, understand and respect differences.
- 4 The College's enrichment programme provides opportunities for pupils to develop a sense of self-esteem, respect for others, self-discipline and responsibility.
- 5 The College actively promotes good manners and respect towards all.
- 6 The Reward and House System embraces and rewards excellence in all aspects of school life.
- 7 At Sperrin those pupils who do not comply with the code of conduct or breach the school rules will be dealt with in accordance with the "Level Approach". The policy will be followed fairly, appropriately and consistently.
- 8 At Sperrin, pupils who need support to follow the school policy on positive behaviour will have opportunities to set targets to achieve this.

Promoting Positive Behaviour

Sanctions

These sanctions help to uphold the rules and procedures, they provide our pupils with the security of clearly-defined boundaries and, in so doing they encourage appropriate and acceptable behaviour. Pupils will be made fully aware of this Code of Conduct including rewards and sanctions during the induction process at the beginning of each year and Personal Development lessons.

Sanctions are:

- Understood and communicated to staff, pupils and parents.
- Applied by staff in a fair and consistent manner.
- Applied as soon as possible after an incident has occurred.
- Proportionate to the incident.
- Aimed at defusing and improving the situation.
- Linked to target setting, involvement of SENCO and external agencies in order to encourage positive attitude.

The Level Approach

General Behaviour:

When a breach of the Code of Conduct in the area of general behaviour occurs the teacher in charge should assess the situation and make a decision as to what action needs to be taken. The 'level approach' should be followed which indicates the course of action to be followed. The examples given in the table is not an exhaustive list.

Homework /Concerns relating to progress:

When a breach of the homework policy occurs teachers are required to follow the 'Level Approach'-homework policy.

Sperrin Integrated College
Level Approach to Managing Indiscipline
Levels indicate seriousness of incident.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Examples of minor misdemeanour:</p> <ul style="list-style-type: none"> ➤ Chewing gum ➤ Shouting out in class ➤ Breach of the uniform code ➤ Inattentiveness ➤ Late to class ➤ Minor use of foul language ➤ Poor presentation of work ➤ Lack of effort ➤ Minor graffiti ➤ No homework (1st time) <p>Any other equivalent incident relating to level</p>	<p>Any breach at level 1 (if action to correct behaviour has not worked or:</p> <ul style="list-style-type: none"> ➤ Any misdemeanour that prevents effective teaching and learning ➤ Persistent lateness to class(3 or more times) ➤ Persistent lack of books and equipment ➤ Pushing/Minor playground or classroom/refectory scuffle/play fighting ➤ or Low level name calling/1st reported incident Bullying ➤ No homework{2nd Time } <p>Any other equivalent incident relating to level</p>	<p>Any breach at level 2 after action to correct behaviour has not worked or:</p> <ul style="list-style-type: none"> ➤ Serious classroom disruption that prevents teaching and learning. (i.e. When a teacher has to stop teaching to deal with disruption ➤ Defiance/Refusal to carry out reasonable instruction from teacher ➤ Breach of Uniform Code including Earrings /Makeup or hairstyle ➤ Serious graffiti ➤ Serious name calling/ 2nd Bullying incident ➤ Misbehaviour on school bus./or to and from school ➤ No homework{3rd time }or persistent lack of homework's <p>Any other equivalent incident relating to level</p>	<p>Any breach at level 3 after action to correct behaviour has not worked or:</p> <ul style="list-style-type: none"> ➤ Abuse of fire/safety equipment ➤ Behaviour that deliberately harms a pupil ➤ Physical fighting/Threatening violence ➤ Leaving school without permission/Truancy ➤ Minor theft ➤ Breach of the uniform Code ➤ Serious Bullying incident or persistent Bullying. ➤ Serious misbehaviour or persistent misbehaviour on the school bus or to or from school. <p>Any other equivalent incident relating to level</p>	<p>Any breach at level 4 after action to correct behaviour has not worked or:</p> <ul style="list-style-type: none"> ➤ Foul or abusive language directed at a member of staff. ➤ Bullying that despite intervention still persists. ➤ Smoking in school and outside whist in uniform ➤ Misbehaviour on school trips or anywhere the school image is damaged ➤ Serious theft ➤ Sectarian graffiti ➤ Serious vandalism or deliberate damage or misuse of school resources(including the internet and ICT equipment) ➤ Serious misbehaviour or persistent misbehaviour on the school bus or to or from school. <p>Any other equivalent incident relating to level</p>	<p>Any branch at level 5 after action to correct behaviour has not worked or:</p> <ul style="list-style-type: none"> ➤ Bullying-still persists after period of suspension ➤ Assault a member of staff or their property ➤ General refusal to adhere to the code of conduct of the college <p>Any other equivalent incident relating to level</p>

<p>Who's dealing with it? ➤ Classroom teacher or teacher on duty.</p> <p>Teachers should keep notes.</p>	<p>Who's dealing with it? Classroom teacher/reporting Teacher on duty: Gives out sanction. They must also inform the form teacher using the white referral note. (The blue referral note should be given to the Year Head for Information only. }</p> <p>The form teacher: Should clarify the incident with pupil(s), ask pupils to fill in a 'Pupil Statement Form', monitor, and target set and review progress.</p> <p>Teachers should keep notes.</p>	<p>Who's dealing with it? 1st Classroom teacher fills in a referral note to the form teacher. Clearly stating what happened and sanctions already given. 2nd Form Teacher seeks to clarify details. Then refers matter to the Year Head. 3rd Referral note to Year Head. If teacher needs to withdraw a pupil for time then follow school procedures.</p> <p>Teachers should keep notes.</p>	<p>Who's dealing with it? Year Head with the support of the Vice Principal Pastoral Care.</p> <p>Staff are required to fill in a referral note and report as soon as possible to the Year Head.</p> <p>Year Head should clarify what happened with the pupil{s}.</p> <p>Teachers should keep notes.</p>	<p>Who's dealing with it? The Vice Principal Pastoral Care supported by the Year Head will clarify with the pupil{s} Staff should refer these incidents as soon as possible to the Year Head (use the white referral sheet) In an emergency situation send the pupil to either the Year Head or Pastoral VP .The documentation can be sent later.</p> <p>➤ Year Head will seek to clarify what happened ➤ They will seek support from the Vice Principal Pastoral Care who will inform the Principal.</p> <p>Teachers should keep notes.</p>	<p>Who's dealing with it? Vice Principal Pastoral Care or Principal</p> <p>➤ Year Head clarifies incident .Pupils will be asked to record their account of events. ➤ The Vice Principal Pastoral Care will inform the Principal.</p> <p>Teachers should keep notes.</p>
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Examples of action/sanctions:	Examples of action/sanctions:	Examples of action/sanctions:	Examples of action/sanctions:	Examples of action/sanctions:	Examples of action/sanctions:
<p>Immediate</p> <ul style="list-style-type: none"> ➤ Verbal reprimand ➤ Record in homework diary. ➤ Repeat work ➤ Remove graffiti ➤ Short meaningful task during break time detention. ➤ Peer mediation. <p>Any other appropriate sanction set out in the departmental policy.</p>	<ul style="list-style-type: none"> ➤ Withdrawal of privileges/loss of rewards ➤ Break time/request an after school detention ➤ Record in homework diary. ➤ Form teacher/pupil interview-target setting, report and review. ➤ Peer mediation. 	<ul style="list-style-type: none"> ➤ Withdrawal of privileges/loss of rewards ➤ Give an after school Wednesday detention ➤ Place pupil on report ➤ Inform parents by telephone or letter. ➤ Peer mediation. 	<ul style="list-style-type: none"> ➤ Withdrawal of privileges/loss of rewards ➤ Parent informed and an interview request ➤ After school Principal's detention ➤ Target setting, report and review ➤ Peer mediation or reflection time. ➤ EWO informed ➤ NEELB Transport office informed. 	<ul style="list-style-type: none"> ➤ Withdrawal of privileges/loss of rewards ➤ Parental interview and letter ➤ Change of daily routine for an allocated period/Internal suspension ➤ Saturday morning Principal detention ➤ Minor fixed period of suspension 1-2 days ➤ Interview-target setting report review ➤ Pay costs ➤ Excluded from areas at break and lunch time/risk assessment. ➤ Alternative transport arrangements. ➤ NEELB transport office informed. 	<ul style="list-style-type: none"> ➤ Withdrawal of privileges/loss of rewards ➤ Parental interview ➤ Fixed period for suspension ➤ Interview-Target setting, report, review. ➤ Referral to the behaviour management panel of BOG and a review of school place. ➤ Exclusion (expulsion).

Support For Pupils					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Subject teachers should offer advice and guidelines so that pupils are aware of the expectations in standards of behaviour. Counselling Service.	Form teachers will listen, guide and support pupils. They will help pupils understand how their behaviour can affect themselves and others. Form teachers will devise strategies to help correct behaviour and assist with organisational tips. Counselling service.	Form teachers will help guide and support pupils with support. Year Heads will listen, help and support. The School based care team may offer advice. Additional external support. (Counselling Services etc) EWO. Counselling Service.	School Based Care Team will meet to discuss strategies to support the pupil. SENCO/VP Pastoral Care will support pupils with a Behaviour Management Plan as part of an Individual Education Plan. Seek support from NEELB support services-Counselling Service. Education Psychology, Youth Service, EOTAS, Behaviour Support, Child and Adolescence Mental Health Team, Social Services Special Needs Support. (Using Staged Approach) Internal Programme for Behaviour modification Education Authority Youth Service Education and Welfare.		

1. At any level refer to the Form Teacher, Year Head or SENCO for advice and support. Teachers should be aware that pupils who are disruptive often have academic or pastoral difficulties. Teachers are asked to use their professional discretion at each level and be a reflective practitioner in their own classroom management skills.
2. Teachers in charge of Departments are requested to include this level approach in their department positive behaviour policy and ensure that pupils are motivated and encouraged to learn in a positive atmosphere. The policy should include rewards and incentives for learning.

Level 1 Strategies you can use:	Level 1 Procedure
Use As Appropriate	Use As Appropriate
<ol style="list-style-type: none"> 1. Correct Uniform. 2. Remove to another seat. 3. Remove chewing gum. 4. Give assistance. 5. Pick up litter. 	<ol style="list-style-type: none"> 1. Reprimand. 2. Record in Diary. 3. Use Referral note to form teacher.
Level 2	Level 2 Procedure
Use As Appropriate	Use As Appropriate
<ol style="list-style-type: none"> 1. Inform pupil of action. 2. Record in homework diary. 3. Assist pupil to improve in your school subject report. 4. Use referral note to form teacher. 5. Break time detention. 	<ol style="list-style-type: none"> 1. Interview & set targets. 2. Support the subject review 3. Punctuality Report. {Subject by Target setting} 4. Inform Parent of action. 5. Inform Year Head.
Level 3	Level 3
Use As Appropriate	Use As Appropriate
<ol style="list-style-type: none"> 1. Try to defuse situation. 2. Remain calm. 3. Inform pupil of consequences. 4. Removal to another room {use the buddy system}. 5. Use a referral note to Form Teacher or Year Head 	<ol style="list-style-type: none"> 1. All of above. The Year Head will: 2. Phone Parent. 3. Letter to inform of detention. 4. Withdrawal of privileges. 5. Inform Vice Principal.

DETENTION SYSTEM

The College operates a detention system that supports the efforts of teachers in maintaining the standards of behaviour set out in the Code of Conduct.

The school operates **three** levels of detention:

1. Break time/lunch time detention: used at the teachers discretion
2. After school detention: Wednesday and Friday depending on level approach
3. Saturday morning-once per month. Used for incidents at level 5 or 6

- Teachers and form teachers may use break time/lunch time detention to sanction pupils.
- When a member of staff has followed the **Level Approach** of sanctions then they complete a “**Detention Request**” form and return to the Year Head.
- The Year Head will inform the parent by telephone or send a letter giving at least 24 hours notice.
- The after school detention will be supervised on a rota basis.
- All detentions are recorded on the schools SIMS Behaviour Management system .This is used to monitor individual and group behaviour.
- Pupils are expected to attend detention.
- Parents should note there is no right of appeal with detention or suspensions.

Detention	Example of Misdemeanour
Break Detention (11am – 11.15am)	<ul style="list-style-type: none"> ▪ Defiance towards staff ▪ Missed Homework ▪ Talkative /Disruptive of others ▪ Poor class conduct ▪ Playground misconduct ▪ Breach of uniform code
Lunch detention	<ul style="list-style-type: none"> ▪ Persistent poor class conduct ▪ 2 x missed Homework's ▪ Negative whole school conduct
After school (Wednesday) 3.30 pm – 4.30 pm	<ul style="list-style-type: none"> ▪ 3 x missed Homework's ▪ Persistent negative conduct ▪ Persistent poor class conduct ▪ Disrespect towards staff / pupils ▪ Inappropriate use of whole school facilities ▪ Persistent lateness
Principals detention (Friday) 3.30 pm – 4.30 pm	<ul style="list-style-type: none"> ▪ Serious breach of school rules

Appendix One

Confiscation of Pupil belongings

- In general teachers are advised NOT to confiscate items from pupils.
- Teachers should ask pupils to put away any item that should not be used either in class or line up.
- If a pupil refuses to put away item or persists to use it teachers may then ask the pupil to give the item to them.
- Teachers are required to return all items to the pupils by the end of the school day.
- It is good practice to put the item in an envelope/bag with the pupil's name clearly marked. The item may be placed in the College office and the pupil is asked to collect it there.
- Items that are dangerous such as pen knives, laser pens, lighters, cigarettes or alcohol must (if possible) be removed from the pupil. Teachers should report pupils in possession of these items immediately to the Year Head or Vice Principal or Principal.
- The Principal or a member of staff appointed by her can search any pupil suspected or having any such items in their possession.
- The police will be contacted if a pupil is in possession or suspected to be in possession of illegal or dangerous items such as drugs.
- Teachers may confiscate any item that is in breach of the school's uniform code. This includes earrings, jewellery non uniform coats and scarves.
- Learning Tutors are required during registration to check that uniform is correct, however all teachers are responsible for setting high standards in uniform. Please note that Jewellery {except a watch} is not permitted and pupils should be asked to remove all visible jewellery. Excessive hair accessories should also be removed.

Appendix Two

Mobile Phones and Electronic Recording Devices

All pupils with mobile telephones in school will have permission Proforma in their file in the school office.

If a pupil breaches the terms of the proforma the teacher should:

1st Time:

Confiscate the phone and leave it in the school office. The name of the pupil will be recorded in the confiscation book. Pupil's can collect the mobile phone at the end of the school day.

2nd Time:

Teacher should confiscate the phone and leave in the school office. The office will inform the Year Head of a second occurrence. The Year Head will give a sanction. A parent will have to collect the phone from the school office.

3rd Time:

As above. Sanction will apply. Permission to have a mobile phone in school will be withdrawn for a period of time at the Principals' discretion.

Mobile Phone Policy

For child protection purposes it is strictly forbidden to use the photographic facility on a mobile phone while on the school premises.

Due to the advances in technology mobile phones now have both photographic and recording facilities which can cause a serious threat to child protection. Sperrin Integrated College is keen to ensure that the use of these devices will not risk the procedures of these policies and so requires all students to adhere to the following regulations:

- Pupils must switch of their phones on entering the school grounds in the morning.
- Phones must be kept in the inside blazer pocket throughout the school day.
- If for any reason a pupil needs to contact home, they may speak to their Form Teacher or Head of Year and arrangements will be made with office staff.
- If parents wish to contact their child please do not hesitate to contact the school office and leave a message which will be conveyed to the pupil.
- If a pupil is caught using their mobile phone during the school day anywhere in the building or grounds it will be confiscated and the parent/guardian will be asked to collect it from the school office.

These actions are designed in the best interest of your child's safety and the safety of other pupils

Sanctions:

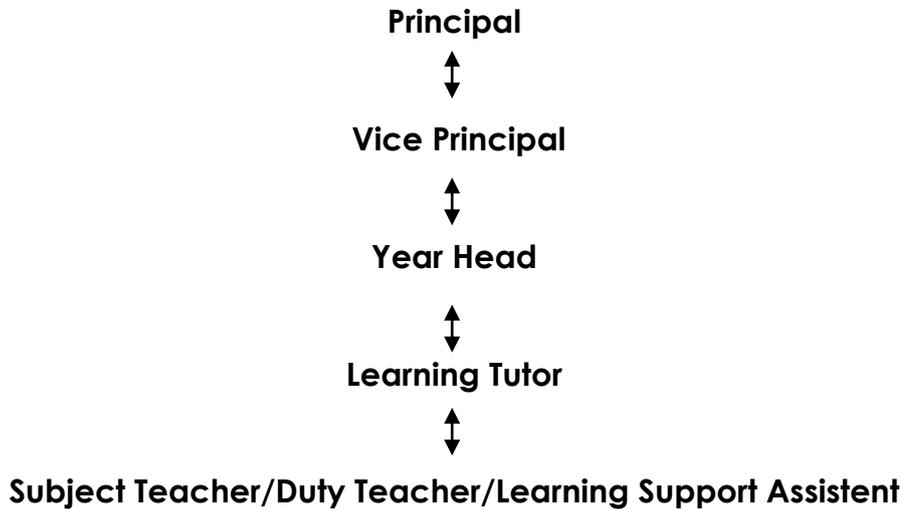
Violation of any of the above regulations from both the Acceptable Use of the Internet and Mobile Phone policies may result in one of the following sanction:

- Immediate confiscation of device.
- Temporary or permanent ban on the use of the internet and electronic mail.
- Additional disciplinary action keeping in line with the schools Child Protection and/or Anti-Bullying Policy.
- If applicable, Police of local authorities may need to be contacted.

Please complete the attached 'Internet Responsibility Contract', signed by both pupil and parent/guardian and return to the school office.

Appendix Three

Referral System



Sperrin Integrated College Referral System

At Sperrin we expect all pupils to follow the highest standards in behaviour at all times. The class teacher and teacher on duty can use immediate sanctions in order to help correct pupil's behaviour (See level 1-Level Approach to Managing Indiscipline) however there are times when a teacher may need to seek additional support in order to help manage a pupil's behaviour.

When to make a referral?

Teachers can make a referral:

- If a pupil has failed to meet the required standards of behaviour and they need help to correct the pupil's behaviour.
- If the pupil has breached the playground rules.
- When a teacher has carried out a sanction to correct behaviour and issue still exists/persists.

How do you make a referral and seek support?

1. All staff will receive a referral book.
2. Each book contains referral notes.
3. Referral notes should be filled in as soon after the incident as possible.
4. The book contains 3 pages, one of three colours, white, blue and pink.
5. The teacher making the referral should write the details of the incident, who else was involved and the action they have taken already.
6. This white sheet should be given to the form teacher.
7. The blue sheet must be given to the Year Head (This is for information only at this stage).

What happens next?

1. The Learning Tutor will clarify the incident with pupil{s} using appropriate interview methods {See Child Protection Policy}.
2. Form teachers are encouraged to ask pupils to give a written account of their version of events using a pupil 'statement form'.
3. If an incident involves pupils from different form classes the form teachers need to liaise with each other in order to resolve the incident.
4. Form teachers **MUST** involve the teacher who has made the referral and mutually agree a sanction or outcome.
5. The form teacher must fill in the details on the white sheet.
6. If an incident is resolved the form teacher will inform the Year Head.
7. White referral forms and any other relevant documents should be filed in the form teacher record files.
8. Before a form teacher places a pupil on after school detention they must speak to their year coordinator first, then, fill in a 'Detention Request Slip'.
9. Learning Tutor: DO NOT TELL THE PUPIL THEY ARE ON AFTER SCHOOL DETENTION BEFORE YOU HAVE SPOKEN TO THE YEAR HEAD.
10. If a form teacher deems an incident or series of incidents to be at Level 3 or 4 the matter should be referred to the Year Head.
11. The Learning Tutor will fill in the WHITE REFERRAL FORM outlining what they have done already. {NOTE: Form teacher should speak to the pupil{s} involved, find out what happened and inform the pupil of the seriousness of the matter and that they are referring the matter to the Year Head.}

Making a Referral to the Year Head

1. Only in exceptional circumstances will the Year Head deal directly with an incident. {In a dangerous or an Emergency situation}
2. Normal referrals **MUST** come to the Year Head via the form teacher
3. The Year Head will need all written information on the incident.
4. The Year Head will clarify the incident and follow-up with a sanction. {See sanctions at Level 3 and 4}
5. The Year Head will inform the pupil, form teacher and referring teacher of the outcome or sanction.
6. The Year Head will use the **WHITE REFERRAL FORM** to make notes and any follow-up comments. This document will be kept in their files.
7. If the Year Head wants to make a referral to the Vice Principal Pastoral Care they can seek support.

Making a Referral to the Vice Principal.

1. Only Year Heads can make a referral to the Vice Principal.
2. The Vice Principal will only deal with incidents at Levels 5 and 6.
3. The Vice Principal will liaise with the Year Head to determine an appropriate sanction.
4. The decision to suspend or exclude a pupil will be made by the Principal/Vice Principal. (On consultation with the Year Head)
5. The Principal/Vice Principal will be informed of the discipline issues on a regular basis.

Appendix Four

Detention Procedures

Procedures for After School Detention

The college operates a Detention system that supports the efforts of the teachers in maintaining high expectations in behaviour and homework.

Teaching staff **MUST** follow the schools' Policy using the 'Level Approach' when dealing with indiscipline.

Placing a pupil on After School Detention

1. Homework Related Detention

The school adopts a caring supportive approach to pupils who have difficulty with homework. Teachers should be aware of the specific arrangements relating to those pupils on the SEN register and provide differentiated homework tasks.

It is the subject teacher's responsibility to ask why homeworks are not being completed. Pupils should be dealt with on an individual basis and professional discretion should be used when implementing the school policy.

Procedure for requesting an After School Detention-Homework related.

Subject teachers should follow the schools' homework policy as follows:

- First time no homework-record in diary and request parental signature.
- Second time-record in diary and request parental signature then place on break time detention. {Teachers **MUST** record this break time detention in the 'Break time detention book' located in the staff room}.
- Third time no homework-subject teacher informs the form teacher and fills in a detention request form for the Year Head.

Form Teacher role:

Form teachers are encouraged to monitor pupils' homework and can request an after school detention for any pupil in their class whose diary shows a pattern of no homework in different subject areas.

Form teachers should inform the Year Head if they have any concerns/issues relating to homework. Every morning the form teacher should check that the pupils in the class have their homework diaries. If a pupil doesn't then the FORM TEACHER will issue them with a diary sheet. Form teachers should check that the pupil sticks the daily homework sheet into the diary.

Form teachers should inform the Year Head if a pupil has no diary for more than a week.

Year Head:

The Year Head will check that the procedure has been followed (i.e. check in the break time detention book that a pupil has completed this detention)

The Year Head will write to the parent/guardian informing them of the reason for the detention. This letter will be forwarded to the administration staff for posting. Parents will be given at least 24 hours notice of the detention.

The Year Head will record the relevant information in the After School Detention Book.

The acknowledgement slip will be collected by the Form Teacher and they will forward it to the Year Head.

Work for pupils on detention

Subject Teachers:

Teachers who request that a pupil be placed on an after school detention should provide work for the pupil. Work must be related to the topic the pupil are being taught and should be appropriate to the pupil's ability. Enough tasks should be provided for 1 hour. Any additional resources e.g. textbooks, paper, resource sheets etc should also be provided.

Teachers are to leave the work in the detention file in the staffroom before the detention. Clear instructions should be given for the pupil. The teacher on detention duty will collect the work from the file before detention. The duty teacher will return completed detention work to the subject teacher's pigeon hole.

2. Detention for Indiscipline

After school detention can only be requested if teachers/form teachers have followed the level approach and have clarified the details of an incident.

Teachers must ensure that the pupil(s) have been given time to respond to allegations and have given a written account of events as they see it. Teachers should clearly communicate the reasons for after school detention to the pupil.

Teacher requesting detention/Reporting an incident:

Duty teachers, subject teacher, or reporting teacher/staff member MUST fill in a referral note with as much detail as possible about the incident. This should be returned to the form teacher. As stated above at this stage it is important to gather as much information as you can. Use professional judgement at all times.

The teacher who is requesting the detention should fill in the request slip clearly stating the reason for detention. (This applies after clarifications have been sought)

Form Teachers:

Form teachers should fill in a referral note informing the Year Head about the incident and include and details/clarifications already collected.

Year Heads:

They will clarify with teachers and pupils the details of an incident. After consulting ONLY they can authorise a detention.

Year Heads will inform parents by letter and by telephone (where appropriate).

They will record the details of the detention on SIMS. Form teacher will collect reply slips and return them to the Year Heads.

Work for Pupils:

Year Heads will provide work for pupils who are on after school detention for matters relating to discipline.

This work will be placed in the detention file with resources and instructions for the duty teacher. This work should be placed in the pigeon hole of the Year Head.

Acknowledgement Slips:

As stated above form teachers should collect acknowledgement slips from pupils re.detention. These slips should be forwarded to the Year Heads.

Procedures for teachers supervising detention

The teacher should:

- Be punctual to detention. {3.30}
- Collect the detention book and the detention file from the office prior to detention.
- Ask pupils to line up in an orderly manner outside History room and place the pupils at individual desks.
- Take a register {from the detention book}
- Record any absences or late attendees.
- Distribute work for pupils.
- Ensure that an orderly working environment is maintained. Pupils are normally expected to work individually in silence.
- Collect work at the end of session.
- Dismiss the pupils at 4.30.
- Place the detention file and record book in the office.
- Place the work in the relevant teacher's pigeon hole.
- Report any misdemeanours at the detention to the Year Head.
- If a teacher has a planned absence on their detention day it is their responsibility to organise cover.

One pupil on detention:

If there is only 1 pupil on detention use the open door policy.

Disruptive pupil(s) in detention:

Use normal classroom management strategies when supervising detention, however if pupil/pupils continue to be disruptive send the pupil to the office where the administration staff will contact home and ask the pupil to be collected early. Follow normal referral procedure.

The pupil will have to repeat the detention or will be required to do several detentions.

Failure to turn up for detention:

It is the Year Head's responsibility to check that pupils attend detention. If a satisfactory reason is not provided parents will be requested to attend a meeting.

Parental consent for detention:

Parents are advised to note that there is no right of appeal for after school detention or suspension. If a parent doesn't give consent for an after school detention they will be requested to attend a meeting with the Vice Principal Pastoral Care.

Pupils on repeated detention:

If a pupil is on three or more detentions per term the Year Head will request a meeting with the parent/guardian.

Appendix Four

Uniform Code

Sperrin Integrated College has a distinctive uniform of which we are justly proud. Our students are ambassadors for the College in the community and it is essential that all pupils adhere to the complete uniform.

Acceptance of a place at the college implies support for the College uniform code. The wearing of College uniform is essential on the way to and from school and for official college events. This includes hair styles being kept tidy and not extreme both in colour and style for both boys and girls.

The uniform code is made up of the items below. **The official suppliers to the school are RA Cuddy and Sportique Magherafelt. No other supplier stocks official school items.**

Girls

- Navy Blazer (with Badge)*
- Grey skirt (The school style with kick pleat)*
- Navy V-Neck jumper with sky blue stripe*
- White shirt
- Dark grey socks (knee length)/Black opaque 60 denier tights
- School tie* (Clip on for KS3)
- Plain flat black shoes (no trainers)
- Plain navy or black coat
- Shower Proof Jacket with Logo*
P E Compulsory
- Navy Blue Skort or Skirt
- Girls PE Top with school Logo (*Only available from the official school suppliers*)
- Knee Length Navy Socks
- Trainers

Boys

- Navy Blazer (with badge)*
- Dark grey trousers*
- Navy V-Neck jumper with sky blue stripe*
- White shirt
- Dark grey socks
- School tie* (Clip on For KS3)
- Plain black shoes (no trainers)
- Plain navy or black coat
- Shower Proof Jacket with Logo*
PE Compulsory
- Navy Blue Shorts
- Boys PE Top with School Logo (*Only available from the Official School Suppliers*)
- Knee Length Navy Socks
- Trainers

Summer uniform white short sleeved blouse/shirt

Items marked with an asterix are only available from the school suppliers

Optional Items:

- School Hooded Top with Logo
- Navy Blue Tracksuit bottom

Members of school sports teams are encouraged to purchase the Hooded Top and Tracksuit bottom. (No other sports wear is allowed for team events).

Please note in particular the following points:-

- Uniform socks – Dark grey **not** navy
- Shoes – Maximum heel height 5cms including the welt
- Trousers – A **school** trouser is available for girls
- Coats – No logos or badges

Jewellery is not permitted at Sperrin Integrated College (although watches are to be encouraged). Pupils will be asked to remove jewellery and all piercings which are deemed unsuitable for school.

Make up is not permitted at Key Stage 3. (Years 8, 9, 10) All pupils will be asked to remove excessive makeup.

Hairstyles: For safety reasons, long hair must be kept firmly under control and extreme styles are not acceptable. Examples of unacceptable styles are:

- Shaved or part shaved (number one)
- Mohican

Extreme Colours: Those who present themselves with an unacceptable hairstyle will be asked to amend it and in certain circumstances, will not be allowed into class until this is done.

Undergarments: Pupils are not permitted to wear coloured garments under their uniform shirt/blouse. This includes football tops of any type.

Appendix Five

Attendance, Punctuality and Appointments

Attendance

Full attendance to school is essential. If your child is absent from school they **must** bring in a note of explanation (written by the parent or guardian) on the day of return. These are included in the back of your child's Homework Diary.

If your child is absent from school please make contact with school **before 11am** on the first day of absence. **If for any reason a parent does not contact the school, Administration Staff may make contact normally on the second day of absence. An absence note is still required on the child's return to school.**

Parents/Guardians are requested not to arrange family holidays during term time. The Principal cannot give permission for family holidays during term time. These absences will be recorded as unauthorised. All requests for unavoidable leave of absence should be made in writing to the Principal well in advance of the date. **Any pupil who has an unexplained attendance level below 85% will be referred to the Education Welfare Officer (EWO).**

Punctuality

All pupils are expected to arrive to school and to class on time. Pupils are expected to be at line up for registration or assembly at 9.00am.

Pupils will receive a late mark if they are late for registration or have arrived after registration. Pupils must report to their Form Teacher if they are late, then go to their period/class.

3.

Late to school

Pupils who are late to school **three times within one term** are required to do an after school detention. (Pupils who are late due to buses or have a reasonable excuse for lateness are exempt from this).

Late to class

Pupils who are late to class (without a genuine reason or a note from a teacher) will have a note written in their homework diary. Three "lates" within one term will result in after school detention.

Appointments

Parents/Guardians are recommended to make medical and dental appointments outside school hours. If this is not possible, pupils are required to bring the appointment card and a letter from their Parent/Guardian giving permission to leave school. This letter should be given to the Form Teacher at registration in the morning. The **Form Teacher** will inform the Year Head who will fill in the Permission to Leave School Book.

Before a pupil leaves school they **must** report to the office and **sign out**. If a pupil is returning to school they **must** report to reception and **sign in**. It is essential for Health and Safety reasons for staff to be aware of who is on or off site.

Medicines

If your child has to take medicine at school a parent **must** send a letter explaining dosage etc to the **Learning Tutor**. The Form Teacher will leave the medication in the school office. The only exception is an inhaler for asthma. **Pupils are not permitted to bring medication to school in any other circumstances. Pupils are to report to the First Aid Office in block 7 to take their medication.**

If your child needs to take medication for minor ailments such as headache etc. the school will contact you seeking your permission to do so.

Appendix Six

Homework Policy

At Sperrin all pupils are required to complete homework. The recommended amount of time each school night is:-

Year 8: 1 - 1 ½ hours per school night

Year 9: 1 ½ - 2 hours per school night

Year 10: 2 – 2 ½ hours per school night

Year 11: 2 ½ hours or as required according to the demands of GCSE

Year 12: 2 ½ hours or as required according to the demands of GCSE

Year 13/14: As required – according to the demands of AS/A Level

In the event that no formalised homework has been set pupils should spend the allocated time, revising and reading over notes from the day's lessons.

The Homework Diary

- Pupils are expected to carry this book with them to all classes. Pupils should place the diary on the desk of every new class!
- If pupils lose their diary a replacement costs £5.00
- If a pupil forgets his/her homework diary the form teacher should be informed at registration and a 'diary sheet' will be given for the day.
- Homework must be completed on time and to the best of the pupil's ability.
- Where appropriate ICT may be used to complete homework

The following procedure will be followed if pupils do not submit homework on time within a four week period.

Failure to Produce Homework	Action
1 st time	A note in homework diary with a parent signature required. Homework should be completed for next lesson.
2 nd time	As above – plus break time study
3 rd time	As above – plus after school study

Persistent problems with homework will result in a parental interview, homework report or compulsory attendance at homework club.

NB Parents should sign the homework diary once per week.

Appendix Seven

Sixth Form Entry Requirements

On the day of GCSE results pupils will be allocated an interview time with a member of The Senior Leadership team. All pupils must be interviewed before re admittance to sixth form.

External Candidates

Applications from external candidates are welcome. Those wishing to be considered for sixth form must attend an interview with the Principal and be able to provide the following information:

Year 12 report from previous school with percentage attendance on it.

Official GCSE results from the relevant examination board.

Contact with previous school will be made before a final decision is made, therefore external candidates can expect that they may not receive a place on the same day as the interview.

External candidates are not permitted to participate in collaborative subjects as this may be seen as unsettling.

Any omission of vital information from the candidates' application could result in the place in sixth form being reviewed.

Admission to A2

Pupils who have not reached the target grades commensurate with their ability level at AS can expect to be interviewed by the Principal and Head of Sixth Form to decide if transition to A2 is appropriate. Pupils who have under achieved and the school agree to readmission must sign a work commitment contract which will be reviewed regularly.

The terms of admission are subject to review and any adjustments are at the discretion of the School

All candidates must sign a learning agreement contract before admission is granted and accept that progress will be regularly reviewed and candidates can expect their place reviewed.

