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PRIORY
INTEGRATED COLLEGE
· HOLLYWOOD ·

Truth | Trust | Excellence | Empowerment | Respect

Policy Name:	DISCIPLINE AND POSITIVE BEHAVIOUR POLICY
Review date:	December 2021
Date to be reviewed:	December 2023
Agreed by the BOG on:	December 2021
Policies which are linked to this policy:	<ul style="list-style-type: none">• Pastoral Policy• E-safety Policy• iPad Policy• Anti-Bullying Policy• Safeguarding and Child Protection Policy• Drugs – Substance Misuse Policy• Special Educational Needs and Inclusion Policy• Uniform Policy

Integrated Education

Integrated Education has been one of the most significant social developments within Northern Ireland in the last 40 years. Our integrated ethos permeates everything we do and our warm community atmosphere reflects a culture of acceptance and belonging. This is coupled with the high expectations we have of all our pupils and together, creates an environment where pupils excel. Integration is prioritised by school leadership and features as part of the school development plan. This is led by the Integration Coordinator and supported strategically and practically by the Principal and extended leadership team.

The four core principles of integrated education are equality, faith and values, parental involvement and social responsibility. Such core values are both taught and displayed. We seek to promote parity of esteem between all pupils and we celebrate difference in all its manifestations. Together – the word on our college crest – reflects our belief that we are stronger being an active part of the Priory family and together we achieve.

In accordance with Article 29, we actively plan for our pupils to develop their talents, skills and abilities so that they can achieve academically, grow holistically into kind and caring young people, and be able to succeed as global citizens in the world of work.

DISCIPLINE AND POSITIVE BEHAVIOUR POLICY

Integrated Education has been one of the most significant social developments within Northern Ireland in the last 40 years. Priory wears its Integrated ethos and practice with pride, Integration is prioritised by school leadership and is led by the Principal, BOGs and a drive team, under the leadership of the newly appointed Integration Co-ordinator. The four core principles of integrated education - **equality, faith and values, parental involvement** and **social responsibility** are central in all we do. Integration and Inclusion remains high on the agenda of the college and we will endeavour to make sure that every child is welcomed and taught in a safe and nurturing Priory College.

College Mission Statement

Priory Integrated College welcomes children from all traditions, cultures and abilities. Together, we aim to empower every child to reach their full potential, in a nurturing, caring environment which upholds respect and excellence for all.

- Article 3** The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.
- Article 29** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents (carers), their own and other cultures, and the environment.

College Values

Respect Excellence Empowerment Truth Trust

College Motto

Together

This policy has been written to reflect all of the above.

1. Priory Integrated College aims to offer pupils an educational experience that promotes their good health, well-being and safety, whilst also developing their knowledge, understanding, skills and qualities. Priory is a caring and supportive community of learning. By ensuring that we provide a disciplined and orderly school environment, we provide young people in our care with opportunities to develop self-confidence, self-respect and respect for others.

We appreciate the crucial role parents/carers play in the education of their young people and so we aim to work closely with them. When your child becomes a pupil here, we assume that you support the aims of the college and accept all of our policies and procedures, including our Discipline and Positive Behaviour Policy. In this way, we will be able:

- To help children develop lively, inquiring minds with the ability to question and argue rationally and apply themselves to tasks and physical skills
- To help pupils to acquire knowledge and skills relevant to adult life, employment and leisure time in a fast changing world
- To promote the development of each individual as a competent, caring and responsible member of the college, and the community both local and international, of which we are part
- To provide children with opportunities which will enhance their self-respect and confidence, leading to personal fulfilment whilst supporting the values promoted by caring parents, carers and guardians
- To foster the understanding of moral and spiritual values and to have consideration and respect for others, their religions and ways of life. We want the college to be a positive environment where all cultures, all religions and all social backgrounds are welcome and find fulfilment
- To promote physical, aesthetic and practical talents and help encourage students to lead healthy, active and full lives
- To encourage students to enjoy, appreciate and care for their environment
- To promote partnership between the college, the parents and the whole community

2. **Rights and Responsibilities**

In Priory we recognise that we all have rights and responsibilities. It is important that the key rights and responsibilities identified below are understood and form the basis of our everyday interactions with each other and the wider community:

Pupils

Rights	Responsibilities
Be at ease at college and to be treated with understanding.	To respect the rights of others. It is our responsibility to treat others with understanding, not laugh at others, tease others, or try to hurt their feelings.
Be treated respectfully and fairly.	To treat others politely and with respect. It is our responsibility to respect the authority of the college staff. It is our responsibility to be truthful and treat others fairly.
Be safe.	Not to do anything which may threaten or cause danger to myself or others. It is our responsibility to tell staff if there is any danger around a classroom or in the playground.
Expect our property to be safe.	Not to steal, damage or destroy the property of others. It is our responsibility to ask permission before using the goods of someone else. It is our responsibility to take proper care of college property and equipment. To be well behaved in class and not disturb others. It is our responsibility to keep up-to-date with work in class and also with homework. It is our responsibility to attend college regularly and to be punctual.
Get a good education at our college.	To be well behaved in class and not disturb others. It is our responsibility to keep up-to-date with work in class and also with homework. It is our responsibility to attend college regularly and to be punctual.
Be protected against threats to our health.	To be careful about our health. Not to smoke, take alcoholic drinks or drugs or influence other students to do so.
Have a pleasant, clean and well-maintained learning environment.	To care for the college environment – keep it neat and clean, and be prepared to remove litter.
Benefit from the good name of the college.	To behave so that the community will respect our college.
Make our own decisions.	To make sensible decisions and to face the consequences of our decisions.

PARENTS / CARERS

Rights	Responsibilities
To be respected and valued as members of the college community.	To be a positive role model for their child in their relationship with the school and in valuing teaching and learning.
To have a welcoming, safe, well-managed and stimulating environment for their child's education.	To follow college procedures upon arrival at the college. To recognise the need for regular attendance, good punctuality and sound preparation for the day ahead at college.
To be involved in key decisions regarding their child's education.	To work in partnership with the school attending planned meetings, interviews and college functions.
To have all welfare concerns dealt with promptly and sympathetically.	To liaise with relevant college staff keeping them informed of any information regarding your child's welfare and ability to learn.
To be informed promptly if their child is ill or has an accident or if the college has concerns about their child.	To liaise with college staff keeping them informed of any relevant information affecting their child's health and may be a barrier to their learning.
To have a well-planned, broad, balanced and appropriate curriculum to meet the individual needs of their child.	To recognise the need for regular attendance, good punctuality and sound preparation for the day ahead at college.
To be well-informed and have opportunity to input into college policy and procedures.	To make valuable contributions to college policy and procedures and attend learning guidance consultations in support of their child.

COLLEGE STAFF

Rights	Responsibilities
To be respected and valued as members of the college community	To behave in a professional manner at all times. To empathise with, respect and value other members of the college community. To be a good role model, setting high professional standards in all aspects of work in the college.
To express their views and to contribute to the learning and teaching policies, pastoral policies and strategic planning in the college.	To contribute to the review of all college policy and college development planning. To make valuable contributions to all evaluative processes.
To have adequate and appropriate teaching resources and opportunities for continued professional development.	To ensure that lessons are well-prepared and challenging, taking into account the altitudes, abilities and aspirations of the pupils. To record, celebrate and reward student achievements. To build their own capacity for the development of professional skills.
To have support from all members of the college community.	To create an environment where all students can learn and, if this environment is in danger of breaking down, seek help and support from their Head of Department, Head of Year or member of the Senior Leadership Team. To liaise with parents, sharing successes or concerns they may have about a student's progress.

3. Code of Conduct

Our code of conduct is based on our ethos of respect for self, others, property, the college community and the environment. It is designed to prepare our pupils to take their place in society and the world of work, in which high standards of attendance, punctuality, presentation and conduct are required.

6 GOLDEN RULES make up our code of conduct:

1. Show respect and consideration to all members of our college community.

We show respect for ourselves and for others by:

- Behaving in a polite, dignified and responsible manner
- Following the reasonable instructions of staff
- Being sincere and honest in everything we say and do
- Being sensitive to the needs of others
- Respecting others' property
- Avoiding bringing in personal property that is not necessary for the college day – eg electronic items, money and other valuables
- Avoiding borrowing personal effects from other students
- Avoid the transfer of selling of your personal property
- Ensuring your personal property is clearly identified as yours, with your name on it
- Ensuring you take responsibility for your possessions during the college day. Whilst the college staff will support your efforts to retrieve lost items, we cannot be held responsible for making good the loss of personal property
- Rejecting all behaviour that threatens the safety or happiness of others (see Anti-bullying Policy / E-Learning Policy)

2. Conduct yourself appropriately in the college and in our community. Take pride in our success.

We conduct ourselves appropriately and show pride in our success by:

- Behaving in a manner which promotes health, safety and well-being for everyone in the college, including in corridors and on stairwells when moving around the corridor
- Doing our best in class
- Wearing our college uniform correctly at all times in college and on the journey to and from college (see Uniform Policy)
- Refrain from smoking anywhere on college grounds, and when wearing our college uniform outside of college (this includes the use of e cigarettes)
- Refrain from using foul or abusive language in college or when in college uniform
- Refrain from using illegal substances in college or when in college uniform (see Drugs Policy)
- Participating in college events
- Being a good ambassador for the college at every opportunity

3. Value the opportunity to learn and set personal goals in order to reach your full potential.

We show that we value the opportunity to learn by:

- Maintaining a good attendance/punctuality record, avoiding unnecessary absence or lateness (see Attendance Policy)
- Ensuring any absence/lateness is explained by your parent/carer in writing
- Remaining on site throughout the college day unless you have an appointment that has been approved by your Form Tutor/Head of Year/Senior Leadership Team
- Signing out at the office if you have an appointment during the college day
- Being properly prepared for class
- Ensuring that you have school bag that is fit for purpose
- Engaging with task set to the very best of our ability
- Meeting deadlines for the completion of tasks in college and at home
- Keeping mobile phones switched off and out of sight throughout the college day (see Mobile Phone Policy)
- Working cooperatively with others
- Respecting the rights of others to learn

4. Promote the positive image of our college at all times.

We promote the positive image of our college by:

- Being polite and helpful to visitors to the college
- Being polite and helpful to members of the public when we are in college uniform
- Behave well when in college uniform
- Remove outside coats, hats, gloves and scarves whilst in college (see Uniform Policy)
- Wear uniform correctly in college and on the journey to and from college (see Uniform Policy)
- Participating in college events

5. Appreciate our environment by ensuring high standards of safety for all.

We show our appreciation for our environment by:

- Keeping the site clean, graffiti and free of litter
- Consuming food and drink only in designated areas
- Treating equipment and facilities with care
- Respecting wall displays and displays of students' work
- Putting equipment away after use
- Leaving a classroom clean and tidy
- Avoiding out of bounds areas as designated by college staff eg. assembly hall, gym, classrooms and corridors at break/lunchtime, car parks, behind canteen, mobile classrooms, unless supervised by a member of staff
- Refraining from riding bicycles/motor cycles on college grounds

6. Ask for help in order to resolve worries or problems.

In college we can ask for help from:

- Our teachers, Form Tutor, Year Head, Head of School, SLT, Designated Teacher for Child Protection (See Safeguarding Policy), Deputy Designated Teachers for Child Protection, School Counsellor, Classroom Assistants, Supervisory Staff, Office Staff, Building Supervisor, Cleaning Staff, Catering Staff, Peers

CLASSROOMS FOR LEARNING

The classroom is where most the learning take place in college, so it must be a safe and orderly environment for every pupil. The college has a Rights Respecting approach to behaviour management. A series of learning behaviours have been put forward by pupils, staff and parents/carers as being essential for learning to take place. These have been the result of consultation. These learning behaviours are seen as right of all to an education. If these rights are promoted then pupils may achieve a number of rewards, however, if pupils choose to take away the rights of their own or others' education, then they may receive sanctions.

Learning Behaviours promoted by Priory College

1. Be on time to class and be prepared in order to learn.
2. Listen to and promptly follow all instruction given by staff.
3. Try my best in all tasks given.
4. Make positive contributions to class discussions and activities.
5. Show respect towards pupils, adults and property.

The promotion of the learning behaviours can result in these rewards:

1. Verbal praise.
2. Stamps, certificates and stickers in books and on work.
3. A tangible reward.
4. A positive note or phone call home.
5. A Bonus merit.

The removal of the right to learning may result in:

1. First reminder.
2. Second verbal warning.
3. Sims referral and sanction.
4. After school department detention.
5. Pink Sims referral and sanction.

Severe clause: Removal from class be Head of Year, Senior Teacher, Vice Principal or Principal.

Amendment to Policy June 2020

In light of the recent COVID-19 Pandemic and the preparation for the return to school in August 2020. In June 2020 DENI produced the 'New School Day' document which states:

The school's pupil behaviour policy should be reviewed to ensure that it covers COVID-19 related incidents and should make provision for the school to be able to sanction, up to and including exclusion, pupils who willfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk.

Level 1 – GREEN REFERRAL low level disruption or disobedience (CLASS TEACHER / FORM TUTOR)	Consequence Examples	Restoration	Documentation
<p>Concerns about attendance / punctuality to college and / or class;</p> <p>Wearing incorrect uniform;</p> <p>Wearing heavy makeup / nail polish;</p> <p>Wearing non-permitted jewellery;</p> <p>Failure to bring in correct books / equipment;</p> <p>Failure to do homework;</p> <p>Unauthorised movement around the room;</p> <p>Talking when a teacher is speaking;</p> <p>Shouting in class;</p> <p>Showing disrespect to staff / students;</p> <p>Refusing to follow instructions from a member of staff;</p> <p>Inappropriate questions;</p> <p>Answering back unnecessarily;</p> <p>Hiding the possessions of others;</p> <p>Eating / drinking (other than water) in class;</p> <p>Running in corridors / to the canteen;</p> <p>Intimidation of other students;</p> <p>Name calling; Teasing; Pushing;</p> <p>Dropping litter / gum.</p>	<p>Verbal reprimand and warning;</p> <p>Extra work;</p> <p>Moving seat;</p> <p>Break / lunchtime detention;</p> <p>Referral to Homework Club;</p> <p>recording name;</p> <p>Apology to class / peer / staff member;</p> <p>Removal of make up or jewellery</p> <p>Cleaning up;</p> <p>Going to back of line;</p> <p>Redoing work;</p> <p>Referral to Form Tutor;</p> <p>Record in Student Planner;</p> <p>1 behaviour point;</p> <p>Parent / Carer informed.</p>	<p>Re-establish relationship by end of lesson or when next encountering the student.</p> <p>Make student aware that there are no grudges.</p> <p>Encourage other students to re-establish relationships.</p> <p>Have a short meeting with the student to explain why action was taken.</p>	<p>Detention slip;</p> <p>Record in student planner;</p> <p>Record on SIMs or other teacher record.</p>

Level 2 – PINK REFERRAL Higher level disruption, disobedience or repeated offences (HEAD of DEPARTMENT / HEAD of YEAR)	Consequence Examples	Restoration	Documentation
<p>Persistent level 1 behaviours;</p> <p>Repeated failure to bring books / equipment;</p> <p>Repeated non-completion of homework;</p> <p>Destroying own / others' / college property;</p> <p>Repeated disruption of others' learning;</p> <p>Unacceptable language;</p> <p>Graffiti;</p> <p>Throwing items;</p> <p>Spitting;</p> <p>Extreme disrespect to staff / peers;</p> <p>Out of bounds;</p> <p>Defiance;</p> <p>Physical bullying or persistent verbal/online bullying;</p> <p>Rough physical behaviour;</p> <p>Forging parental notes;</p> <p>Missing a formal school detention.</p> <p>Deliberate refusal to adhere to social distancing requirements</p>	<p>Referral to Head of Department or Head of Year;</p> <p>Head of Department or Head of Year detention (after school);</p> <p>Referral to Homework Club;</p> <p>Daily Report Card (stages 1 and 2);</p> <p>Restoration of property;</p> <p>Apology;</p> <p>Parent / Carer informed verbally or in writing;</p> <p>Consultative meeting with parent/ carer;</p> <p>Restricted movement during recreation for period with phased return;</p> <p>Withdrawal from class for a stated period;</p> <p>Risk assessment;</p> <p>Principals detention</p> <p>3 behaviour points;</p> <p>Outside agency support;</p>	<p>Meeting with Head of Department / Head of Year and student within one week of the incident to establish a way forward.</p>	<p>Detention slips;</p> <p>Daily Report cards;</p> <p>Student planner;</p> <p>Minutes of meetings;</p> <p>Copies of letters / log of calls made;</p> <p>Behaviour reports;</p> <p>CCTV;</p> <p>Risk Assessment;</p> <p>All documentation listed as previous level.</p>

Level 3 – RED REFERRAL Serious behavioural issues requiring SLT intervention	Consequence Examples	Restoration	Documentation
<p>Persistent Levels 1 and 2 behaviours;</p> <p>Verbal abuse of staff;</p> <p>Aggressive or intimidatory behaviour towards staff;</p> <p>Possession of an offensive weapon;</p> <p>Physical attack on another student;</p> <p>Truancy;</p> <p>Absconding from college;</p> <p>Stealing;</p> <p>Offensive gestures;</p> <p>Repeated defiance;</p> <p>Repeated refusal to comply with college rules on uniform;</p> <p>Vandalism;</p> <p>Extortion;</p> <p>Cyber-bullying / sharing inappropriate material online/persistent harassment;</p> <p>False / malicious allegation against another student or staff;</p> <p>Inappropriate use of technology;</p> <p>Smoking/Vaping;</p> <p>On college property under the influence of drugs / alcohol;</p> <p>Incitement;</p>	<p>After school detention with Principal;</p> <p>Legal action;</p> <p>Letter to parents / carers;</p> <p>Consultative meeting with parents / carers SLT;</p> <p>Restoration of property;</p> <p>Daily report;</p> <p>Referral for behavioural support (outreach or placement);</p> <p>Suspension;</p> <p>Risk Assessment;</p> <p>Restricted movement during recreation for a period of time;</p> <p>Withdrawal from class for a period of time;</p> <p>Withdrawal from specified activities for a period of time or permanently;</p> <p>Medical support;</p> <p>Multi agency support; UNOCINI.</p>	<p>Meeting with parent / carer and student within one week of incident to establish a way forward.</p>	<p>Detentions slips;</p> <p>Report Cards;</p> <p>Behaviour reports;</p> <p>CCTV;</p> <p>Copies of letters;</p> <p>Minutes of meetings;</p> <p>Referral forms;</p> <p>UNOCINI;</p> <p>All documentation listed at previous levels.</p>

<p>Behaviour which puts the health and safety of others at risk;</p> <p>Behaviour which brings the name of the college into disrepute.</p> <p>COVID-19</p> <p>Deliberate refusal to follow social distance requirements, including coughing or spitting at another student or member of staff</p>			
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Level 4 – RED+ REFERRAL Very Serious behavioural issues to be addressed by the Principal and Board of Governors	Consequence Examples	Restoration	Documentation
<p>Persistent Levels 1, 2 and 3 behaviours;</p> <p>Physical assault on staff;</p> <p>Severe damage to property;</p> <p>Sharing inappropriate material online during the school day</p> <p>Significant and persistent disruption to the learning environment;</p> <p>Possession and use of an offensive weapon;</p> <p>Possession and / or use of an illegal substance;</p> <p>Being on school premises in possession of / use of / distributing to others / being under the influence of a drug or substance as defined in the college’s Drugs / Substance Misuse Policy.</p> <p>COVID-19 Repeated, deliberate refusal to follow social distance requirements, including coughing or spitting at another student or member of staff</p>	<p>Suspension;</p> <p>Consultative meeting with parents / carers and Principal / Board of Governors;</p> <p>Legal action;</p> <p>Recommendation for Expulsion (made by the college to the Education Authority).</p>	<p>If possible, meeting with Principal, member of Board of Governors and parent / carer and student.</p>	<p>Minutes of meetings;</p> <p>Behaviour reports;</p> <p>Suspension records;</p> <p>Copies of letters;</p> <p>Pre expulsion documentation;</p> <p>All evidence listed in previous levels.</p>

For further information on college procedures in relation to Levels 3 and 4 please refer to the Education Authority’s SCHEME FOR THE SUSPENSION AND EXPULSION OF PUPILS IN CONTROLLED SCHOOLS (April 2015). EAB/1/04/15/10.2

LINKS WITH OTHER COLLEGE POLICIES

This discipline and positive behaviour policy, together with sanctions that may be used by the college, should be read in conjunction with the following college policies:

- **Pastoral Policy**
- **E-safety Policy**
- **iPad Policy**

- **Anti-Bullying Policy**
- **Safeguarding and Child Protection Policy**
- **Drugs – Substance Misuse Policy**
- **Special Educational Needs and Inclusion Policy**
- **Uniform Policy**

