

Working Document

Strathearn School
Positive Behaviour Policy



1. Introduction

The School is committed to providing a positive, purposeful, orderly and safe environment for all its pupils; a place which allows each student to flourish and grow in confidence, fostering independence, resilience, self-worth and compassion for others. The School aims to establish an inclusive community where all pupils and staff are treated with dignity and respect, regardless of individual differences including culture, race, religion, beliefs, sexual or gender orientation, appearance and personal capability. In such an environment, we believe each student will be free to reach their full potential.

This document provides details about the conduct expected of Strathearn pupils and explains how the system of rewards and sanctions will be used to encourage positive behaviour. It outlines the rights, responsibilities and roles of pupils, staff and parents and where necessary indicates links that exist with other relevant policies. It is essentially a working document to give clear guidance on promoting positive behaviour within the School. It has been produced in consultation with staff, pupils, parents and governors and its aims are given below.

2. Aims

It is the School's aim to live through its vision of ENCOURAGE . EMPOWER . EXCEL . In doing so we will endeavour to encourage our pupils to succeed in a caring and supportive environment.

The aims of the policy are to:

1. To promote and value positive behaviour by:

- valuing young people as individuals and recognising their achievements;
- providing clear guidelines on expected positive behaviour and the consequences of engaging in inappropriate behaviour;
- rewarding positive behaviour whilst discouraging and reducing inappropriate behaviour;
- nurturing self-worth, self-discipline and regard for authority through positive relationships based on mutual respect;
- promoting a sense of responsibility for upholding high standards of behaviour;
- encouraging respect for the School environment as well as the local community;
- encouraging positive attitudes towards others;
- preventing and addressing bullying-type behaviour;
- cultivating an atmosphere in which pupils respond positively in class, take pride in their work and show both interest and attention; and
- promoting an inclusive learning community where individual differences are valued and respected.

2. To maintain an ordered community in which effective learning and teaching can take place.
3. To ensure fairness and consistency in the administration and rewards and sanctions;
4. To encourage a positive relationship with parents through effective communication and engaging their active support for the implementation of the School's policy and procedures.

3. Links to other documents

- Anti-bullying policy
- Anti-plagiarism policy
- Code of Conduct
- Code of Conduct for Educational Visits
- Complaints procedures
- Drugs and Substance Misuse policy
- Educational Visits policy
- eSafety policy
- ICT Acceptable Use policy
- Pastoral Care policy
- Relationships and Sexuality Education policy
- Safeguarding and Child Protection policy
- Special Educational Needs and Inclusion policy
- Suspension and Expulsion policy
- Uniform regulations
- Unsatisfactory work in the Sixth Form policy

It is expected that pupils and their parents/guardians familiarise themselves with this policy.

4. Roles and Responsibilities

Board of Governors

A decision for the suspension or expulsion of a pupil will be made by the Board of Governors in accordance with the School's Suspension and Expulsion policy.

Principal

The awarding of the Principal's Award will be at the Principal's discretion. Consideration will be given to the nature of the activity.

A decision to suspend a pupil will be made by the Principal. A recommendation may be made to the Board of Governors for consideration for suspension or expulsion.

Vice Principal (Pastoral)

The Vice Principal (Pastoral) will chair the Merit Committee and oversee the presentation of Merit awards.

The Vice Principal (Pastoral) will liaise with Heads of Year over serious and persistent breaches of discipline and serious or persistent work-related issues.

Serious breaches of discipline should always be referred to the Vice Principal (Pastoral) who will keep the Principal informed.

Head of Year

Each Head of Year will regularly monitor the awarding of achievement and behaviour points on SIMS.

They will be a member of the Merit Committee and give due consideration to the awarding of merits. They will assist the Vice Principal (Pastoral) in the administration and presentation of Merit awards.

The Head of Year will deal with issues of misconduct by means of a range of strategies. These could include:

- Individual interview;
- Target-setting;
- Communication with parents;
- Parental interviews.

Where inappropriate behaviour is persistent, the Head of Year will refer pupils to the Vice Principal (Pastoral).

Form Tutors

The Form Tutor will regularly monitor the awarding of behaviour points on SIMS. Where a pupil's behaviour is persistently unsatisfactory or who have an unsatisfactory record of work, attendance or punctuality should be referred to the Form Tutor.

The Form Tutor will deal with issues of misconduct by means of a range of strategies. These could include:

- Individual interview;
- Target-setting;
- Communication with parents;
- Parental interviews.

Where there is no improvement in the pupil's behaviour, or if issues are presenting in a number of subjects, they will be referred to the Head of Year by the Form Tutor.

Form Tutors will also monitor the awarding of achievement points on SIMS and praise pupils.

Subject Teachers

Subject teachers are responsible for managing the behaviour of their classes. They are encouraged to use effective classroom management to regulate and modify the behaviour of students in the

classroom. The Subject Teacher may wish to involve the Head of Department when disciplinary issues persist in the classroom. The Subject Teacher should refer any pupil whose behaviour or work is persistently unsatisfactory to the Form Tutor.

Staff

Teaching and Non-Teaching Staff should promote positive behaviour and intervene where necessary. They should record unacceptable behaviour/work as well as achievements on SIMS.

5. Rewards and Achievements

A School ethos of encouragement, respect and care for others is central to the promotion of positive behaviour. The School values the positive contribution pupils make to School life. Through the Merit System, pupils are rewarded for this contribution. They have a motivational role in helping pupils to realise that positive behaviour is valued; pupils are expected to be polite, organised, helpful, co-operative and follow the Pupils' Code of Conduct (see Appendix 3). The School wishes to encourage, reward and promote positive behaviour at all levels through a range of strategies (see Appendix 2).

Pupils will be encouraged to recognise that a positive contribution to school life adds to the quality of experience for all in school.

- Principal's Award;
- promotion of pupil achievement during assembly;
- celebration through the School's website or other forms of social media used by the school;
- positions of responsibility such as School Council representatives, sports team captains, committee members, peer mentors, Office Bearers;
- Sports Celebrations;
- Attendance at Prize Distribution.

LEVELS OF REWARDABLE BEHAVIOUR

Positive behaviour is recognised and rewarded in a number of ways, both formally and informally.

Level One Rewards (no centralised recording required)

These are the most common type of rewards which should form an integral part of daily life in the School and help to reinforce positive behaviour. Pupils should be rewarded for achievements, commitment, behaviour and effort both in the classroom or for extra-curricular participation, in line with Whole School policies and staff discretion.

Rewards include:

Verbal praise and positive affirmation by a member of staff	Publishing work in the School newsletter or magazine
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Positive written comments/annotation on pupil work	Positive comments on reports and at Parent Consultations
Showcasing good work	Class /individual prizes /merit stickers

Level Two Rewards: Behaviour worthy of merit

On numerous occasions we experience behaviour from pupils that far exceeds those that are expected. Pupils who make a significant and special contribution to the ethos and life of the School will have their positive behaviour recorded on SIMS as an Achievement Point. Pupils and parents will be notified of the receipt of achievement points through the SIMS app. Evidence of merit-worthy behaviour will be maintained throughout a pupil's School career and may be used as evidence for awarding Posts of Responsibility.

Merit-worthy Behaviour and Points

Achievement points will be weighted according to behaviour. An overview is given below:

Achievement Point 1	Awarded for highly positive behaviour, conduct or actions – for example:
Achievement point awarded: 1 point	<ul style="list-style-type: none"> - 98% or more attendance in a term - Significant contribution to lessons - No behaviour points in a term - 90% or more attendance at an extra-curricular activity

Achievement Point 2	Awarded when conduct / actions exceed those of Merit 1 or significantly support others or School – for example:
Achievement point awarded: 2 points	<ul style="list-style-type: none"> - One term of consistent or improved effort - Volunteering for a special School event e.g. Open Morning or Induction Evening - Positively supporting pupils through a role of responsibility e.g. Form Captain / Deputy Form Captain or School Council Representative for at least a term - Contributing to an item for the School magazine (independent of work produced for departments)

Achievement Point 3	Awarded when conduct / actions support others over a sustained/extended period or where individual effort is shown over a sustained/extended period – for example:
Achievement point awarded: 3 points	<ul style="list-style-type: none"> - Organising individual charity effort - Coping with significant personal challenge – young carer, bereavement, mental health, learning need, illness - Leading an extra-curricular activity over an extended period of time

Consistency in the awarding of achievement points is essential if the rewards system is to be effective.

Achievement points should be recorded on SIMS and, where possible, a comment included. When a member of staff awards an achievement point, they should inform the pupil directly. Pupils, who have registered, will also be notified through the SIMS Pupil app. Parents/Carers will be informed of the awarding of achievement points through the SIMS Parent App.

The allocation of achievement points will be monitored on a regular basis by Form Tutors, members of the pastoral team and SLT.

Awarding of Merit Badges

Pupils who have made a significant contribution to School life may be rewarded through the awarding of merit badges.

The Merit Committee, consisting of Heads of Year, Senior Leader (Pastoral) and Vice Principal (Pastoral) will meet annually to review the total achievement points achieved in each year group. Depending on the number of achievement points gained, Merit badges will be awarded to no more than 25% of the year group in any academic year. Collective decisions will be made as to which pupils will be recognised.

Only one Merit Badge may be awarded to a pupil in any one year. Merit badges will be presented in a celebration assembly during Term 3.

The period in which merits will be awarded will be Easter to Easter. However, there will be an exception for the 2023/24 academic year where the awarding period will be from the beginning of Term 1 through to the end of Term 2.

Merit points will not be carried forward from one year to the next.

Pupils who are awarded their first Merit badge will receive a Bronze merit badge. At the next awarding stage, should a merit badge be awarded to a pupil who is already in receipt of a merit badge, they will be awarded the next level of award. For example, where a pupil has already been awarded a bronze merit badge, they may be considered for a silver Merit badge in a later year and finally, if appropriate, a gold Merit badge.

N.B. – Office Bearers (Upper 6th pupils only) will not be eligible for a merit badge.

Pupils should wear one merit badge only (the most recently awarded one) on the left lapel of their blazer. An exception to this rule is if a Principal's Award badge is achieved, which is worn below the merit badge.

Principal's Award

In recognition of exceptional behaviour, conduct or achievement by a pupil in Strathearn School, a Principal's Award badge will be presented. This may be worn below a regular merit badge on the left side of the blazer lapel.

N.B. A pupil's record of misconduct may influence whether a Merit award is given. **The Principal has the right to revoke a Merit Badge or Principal's Award if the circumstances warrant it.**

Class Merits

These will be awarded to Key Stage 3 classes only. Any subject teacher may award a class merit by informing the Form Tutor about merit-worthy behaviour of his or her form class. Class merits will be displayed in the form room and will be reviewed by the Head of Year. Class merit prizes will be awarded to the Form Class who have accrued the highest number of class merit points across the year group. Class Merits are not carried forward from year to year.

Celebration of awards

Recipients of Class Merit prizes, Merit badges or the Principal's award will have their recognition promoted through the School's social media channels.

MISCONDUCT

Sanctions are another method of achieving positive behaviour. They are necessary responses to undesirable and inappropriate behaviour (misconduct) which militates against an ordered community where effective learning and teaching can take place. Such misconduct is dealt with through a graded and cumulative process of sanctions.

The School recognises three levels of sanctionable behaviour – **misconduct (1,2 & 3)**, **major misconduct** and **gross misconduct**. Examples of misconduct which the School has categorised for each of these levels and the sanctions which will be applied when a breach occurs is detailed in this section.

The Principal reserves the right to decide how any other misconduct shall be categorised or dealt with.

In addition:

Misconduct (1,2 & 3) can become **major misconduct** if the unacceptable behaviour continues after appropriate sanctions and / or support have been implemented.

Major misconduct can become **gross misconduct** if the unacceptable behaviour continues after appropriate sanctions and / or support have been implemented.

Misconduct may be recorded by any member of staff on either the pupil's Behaviour Card (which must be carried by the pupil at all times) or on SIMS. The full lines of referral are outlined in Appendix 4.

Types of Sanction:

Sanctions for misconduct are graded and cumulative.

In addition to any of the sanctions listed below, the School reserves the right to revoke any privileges the individual pupil may have for a period of time, for example, permission to attend School functions or trips, common room periods, extra-curricular activities, sports team membership or study leave. Merit Certificates and Badges and posts of responsibility may also be revoked.

- **BEHAVIOUR POINTS**

Behaviour points are given to individuals, not to a whole class.

Teachers should explain clearly the standards of behaviour expected of pupils in their subject area at the beginning of the year and the sanctions which will be incurred if this behaviour is not followed.

Misconduct (1,2 & 3) will incur one, two or three Behaviour Points respectively. At least two warnings will be given before the first Behaviour Point is issued for Misconduct 1 by a teacher in a particular subject area. Any infringement of the Pupil Code of Conduct which carries more than one Behaviour Point will not receive a warning.

- **HEAD OF YEAR INTERVENTIONS**

Such interventions are not sanctions but are strategies designed to support individual pupils who are struggling with organisational and behavioural issues. The interventions are at the discretion of the Head of Year; to be used, when appropriate, and tailored to individual pupil contexts. Such interventions may include a lunchtime session(s) to address organisational and behavioural difficulties.

- **STANDARD DETENTION (1 Hour)** (Normally on one day after School from 3.30pm - 4.30pm)

Any combination of three Behaviour Points will result in a standard detention. Parents will be notified by letter.

- **EXTENDED DETENTION (2 Hours)** (On a Saturday morning or equivalent, e.g., on an exceptional closure day)

Major Misconduct or repeated Misconduct (1,2 & 3) will incur an extended detention. When a third Standard Detention is warranted, an extended detention will be issued in place of this third standard detention. Parents will be contacted by phone and notified by letter.

- **PRINCIPAL'S DETENTION (4 Hours at the discretion of the Principal)**

When a third extended detention is warranted, a Principal's detention will be issued in its place. Parents will be asked to attend for interview and notified of details by letter.

- **SUSPENSION**

Gross Misconduct, repeated Misconduct (1,2 & 3) or Major Misconduct will incur either Suspension or Expulsion in accordance with EA Guidelines and the School's Suspension and Expulsion Policy.

When a third Principal's Detention is warranted, a one-day suspension will be issued in its place.

Suspensions, varying in length from one to five days (up to a maximum of 15 days in any School term), may also be imposed by the Principal for any individual incidents of Gross Misconduct.

- **EXPULSION**

It is envisaged that the permanent expulsion of a pupil from School would only happen very rarely and as a result of repeated suspensions or the most serious breach of School discipline.

The procedures covering suspension and expulsion are laid out in the School's Suspensions and Expulsions policy which is available from the School or on the School website: www.strathearn.org.uk

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Examples of Misconduct

The examples that follow are not exhaustive.

Misconduct 1 1	Misconduct 2 2	Misconduct 3 3	Major Misconduct 4	Gross Misconduct 5
Subject-Related Issues				
a. Repeated failure to bring or fully complete homework / appropriate books / equipment to class without acceptable reason. b. Lack of effort in class work/homework; missing work-related deadline.	a. Copying homework/coursework (KS3) / class work (low level plagiarism). b. Failure to meet agreed coursework deadlines (KS3).	a. Failure to meet agreed coursework deadline (KS4&5). b. Cheating in a School exam.	a. Plagiarism in external coursework/controlled assessment, assignment.	a. Cheating in an external exam.
Relationships with Staff				
c. Repeated interruption of teacher, persistent inattentiveness or disruption of class.	c. Disobeying an instruction from any member of staff. d. Rudeness to, or arguing with, staff.	c. Deliberately disobeying staff instructions that could result in danger to self or others. d. Lying deliberately to staff.	b. Verbal or online abuse of staff or the School (including swearing, offensive gestures and social media postings). c. Taking or using photographs or videos of members of staff.	b. Physical assault on a member of staff.
Attendance and Punctuality				
d. Repeated late arrival to School or class without an acceptable reason**. e. Failure to sign out of study when required (6 th form).	e. Failure to attend assembly or 6 th form study without an acceptable reason.	e. Absence from class without permission / acceptable reason.	d. Truancy from School, unauthorised leaving of School grounds during the School day or forging excuse notes.	
Care of Property and Possessions				
f. Leaving litter (including dropping food around the School).	f. Behaving in a manner that may put health and safety of themselves or others at risk. g. Irresponsible behaviour with School resources.	f. Wilful damage to or destruction of own/others' work, property or books. g. Inciting other pupils to engage in deliberate anti-social behaviour / bystander and not stopping or reporting it.	e. Writing graffiti on walls, furniture, etc. f. Trespassing on or causing damage to another School / private property.	c. Serious Vandalism to School or another property.
Sanction	Sanction	Sanction	Sanction	Sanction
1 Behaviour Point	2 Behaviour Points	Standard Detention	Extended Detention	Suspension / Expulsion

**On the third event of late arrival to School in the academic year, one Behaviour Point is given and then for each occasion of lateness thereafter unless an acceptable reason is provided by a parent.

Misconduct 1 1	Misconduct 2 2	Misconduct 3 3	Major Misconduct 4	Gross Misconduct 5
Relationships with Peers				
g. Name calling inappropriate, low level). h. Hurtful teasing / pushing in class (low level).	h. Name-calling, use of foul language (including online) offensive gestures to pupils.	h. Aggression towards another pupil (no physical contact) e.g., threatening, spitting, invading another pupil's personal space when it is unwelcome. i. Spreading hurtful, disparaging gossip, (including online). j. Taking photos or videos of other pupils without permission.	g. Fighting, e.g., slapping, hitting, kicking, punching, hair-pulling. h. Taking, possessing or sharing any inappropriate or offensive images or material – including items stored electronically.	d. Physical attack resulting in serious injury. e. Possessing or sharing of any illegal images or material – including items stored electronically. f. Extortion. g. Engaging in offensive, racist, sectarian, other anti-social behaviour.
School Code of Conduct				
i. Mobile phone going off in class. j. Chewing gum in School. k. Consuming food or drink where not permitted. l. Uniform infringement (see Appendix 3).	i. Unauthorised use of mobile phone (will be confiscated until 3.30pm).	k. Misuse of Internet, Cloud and Digital Media as per e-Safety, ICT Acceptable Use and Digital Media policies. l. Infringement of staff privacy (as per Appendix 3).	i. Possessing or drinking alcohol, smoking, use of 'legal highs', in School uniform or on a School organised activity. j. Possession of a dangerous item. k. Bringing the School into disrepute (including online).	h. Possession of, dealing in, supplying or passing on illegal drugs. i. Use of a dangerous item. j. Theft. k. Wilfully setting off the fire alarm or making hoax emergency calls.
Sanction	Sanction	Sanction	Sanction	Sanction
1 Behaviour Point	2 Behaviour Points	Standard Detention	Extended Detention	Suspension / Expulsion

The Principal reserves the right to decide how any specific misconduct shall be categorised or dealt with.

In the case of behaviour which is illegal, the PSNI will also be contacted as appropriate.

For girls boarding at Campbell College and being educated at Strathearn School:

In addition to any of the misconduct and sanctions listed above, the Campbell College Policy on Good Behaviour and Discipline for boarders will be applied. The two Schools will communicate openly, in the spirit of the collaboration programme, in order to ensure fairness and consistency of support for all our pupils.

When misconduct occurs in the context of the School Collaboration programme, the policy of the host School will apply. The relevant partner Schools will be informed and will follow up with pupils and parents as appropriate.

Review of Policy

The Senior Leadership Team, in consultation with staff, will undertake systematic monitoring and evaluation of the policy. It will review the Positive Behaviour Policy every three years and update its associated procedures on an annual basis in order to ensure that they are effective, fair and consistent. The Board of Governors will be kept informed of the annual updates.

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APPENDIX 1

RIGHTS AND RESPONSIBILITIES

Strathearn School community recognises the rights and responsibilities of all members. It is important that the rights and responsibilities identified below form the basis of everyday interactions. Pupils, parents and Strathearn School staff have separate and complementary roles in helping to promote positive behaviour.

Pupils have a right to:

- be valued as members of the School community;
- timely help with any concerns they raise about work or personal worries;
- be treated fairly, consistently and with respect;
- be consulted about matters that affect them, and have their views listened and responded to through such means as the School Council;
- be taught in a pleasant, well-managed and safe environment;
- experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- opportunities, when possible, to develop their interests, talents and abilities;
- appropriate levels of privacy. Personal information, including that relating to conduct or sanctions in School, will not be divulged to other pupils or their parents by members of staff.

Pupils have a responsibility to:

- be punctual, organised and meet all deadlines set;
- respect the views, rights and property of others, and behave safely in and out of class;
- co-operate with all members of the School community;
- engage fully with and complete their work, seeking assistance when required;
- conform to the conventions of good behaviour and abide by the rules of Strathearn School;
- accept ownership for their behaviour and learning and develop the skill of working independently.

Staff have a right to:

- work in a respectful environment;
- contribute to the teaching and learning policies and strategic planning in the School;
- have opportunities for professional development alongside career pathways;
- support and advice from senior colleagues and external bodies;
- adequate and appropriate accommodation and resources.

Staff have a responsibility to:

- act as positive role models in their professional conduct;
- produce effective lessons and set and mark constructively appropriate homework;
- show interest and enthusiasm in the ongoing work and 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 educational needs through the SEN Code of Practice (see SENI policy);
- share with the parents any concerns they have about their daughter's progress or development;
- expect high standards and acknowledge effort and achievement.

Parents† have a right to:

- a safe, well-managed, well-resourced and stimulating environment for their daughter's education;
- reasonable access to the School, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed promptly if their daughter is ill or has an accident, or if the School has concerns about their daughter;
- be informed about their daughter's progress;
- be informed about School rules and procedures;
- a broad, balanced and appropriate curriculum for their daughter;
- be involved in key decisions about their daughter's education.

Parents† have a responsibility to:

- ensure that their daughter attends School regularly and arrives punctually, with homework done and suitably organised;
- be aware of School rules and regulations and encourage their daughters to abide by them;
- show interest in their daughter's School career and, where possible, provide a suitable learning environment at home;
- act as positive role models for their daughter in their relationship with the School;
- attend planned meetings with teachers;
- provide the School with necessary background information about their daughter which might impact on her learning.

† The term **parents** is used to represent parents, guardians or carers.

APPENDIX 2

STRATEGIES TO PROMOTE AND ENCOURAGE POSITIVE BEHAVIOUR

Pastoral Care

The Pastoral Team together with the entire staff strive to ensure that all pupils are given the necessary support and care throughout their School career (see Pastoral Policy for more detail).

Trained Sixth Form Peer Mentors assist staff by giving valuable additional support to pupils in Forms 1 – 3.

Recognition and Rewards Programme

The award of merit points and badges provides opportunity to reinforce positive behaviour and attitudes which exceed the expectation of adults in School. Such achievements are celebrated on an annual basis in special award Assemblies when badges are presented. In addition, tutor groups in Key Stage Three celebrate the award of class merits by displaying these in their classroom as well as through end of term rewards.

The House System

This offers a very wide range of opportunities for pupils of all ages to contribute to the life of the School and to have a sense of community. The four Houses have a most important role to play in helping pupils to develop vital skills for life through participation in the many Inter-House competitions and events.

Extra-Curricular Activities

There is a wide range of such activities available in Strathearn School. Pupils are encouraged to participate in these; attention is paid to their suggestions for the introduction of additional activities. New interests, skills and friendships flourish supported by the enthusiastic involvement of staff.

Charity efforts

Pupils are encouraged to become involved in fundraising for worthy causes. This is often through 'form efforts' by individual form classes or whole School efforts such as for the building of Strathearn Primary and Nursery Schools in Uganda. Every year thousands of pounds are raised for a range of charities chosen by pupils.

School Council

Representatives from all form classes take part in this organisation, which meets on a regular basis, either as a whole School Council or as three separate Key Stage Councils, to contribute to whole School decision making.

Posts of Responsibility

Pupils in posts of responsibility make a most important contribution to the promotion of positive behaviour, particularly in their capacity as role models. All pupils in U6 are offered the opportunity to take on responsibility. These can be as elected Office Bearers, selected Peer Mentors or as Committee members on a voluntary basis.

Publication of pupils' work and achievements

This can include the publication of creative work and acknowledgement of achievements in the School Magazine, the Newsletter and on the School Website.

Display of pupils' work

Teachers are encouraged to acknowledge pupils' effort by displaying current work in their classrooms.

Prize Distributions

These provide more formal occasions for pupils' academic and non-academic achievements to be celebrated.

Assemblies

These occasions provide opportunities to promote and celebrate positive behaviour. They are often pupil led which allows them to further develop useful life skills such as organisation, communication and taking responsibility as well as promoting the ethos of the School.

Positive comments on reports and at Parent Consultations

This is a way for staff to acknowledge and commend positive behaviour.

Effective Classroom management

Teachers are encouraged to:

- actively promote good relationships with their pupils;
- address their pupils by their first name;
- allow pupils to co-operate with one another on shared tasks;
- provide pupils with opportunities to exercise choice, act responsibly and show initiative;
- mark pupils' work positively and constructively;
- show that each pupil's contributions and opinions are valued by others.

Pupils' Six Golden Rules for Positive Behaviour (Appendix 5) and Code of Conduct (Appendix 3)

These are displayed in either classrooms, School Planners or around the School.

APPENDIX 3

PUPILS' CODE OF CONDUCT

Pupils are expected to uphold the good name of the School at all times and not bring it into disrepute. They are also required to follow the Six Golden Rules of Positive Behaviour.

1. All pupils are expected to attend regularly. If absent, pupils should, on the day of return to School, bring a note from their parent or guardian to their Form Tutor, stating the exact period of absence and the reason for the absence. Pupils have up to one week after their return to supply a reason for their absence. (DE regulations require a reason for absence to be provided and this will be pursued directly with parents if a note is not provided). When at School, pupils must attend all timetabled classes or study periods, unless they have received permission from an authorised member of staff to do otherwise.
2. All pupils are expected to attend punctually. We recommend, however, that pupils do not arrive in School before 8.00am. Punctuality applies to registration and to all classes thereafter. Pupils should be in School by 8.40 am at the latest. This allows them time to go to their lockers before registration. Pupils should be in their form rooms by 8.45 am for registration. They will be marked late by Form Tutors if they arrive in School after 8.50 am.
3. If pupils arrive after 9.00am they must report to Reception. Any pupil who arrives late will be asked to sign the register of latecomers and to provide a reason for her late arrival. A parental note, email or phone call is required to support this. If the reason is not supported by parent contact, the pupil will incur a 'late mark'.

Permission to leave School

If pupils, for some unavoidable reason, need to leave School during the day or to arrive late, they should seek permission **in advance** from Reception or from the Heads of Year (sixth form only), who will be available each morning between 8.50-9.00 am for this purpose. Pupils should sign out at Reception when leaving and then in again upon returning to School during the day. Pupils in Forms 1-5 should not leave the School grounds during normal School hours unless they have permission from a member of staff to be elsewhere.

Assembly

Pupils attending assembly should sit in their form classes in an orderly way. Form Tutors are responsible for supervising pupils during assembly. Assembly begins promptly at 8.55 am.

Illness

Pupils who become ill or are injured during School hours should go to the Medical Room. If they need to be sent home or receive medical attention out of School, a parent or guardian will always be contacted first and pupils will be issued with a yellow card to authorise this. Pupils who are ill must not leave the School premises without permission from an authorised member of staff.

Lunchtime arrangements

1 Forms 1-5

No pupil should leave School at lunchtime unless permission has been sought, from the Vice Principal (Pastoral), and a lunch pass has been issued. If pupils wish to go home for lunch they must bring a written request from a parent or guardian and give it to the Vice Principal (Pastoral) who will then issue the lunch pass.

2 Sixth Form

Pupils have the privilege of leaving the School premises during lunchtime but must be back in School by 1.40 pm.

3 Canteen

Lunches may be purchased in the canteen by all forms.

4 School bags must be left in lockers before going to the canteen. Bags that are left in the corridors are a safety hazard and may be confiscated by Senior Staff in School. Pupils should move safely around corridors. Where there is a need for a pupil to sit on the floor and when visitors are present, and passing, the pupil should stand.

5 Packed Lunch

Forms 1-5 must eat their packed lunch in the canteen (12.50 – 1.20 pm). Common Rooms will be allocated to KS3 and KS4 year groups for use by pupils, if desired, after lunch is eaten. Food must not be eaten in these rooms.

Sixth Form may eat their packed lunch or buy canteen lunch in the Sixth Form Centre. If pupils choose to eat their packed lunch outside the building, they must dispose of litter responsibly.

6 The Library is open every lunch time. All other rooms, except the allocated Common Rooms, are out of bounds, unless supervised by a member of staff.

7 The Learning Centre is available for general use at lunchtime from 1.00 pm until 1.40 pm each day. A supervisory member of staff must be present before pupils enter the room. On Wednesday Form 1 pupils are given priority during Term 1. [The Learning Centre is also available Monday – Friday after School, up to 4.10 pm and on Friday up to 3.50 pm.]

8 Pupils are **not permitted to consume food or drink** (apart from water) in any classrooms **inside the School building** without explicit permission from a member of staff.

Property

1 All items of uniform and other belongings brought into School by pupils must be clearly marked with their name.

2 If valuable items or money must be brought into School, then it is a pupil's responsibility to leave them in a secure location or keep them with them at all times. They should not leave them unattended. The School will take no responsibility for valuable items or property not adequately secured by pupils. Examples of valuable items are money, mobile phones and other digital devices, cameras and bus passes.

3 All pupils are expected to take proper care of all textbooks and other equipment issued to them (see Sanctions). Those who lose textbooks or damage them or fail to return them when asked to do so will be required to pay the cost of replacing the books concerned.

- 4 Borrowing the property or belongings of others without their permission or taking something which does not belong to the pupil or pupils concerned will be treated as theft and dealt with accordingly (see Sanctions).
- 5 Pupils should look after their lockers and clear them out at the end of each School year. *Food waste especially must not be left in lockers or around them.* Lockers are cleaned out during the summer holidays and the School takes no responsibility for belongings that have been left in lockers during this time.
- 6 All damage to School property should be reported immediately to a member of staff.

Safety

- 1 Pupils must not tamper with the fire prevention and fire-fighting equipment.
- 2 Dangerous items (e.g. knives, laser pens, fireworks) must not be brought to School.
- 3 In the event of fire, or other emergency, leave the building quietly by the route directed and assemble at the place designated by your teacher; if the evacuation takes place at Break or Lunchtimes, pupils should leave the School building by the nearest exit and go to the rear sports pitches.

Mobile phones

The School recognises that many parents may wish their daughter to have a mobile phone for use in cases of emergency. However, mobile phones can be used inappropriately and they are potential targets for theft and online bullying-type behaviour. The School reserves the right to confiscate a pupil's mobile phone and retain it at Reception until 3.30 pm, should a pupil fail to co-operate with the arrangements outlined below. Pupils will need to sign for their phones to retrieve them. Pupils who persistently fail to adhere to these arrangements will be disciplined (see Sanctions).

- The use of mobile phones is restricted to **lunch time, break time, before Registration and after 3.30pm.** Phones must be **SWITCHED OFF AT ALL OTHER TIMES**, including between classes, unless directed otherwise by staff.

The misuse of mobile phones and other personal electronic communication equipment for online bullying-type behaviour will not be tolerated (see Anti-Bullying, e-Safety, Internet Acceptable Use and Social Media Policies).

Uniform and general appearance

- 1 Pupils are expected to be neat and tidy, wear full and correct School uniform every day **and carry their Behaviour Card, which is issued at the beginning of each academic year.** Pupils who do not adhere to School uniform regulations will incur behaviour points. See Uniform Regulations for further details and list of codes (in the table below) for use on Behaviour Card:

Uniform codes for use on Behaviour Card			
B	Blazer not worn	T	Tie not knotted appropriately
N	Coloured Nail Polish / False Nails	J	Additional jewellery / Piercings
S	Skirt length too short	Sh	Shoe style / height inappropriate
H	Hair – extreme colour / style	M	Make-up inappropriate
O	Other (specify on card)		

Chewing Gum

The chewing of gum is not permitted on School premises.

Respecting the Privacy of Staff

Pupils must not:

- take or share images of staff without permission;
- interfere with staff property;
- request staff to befriend them on social media sites.

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APPENDIX 4

LINES OF REFERRAL

It is the responsibility of all members of staff to note misconduct witnessed or reported to them on to SIMS.

Any misconduct that requires investigation will be carried out by the member of staff appropriate to the seriousness or nature of the matter. Investigations and interviews may be carried out by an individual member of staff and will be documented. The Principal will be informed of all matters which, on investigation, are found to be serious.

(a) Role of Class Teacher

It is the responsibility of the subject teacher, to deal in the first instance with matters such as:

- failure to produce homework or coursework;
- inappropriate behaviour in class e.g. inattention, talking, insolence;
- lateness to class;
- infringements of uniform regulations;
- poor attendance at class;
- poor effort made in work;
- breach of safety code.

The class teacher should apply the appropriate sanction and / or seek the necessary support for the pupil.

(b) Role of Head of Department / Teacher in Charge

In all matters academic where initial measures fail, the subject teacher should refer to the Head of Department who has the responsibility for pupils being taught within that department and who should deal with:

- persistent failure to produce homework or coursework;
- persistent inappropriate behaviour within the classroom;
- persistent lack of effort in work;
- plagiarism of coursework / cheating in exams or class tests;
- damage to departmental property.

The Head of Department or Teacher in Charge should use SIMS, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(c) Role of Form Tutor

All forms of inappropriate behaviour, if persistent, may be referred to the Form Tutor. Examples of such are:

- matters relating to uniform;
- persistent failure to produce homework or coursework;
- persistent anti-social behaviour;
- persistent lateness to class or School;
- persistent lack of effort in work;
- poor attendance.

The Form Tutor should use SIMS, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(d) Role of Head of Year

Matters of attitude or behaviour which persist after sanctions have been applied by the Form Tutor may be referred to the Head of Year. Examples of such misconduct are:

- persistent failure to adhere to uniform regulations;
- missed deadlines;
- persistent lateness to School;
- missing class;
- poor attendance;
- persistent lack of discipline in class;
- persistent lack of effort;
- bullying-type behaviour, including online.

The Year Head should use the SIMS, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(e) Role of Senior Teachers and Vice Principals

For serious breaches of discipline or where a pupil is seriously falling behind in their work and when all other measures have been taken to no effect, a member of the senior staff should be approached. Examples of when to do so are in cases of:

- aggressive behaviour;
- persistent or serious bullying (including cyberbullying);
- missed coursework deadlines (Key Stage 4 & 5);
- plagiarism of coursework / cheating in exams;
- possession of any illegal substance;
- persistent or serious indiscipline in class;
- persistent or serious lack of effort;
- suspected theft;
- truancy.

The Vice-Principal should use the SIMS, if appropriate, to record any such incidents and, if necessary, apply the appropriate sanctions and / or seek the necessary support for the pupil.

(f) Role of Principal

In all serious cases the final line of referral will be from the Vice Principals to the Principal, who will, if necessary, apply the appropriate sanction.

Parents will be kept informed about issues relating to pupil misconduct, initially through recording on the behaviour card and subsequently by direct contact with home.

**Six Golden Rules for Positive
Behaviour in Strathearn School**

(classroom poster)

1. Treat everyone in our School community with respect and consideration.
2. Treat our School building, property, facilities and the surrounding grounds with respect and consideration.
3. When wearing School uniform or representing our School, make sure we maintain high standards of behaviour.
4. When moving from class to class and waiting outside a classroom, conduct ourselves in an orderly way. Only enter with the consent of staff.
5. Come to class with all appropriate books, materials and equipment. Once in class, quickly get ourselves ready to learn.
6. Complete all homework, coursework, controlled assessments and other assignments by agreed deadlines.

APPENDIX 6

Positive Behaviour Policy: Covid-19 Addendum

As a result of the Covid-19 regulations, measures have been put in place to ensure the safety and security of all members of the School community. Failure to follow the measures outlined will be seen as a breach of the positive behaviour policy and appropriate sanctions will be implemented.



Reducing the risk of the spread of Covid-19

In order to ensure the safety of pupils and staff, the School have introduced a series of measures to help create a safer environment. In doing so, we hope that the risk of transmission of infection is significantly reduced. We ask that all pupils and parents take the time to look through these measures and that pupils follow the procedures and expectations carefully.

TRANSPORT, ARRIVAL & DEPARTURE, MOVEMENT AROUND THE SCHOOL

- Pupils should follow the regulations and guidance set out by Translink when using School or public transport.
- Pupils should enter the School grounds and buildings using the designated entrance for their year group.
- Prior to entering the School building, pupils are required to wear a face covering.
- All members of the School community are expected to follow the one-way system when learning resumes face-to-face.
- Pupils should only bring necessary items to School.
- Pupils are asked to follow social distancing guidance on arrival and exiting the School grounds.
- Parents must not congregate in groups in areas immediately outside the School.
- Parents must remain in their car when collecting pupils and follow the one-way system when entering the School grounds.
- Parents must not enter the School buildings without a prearranged appointment.

LOCKERS

- Lockers will be out of use during the period of Covid-19 restrictions.

HYGIENE

- Pupils must wash/sanitise their hands as soon as they arrive at School, after returning from the outside, before and after eating and at regular intervals throughout the day.
- Pupils are asked to use soap and water when washing their hands.
- Pupils are encouraged to bring and use their own hand sanitiser and tissues to School each day.
Please note – hand sanitising does not negate the need to wash hands.
- Pupils should exercise good respiratory hygiene by promoting the 'Catch it, bin it, kill it' approach. When coughing or sneezing, pupils should use a tissue or crook of their arm.
- Pupils are responsible for their own equipment e.g water bottles and ensure that these are not shared with other pupils.
- Pupils must dispose of litter in the bins provided.

FACE COVERINGS

- Pupils and staff must wear a face covering whilst inside the School building. They may be removed to eat/sneeze/blow nose but should be replaced immediately after.
- Face coverings should be worn correctly.
- These should be washed regularly and stored correctly. If using disposable face coverings, they should be placed in the appropriate bin after use.
- Pupils who are exempt from wearing a face covering e.g. medical needs, are required to carry an exemption pass at all times. A parental letter, outlining the exemption, should be brought to the School Health Nurse on the first day of resumption of face-to-face learning.

CLASSROOMS

- Pupils must follow School rules and core values at all times.

<ul style="list-style-type: none"> • If timetabled in a bubble room, pupils will remain in this room as directed. • Pupils will sit at their designated seat in each class. • Pupils are asked to act responsibly when waiting for a teacher to arrive to the classroom. • Pupils should not share books, stationery etc. with others. • Pupils must respect the personal space of others in the room.
<p>SOCIAL DISTANCING</p> <ul style="list-style-type: none"> • Pupils will follow social distancing guidelines as set out by the government and outlined in School. • Pupils will follow one-way systems and floor and wall signage. • Pupils will follow procedures in relation to bubble classrooms and lunch/break times and social distancing. • Pupils must respect the 2 metre distancing when interacting with their teachers and School staff. • Pupils should keep moving in the corridors and take particular care when moving through any necessary 'cross-over areas'. • Pupils should not make physical contact with others.
<p>LUNCHTIME</p> <ul style="list-style-type: none"> • Pupils should remain in their designated lunchroom until 1.20pm unless going to the toilet or as directed by a member of staff. • Pupils must follow the instructions of lunchtime supervisors/members of staff. • Unless there is inclement weather, pupils are required to go outside, at 1.20pm, to their designated year group area. They should remain in their form class bubbles (Forms 1-3) or year group (Forms 4-U6). • During periods of face-to-face learning pupils are not permitted to leave the School grounds unless by prior arrangement with the Vice Principal (pastoral).
<p>USE OF THE TOILETS</p> <ul style="list-style-type: none"> • Pupils should maintain high levels of hygiene washing their hands thoroughly after use. • Pupils must not congregate or loiter in toilet areas.
<p>SIXTH FORM STUDY PERIODS</p> <ul style="list-style-type: none"> • Where study periods are timetabled for the start or end of the day, pupils can work from home. Pupils must complete a study agreement and both they, and their parent(s), must sign this agreement. Appropriate attendance codes (on SIMS) will be used. Pupils should arrive and leave the School grounds once each day. Pupils should ensure that they follow their timetable whilst at home.
<p>RESPECTFUL BEHAVIOUR</p> <ul style="list-style-type: none"> • All behaviour should be respectful. • Pupils must respect the personal space of others. • Pupils must not spit whilst within the School grounds. • Pupils must not cough or sneeze in someone's direction on purpose. • Pupils should accept that others may be anxious about COVID-19 and should not do anything on purpose which will increase their anxiety. • Face coverings should be used, and stored, correctly.
<p>FEELING UNWELL</p> <ul style="list-style-type: none"> • If a pupil experiences symptoms of Coronavirus, or have someone in their household with symptoms, they must not attend School and follow current PHA guidance. • If a pupil is feeling unwell in School, they must let their class teacher know immediately and follow the procedures outlined in School. A parent/guardian will be required to collect the pupil urgently.
<p>BLENDED/REMOTE LEARNING</p> <ul style="list-style-type: none"> • Pupils must follow the School's guidelines with regards online learning. • Pupils must follow the guidelines set out with regards Virtual Learning Platforms. Parents must inform the School if they do not agree to their daughter participating in Virtual Learning. • Pupils must only use their C2K email address for School emails. • Pupils should check both their C2K email and online learning platform daily. • Pupils will engage with work being set and meet deadlines, as outlined by their teachers. • Pupils should ensure they have access to their C2K email and online learning platform for remote learning and request support if needed. • As when in School, pupils should be respectful and courteous whilst engaging with blended/remote learning.

In respect to the measures outlined in this document staff will follow an approach of encouragement of positive behaviour, however, if a pupil is rude or otherwise disrespectful towards a member of staff as a result of being encouraged to following these measures, or persists in not following them then sanctions can be issued in accordance with Misconduct 2c, and 2d.

Any pupil found in breach of the measures outlined in this addendum should expect an immediate sanction in accordance with Misconduct 2f.

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