

SAINTFIELD HIGH SCHOOL



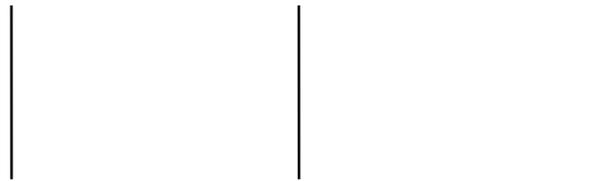
COMMUNITY CODE OF CONDUCT

Reviewed June 2017

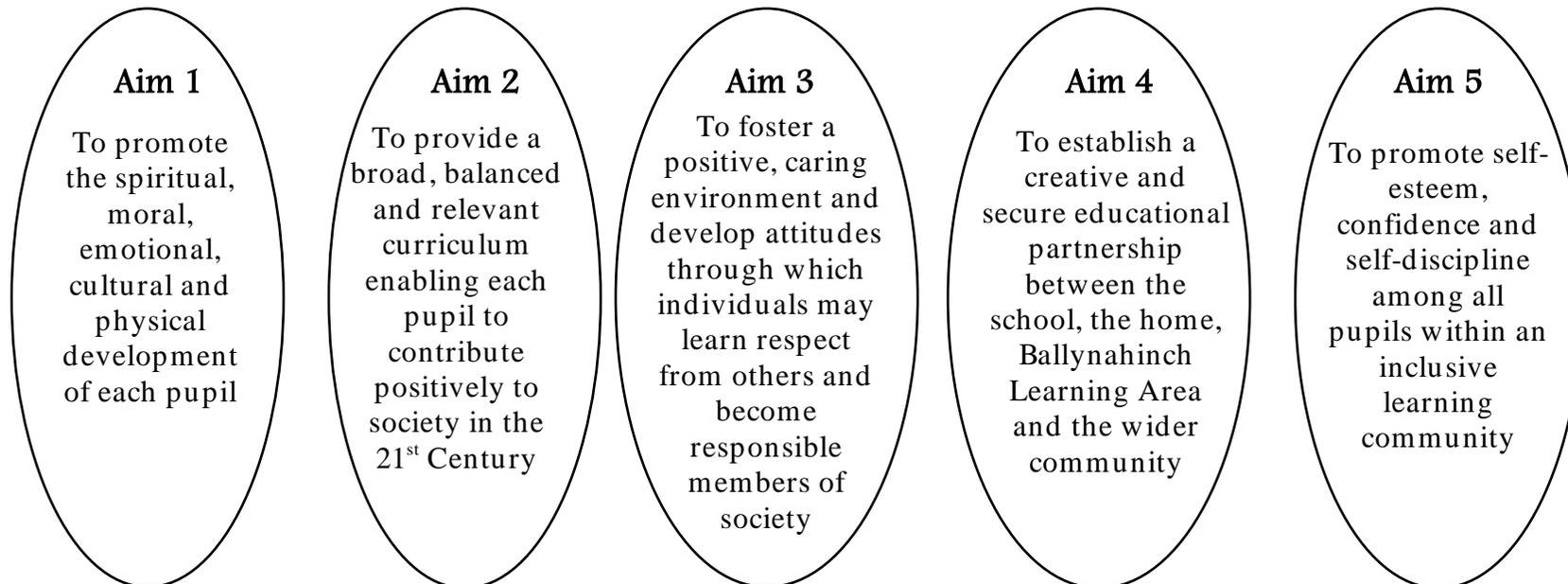
Mission Statement ~ “All that can be expected from the most perfect institutions is that they should make it possible for individual excellence to develop itself, not that they should produce the perfect individual.” Henri-Frederic Amiel

The Primary Aim of the School is:

To develop a safe, harmonious and well structured school community, in which staff and pupils work together with mutual respect in the pursuit of “individual excellence” for all pupils.



To achieve this primary aim, we have five subsidiary aims



THE OBJECTIVES WITHIN THESE AIMS ARE:

Aim 1

To promote the spiritual, moral, cultural and physical development of each pupil.

Objectives

- (a) To ensure that each pupil is introduced to broad Christian principles, through a non-denominational approach in the classroom and in morning assembly.

To provide the opportunity for further development through extra curricular activities such as Scripture Union.

To promote good relationships between the school and the community as a whole, through appropriate visits.

- (b) To develop cultural awareness with a local, National, European and International dimension.
- (c) To provide opportunities for physical development through the PE curriculum and extra curricular activities.

Aim 2

To provide a broad, balanced and relevant curriculum enabling each pupil to contribute positively to society in the 21st Century

Objectives

To encourage pupils to achieve the highest possible attainment by delivering to all the N Ireland curriculum and a broader school curriculum.

Aim 3

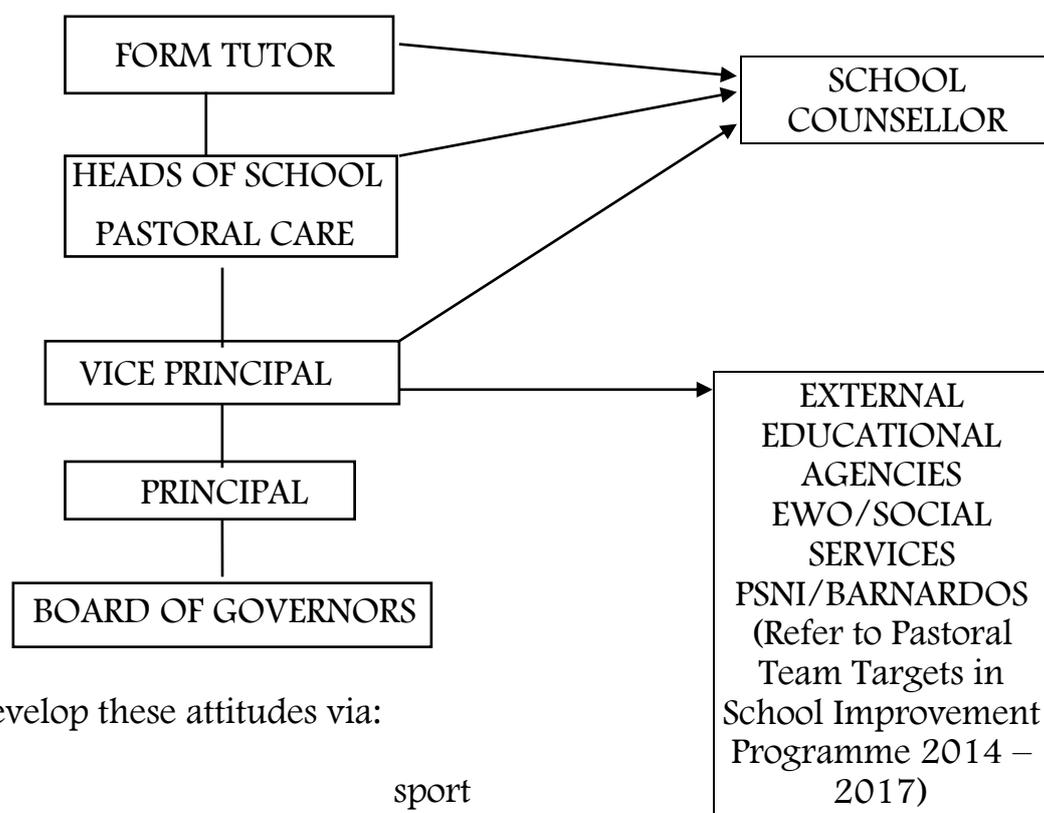
To foster a positive, caring environment and develop attitudes through which individuals may learn respect from others and become responsible members of society

Objectives

- (a) To exemplify and to foster such attitudes as:

tolerance, sympathy, empathy, consideration, commitment, curiosity, diligence, reliability, perseverance and self-confidence, sensitivity, honesty, creativity, initiative, adaptability and self-reliance in association with the PSE and Citizenship programme.

- (b) To stress these attitudes through a formal pastoral structure of:



(c) To further develop these attitudes via:

- | | |
|--------------------|--------|
| ethos | sport |
| assemblies | drama |
| school environment | music |
| good attendance | visits |
| charity support | |

Aim 4

To establish a creative and secure educational partnership between the school, the home, Ballynahinch Learning Area and the wider community

Objectives

- To foster liaison with parents via written and verbal communication consultations and via an active PTA.
- To foster liaison with the Board of Governors.
- To foster liaison with the Careers Service.
- To foster local community relations via extra curricular activities.

Aim 5

To promote self-esteem, confidence and self-discipline among all pupils.

Objectives

- To foster good relationships between pupil and teacher and pupil and pupil.
- To encourage pupils to respond well in class.
- To encourage pupils to take a pride in their work.
- To develop a respect for the contribution made by others.
- To promote regular attendance at school.

General Introduction and Aims

To promote the primary aim of Saintfield High School there must be a discipline structure. **Discipline concerns the whole School Community ~ our staff and our pupils.** The better the general framework of discipline within the school, the less likely will be the need to have recourse to extreme sanctions.

The statement of school policy on discipline is made within the context of two clearly defined aims.

- 1 To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- 2 To create the conditions for an orderly school community in which effective learning can take place and in which there is mutual respect between all members and a proper concern for the environment.

These aims are best achieved in the framework of a relaxed, pleasant atmosphere in which pupils are able to give of their best, both in the classroom and in extra-curricular activities, and are encouraged and stimulated to fulfil their potential.

School Code of Behaviour

ALL PUPILS ARE EXPECTED TO ABIDE BY THE FOLLOWING CODE OF CONDUCT AND SCHOOL RULES

Do

1. Be polite and mannerly to all staff and pupils
2. Wear full school uniform to the required standards
3. Be punctual to school (8.25am) and to all classes
4. Carry a black schoolbag – containing all that is needed in preparation for each class
5. Ensure your behaviour allows others around you to learn
6. Use appropriate language within the school premises
7. Respect the school environment, its accommodation, equipment and resources
8. Ensure that **all** personal property is clearly marked with your name. The school cannot accept responsibility for lost items.

The following rules will automatically attract discipline and sanctions

Do Not

- Leave grounds anytime between 8.25am and 2.40pm without permission from Head of School
- Damage school or other pupil's property ~ pupils may have to pay for any damage caused.
- Bring mobile phones into school ~ if essential, leave with school secretary
- Bring chewing gum into school
- Bully anyone in any way, engage in disruptive, threatening, abusive or offensive behaviour
- Bring in products containing nuts or kiwis.

Items which are banned

1. Offensive weapons such as knives, guns, dangerous sprays, etc
2. Lighters, matches, fireworks, pocket lasers, glue, Tippex
3. Mobile phones, hand-held game consoles, ipods, radios etc
4. Cigarettes, e.cigarettes, alcohol, illegal drugs
5. Nuts, kiwi fruit and chewing gum.

Failure to follow school rules may attract various forms of sanctions

Sanctions

- Verbal warnings – negative mark registered in monitor book
- Lunchtime detention
- Extra work ~ which can include restorative actions eg community work
- Daily report card
- After school detention ~ detentions take priority over all other activities
- Withdrawal from extra-curricular activities/events representing the school or attending school social events
- Class withdrawal
- Suspension
- Expulsion

In Summary – DO:

- WEAR full school uniform to the required standards.
- ARRIVE for all classes on time.
- QUEUE to get on the school bus.
- TREAT school property with care and respect.
- TREAT all pupils and staff with politeness.
- USE the one-way system in the corridors and stairs.
- CARRY a proper black schoolbag containing the books and equipment needed for each day.



UNIFORM

A CONVENTIONAL hairstyle is considered to be part of the school uniform. No extreme haircuts, dyeing or tinting of hair. (Boys – no less than a number 2).

Boys are required to be clean shaven.

MAKE-UP and nail polish, is not permitted

Nose/eyebrow rings are not permitted (for health and safety reasons).

Jewellery should not be worn except one *small* ring and one small *plain* gold or silver stud in each earlobe – rings/hoops are not permitted.

ONE watch allowed. Bracelets are not allowed.

Only badges associated with school are to be worn on the uniform.

Environment

- **Boredom, lack of understanding and lack of progress** are major reasons why some pupils misbehave. It follows that the provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils are important ingredients of a successful school discipline policy. Any enquiry into weaknesses of discipline should include a review of curriculum, syllabus and teaching methods.
- The provision of games, music and drama activities and the existence of opportunities to attend clubs or societies or to take part in some organised activity are positive steps towards good discipline.
- Behaviour when travelling to and from school, and when on school visits at home or abroad is as important as that inside school. When wearing school uniform, you are considered to be ambassadors of our school.



Staff

All teachers share responsibility for discipline throughout the school.

- The attitude of all staff is of great importance. An environment in which good staff pupil relationships can develop is important.
- Staff need to set the right example to pupils in matters of dress, punctuality and commitment.
- Staff should consider themselves responsible at all times for the behaviour of children within sight or sound of them, for discipline is indivisible and if bad behaviour is ignored then it is more difficult to achieve the respect of pupils and to establish good relationships in the classroom.
- Immediate checking by all staff of minor offences, requiring only a look or a quiet word, often prevents more major problems from developing.
- Many pupils will want to test the system to see what is acceptable or what they can get away with. A line has to be drawn somewhere but, wherever it is drawn, it is likely to be challenged. It follows that it is better drawn where the school wishes, rather than where the more reluctant pupils hope. Teachers command respect by their degree of professionalism rather than seeking to demand it by virtue of their position.

- The presence of staff in corridors ready to greet and line up pupils before lessons, is a more effective way of establishing good behaviour than the punishment of those caught misbehaving when left to their own devices beyond the classroom door.
- A regular and obvious check on those missing from lessons is a deterrent to potential truants.
- Pupils should not be given opportunities to misbehave beyond the classroom eg by being allowed out of class for invalid reasons. Normally one pupil at a time should be allowed to visit the toilet or run an errand. Pupils need to be encouraged to use break and lunch times for visits to the toilet.
- Each subject teacher is responsible for establishing and maintaining control within his/her classroom so as to promote a positive learning environment.
- In response to challenging behaviour, under no circumstances should a pupil be 'put out' of a classroom - this includes outside the classroom door, into a corridor, into a store, etc



Parents

External influences on children - their parents, the peer group, the community, the mass media and the environment - have to be taken into account and related to the standards and expectations of the school. In particular, close co-operation with parents is important and, although some may appear to abrogate their responsibilities, whilst others may demand an excessively hard discipline for their children, every possible effort should be made to encourage their support and understanding. Parents' consultation afternoons and evenings, and individual invitations to discuss their child can all help to break down the barriers between school and home. A meeting with parents of Year 8 pupils during their first term is considered as beneficial towards good discipline.

Where possible parents are consulted at the early stages of a disciplinary matter and will always be informed when a major breach of discipline has occurred.

Parents are requested to:

- Support the school's discipline policy, school rules and uniform requirements.
- Encourage study habits in a suitable working environment making sure that homework and coursework are given priority over leisure activities and are completed to the best of their child's ability.

- Ensure that the correct books and equipment are brought to school each day.



- Inform the school of any circumstance or illness which might affect the education of their child.

- Ensure punctuality and full attendance.
- Attend Parents' Meetings and any individual consultation with staff concerning their child's progress. Parents are requested to inform Form Tutors if they are unable to attend meetings and arrange alternative consultations.

- Ensure that pupils turn up, promptly, for all the external examinations for which they have been entered. Failure to do so, without due reason, will result in parents being requested to reimburse the school of all costs incurred.



Example of Rights/Responsibilities

Rights	Responsibilities
<p>Pupils</p> <ul style="list-style-type: none"> • To be treated fairly and with respect and dignity. • To be in a safe environment. • To hear and be heard – to express his opinion. • To learn – in an enjoyable environment. • To be developed to full potential. 	<p>Pupils</p> <ul style="list-style-type: none"> • To know and obey school rules. • To be equipped and ready to learn and obey classroom rules. • To treat staff and peers with respect. • To work to their full potential. • To take responsibility for their behaviour and actions and not prevent the learning of others.
<p>Staff</p> <ul style="list-style-type: none"> • To job satisfaction/to enjoy their work. • To be heard. • To be treated with respect and dignity by pupils, staff and parents. • To have a safe, clean, healthy environment in which to work. • To support from management/board. 	<p>Staff</p> <ul style="list-style-type: none"> • To prepare well and teach thoroughly. • To create a stimulating, happy learning environment. • To mark work. • To develop children’s confidence and self worth. • To identify problems of pupils – learning needs etc/ provide solutions. • To evaluate and monitor the learning and teaching.
<p>Parents</p> <ul style="list-style-type: none"> • To be kept informed by the school and work in partnership with the school. • To be informed of their child’s academic progress. • To have their concerns dealt with fairly. • To be invited to parents meetings. 	<p>Parents</p> <ul style="list-style-type: none"> • To ensure children are punctual, attend well and do homeworks. • To co-operate with school rules/attend meetings. • To equip their child properly. • To promote good manners and moral behaviour. • To monitor their child’s Internet access outside School.

Pastoral

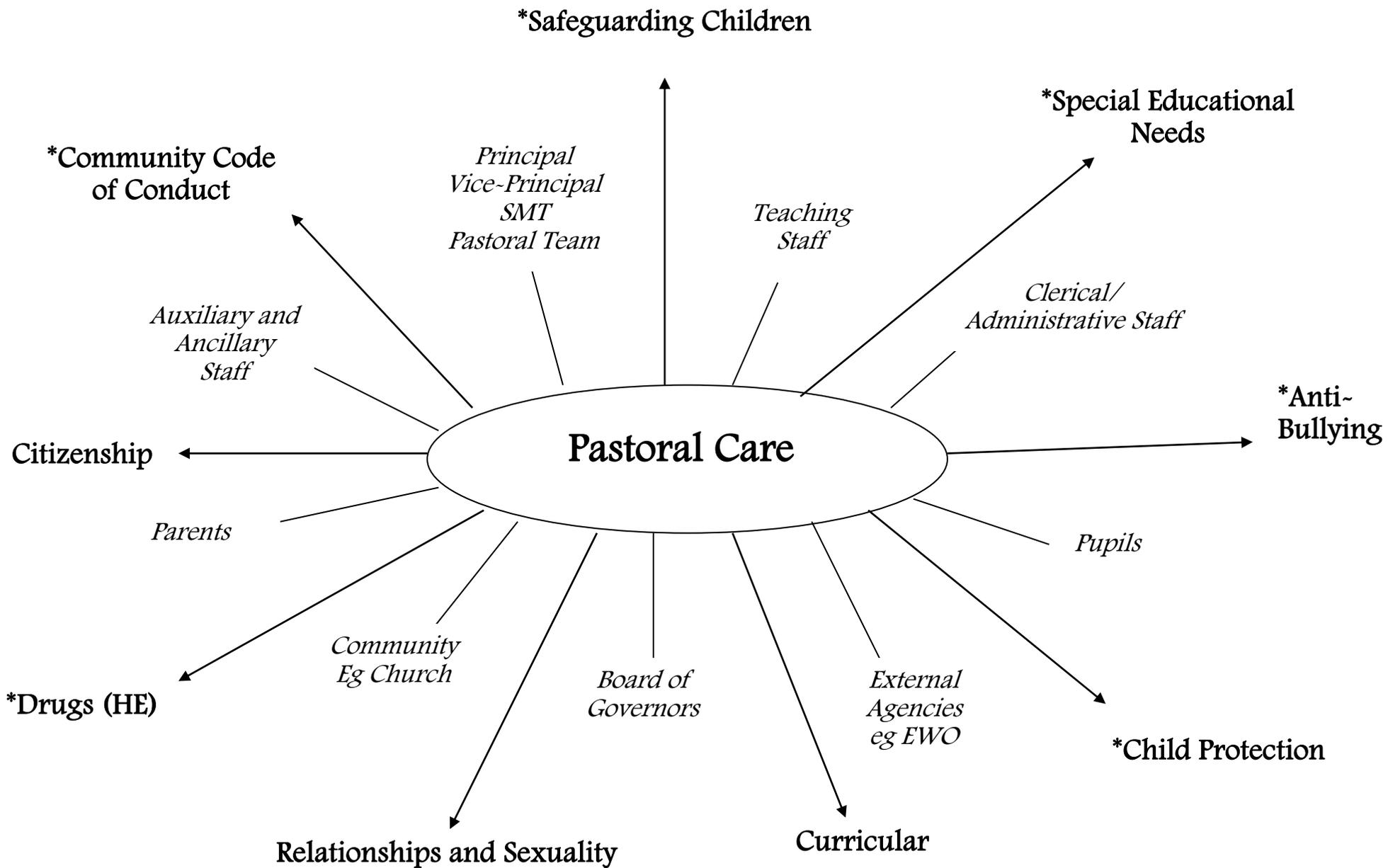
A pastoral dimension forms a crucial part of the disciplinary framework of the school.

Referral to the Form Tutor or School counsellor is part of the disciplinary process in the school.

Form Tutors play a key role in managing behavioural problems within their form group. The Form Tutor may impose his/her own sanctions if a problem is minor, or report to the Head of School should the incident appear more serious. Good communications between Form Tutors and Head of Junior and Senior School will help to prevent major problems from developing.

Poor behaviour often stems from personal problems or difficulties. To punish the bad behaviour and ignore the reasons for it will only have a short-term effect and will not provide a lasting solution. It is important to look for the reasons and therefore a good pastoral system will help to maintain good discipline. Each pupil needs to form a stable relationship with at least one teacher to feel confident that the person is genuinely knowledgeable of and interested in his/her progress and future. That teacher also needs to know that all his/her colleagues will keep him/her informed of any changes in pattern of work, behaviour and progress, so that any indication of external problems can be identified quickly. Equally, the full staff should be kept informed by the counsellor about any problems which may affect a pupil's work or behaviour. The aim of pastoral support should be to prevent poor behaviour, rather than merely react to it with punishments. Close relationships with external support services, such as the educational welfare, psychological, social and community services and the police, assist in this background.

All teachers have been made aware that they have the constant support of senior staff in the school and access through Vice Principal, SENCO, etc to the EA's professional support services, where needed.



*Links with existing School policies

Sanction - General

Sanctions are an integral aspect of Saintfield High School's Community Code of Conduct. Our sanctions help to uphold the school's rules and procedures. They provide pupils with the security of clearly defined boundaries and, in so doing, they encourage appropriate and acceptable behaviour.

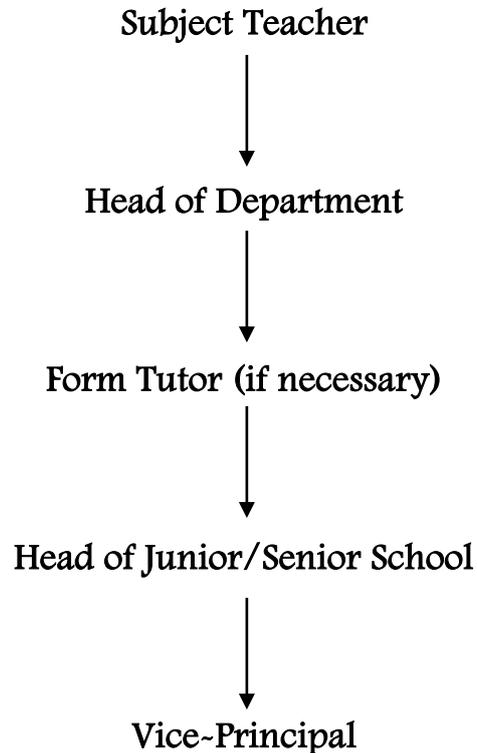
In any disciplinary system the emphasis should be on the positive approach of encouragement and praise, rather than always on the more negative one of criticism and punishment. In any case, criticism should always be constructive in its approach and include advice on how to improve.

Sanctions should:

- 1 Be fully understood by all staff, parents/carers and pupils.
- 2 Be applied by all staff in a fair and consistent manner.
- 3 Be applied as soon as possible after the breach of conduct, not impulsively but in a calm and measured manner.
- 4 Be proportional to the offence.
- 5 Defuse rather than escalate, the situation.
- 6 Focus on the **misdemeanour** rather than the pupil.
- 7 Allow the pupil to save face, and encourage him/her towards a more positive attitude in future (the 'sandwich' approach).
- 8 Take into account, if necessary, the age and degree of maturity

Referral System

A referral system exists within the discipline structure as outlined below.



Pupils who commit serious offences may be referred to the Principal immediately.

- Action is expected before an upward referral is made.
- A progression of sanctions should take place when imposing discipline.
- Always make sure there is a matching level of misbehaviour with appropriate sanction/strategy.
- Heads of Department and subject teachers should draw up agreed:
 - (a) Classroom Code of Conduct
 - (b) Range of rewards for good behaviour
 - (c) Range of sanctions

Rewards

Praise can be given in many ways and might include the following:

- A quiet word or sign of approval.
- Positive annotation of work.
- A visit to a Head of Department or a more senior member of staff for commendation.
- A public word of praise in front of a group, class or the school as a whole.
- Positive comment in class monitoring book ~ for all year groups.
- Public acknowledgement by presentation at an assembly or by awarding a post of responsibility.
- Marks, grades and assessment - for behaviour as well as work.
- Positive point system for Senior and Junior Schools.
- Prizes which reflect attitudes and behaviour.
- Use of school reports to comment favourably not only on good work and academic achievement, but on behaviour, involvement and general attitudes.
- Use of classroom pastoral notice board to publicise good attendance results etc
- A letter to parents informing them specifically of some action or achievement deserving praise. (Too often we write only when something has gone wrong).



Sanctions

- Immediate checking of misbehaviour ~ including verbal and non-verbal, individual and public indications of disapproval.
- A minor penalty such as the allocation of a chore about the classroom or around the school appropriate to the offence involved.
- Repeated or extra work where work is poorly presented or clearly below the child's potential. This should always be used with discretion and care. The work required should be of a suitable nature and not such as will make the situation worse.
- Loss of privileges, such as membership of clubs, the rights to go on visits, attendance at school events, membership of school teams. However, consideration has to be given to the impact on others leading or taking part in those activities.
- Referral to Form Tutor/Head of Junior/Senior School.
- Detentions of varying length and severity, inclusive of after school detentions – see pages 19 and 20.
- A teacher may detain in his/her room any pupil at lunchtime or after 2.40pm each day. If at lunchtime the pupil must have enough time for lunch. The pupils in detention must be supervised at **all** times.
- In all cases where detention is contemplated, consideration will be given to any extra risks to the child when returning home, and to any special factors which would make this particular form of punishment unwise or inappropriate.
- Parents must receive 24 hours warning of any impending detention of their son or daughter.
- Withdrawal from a particular class or from all lessons for a short or longer period. This may involve supervision by a member of the pastoral staff or involve a change of class. This may also involve supervision of a pupil by a parent during the school day.
- School community service over an extended period of time at lunchtimes or after school.



- Parental consultation. **This should come at an early stage** and has the triple advantage of being a sanction - since many pupils dislike having their parents involved; throwing more light on the problems behind the misbehaviour; and hopefully of providing joint, consistent action between school and home, thus preventing the pupil from playing one against the other.



- Placing on daily report requiring a comment from all staff teaching the pupil, and from Form Tutor. Parents sign this report each day.
- Drawing up of a formal contract between pupil, home and school.
- Transfer to an EA organised unit for disruptive pupils or something similar.
- **Short-term suspension** or exclusion for a defined period pending a satisfactory outcome. Short-term suspension is **automatically** enforced when:
 - (a) fighting or physical attacks are involved;
 - (b) pupils use abusive language to staff or use Internet sites to abuse staff;
 - (c) a pupil has brought the good name of the school into disrepute;
 - (d) to allow a pupil to remain at school would pose a serious threat to the health and safety of the pupils or staff in the school;
 - (e) persistent disruptive behaviour is affecting the learning of other pupils in the class.
- **Long-term suspension** pending action by Governors or Board.
- **Suspension of a pupil** from Saintfield High School remains the highest sanction which the school can impose and this will be imposed by the Principal (or in the absence of the Principal, the Vice-Principal) in a situation where all possible/reasonable preventative strategies and alternative sanctions have been tried. This sanction can be implemented for inappropriate behaviour within school as well as outside of school hours while the pupil is in school uniform or representing the school.
 - Normally there will have been some previous warning to those with parental responsibility that their child may be liable to suspension. An essential element in our disciplinary procedures is contact and discussion with parents. ***In exceptional cases*** it may be necessary to suspend a child without employing alternative sanctions or without

prior warning having been given to those with parental responsibility. When a child is suspended the school will ensure that the child is delivered into the care of those with parental responsibility. If those with parental responsibility are not available to collect the child, he/she will be placed under supervision for the remainder of the school day.

- A child may be suspended for an initial period of up to 5 consecutive school days. Relevant information pertaining to the suspension will be collated and retained.
 - Those with parental responsibility and the SEELB will be given written notification of the reasons for the suspension and for any period of extension of the suspension.
 - Any extension will not exceed 5 consecutive school days, but may be followed by further periods of extension which again will not exceed 5 school days. Suspensions are not allowed to exceed 45 school days in any one school year.
- **Expulsion** is the ultimate conclusion to a pattern of unacceptable/dangerous behaviour.

The expulsion of a pupil will take place after:

- (a) the pupil has served a period of suspension;
- (b) a consultative meeting has taken place with Principal, relevant staff members, other relevant personnel and those with parental responsibility to look at all the relevant data, and try to find a way forward;
- (c) a Formal Consultative Meeting – a pre-expulsion meeting – has taken place between the Principal, those with parental responsibility, the Chief Executive of the EA (SE Region) or his/her nominee and the Chairman of the Board of Governors. This consultation will include discussion of future educational provision for the pupil concerned. The meeting will be chaired by an EA (SE Region) Officer, and those with parental responsibility will receive written confirmation of the purpose, time and date of the meeting;
- (d) the written request for expulsion then goes to the EA. The Principal will immediately inform those with parental responsibility in writing of the decision, giving details of the right of appeal to the Expulsion Appeals Tribunal.

Procedures for Handling Illegal Substances Misuse

Smoking

As from 1 April 2007 ~ it is against the law to smoke or use any form of electronic cigarette on the premises of Saintfield High School.

Pupils breaking this rule, or caught smoking off school premises at any time will be dealt with under the school's discipline procedures. This may involve suspension.



Alcohol and Drugs

The school premises are an alcohol/drugs free zone. The school does not allow any alcohol/drugs to be brought onto or consumed in school premises. This applies to visitors, staff and pupils.

Adults breaking this rule will be referred to the Principal directly.



Pupils will be dealt with under the School's range of discipline sanctions and in line with the drugs Policy where incidents will be handled by Mrs Derby, the designated teacher for drugs. Parents and the PSNI will be informed and the full range of sanctions available to the School will be employed. This will involve immediate suspension and may result in expulsion.

The bringing of illegal substances into school or being involved with such substances will result in the ultimate procedures, leading to expulsion.

Detentions

One major sanction which exists is the detention of pupils during lunchtime or after school. Detention is used when other attempts to change unacceptable behaviour have failed. Parents must be informed and the possibility of extra risk to pupils should be considered when detention after school is involved. Parental consultation and involvement is important at an early stage to encourage their support and understanding.

Code of Practice for Staff

- 1 Detentions should be appropriate to the misconduct.

Offer the chance for the pupil to rectify the situation; an apology; homework to be brought in the following day etc.

Detentions After School

DO:

- 2 Give 24 hours' notice.
- 3 Ensure fairness and consistency.
- 4 Insert the duration of the detention on to the slip.
- 5 Give justified detentions to individuals but **never** to whole class, or block detentions.
- 6 Keep the detained pupil for the full detention period as this has been agreed to by parents ~ Health and Safety purposes.
- 7 Set appropriate work (**not lines**) pertaining to the sanction.
- 8 Not insist on apologies, verbal/written, until pupil acknowledges their wrong doing. This may involve discussion.
- 9 Not detain if detention letter is not signed, clarify with parent/carer by phone but with support of accompanying letter.

- 10 Use lunchtime detentions where:
 - (i) after school detentions are not viable – consult with Head of Junior/Senior School
 - (ii) lunch/toilet time has been allowed.
- 11 Be aware of Teacher Code of Practice – avoid one to one, closed door, isolated in classrooms/mobiles.
- 12 Keep a detention record and pass to Form Tutor for his/her pastoral care records.

Do reconsider detentions with a particular pupil if they do not bring about the desired change in behaviour and/or attitude. Discuss alternative provisions with parent/Form Tutor/Head of Department/Head of Junior or Senior School.

Lunchtime Detentions

- 1 Pupils must be given sufficient time to have their lunch.
- 2 Arrangements are to be clearly made with the detainees as to the time and room where the detention is to be held.
- 3 The teacher **must be there to receive** these pupils and supervise them until they are dismissed.
- 4 Pupils must **not** report to the Staff Room as the numbers are unmanageable and unacceptable.

The Office corridor is and always has been out of bounds to pupils except those visiting the Office for specific reasons or using the pay phone.

Pupils should be discouraged from unnecessarily interrupting teachers' well earned lunch breaks.



Criteria for Success of Discipline Policy

- Policy understood, accepted and followed by all parties – staff, pupil and parent.

Questionnaire issued when policy is reviewed.

- Attendance figures for pupils and staff.
- Truancy figures.
- Number of incidents recorded in the class monitor book.
- Number of reported and substantiated bullying incidents.
- Number of pupils placed on Daily Report Card.
- Suspension trends.
- Referrals to Behaviour Support Units.
- Reviewing policy every two years.

Positive Discipline

One of the aims of our school is to promote self-discipline among our pupils and so our emphasis on positive behaviour where we promote good behaviour rather than bad behaviour.

- All of our disciplinary procedures should be used to promote **positive behaviour which aims to teach pupils to choose responsible behaviour and in so doing raise their self-esteem and increase their academic success.**

- **Positive discipline** encourages pupils to think about the consequences of their actions and establishes a positive school climate – an atmosphere conducive to learning and promoting good behaviour.



- **Positive discipline includes:**

(a) Improving behaviour in the classroom by implementing a classroom behaviour plan and teaching the plan to each class. Teachers may wish to jointly develop a discipline code with pupils. The goal of a classroom behaviour plan is to have a fair and consistent way to establish a safe, orderly, positive classroom environment in which the teacher can teach and pupils can learn. It involves an agreed set of classroom rules.

(b) Giving corrective feedback. This should be appropriate and non-threatening. Any warnings should be accompanied by a consequence/sanction. Remind pupils that they are choosing unacceptable behaviour. Communicate verbal warnings calmly when behaviour is unacceptable.

(c) Using positive recognition to motivate pupils to behave. Techniques include positive repetition, consistent praise, scanning pupils who are working independently and recognising their good behaviour, circulating the classroom and quietly letting pupils know that you recognise their appropriate behaviour.

- The Points system is one method used in school to reward good behaviour.

Positive Points in Junior School

Positive points are awarded for the following:

- Full attendance for a month.
- Pupils who receive the best marks in a test (top 3 usually).
- Full marks in homeworks.
- Well presented classwork.
- Outstanding contribution in class.
- Good organisational skills in practical subjects.
- Consistently high standard of uniform.
- Being properly prepared for classes eg. Required books, pen, pencil, ruler, calculator, etc.
- Assisting in assemblies
- Regular attendance at extra curricular clubs per half term.

Positive Points in Senior School

Positive points are awarded for the following:

- Full attendance for a month.
- 100% punctuality in the mornings AND after lunch.
- Assisting in assemblies.
- Being made a class monitor.
- Achieving one of the top three places in a class test.
- Regular attendance at extra curricular club per half term.
- All coursework handed in by deadlines.
- Consistently high standard of uniform.
- Well organised with correct equipment and books for each class.
- Well organised and prepared for Work Experience.

Policies which are available on request accompanied by a stamped addressed envelope from the School Office:

- Anti-Bullying*
- Assessment for Learning
- Managing Pupil Attendance*
- Careers Education, Information, Advice & Guidance
- Child Protection*
- Crisis Management and Bereavement*
- Community Code of Conduct*
- Curriculum
- Drugs Prevention*
- Health & Safety*
- ICT - Acceptable Use*
- Literacy*
- Medical
- Pastoral Care
- Relationships & Sexuality Education*
- Safeguarding Children*
- Special Education*
- Teaching & Learning

*Available on the school website: www.saintfieldhighschool.com