

SAINTFIELD HIGH SCHOOL



COMMUNITY CODE OF CONDUCT

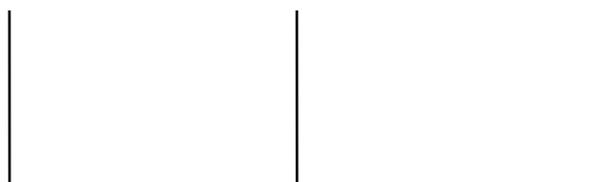
Reviewed June 2022

Mission Statement ~ Saintfield High School, together with the community we serve, celebrates personalised learning in a safe, caring and stimulating environment.

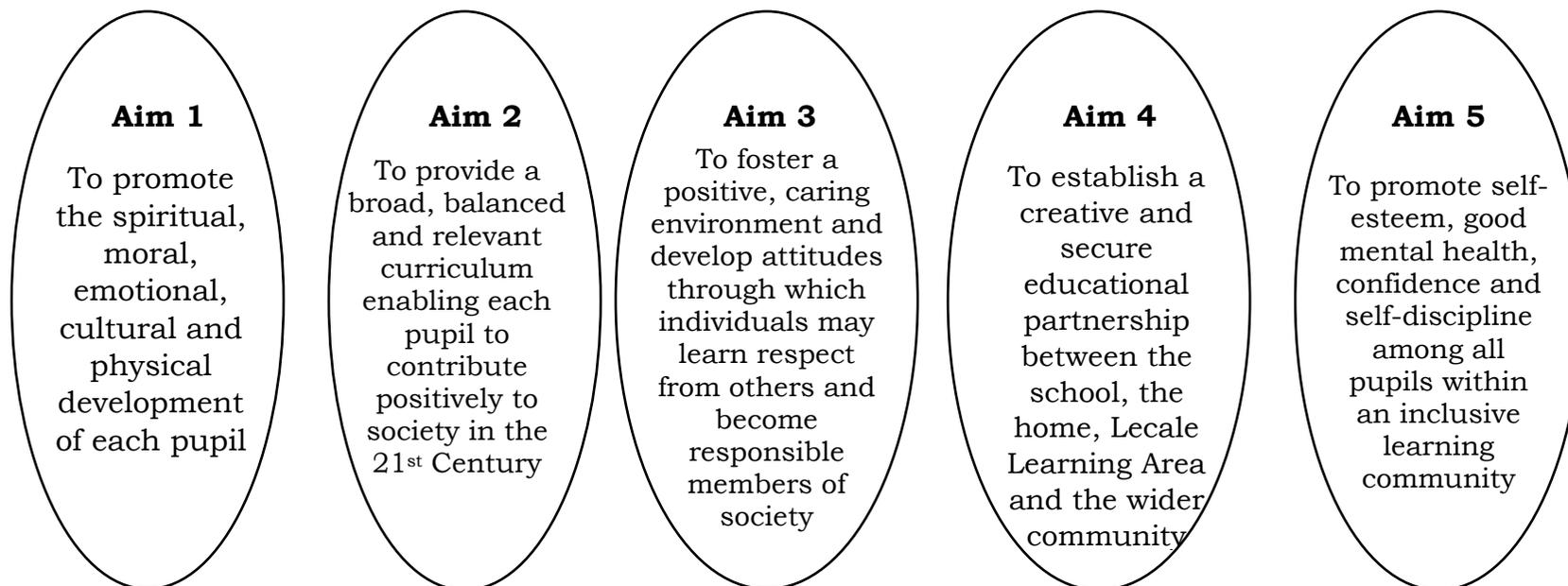
Pledge ~ Success for *all* pupils ~ learning and achieving together.

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 “success for all” pupils.



To achieve this primary aim, we have five subsidiary aims



THE OBJECTIVES WITHIN THESE AIMS ARE:

Aim	Objective					
<p>Aim 1 To promote the spiritual, moral, cultural and physical development of each pupil.</p>	<p>(a) To ensure that each pupil is introduced to broad Christian principles, through a non-denominational approach in the classroom and in morning assembly.</p> <p>To provide the opportunity for further development through extra curricular activities such as Scripture Union.</p> <p>To promote good relationships between the school and the community as a whole, through appropriate visits.</p> <p>(b) To develop cultural awareness with a local, National, European and International dimension.</p> <p>(c) To provide opportunities for physical development through the PE curriculum and extra curricular activities.</p>					
<p>Aim 2 To provide a broad, balanced and relevant curriculum enabling each pupil to contribute positively to society in the 21st Century.</p>	<p>To encourage pupils to achieve the highest possible attainment by delivering to all the Northern Ireland curriculum and a broader school curriculum.</p>					
<p>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.</p>	<p>(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 Personal Development Programme.</p> <p>(b) To stress these attitudes through a formal pastoral structure of:</p> <table data-bbox="786 1883 1474 2051"> <tr> <td>Form Tutor</td> <td rowspan="4">} Referrals to the School Counsellor</td> </tr> <tr> <td>Heads of School</td> </tr> <tr> <td>Vice Principal/</td> </tr> <tr> <td>Head of Pupil Well-being</td> </tr> </table>	Form Tutor	} Referrals to the School Counsellor	Heads of School	Vice Principal/	Head of Pupil Well-being
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Head of Pupil Well-being						

	<p>Principal Board of Governors</p> <p>(c) To further develop these attitudes via:</p> <table border="0"> <tr> <td>School ethos</td> <td>Sport</td> </tr> <tr> <td>School assemblies</td> <td>Drama</td> </tr> <tr> <td>School environment</td> <td>Music</td> </tr> <tr> <td>Good attendance</td> <td>School Visits</td> </tr> <tr> <td colspan="2">Charity support/Supporting community programmes</td> </tr> </table>	School ethos	Sport	School assemblies	Drama	School environment	Music	Good attendance	School Visits	Charity support/Supporting community programmes	
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<p>Aim 4 To establish a creative and secure educational partnership between the school, the home, Lecale Learning Area and the wider community.</p>	<p>(a) To foster liaison with parents via written and verbal communication, consultations and via an active PTA and Parent Panel.</p> <p>(b) To liaise closely with the Board of Governors.</p> <p>(c) To foster liaison with the Careers Service.</p> <p>(d) To foster local community relations via extracurricular activities and through the work of the School in the Community co-ordinator.</p>										
<p>Aim 5 To promote self-esteem, good mental health, confidence and self-discipline among all pupils.</p>	<p>(a) To foster good relationships between pupil and teacher and pupil and pupil.</p> <p>(b) To encourage pupils to respond well in class.</p> <p>(c) To encourage pupils to take a pride in their work.</p> <p>(d) To develop a respect for the contribution made by others.</p> <p>(e) To promote regular attendance at school.</p>										

General Introduction and Aims

To promote the primary and subsidiary aims of Saintfield High School there must be a discipline structure. Discipline concerns the whole School Community ~ our staff, our pupils and parents/carers.

One of the aims of our school is to promote self-discipline among our pupils and so our emphasis will always be to encourage and praise positive behaviour.

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 healthy concern for the environment.
- All of our disciplinary procedures point towards promoting 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.

The aspirations above are best achieved in the framework of a mutually respectful atmosphere in which pupils are able to give of their best, both in the classroom and in extracurricular activities, and are encouraged and stimulated to fulfil their potential.

All pupils are expected to abide by the following general 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 ~ arrive at the allocated time.
4. Ensure your behaviour allows others around you to learn.
5. Use appropriate language within the school premises.
6. Respect the school environment, its accommodation, equipment and resources.
7. Ensure that **all** personal property is clearly marked with your name. The school cannot accept responsibility for lost items.

Items which are banned

- Offensive weapons such as knives, guns, dangerous sprays, etc.
- Lighters, matches, fireworks, pocket lasers, glue, Tippex.
- Mobile phones, hand-held game consoles, ipods, radios, other technological devices.
- Cigarettes, e. cigarettes, alcohol, illegal drugs (procedures for handling illegal substances can be found in the School Drugs Policy).
- Nuts, shellfish, eggs, strawberries, raspberries, kiwi fruit and chewing gum.

A breach of the following rules will automatically attract an appropriate sanction.

Do Not

- Leave school grounds anytime between 8.15am and 2.40pm without permission from Heads of School/Leadership Team.
- Damage school or other pupil's property ~ pupils may have to pay for any damage intentionally caused.
- Bring mobile phones into school ~ if essential, leave with school secretary (medical exceptions).
- Bring chewing gum into school.
- Bully anyone in any way, engage in disruptive, threatening, abusive or offensive behaviour.
- Bring in products containing nuts, shellfish, eggs, strawberries, raspberries or kiwis.

Uniform

At Saintfield High School we want all pupils to wear their uniform with pride, both inside the school and whilst wearing their uniform in the local community. All pupils should adhere to the following uniform policy:

1. 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.
2. MAKE-UP and nail polish, is not permitted.
3. 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.
4. One watch allowed. Bracelets are not allowed.
5. Only badges associated with school are to be worn on the uniform.

Rewards ~ all members of staff are encouraged to reward and acknowledge pupil efforts.



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 member of the Senior Leadership Team.
- A public word of praise in front of a group, class or the school as a whole.
- Public acknowledgement.
- Marks, grades and assessment - for behaviour as well as work.
- Positive point system for Senior and Junior Schools on SIMs Student Behaviour Management.

Positive Points in Junior School 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 e.g. required books, pen, pencil, ruler, calculator, etc.
- Assisting in assemblies.
- Regular attendance at extracurricular clubs per half term.

Positive Points in Senior School 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 extracurricular club per half term.
 - All controlled assessment/homework 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.
- 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.

Sanctions

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

Within Saintfield High School the emphasis will always be on encouraging positive behaviour. In any case, criticism will always be constructive in its approach and include advice on how to improve.

The sanctions within our school community 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.

Sanctions include:

- **Verbal warnings**
- **SIMs Student Behaviour Management** ~ Misdemeanours can be recorded and help create an overview of pupil behaviour.
- **Extra work** ~ Which can include restorative actions e.g. community work. School community service over an extended period of time at lunchtimes or after school.
- **Daily report card** ~ Daily report requires a comment from all staff teaching the pupil, and from Head of School. Parents/carers sign this report each day.
- **Detention (lunchtime/afterschool)** ~ Detentions take priority over all other activities. Detentions can vary in length and severity. 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/carers must receive 24 hours warning of any impending detention of their son or daughter.

- **Class withdrawal** ~ 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/carer during the school day.
- **Suspension** ~ 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.

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.

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/carers. ***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 EA 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.

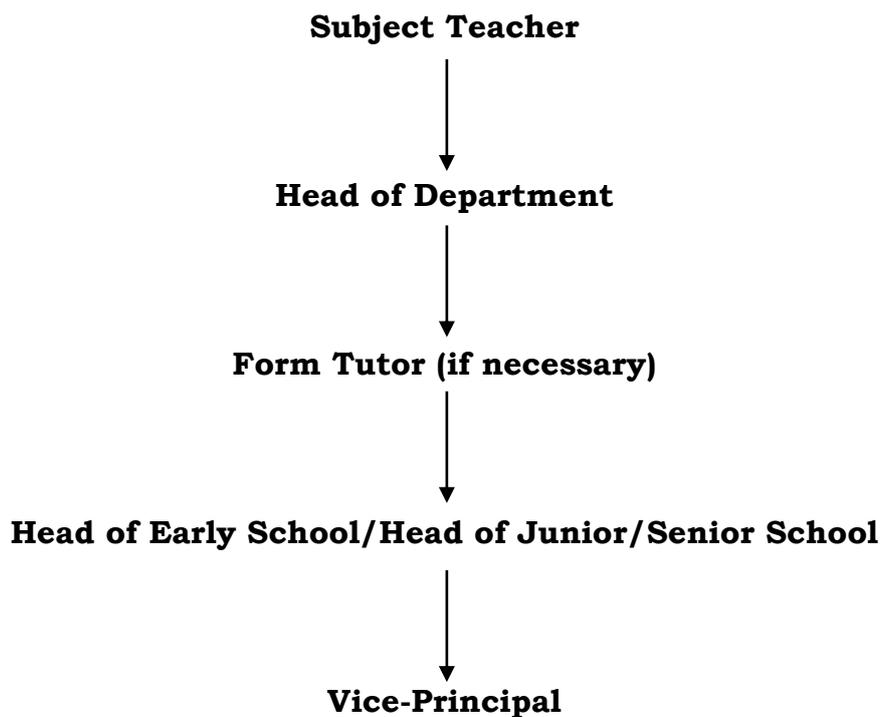
- **Expulsion** ~ Expulsion is the ultimate conclusion to a pattern of unacceptable/dangerous behaviour.

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 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 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.

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.

Points to note:

- 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.



Staff

Within Saintfield High School all staff work tirelessly to promote and foster positive behaviour. Staff implement a wide range of strategies to encourage excellent behaviour including:

- Staff set an example to pupils in matters of dress, punctuality and commitment.
- Staff consider themselves responsible at all times for the behaviour of children within sight or sound of them. Positive 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.
- 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. A line has to be drawn somewhere but, wherever it is drawn, it is likely to be challenged. 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 e.g. 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/Carers

Parents/Carers are also key to promoting positive behaviour within the school community.

External influences on children have to be taken into account and related to the standards and expectations of the school. In particular, close co-operation with parents/carers 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 and meetings can all help to break down the barriers between school and home. Where possible parents/carers are consulted at the early stages of a disciplinary matter and will always be informed when a major breach of discipline has occurred.

Parents/Carers are requested to:

- Support the school's Community Code of Conduct, school rules and uniform requirements.
- Encourage study habits in a suitable working environment making sure that homework and coursework are completed on time.
- Ensure pupils are fully prepared for the school day and arrive promptly.
- Inform the school of any circumstance or illness which might affect the education of their child.
- Attend Parents' Meetings and any individual consultation.



Mutual Respect

In an effort to promote behaviour it is vitally important all stakeholders within the school community are afforded rights and responsibilities. Saintfield High School always encourage mutual respect, understanding and tolerance of one another.

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 their opinion. • To learn – in an enjoyable and safe environment. • To be helped to achieve ‘personal success’. 	<p>Pupils</p> <ul style="list-style-type: none"> • To know and obey school rules/code of conduct. • 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"> • Job satisfaction/to enjoy their work. • To be heard. • To be treated with respect and dignity by pupils, staff and parents/carers. • To have a safe, clean, healthy environment in which to work. • To receive support from Leadership Team/Board of Governors. 	<p>Staff</p> <ul style="list-style-type: none"> • To prepare well and teach thoroughly. • To create a safe stimulating and happy learning environment. • To mark/assess work. • To develop children’s confidence and self worth. • To identify pupils who are struggling and provide solutions. • To evaluate and monitor the learning and teaching.
<p>Parents/Carers</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/Carers</p> <ul style="list-style-type: none"> • To ensure children are punctual, attend well and complete school tasks. • To co-operate with school code of conduct/attend meetings. • To equip their child/ren properly. • To promote good manners and moral behaviour.

Pupil Well-being

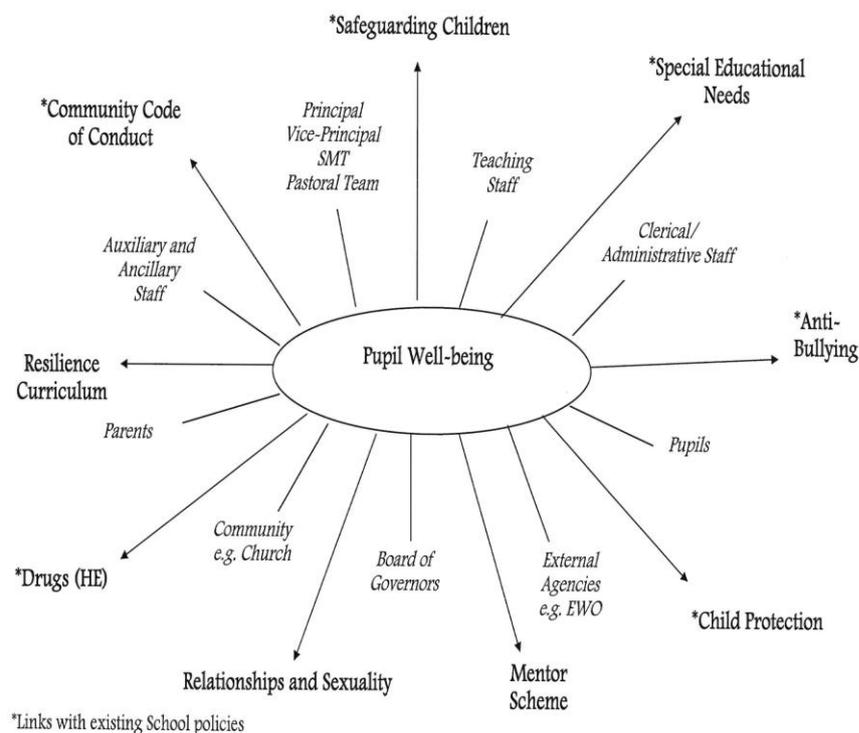
A pastoral dimension forms a crucial part of the disciplinary framework within the school. Poor behaviour often stems from personal problems or difficulties. To punish the bad behaviour and ignore the reasons for it will only have a short-term effect and will not provide a lasting solution. It is important to look for the reasons behind the behaviour, therefore a good pastoral system will help to maintain good discipline.

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 Heads of Early, Junior and Senior School will help to prevent major problems from developing.

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. The aim of pastoral support should be to be proactive to prevent poor behaviour, rather than merely be reacting to it with punishments. Close relationships with external support services, such as the educational welfare, psychology, social and community services and the PSNI, assist in this background.

Referral to the Form Tutor/Head of School or School Counsellor is part of the disciplinary process in the school.

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.



Every Child Should Thrive Not Just Survive

At Saintfield High School a whole-school approach will be undertaken to promote positive emotional health and wellbeing and will involve all members of the school community actively working together in partnership to achieve this outcome through delivery of the curriculum by:

- creating an environment where pupils and staff feel safe and happy;
- providing opportunities for pupils to build self-esteem, develop confidence and cope with change;
- supporting the development of emotional literacy and resilience, through pupil wellbeing periods, to help pupils understand and find ways to promote their own health and wellbeing;
- lesson planning;
- class/form class talks/discussions;
- promoting small group work, 1:1, peer-mentoring, team building;
- providing wellbeing through external therapeutic support;
- raising awareness of how and where support can be accessed;
- developing supportive networks and promoting self-care;
- pupils following a programme for physical wellbeing;
- utilise pupil wellbeing periods, with resilience/wellbeing programmes;
- workshops/visits from Heads of School/Head of Pupil Well-being;
- collaboration with parents/carers to develop pupils emotional wellbeing.

Criteria for Success of Discipline Policy

- Policy understood, accepted and followed by all parties – staff, pupil and parent/carer.
- Questionnaire issued when policy is reviewed.
- Attendance figures for pupils and staff.
- Truancy figures.
- Number of incidents recorded in SIMs Behaviour Management Lesson Monitor.
- Number of reported and substantiated bullying incidents.
- Number of pupils placed on Daily Report Card.
- Feedback from parents/carers and pupils on pastoral/discipline structures within the school.
- Suspension trends.
- Referrals to Behaviour Support Units.
- Reviewing policy every two years.

The Community Code of Conduct is implemented with the genuine and heartfelt desire to keep both pupils and staff safe, happy and content in school. Saintfield High School seeks to ensure that every child will ‘thrive not just survive’. The Community Code of Conduct is essential to achieving this objective. Staff will continue to work tirelessly with all stakeholders within the school community to uphold a positive discipline structure within the school.