

# OMAGH HIGH SCHOOL



## POSITIVE BEHAVIOUR-DISCIPLINE POLICY

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## MISSION STATEMENT

Omagh High School is committed to the development of all its pupils, whatever their abilities. We aim to encourage in our pupils:

- A curious mind
- A love of learning
- An industrious attitude to their work and study
- A respect for others
- A respect for self
- High personal moral standards based on a Christian understanding of the world
- The acquisitions of skills necessary for future progress and success.

Central to this is the employment and development of a committed, flexible, motivated staff whose love for children and of their profession manifests itself in their classroom practice and pastoral care.

### 1. AIMS and OBJECTIVES

#### AIMS

- a. The Behaviour Policy is primarily intended to interpret the Mission Statement in relation to this crucially important aspect of school life. The ethos and values of the school *are* clearly reflected in this policy.
- b. To clearly state the rules of conduct as agreed by the School Community and approved by the Board of Governors.
- c. To lay out how the school rewards positive behaviour and how the school sanctions behaviour which is in contravention of the school rules and is therefore unacceptable.

#### OBJECTIVES

- d. To ensure that Omagh High School is a safe environment for all members of the school community.
- e. To ensure that the behaviour of all members of the school community is respectful to others.
- f. To promote the benefits of positive behaviour.
- g. To encourage positive behaviour through
  - i. the modelling and example of staff
  - ii. the use of praise
  - iii. the use of rewards
- h. When behaviour is unacceptable to ensure that
  - i. procedures are followed accurately
  - ii. sanctions are applied fairly

It is important for all members of the school community to recognise that this policy applies to them equally. A school cannot expect positive behaviour from its pupils if the professionals within it do not themselves model and demonstrate positive behaviour.

The success of this policy depends on the support of parents. The Home/School agreement has evolved through continual refinement and with input from a wide variety of parties and agencies. It is reviewed annually before the relevant sections are included in the Pupils' Home Study Diary (Homework Diary).

Parents are required, in line with the school's Admissions Policy, to indicate their agreement annually, at the commencement of each academic year, by signing off the following sections in the Home Study Diary:

- Punctuality and attendance
- Child Protection Policy (Summary)- Information for Parents
- Mobile Phone Policy (Summary) – Information for Parents
- Information and Guidance on Dealing with Bullying
- Points Regarding Homework
- School Rules
- Advice to Pupils and Parents
- School Uniform

## **2. ACCEPTABLE STANDARDS OF BEHAVIOUR**

Acceptable standards of behaviour are stated in 'The School Rules' (Appendix A). These are referred to continually by House Teachers, Pastoral Leaders, in assemblies and on other occasions.

Only when all members of the school community abide by 'The School Rules', will the school environment be harmonious, happy, and conducive to the achievement of academic success.

## **3. STUDENTS' INDIVIDUAL NEEDS**

Omagh High School recognises the individuality of every pupil and furthermore understands that the staff will need to take into consideration pupils' circumstances when applying the school's behaviour policy.

Such circumstances could include for example:

- Minority groups
- Pupils who have English as a second language (EAL)
- Looked after children
- Pupils with Special Education Needs
- School age mothers
- Sick children

## **4. SCHOOL RULES**

School rules are printed in the Pupil Home Study Diary. They outline what is acceptable behaviour during the school day and when representing the school and/or wearing the school uniform.

## 5. PROMOTING POSITIVE BEHAVIOUR

### The House System

The House System in Omagh High School is the basis for much of what we do in Pastoral Care and in promoting positive behaviour. There are three houses, each with their own motto and colour.

- Auchinleck            Red            “service with courage”
- Crevenagh            Green            “honest endeavour”
- Strule                Blue            “strength in unity”

The Pastoral Structure is based on the House System. Pupils in Year 8 are allocated a House and they then remain in this House throughout their school career. Three times per week they attend House time with their House teacher. The House teacher is the primary *pastoral carer*. The pupils wear a coloured badge indicating their House association. From each House the following positions are filled:

- A School Council Representative is selected by each House class. These pupils, along with the Head Boy and/or Deputy Head Boy, Head Girl and/or Deputy Head Girl form the Student Council.
- A Senior (Year 13) and Junior (Year 10) House Captain is chosen by application and interview.
- A Senior (Year 13) and Junior (Year 10) Sports Captain is chosen by application and interview.

The House System in Omagh High School merges seamlessly with our Rewards System. We believe the best way to encourage positive behaviour is to reward pupils who exhibit it.

Well behaved pupils are rewarded with Achievement Points (Appendix B) for the full range of effort and achievement in all areas of school life and for positive behaviour such as politeness, helpfulness etc. Rewards are available for a wide range of positive contributions to school life and in this way all pupils have the opportunity to be rewarded and to taste success.

These points are awarded to the pupil’s individual total and simultaneously to their House total.

Additionally, a teacher may reward a whole class for such things as:

- Good behaviour
- Uniform
- Care of classroom
- Excellent work

## **6. CELEBRATING SUCCESS**

In each year group a 'Pupil of the Month' is awarded to the three pupils with the most net points for the respective month. They receive a prize voucher and are awarded some privileges such as the opportunity to go to the front of the dinner queue.

A Year Assembly is held once per month. This is led by the Pastoral Leader and will include all three House groups for that year accompanied by their House Teachers. The Pastoral Leader will highlight the successes of pupils in each House and present 'Pupil of the Month' Awards. The competitive aspect of the House competition which acts as a motivation towards good corporate behaviour is encouraged at House assemblies which occur once per month.

A Senior House Cup is presented at the end of term 2 to the House with the most points accumulated in years 12, 13 and 14. A separate House Cup is awarded in June to the House with most points in years 8 – 11. Both Senior and Junior House winners are rewarded with a special trip.

## **7. PROCEDURE FOR AWARDING ACHIEVEMENT POINTS**

When a teacher feels a pupil has earned an Achievement point or points:

- The teacher informs the pupil
- The achievement is recorded in SIMS in the pupil's record
- The teacher may write a comment in the pupil's diary for parents to read
- Printouts of points are stuck into Home Study Diaries each month
- Parents receive notification of the achievement points on the Parent App.

Pupils who achieve full attendance for a month are awarded 4 achievement points by the School Welfare Officer.

Achievements may also be acknowledged through a combination of:

- Verbal praise
- Pupils' work being displayed
- Written comments in pupil Home Study Diary, exercise books etc.
- The School Newsletter
- Acknowledgements in Assembly.

# DISCIPLINARY PROCEDURES

## 8. UNACCEPTABLE BEHAVIOUR

The promotion of Positive Behaviour is the key aim and strategy of this Behaviour Policy. However, it is important to state that unsatisfactory behaviour cannot be tolerated or ignored. This policy lays out clearly the boundaries of acceptable behaviour and the sanctions that will apply when pupils choose to ignore and contravene the school rules.

SIMS provides up to date, comprehensive information on the performance of a pupil in respect of behaviour and achievement. If unsatisfactory behaviour is to be dealt with effectively, staff will endeavour to use the full range of data available on an incident and on the pupil(s) involved. This helps when deciding on the application of a sanction and also to identify any underlying cause for the behaviour. Restorative work with the pupil to improve his/her behaviour in the future thus has a greater chance of success.

It is critical therefore that unsatisfactory behaviour is accurately and consistently recorded.

## 9. PROCEDURE FOR RECORDING UNACCEPTABLE BEHAVIOUR

Behavioural incidents must be recorded in SIMS. The incident must be recorded as fully as possible including the 'Action taken'. The language used in recording behavioural incidents must be factual and objective.

Recording behavioural incidents accurately and consistently ensures:

- That any pattern of behaviour is identifiable.
- That the Pastoral Team will know when intervention is required, potentially preventing problems from escalating.
- That abnormal behaviour can be identified thus enabling underlying factors to be considered and facilitating further appropriate action and support.
- That all the necessary evidence is available at all stages of the disciplinary process including, if necessary, exclusion.

Initially all behavioural incidents should be recorded in SIMS. Additionally, it is recommended to staff that they use their professional judgment as to whether comments should be recorded in a pupil's Home Study Diary for parents. Omagh High School encourages a high degree of parental involvement in pupils' education and the use of the pupil's Home Study Diary as a means of communication with home is encouraged. An automatic notification of achievement and behaviour points goes to parents on a weekly basis via the SIMS Parent App. All parents are encouraged to check this App weekly.

A monthly report is provided for House teachers identifying the number and type of achievements and behavioural incidents accredited to each pupil during the previous month. This helps the House teacher maintain an ongoing conversation with pupils about their behaviour, work and progress. Pastoral leaders generate this report.

Letters informing parents when attendance has dropped below 90% are sent by the PSO Attendance whilst a letter inviting parents to a pre-referral meeting in school is sent by the PSO Attendance

when attendance drops below 85%. If attendance fails to improve, a referral is made to the Education Welfare Service.

Parents are also notified daily of their child's absence and a response via email is encouraged to provide a reason for the absence.

Pastoral Leaders generate a cumulative report for all the House groups under their care. This lists the number and type of achievements and behavioural incidents accredited to each pupil over the course of the year. Attendance and Punctuality reports are also provided by the PSO Attendance. This helps the Pastoral leader identify those pupils whose behaviour has been negative over the longer term and for whom an unacceptable pattern is emerging.

Pastoral Leaders meet with House teachers in Pastoral sub-committees once per month. A variety of reports is reviewed including behaviour and achievement reports, attendance reports and punctuality reports. Communication is also ongoing via email and impromptu meetings. Pupils who have committed a serious behavioural incident or who are having difficulties continuously are identified and are monitored closely.

Sanctions may or may not be applied at this stage.

Pastoral Leaders meet on an individual basis with the Vice Principal (Pastoral Care) weekly to discuss the progress of the pupils under their care. The SENCO may be part of these meetings if required and fulfils an important advisory function from an SEN perspective. Also, if the contribution of outside agencies would be beneficial a Multi-Agency Support Team (MAST) meeting may also be called.

## **10. BEHAVIOURAL INCIDENTS AND THE REWARDS SCHEME**

In Omagh High School we feel it is important that pupils understand the concept of consequences and that they apply to unacceptable behaviour. This is important preparation for life after school and is a reflection of the rules of society to which we all must defer. When a pupil has committed a behavioural incident, it will be recorded in SIMS. A number of behavioural points are credited to the pupil depending on the type of incident. (Appendix C) The pupil will accumulate behavioural points through any repeated behavioural incidents. These points will be deducted from the pupil's achievement points to give a net total. The same process is followed when calculating a net total for a House. When a pupil's individual net points account for more than 5% of the House total their points will be disregarded in the calculation of points in the House competition. Pupils whose net points total is a negative integer will be eligible for any House reward only at the discretion of the Principal in consultation with the Vice Principal (Pastoral Care) and other pastoral staff.

## 11. PROCEDURES FOR DEALING WITH SERIOUS DISCIPLINARY PROBLEMS

It is the intention of Omagh High School that lessons are well planned, stimulating, taking account of the individual needs of pupils, suitably paced and motivating. Lessons which conform to this aim often prevent unacceptable behaviour from occurring since pupils are engaged, interested and motivated to learn and achieve. Occasionally it is recognised that, despite lessons complying with this aim, pupils' behaviour can deteriorate so that:

1. Learning is disrupted
2. Pupils and/or staff are the subject of verbal or physical abuse
3. Pupils and/or staff are not safe
4. Property may be damaged.

If this happens staff may:

1. Follow the guidelines for Inclusive Considerate Education (I.C.E.), Appendix D.
2. Move the pupil to a senior member of staff. This can be the Pastoral Leader, Vice-Principal or Principal and is done by agreement.
3. The pupil's Home Study Diary should have a comment recorded on it to indicate that they had to be removed from class. They should then, where possible, be accompanied by a Classroom Assistant and sent to the senior member of staff (only when the location of the senior member of staff has been clarified).

The teacher sending the student must record the incident on SIMS and discuss the incident with the pupil's Pastoral Leader.

If the pupil refuses to move or if the incident is so serious that moving the pupil is inappropriate, then alternative action can be taken as follows:

4. A member of staff may check the pupil's schoolbag/s and request that the pupil remove their blazer/coat before the blazer/coat is checked for items which should not be in school. Pupils may also be asked to turn out their pockets or have their lockers checked. These checks may be conducted at any time deemed necessary for health and safety or safeguarding reasons.
5. Summoning a member of the Senior Leadership Team.  
The teacher should ring the Main Office and request assistance from a Senior Teacher. The relevant Senior Teacher will be contacted and come to the class. The pupil will be removed from the lesson.

As before, the teacher must record the incident in SIMS.

An incident in the classroom is considered serious:

1. if a pupil is openly challenging the authority of the teacher with sustained rudeness or other unacceptable behaviour and the teacher is unable to continue with the lesson;
2. if the safety of the pupils or teacher/other staff is being threatened;
3. if the teaching and learning of the class is compromised.

Permanent Exclusion Procedures may be provoked if a pupil:

1. commits an illegal act while on the school premises
2. publishes slanderous or libellous material in writing or on social media about the school and/or any member of the school community.
3. makes false allegations about a member of staff
4. is in possession of or supplying illicit substances
5. brings a weapon to school
6. vandalises school property
7. commits an act which is deemed to be more serious than incidents covered in the general behaviour policy.

## 12. USING SANCTIONS

Where a pupil's attendance, behaviour or work is unsatisfactory, there should be a response appropriate to the offence.

### **Guidelines**

- No pupil should be humiliated or degraded through the application of a sanction.
- Pupils should be clear about the reason for their punishment and what it entails.
- Staff must be confident that they are punishing the guilty party by making every effort to identify individuals and ringleaders. Whole groups should not be punished for the actions of individuals unless there are exceptional circumstances.

### **Sanctions**

A range of sanctions exist and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanour.

Sanctions include:

- Moving a pupil's position in class
- Loss of opportunity to socialise at break/lunchtime (pupils must still be given the opportunity to have a toilet break on both occasions and to eat at lunchtime).
- Withdrawal of other privileges
- Detention
- Informing Parents
- Referral to the Pastoral Leader
- Being placed on report
- Inclusive Considerate Education of pupils by removal from class (only with the approval of the Pastoral Leader)
- Drawing up a contract
- Exclusion – temporary or permanent. (see guidelines re I.C.E. – Appendix D)

### **13. Detention Policy**

Detentions may be set for a range of behavioural incidents e.g. lateness to school or lessons, for unsatisfactory work or behaviour, for work or homework not done or a contravention of a school rule.

It is a legal requirement that a minimum of 24 hours' notice in writing is given for after school detentions.

Where after school detentions are given, the parents/guardians will be notified via letter from the Pastoral Leader. It is also the student's responsibility to draw to his/her parents' attention the detention time and date.

After school detention is held on a Monday and Wednesday from 3:30 to 4:30pm. Pastoral Leaders or above may place a pupil in after school detention. They must record it in SIMS, produce two copies of the standard letter, send one home with the pupil and through the school office post the second copy home. A copy should also be placed in the pupil's file.

The date and time of an after school detention is not negotiable and it is the responsibility of parents to make suitable transport arrangements for their child and to ensure they are safely escorted home.

This policy is made clear to parents in the pupil's Home Study Diary.

A lunch time detention will be given to pupils who have missed three homeworks. This is given by the Pastoral Leader.

Pupils who are late to school will be given a lunch time detention (12.25 – 12.45 pm / 1:00 - 1:20pm) and are then detained in the school canteen.

### **14. SUPPORTING STUDENTS WHOSE BEHAVIOUR NEEDS TO IMPROVE**

As stated previously, at Omagh High School we believe the most effective way of managing behaviour is to praise and reward good behaviour.

Where students are having difficulty conforming to the expected standards of behaviour in Omagh High School, various strategies may be employed to help them to improve.

The use of the online Report Forms (Full Report and House Teacher's Report), although listed as sanctions, serve the dual purpose of enabling the Pastoral Leader and House Teacher to keep a check on behaviour and of giving the student an instant feedback on satisfactory aspects of behaviour. This is particularly effective because a printed copy may be sent home for parental signature.

It is also recognised that the target setting process associated with the online report is relevant to behavioural as well as academic issues and students are set realistic, achievable targets in their Report, IEPs and action plans or in a separate 'Contract' drawn up by the Pastoral Leader in the light of a specific incident.

One to one sessions dealing with behavioural issues (anger management etc) are also used to help students to develop strategies to improve their behaviour.

Where appropriate, 'time out' will be allowed for students to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to an agreed teacher/Mentor.

Where requested counselling is provided by the Independent Counselling Service for Schools (ICSS).

For those students whose attitude or behaviour is seen to be deteriorating rapidly and/or who are deemed to be at risk of permanent exclusion or of dropping out of school altogether, a Pastoral Support Programme (PSP) will be organised which will involve external services in a MAST meeting.

### **The Pastoral Support Programme**

The Pastoral Support Programme will identify precise and realistic behavioural outcomes for the student to achieve.

It will be agreed with parents as a result of a meeting with them to which an external agency will be invited.

This meeting will consider the causes for concern and the steps suggested to improve the situation. Agencies such as Educational Welfare, the Educational Psychological Service, Social Services, CAMHS etc. will be involved as appropriate.

In drawing up the plan, Omagh High School will, in discussion with others:

- complete a Risk Assessment and Management Plan (RAMP) Appendix E
- consider offering specialist support and counselling
- review any learning difficulties and put in place a learning support programme where necessary
- consider changes of sets or class
- consider disapplying the National Curriculum
- consider, with agreement of the student's parents, a managed move to alternative provision e.g. Education Otherwise than at School (EOTAS) or Exceptional Teaching Arrangements (ETA) or another school. This has the benefits of keeping the pupil in education whilst removing the difficulties associated with the present school placement and avoiding permanent exclusion.

Where the decision is to allow the pupil to remain in school, the programme should have an automatic time limit, be monitored fortnightly and should be reviewed at least halfway through its duration.

Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset. At the end of the agreed period the intervention package may, according to the level of its impact on improving the situation:

- be reduced or removed
- may be continued for a further period with or without amendments
- or where there has been no improvement at all there may be a permanent exclusion.

# Appendix A

## School Rules

## **SCHOOL RULES**

School has to be an ordered community where certain norms of discipline have to be set down and observed. This is necessary not merely to provide a proper environment for learning but also to secure an essential part of the educational process.

### **Safety**

1. Movement between classes must be orderly and quiet. Keep to the **left** and walk in single file in the corridors and on the stairwells.
2. Form a single line outside the classroom door. Wait for permission to enter.
3. During break and lunchtime movement around the school should be orderly and quiet.
4. Bags and personal belongings **MUST** be stored in lockers. If left in the corridors, they will be confiscated.
5. Keep well clear of "Out of Bounds" areas which include
  - school car parks
  - steep banks
  - areas beyond the regulation fences
  - roofs of buildings and covered walkways
  - Education Authority Headquarters
  - and any other area identified as out of bounds by a member of staff.
6. No pupil should leave school without permission.
7. Entrance to school by the door at the front of the school only. (Start of school day)
8. Aerosol deodorants are **NOT** permitted. Pupils may bring 'roll on' deodorants to school however these must be kept in lockers except during Games periods – to be used in the changing rooms only.
9. A member of staff may check the pupil's schoolbag/s and request that the pupil remove their blazer/coat before the blazer/coat is checked for items which should not be in school. Pupils may also be asked to turn out their pockets or have their lockers checked. These checks may be conducted at any time deemed necessary for health and safety or safeguarding reasons.

### **Hygiene**

10. Toilets - keep the toilets clean and tidy. Only **ONE** pupil may occupy a toilet cubicle at any time. Mobile phones **MUST NOT** be used in the toilet blocks.
11. Smoking or the use of e cigs or vapes is not allowed in school and/or while wearing school uniform. Pupils are not permitted to have cigarettes / e cigs / vapes / lighters / matches/products not permitted under 18 years of age in their possession while in school uniform. It is also forbidden for pupils to supply these to other pupils. Pupils must not request that others carry such items for them or store these items in another pupil's locker or schoolbag.
12. Litter - all litter must be placed in the bins provided.

13. Food - all food should be consumed in the dining hall. Drinks bought in the dining hall should be consumed before leaving the dining hall.
14. Drinks - only unflavoured still water **IN A CLEAR PLASTIC BOTTLE** is permitted on the school premises.
15. Food should not be left in the lockers overnight.
16. No form of anti-social behaviour will be tolerated e.g. spitting, inappropriate disposal of litter.
17. Chewing gum is banned from the school buildings and grounds.

## **Respect**

18. Obscene language and verbal abuse will not be tolerated.
19. All pupils must wear school uniform.
20. Absence notes must be produced on return to school and given to the house teacher.
21. "Notes Out" should be brought to the house teacher on the day before the absence or on the morning before the start of the school day. Before leaving for the appointment the pupil must sign out at Reception and if returning to school after an appointment, must sign in again on their return.
22. Homework diaries must be brought to school daily and signed once per week by house teacher and parent/guardian.
23. Good manners and punctuality are expected from all pupils at all times.
24. Pupils must show respect for each other and all staff at all times.
25. No petting is permitted.
26. Each pupil must show adequate respect for the property of other pupils, staff and the school - both on and off-site.
27. Lockers may only be used before and after school, for PE/Games classes, break and lunchtime. Lockers **MUST NOT** be shared by pupils.
28. Fighting and bullying will not be tolerated.
29. **MOBILE PHONES MUST NOT BE USED ON THE SCHOOL PREMISES.** Pupils who need to contact home may do so via the school office. Phones should be switched off and stored in lockers on arrival to school. **Any pupil observed in possession of a mobile phone or similar technical device, for example, smart watches etc., until the pupil leaves school, will have it confiscated and it will only be returned to a parent/guardian between the hours of 08.30 and 16.00 (Mon – Thurs) and 08.30 and 15.30 (Fri). There can be no exception made to this rule.**

If a pupil forgets their locker key, then mobile phones should be left in Reception on arrival at school and collected by the pupil at the end of the school day.

30. Only Post 16 pupils are permitted to bring approved electronic devices to school e.g. laptop.
31. Pupils should go directly to their 'Arrival Zones' once mobile phones have been placed into their lockers and immediately upon arrival.
32. Pupils should not be on the school premises after 3.25 p.m. unless with permission / supervision of school staff.

Parent/Guardian's Signature .....

### **Advice to Pupils and Parents**

1. All belongings should have your name clearly marked.
2. Valuables should not be brought to school.
3. You should be courteous and show respect for everyone in school.
4. Be polite and helpful to visitors.
5. Remember to say 'please', 'thank you' and 'excuse me' as required.
6. On entering a room, knock on the door, proceed and wait quietly for the teacher to speak to you.
7. Basic standards of hygiene should be observed at all times.
8. Coats should not be worn in class. Coats and scarves should not be worn inside the school building. A grey school pullover is available and should be worn in colder weather. Hoodies are NOT permitted underneath / on top of the school uniform when walking to and from school. A black outdoor coat should be purchased for poor or cold weather. Non-uniform items will be confiscated and will ONLY be returned to a parent/guardian during office hours. No other family member will be permitted to collect them. There can be no exception made to this rule.
9. Transport: Pupils travelling by bus are expected to enter and leave the vehicle in a sensible, orderly way. On board the bus no one has the right to interfere with the comfort of other travellers.
10. Because the school site is hilly, bicycles should not be ridden inside the grounds. The road is dangerous and great care should be taken when leaving the premises.
11. All pupils are encouraged to stay on the school site at lunch time. This is compulsory for Year 8 - Year 12 pupils.
12. In exceptional circumstances a pupil who does not have prior permission to leave school must be collected by a parent or guardian in person from the school office who will then be required to sign the pupil out of school.

13. The school reserves the right to refuse permission for any pupil to participate in a school visit/trip on the grounds of health and safety. Pupil behaviour and attendance record will be taken into account when selecting pupils for trips.
14. Office hours – 8.30 a.m. – 4.00 p.m. (Monday to Thursday) and 8.30 a.m. – 3.30 p.m. (Friday).
15. Parent / Guardian Communication with Staff

#### Meetings with Staff

Parents who wish to meet with a member of staff, the House Teacher, Pastoral Leader, Vice Principal or Principal regarding a school matter should make an appointment via the school secretary (tel: 028 82242656). Given the nature of a school day, ‘walk in’ appointments cannot be facilitated. When at all possible, appointments will be arranged within 24 hours.

#### Telephone Calls

Staff will also endeavour to return phone calls within 24 hours.

#### Emails

Emails must be sent to the Omagh High School info account – details on the front of the Home Study Diary – from where they will be directed to the relevant member of staff. Again, staff will endeavour to respond to emails within 24 hours.

#### Inability to make Home Contact

Where there is a disciplinary matter to be addressed requiring a meeting or telephone call with parents and parents cannot be contacted, then the pupil will be accommodated in the Inclusion Room pending contact with parents.

16. Parents are reminded that ALL communication with staff in school should be respectful and courteous. Abusive language during meetings or phone calls will be reason for the conversation to be terminated.

Parent/Guardian’s Signature: ..... Date: .....

# Appendix B

## **Achievement Points**

## Maintain Achievement Types

Code	Description	Points	Active	include in Register
ACEX	Academic Excellence/Trophy on Prize Giving	4	True	No
AATE	Academic Achievement in tests and exams	4	True	No
EXBEH	Excellent behaviour	1	True	No
CHOI	Singing in School Choir	2	True	No
EFFORT	Excellent/Consistent Effort	2	True	No
CLUB	Regular attendance at Extra-Curricular Activity/Club	2	True	No
ACHOUTSCH	Achievement outside School	2	True	No
ATT	Full Attendance for month	4	True	No
HELPFUL	Helpful to staff/pupils	1	True	No
PUPILMONTH	Pupil of the month	3	True	No
RESP	Assuming a role of responsibility	2	True	No
PR	Awarded prefect status	4	True	No
TRIP	Good behaviour on a school trip	1	True	No
SB	School Band	1	False	No
ORCH	School Orchestra	1	False	No
AFAOSS	Audition for assembly or special service	2	True	No
SPOR	Representing school through sport	2	True	No
MUSIC	Representing the school through music	2	True	No
DRAMA	Representing school through Drama	2	True	No
VS	Visit to school(1)	1	False	No
NL	Contributing an article for newsletter	2	True	No
MA	Good manners	1	True	No
CL	Very good classwork/Excellent progress in class	1	True	No
HW	Excellent homework	2	True	No
AS	Taking part in an assembly	3	True	No
DI	Contribution to class discussion / Participation in groupwork	1	True	No
CW	Charity work	2	True	No
CH	Chef of the Week	1	True	No
Ex	Excellent behaviour in exams	2	True	No
AW	Art work of the month	2	True	No
WD	Work on display	1	True	No
CO	Competition winner	10	True	No
CR	Competition runner up	5	True	No
OC	Organising a charity event	5	True	No
CS	Participating in Carol Service	3	True	No
PM	Pupil Mentor	3	True	No
ASWC	Achievements at SWCollege	2	True	No
EXCP	Exceptional performance	2	True	No
SIXTH	Sixth form helper	2	True	No
AMB	Good ambassador on trips	2	True	No
CHAR	Participating in a charity event	2	True	No
SCHEVE	Organisation of a school event	5	True	No
HB	Head Boy status	6	True	No
HG	Head Girl status	6	True	No
DHB	Deputy Head Boy status	5	True	No
DHG	Deputy Head Girl status	5	True	No
DofE	Duke of Edinburgh Award	1	True	Yes
OPEN	Open Night participation	5	True	Yes
SC	School Council duties	2	True	No
FOHS	Contribution to a Friends of Omagh High School Event	5	True	No
ACTRESP	Acting in a very responsible manner regarding a very serious...	3	True	No
CWKDEADLIN	COURSEWORK DEADLINE MET	1	True	Yes
UNIFORM	Uniform correctly worn for one month	1	True	Yes
DIARIES	Homework diaries neatly kept and signed for one month	4	True	No
SP	member of cast in school performance	15	True	No
repc	representing school in community	2	True	Yes
EC	Participation in external competition	10	True	No
IC	Participation in internal competition	5	True	No
AMS	Ambassador for school	4	True	No
SP1	1st in sports day event	5	True	No
SP2	2nd in sports day event	3	True	No
SP3	3rd in sports day event	2	True	No
SP4	Participation in Sports Day	1	True	No
SP5	Attendance at Sports Day	1	True	No
SSC	Attendance at Strule School Council	2	True	No
UNIFCHECK	Uniform Check	1	True	No
EQUIPCHECK	Equipment Check	1	True	No
PHONECHECK	Mobile Phone Check	1	True	No
EXPRL	Excellent participation in remote learning	2	True	No
KIND	Kindness to others	1	True	No

# Appendix C

## **Behavioural Points**

## Maintain Behaviour Types

Code	Description	Points	Active	Include in Register	Bullying Type
ANTI	Anti Social Behaviour - spitting, litter, pushing	2	True	No	No
AC	Accident	1	True	No	No
AP	Assault - Pupil	4	True	No	No
AS	Assault - Staff	10	True	No	No
CG	Chewing Gum	1	True	No	No
DF	Defiance	2	True	No	No
DIS	Disrespectful to peers	2	True	No	No
DISR	Disruptive Behaviour	2	True	No	No
DISRES	Disrespectful to Staff	2	True	No	No
DP	Damage - Property	3	True	No	No
FREP	Full Report not complete	2	True	No	No
DRINKS	Possession of banned drinks	1	True	No	No
EQ	Not having appropriate equipment	1	True	No	No
LKM	Locker key missing	1	True	No	No
FOOD	Food outside canteen	1	True	No	No
FT	Fighting	3	True	No	No
HW	Homework not done	1	True	No	No
INA	Inappropriate gestures	2	True	No	No
INAPPRST	Inappropriate behaviour in common room/study room	2	True	No	No
INB	Inappropriate behaviour	2	True	No	No
MNIL	Mobile phone not in locker	3	True	No	No
IS	Illicit substances	4	True	No	No
IW	Inadequate work	1	True	No	No
LATE	Late for school	1	True	No	No
LD	Low level disruption	1	True	No	No
LEAVING	Leaving school without permission/Truancy	3	True	No	No
MD	Missed Detention	1	True	No	No
MHD	Missing Homework Diary	1	True	No	No
MISSCOUR	Missed coursework deadline	2	True	No	No
MOBILE	Misuse of mobile phone	3	True	No	No
OB	Entering out of bounds areas	1	True	No	No
OL	Obscene language	2	True	No	No
OTH	Other	1	True	No	No
PE	No PE kit	1	True	No	No
UNL	Using another pupil's locker	3	True	No	No
LTL	Late to lessons	2	True	No	No
VAPE	Vaping	4	True	No	No
POCFIR	Possession of fireworks	4	True	No	No
PS	Post suspension	1	True	No	No
RACI	Racist incident	4	True	No	No
REF	Refusing to obey instructions	2	True	No	No
SCHPROC	Failure to follow school procedures/instructions	2	True	No	No
SEC	Sectarian incident	4	True	No	No
SELFIRE	Selling fireworks	4	True	No	No
SMOK	Smoking	4	True	No	No
TH	Theft	3	True	No	No
SVAP/CIGS	Supplying vapes/cigarettes	5	True	No	No
UNIFORM	Non Compliance with Uniform Policy inc jewellery, hair ...	1	True	No	No
FAS	False allegations about a member of staff	10	True	No	No
VP	Verbal abuse - Pupil	4	True	No	No
VT	Verbal abuse - Teacher	4	True	No	No
3RDHWK	3rd homework- lunch detention	3	True	No	No
UNA	Unacceptable behaviour at SWC	4	True	No	No
DR	On Daily Report	1	False	No	No
LIES	Telling lies to a member of staff	1	True	No	No
BSD	Bringing the school into disrepute	3	True	No	No
ME	Missing equipment/books	1	True	No	No
FR	Full Report	0	True	No	No
HTR	House Teachers' Report	0	True	No	No
ICE	ICE	0	True	No	No
FSRLA	Failure to submit remote learning assignment	2	True	No	No
FFCP	Failure to follow COVID 19 protocols	5	True	No	No
6MHWASD	6 missed homeworks - after school detention	3	True	No	No
BC	Bullying Concern	0	True	No	Yes
BULL	Bullying	4	True	No	No

# Appendix D

## **Inclusive Considerate Education (I.C.E.)**

**ICE: INCLUSIVE CONSIDERATE EDUCATION (C=consequence)**

C1 – warning

**Matter not resolved**

C2 – 2<sup>nd</sup> warning, recorded on SIMS by class teacher and a short conversation takes place after the lesson.

**Matter not resolved**

C3 - The pupil is sent outside the classroom to consider their behaviour for 2-3 minutes. The teacher then has a 1-2-1 with the pupil before the pupil is allowed back in.

**Matter not resolved**

C4 – break time DT with staff member, for (RJ) Restorative Justice conversation. House teacher is informed by class teacher of the issue by email. Behaviour recorded on SIMS by classroom teacher.

**Matter not resolved**

C5 – At this stage the pupil is still not complying. The Pastoral Leader is informed by email and the member of staff works with the Pastoral Leader to place the student in detention. 20min (lunchtime) or 60min (after school). Classroom teacher records the incident into SIMS.

**Matter not resolved**

***The pupil is sent to ICE (Included Considerate Education) through some very specific steps.***

.....ICE.....

C6 – A short-written or phone call message is sent to SLT. Pupil sent to SLT. The member of the SLT will authorise movement of pupil to ICE for one/two period(s) (depending on the length of the lesson the pupil has been sent out from).

Classroom teacher records the actions taken in SIMS at the end of the lesson. The pupil is given a detention for after school by the Pastoral Leader for that particular incident. The pupil goes back to lessons for the remainder of the day.

The Pastoral Leader will inform the relevant teaching staff that work should be sent to ICE for the pupil. The member of staff in ICE receiving the pupil will print off the pupil’s timetable, place it in the ICE file and when necessary request work from the pupil’s class teachers. This work will be reflective of classwork and will be completed in ICE and/or for homework. The work will usually be retained by the pupil.

The duration of study in ICE can be for any amount of time, rest of lesson, whole morning/afternoon or remainder of day.

**That decision can be taken only by the VP/Principal.**

It is critical that the classroom teacher completes SIMS asap after the incident. A call to be made home by the Pastoral Leader.

The Pastoral Leader will record details in staff briefing notes of those pupils in ICE from their year group. Teaching staff should consult this daily and/or if a pupil is absent from their lesson. Work must be sent to ICE for the pupil.

Pupils with dedicated classroom assistance support for a lesson when they are in ICE will receive that support while there.

**Some examples to consider:**

A pupil may be placed in ICE by the VP/PRINCIPAL/PL for the day for not turning up on their after-school detention.

A pupil may be placed in ICE for using obscene language, for outright refusal to follow teacher’s instructions, spitting, racist language, aggressive physical behaviour, assaulting another pupil, persistent infringement of school rules etc. For example, persistent uniform offenders could be placed in ICE until the uniform issue has been resolved.

This could result in a longer-term ICE placement. Internal suspension is at SLT’s discretion.

C7 – External suspension.

# Appendix E

## **Risk Assessment and Management Plan (RAMP)**

## RISK ASSESSMENT

### TYPES OF BEHAVIOUR CAUSING CONCERN: LEVEL OF RISK, FREQUENCY, PEOPLE TO WHOM BEHAVIOUR EXHIBITED

BEHAVIOUR	Very Likely 5	Likely 4	Quite Possible 3	Possible 2	Unlikely 1	Frequency	Risk Factor (L x F)
						Hourly 5 Daily 4 Weekly 3 Monthly 2 Termly 1	
(1) <b>Vandalism:</b> Glue sticks on desk Writing on desks Drawing on him self and school property							
<b>Bullying</b>							
<b>Fighting</b>							
(2) <b>Violent &amp; aggressive:</b> Pushing (ruby tackle to the ground) to ground a pupil Pushing into other pupils							
(3) <b>Angry Outbursts:</b> Shouting Clenching fists and teeth Crying Tensing							
(4) <b>Impulsive Dangerous Behaviour:</b> Head butting wall, Doors, desks Throwing stuff across the classroom Tripping other pupils							
(5) <b>Self-Harms:</b> Locker key to wrist in a forceful action							
(6) <b>Assault:</b> Slapped key into hand to Pastoral lead for Year 9							
(7) <b>Threatening &amp; Abusive:</b> Thumping doors, walls and desks							
(8) <b>Other (Please specify)</b> Absconding from classrooms and school							
<b>PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED</b>							
<b>Classroom Teacher</b>							
<b>Subject Specific Teacher (Please specify)</b>							
<b>All -</b>							

<b>Classroom Assistant</b>							
<b>Ancillary Staff (lunchtime supervisors, caretakers)</b>							
<b>Member of SMT</b>							
<b>Male Staff</b>							
<b>Female Staff</b>							
<b>Other Pupils in Class/School</b>							
<b>Male Pupils</b>							
<b>Female Pupils</b>							
<b>Young/Older pupils</b>							
<b>Ethnic Minority Pupils</b>							

# RISK ASSESSMENT

## ENVIRONMENTS AND TIMES OF GREATEST RISK-FLASH POINTS/HOT SPOTS

LOCATION AND TIME OF BEHAVIOURS	Vandalism: Glue sticks on desk Writing on desks	Bullying	Fighting	Violent & aggressive: Pushing (ruby tackle to the ground) to ground a pupil	Angry Outbursts: Shouting Clenching fists and teeth	Impulsive Dangerous Behaviour: Head butting wall, Doors, desks Throwing stuff across the	Self-Harms: Locker key to wrist in a forceful	Assault: Slapped key into hand to	Threatening & Abusive: Thumping doors, walls and desks	Absconding from classrooms and school
Behaviour During Lessons										
Behaviour in Practical Lessons <i>(please specify)</i> Science (Vandalism) Art (Angry outburst)										
Behaviour Going Between Lessons Toilets (vandalism) Going from playing fields to changing rooms										
Behaviour in Library										
Behaviour in Canteen/Lunch										
Behaviour at Break Times										
Behaviour in Playground/Lunchtime										
Behaviour on Educational Trips										
Behaviour Off-Site Disapplied Programmes										
Behaviour in PE/Games Hall										
Behaviour on School/Public Transport Bus										
Behaviour in Taxi										
Behaviour if Medication Not Taken										
Other Behaviours- <i>(Please specify)</i>										

## BEHAVIOUR SUPPORT & PROVISIONS Risk Reduction Action Plan



*This Risk Reduction Action Plan (RRAP) is informed and guided by the outcomes arrived at by working through the attached DE risk*

The plan has been drawn up in consultation with:

**Pupil:** \_\_\_\_\_ **Year:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Carer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**SENCo:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Chair (BOG):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Code of Practice Stage:** \_\_\_\_\_

**IEP/IBP Linked:** Yes  No  (please tick)

**Review process:** Weekly/Monthly/Term (please)

**By whom:** \_\_\_\_\_

**Risk Reduction Action Plan**

**Review Date:** Yes  No  (please)

**Date:** \_\_\_\_\_

*assessment grids.*

**RISK FACTOR (RF):**  $RF = \text{Likelihood (L)} \times \text{Frequency (F)}$

Score	Level	Behaviour 1	L x F <i>Eg, 5x5</i>	RF	Score	Level	Behaviour 2	L x F <i>Eg, 5x5</i>	RF	Score	Level	Behaviour 3	L x F <i>Eg, 5x5</i>	RF
21-25	V High			25	21-25	V High			25	21-25	V High			25
15-20	High				15-20	High				15-20	High			
8-12	Medium				8-12	Medium				8-12	Medium			
6-10	Low				6-10	Low				6-10	Low			
1-5	V Low				1-5	V Low				1-5	V Low			

**Pupil Information:** i.e. medical conditions, diagnoses, personal circumstances etc.

**Pupil Support Mentor:** Member of staff with responsibility for monitoring and reviewing the RRAP with the pupil.

Name: \_\_\_\_\_

Post held: \_\_\_\_\_

### Risk Reduction Action Plan

Targeted Behaviour & Context (RF of 15 & above) <i>(Pupil) and staff will work together to reduce the number of:</i>	Risk Factor L x F = ?/25		Current Strategies  <i>Pupil and staff already use the following strategies:</i>	Additional Strategies  <i>(Pupil) and staff have agreed to implement the following strategies:</i>	Action By Whom	Action When	Success Criteria  <i>(Pupil) and staff will together assess the level of success based on observable &amp; measurable outcomes listed below:</i>
	Current RF	Targeted RF					
Target 1:  Currently:	— 25	— 25					
Target 2: <b>Impulsive Dangerous Behaviour:</b>  Currently:	— 25	— 25					
Target 3: <b>Absconding for classroom and school</b>  Currently:	— 25	— 25					

