

Behaviour Policy



Contents	Page
1. Mission Statement	3
2. Aims and objectives of the policy	3
3. Acceptable Standards of Behaviour	4
4. Students' Individual Needs	4
5. School Rules	4
6. Promoting Positive Behaviour	5
7 Celebrating Success	6
8 Procedure for awarding Achievement Points	7
9 Unacceptable Behaviour	7
10 Procedure for recording unacceptable behaviour	7
11. Behavioural Incidents and the Rewards Scheme	8
12. Procedures for dealing with serious disciplinary problems	9
13. Using sanctions	10
14. Detention Policy	11
15. Supporting students whose behaviour needs to improve.	12
Appendix A School Rules 2020 - 2021	14
Appendix B Achievement Points	18
Appendix C Behaviour Points	20
Appendix D Inclusive Considerate Education	22
Appendix E Risk Assessment and Management Plan	25

1. 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.

2. 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 should be 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 inclusion in the Pupils' School Diary. Parents are required to sign the agreement annually, at the commencement of each academic year.

3. 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.

4. 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

5. SCHOOL RULES

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

6. 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.
- Charity Prefects are chosen by application and interview from the Prefects in each House. They are responsible for charitable fundraising in their House which has a competitive element with other Houses.

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

7. 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 half term.

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.

8. 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.

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 Homework Diary, exercise books etc.
- The School Newsletter
- Acknowledgements in Assembly.

9. 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 must 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.

10. PROCEDURE FOR RECORDING UNACCEPTABLE BEHAVIOUR

All 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 Homework Diary for parents. Omagh High School encourages a high degree of parental involvement in pupils' education and the use of the pupil's Homework Diary as a means of communication with home is encouraged.

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. Monthly attendance and punctuality reports are also provided for Pastoral Leaders. Monitoring these aspects of pupils' progress is critical in early identification of problems.

Letters informing parents when attendance has dropped below 90% are sent by Pastoral Leaders whilst a letter inviting parents to a pre-referral meeting in school is sent by the Head of Pastoral Care when attendance drops below 85%. If attendance fails to improve, a referral is made to the Education Welfare Service.

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 Pupil Welfare Officer. 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.

11. 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.

12. 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 Homework 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.

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 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.

13. 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)

14. 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 Homework 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 (1:00 - 1:20pm) and are then detained in the school canteen.

15. 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. should 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 2020-2021

SCHOOL RULES 2020-2021

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 on the stair wells.
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. 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
5. No pupil should leave school without permission.
6. Entrance to school by the door at the front of the school only. (Start of school day)

Hygiene

7. Toilets - keep the toilets clean and tidy.

8. Smoking or the use of e cigs is not allowed in school and/or while wearing school uniform. Pupils are not permitted to have cigarettes/e cigs in their possession while in school uniform.
9. Litter - all litter must be placed in the bins provided.
10. Food - all food should be consumed in the dining hall.
11. Drinks - only unflavoured still water **IN A CLEAR PLASTIC BOTTLE** is permitted on the school premises.
12. Food should not be left in the lockers overnight.
13. No form of anti-social behaviour will be tolerated e.g. spitting, inappropriate disposal of litter.
14. Chewing gum is banned from the school buildings and grounds.

Respect

15. Obscene language and verbal abuse will not be tolerated.
16. All pupils must wear school uniform.
17. Absence notes must be produced on return to school and given to the house teacher.
18. "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 the office and if returning to school after an appointment, must sign in again on their return.
19. Homework diaries must be brought to school daily and signed once per week by house teacher and parent/guardian.
20. Good manners and punctuality are expected from all pupils at all times.
21. Pupils must show respect for each other and all staff at all times.
22. No petting is permitted.
23. Each pupil must show adequate respect for the property of other pupils, staff and the school - both on and off-site.
24. Lockers may only be used before and after school, for PE/Games classes, break and lunchtime.
25. Fighting and bullying will not be tolerated.

26. **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** during office hours. There can be no exception made to this rule.
27. Only Post 16 pupils are permitted to bring approved electronic devices to school e.g. laptop.
28. Pupils should not be on 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.
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 11 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 am – 5.00 pm Monday to Thursday
8.30 am – 4.00 pm Friday

Parent/Guardian's Signature

Appendix B

Achievement Points

Maintain Achievement Types

Code	Description	Points	Active	Include in Register
ACEX	Academic Excellence/Trophy on Prize Evening	4	True	Yes
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)	1	False	No
ORCH	School Orchestra	1	False	No
SO	School Orchestra(1)	1	False	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 monthly newsletter	2	True	No
MA	Good Manners	1	True	No
CL	Very good classwork/Excellent progress in class	1	True	No
HW	Excellent Homework	1	True	No
AS	Taking part in an assembly	2	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	3	True	No
CS	Participating in Carol Service	2	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	2	True	No
HB	Head Boy status	4	True	No
HG	Head Girl status	4	True	No
DHB	Deputy Head Boy status	4	True	No
DHG	Deputy Head Girl status	4	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	1	True	Yes
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	1	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	1	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

Appendix C

Behavioural Points

Maintain Behaviour Types

Code	Description	Points	Active
ANTI	Anti Social Behaviour - spitting, litter, pushing	2	True
AC	Accident	1	True
AS	Assault - Pupil or Staff	4	True
ATT	poor attendance	2	True
BULL	Bullying	4	True
CG	Chewing Gum	1	True
DF	Defiance	2	True
DIS	Disrespectful to peers	2	True
DISR	Disruptive Behaviour	2	True
DISRES	Disrespecting staff	2	True
DP	Damage - Property	3	True
DREP	Daily Report not complete	2	True
DRINKS	Possession of banned drinks	1	True
EQ	Not having appropriate equipment	1	True
EXB	Excessive behaviour points	4	True
FOOD	Food outside canteen	1	True
FT	Fighting	3	True
HW	Homework not done	1	True
INA	Inappropriate gestures	2	True
INAPPRST	Inappropriate behaviour in common room/study room	2	True
INB	Inappropriate behaviour	2	True
INSO	Insolence/Cheeky to staff	3	True
IS	Illicit Substances	4	True
IW	Inadequate Work	1	True
LATE	Late for school	1	True
LD	Low level disruption	1	True
LEAVING	Leaving school without permission	3	True
MD	Missed Detention	1	True
MHD	Missing homework diary	1	True
MISSCOUR	Missed coursework deadline	2	True
MOBILE	Misuse of Mobile Phone	3	True
OB	Entering out of bounds areas	1	True
OL	Obscene Language	2	True
OTH	Other	1	True
PE	No PE kit	1	True
PHKF	Persistent Homework Failure	2	True
PLAL	Persistent Lateness to Lessons	2	True
PLAS	Persistent Lateness to School	2	True
POCFIR	Possession of fireworks	4	True
PS	Post Suspension	1	True
RACI	Racist Incident	4	True
REF	Refusing to obey instructions	2	True
SCHPROC	Failure to follow school procedures/instructions	2	True
SEC	Sectarian Incident(1)	4	True
SELFIRE	Selling fireworks	4	True
SMOK	Smoking	4	True
TH	Theft	3	True
TR	Truancy	3	True
UNIFORM	Non Compliance with Uniform Policy inc jewellery, hair ...	1	True
UNS	Unsettled in class	1	True
VP	Verbal Abuse - Pupil	4	True
VT	Verbal Abuse - Teacher	4	True
3RDHWK	3rd homework- lunch Detention	3	True
UNA	Unacceptable behaviour at SWC	4	True
DR	On Daily Report	1	True
LIES	Telling lies to a member of staff	1	True
BSD	Bringing the school into disrepute	3	True
ME	Missing equipment/books	1	True
FR	Full Report	0	True
MR	Monitoring Report	0	True

Appendix D

Inclusive Considerate Education (I.C.E.)

ICE: INCLUSIVE CONSIDERATE EDUCATION (C=consequence)

C1 – warning

Matter not resolved

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

Matter not resolved

C3 – 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

C4 – At this stage the pupil is still not complying. 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. The Pastoral Leader is informed by email and the member of staff must work 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 has to be sent to ICE (Included Considerate Education) through some very specific steps.

.....**ICE**.....

C5 – 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 member of staff in ICE receiving the pupil should fill in a log –book the name, form and lesson the student came out from.

The duration of study in ICE can be for any amount of time, rest of lesson, mainly whole morning or rest 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 or ICE member of staff.

C5: Some examples to consider:

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

A pupil can be placed in ICE for using obscene language. Also, for outright refusal to follow teacher's instructions, spitting, racist language, aggressive physical behaviour, assaulting another pupil etc. This could result in a longer-term ICE placement. Internal suspension in SLT's discretion, persistent infringement of school rules.

For example, persistent uniform offenders could be placed in ICE until the uniform issue has been resolved.

C6 – external suspension.

Appendix E

Risk Assessment and Management Plan (RAMP)