



Victoria College Belfast

Positive Behaviour Policy

September 2021-24

Policy Date – Sept. 2021

Agreed by Governors – 13th Sept. 2021

Review Date – May 2024

Update 1 – September 2022

Update 2 – September 2023

VICTORIA COLLEGE BELFAST

POSITIVE BEHAVIOUR POLICY

(In the policy documents of Victoria College the term “parents” is inclusive of guardians, carers and anyone who has legal responsibility for a pupil while they are attending the College.)

1.0 Rationale

Appropriate behaviour is essential within a school environment and this policy aims to strike a balance between recognising and rewarding positive behaviour, providing support and having appropriate consequences for inappropriate behaviour which are seen to be fair and applied consistently. It also aims to integrate all areas of pupil management by developing a framework within which positive relationships can flourish and pupils develop a sense of self-worth and an attitude of respect and tolerance for others.

2.0 Aims and Objectives

The Positive Behaviour Policy is intended to promote:

- high standards of learning and achievement.
- the school ethos through recognising and affirming positive behaviour.
- a caring, stimulating and supportive environment which will enable all pupils to flourish, regardless of ability or need.
- the development of equality of opportunity in a secure and supportive learning environment.
- the development in pupils of personal responsibility and an ability to manage their own behaviour while respecting the rights of others within the learning environment.
- positive relationships within the school community through the consistent application of clear expectations.

Everyone in the school community has a responsibility to promote positive and appropriate behaviour consistently. All members of staff, teaching and non-teaching will familiarise themselves with this policy and the actions to implement it in a fair manner. The values, standards and expectations outlined in the policy will be affirmed through the taught curriculum across all subject areas as well as through assemblies, form time and the pupil leadership team. In line with the reporting system a pupil's attitude to learning within the classroom will be reported upon.

This policy will be referred to and promoted in assemblies and will be available on the school website. The College will also communicate to pupils the Code of Conduct and the merit system which is used to reward positive work and behaviour. Pupils will also be informed of the potential consequences of inappropriate behaviour and how, when and why sanctions are used.

The College believes that the promotion of appropriate, responsible behaviour at home, at school and in the community requires a positive partnership between parents and school and will seek the active support of parents of pupils in implementing this policy.

3.0 Procedures

Baseline expectations of positive behaviours will be prominently displayed in all teaching areas and other areas of the school for reference and reinforcement. Specific classroom rules will be established at the beginning of the school year by the Form Teacher with each class. The appendices to this policy detail the procedures for the distribution of rewards and sanctions and explain the systems and referral routes for all staff to use to ensure consistency in implementation.

Issues relating to academic or pastoral matters will be dealt with in the first instance by the form or subject teacher, Head of Year or Head of Department as appropriate. If the matter cannot be resolved or is of a serious nature, it should be referred to the Head of Junior School (Year 8&9) or the Vice Principal for pastoral care. In respect of more serious issues it may be appropriate to liaise with other agencies including the Police Service of Northern Ireland (PSNI).

4.0 Staff Training

Through exceptional closure days and other forms of professional development, the College will support all staff in implementing this policy and in reinforcing positive behaviour. Where appropriate, the College will work with external agencies to support pupils.

5.0 Roles, Rights and Responsibilities

5.1 Role of members of staff

On a day to day basis each member of staff is responsible for promoting positive behaviour through establishing effective relationships with pupils and regular communication with parents as appropriate including positive feedback and the imposition of sanctions.

5.2 Rights of the pupil

Pupils have the right to:

- be valued as members of the College community.
- access help when required to deal with academic or pastoral issues.
- be treated fairly, consistently and with respect at all times.
- develop and extend their interests, talents and abilities.
- play an active role as members of the College community within clearly defined and fairly administered roles of conduct.

have access to a broad and balanced curriculum and where necessary have any additional educational needs addressed.

5.3 Responsibilities of the pupil

Every pupil in the College is expected to:

- be trustworthy, courteous and considerate demonstrating good manners at all times.
- be respectful of all pupils, regardless of race, creed, age, sexual identity or disability, in line with the inclusive ethos of the College.
- demonstrate pride in their appearance and the College by wearing the uniform correctly.
- perform to the best of their ability in all areas of the curriculum.
- accept ownership for their own behaviour and attitude to learning.
- be punctual to registration and all lessons.
- contribute fully to the community life of the College.
- help keep the College safe and welcoming.
- behave responsibly both inside and outside the College.

5.4 Responsibilities of parents

Parents have a vital role in promoting good behaviour in school and therefore effective home/school liaison is very important. The College will expect parents to give their full support to encouraging positive and helpful behaviours in all situations.

Parents are expected to:

- keep pastoral staff informed of any behavioural difficulties a pupil may be experiencing at home.
- inform the College of any trauma which may affect a pupil's performance or behaviour at school.
- inform the College about a pupil's ill health and any absences connected with it.
- be aware of the College's rules and policies and encourage adherence to those policies.
- attend planned meetings with teaching staff to discuss a pupil's progress and support school functions.

5.5 Responsibilities of the College

The College will achieve good home/school liaison by:

- promoting a welcoming environment within the College.
- giving parents regular constructive and positive feedback on individual pupil's work and behaviour.
- encouraging parents to visit the College on occasions other than parents' evenings.
- keeping parents informed of College activities via email, letter, newsletter and the website.
- involving parents at an early stage in any disciplinary matters.

5.6 Responsibilities of the subject teacher

Subject teachers will be responsible for:

- acting as a positive role model in their professional conduct within the school.
- being punctual to class and well prepared for each lesson.
- setting assessments which are marked regularly and returned to pupils within a reasonable timeframe in accordance with departmental policy.
- implementing the reward/sanction policy in a fair and consistent manner.
- raising issues relating to a pupil's academic progress, when appropriate, with the Head of Department.
- reporting issues relating to a pupil's pastoral welfare to the Form Teacher/Head of Year or Head of Junior School (Yr 8&9)/Vice Principal for more serious matters.

5.7 Responsibilities of the Form Teacher

Form Teachers will be responsible for:

- developing positive working relationships with their form class and overseeing the pastoral wellbeing of each pupil.
- the overall academic performance of the pupils and reporting it as required.
- encouraging excellent attendance and punctuality in line with school policy.
- ensuring that pupils leave the form room with their uniform correct (*in terms of, skirt length/correct trousers, correct shoes, top button, tie, make-up and nail polish*).
- ensuring the form councillor attends scheduled council meetings.
- communicating on a regular basis with the Head of Year and designated Senior Teacher through monthly pastoral meetings and additional updates as required.

5.8 Responsibilities of the Head of Year

The Head of Year will be responsible for:

- leading Form Teachers and pupils in the Year Group to develop a strong team with a sense of identity.
- organising regular pastoral meetings with an agenda and minutes forwarded to the relevant member of the Senior Leadership Team with a focus on the progress of individual pupils, areas of concern and improvement in behaviour/attitude.
- communicating with parents regarding academic performance.
- overseeing the daily duties of the Form Teacher and ensuring that each class is dealt with in a fair and consistent manner across each Year Group.
- writing report comments as required.

5.9 Responsibility of Senior Leadership Team

Members of the Senior Leadership Team will be responsible for:

- ensuring that pastoral teams in each year group are effective in promoting and encouraging positive behaviour.
- dealing with serious breaches in discipline, where a pupil has been referred by the Head of Year.
- liaising with parents and external agencies as appropriate to discuss the pupil's behaviour and relevant sanctions.

5.10 Role of Pupil Leadership Team

Prefects will be responsible for:

- acting as positive role models in all matters relating to uniform, conduct and academic work.
- monitoring the standard of uniform and conduct on a rota basis before school and at break and lunch times.
- carrying out any additional reasonable duties as directed by any member of staff.

Review and Evaluation

This policy will be reviewed at least every year by the Board of Governors. This review will monitor the implementation and effectiveness of the policy including cross-referencing with the e-Safety and Acceptable Use of ICT, Anti-Bullying and other pastoral related policies.

Appendices

Appendix 1 Code of Conduct

Appendix 2 Behaviour Management Overview

Appendix 3 Merit System

Appendix 4 Consequences and Sanctions

Appendix 5 Scheme for the Suspension and Expulsion of Pupils

Appendix Report Card

Appendix 1 Code of Conduct

The College's Student Planner contains a Home-School Agreement form which pupils and parent are required to sign at the beginning of the academic year to indicate that they have read and understood the general rules and guidance for pupils at Victoria College. These are displayed on the College website.

The Code of Conduct in the Student Planner reads as follows:

As a pupil, I will;

- attend regularly and arrive at registration on time.
- wear the correct uniform and bring the correct equipment each day.
- work hard to achieve targets set with my teachers.
- help other pupils by allowing every teacher to teach and every learner to learn.
- behave well on the journey to and from school.
- behave well in and out of class, follow the Code of Conduct and meet the College's expectations.
- respect and care for others and their property (including school property).
- care for my student planner and record all homework details.
- give my best efforts on all tasks.
- meet all deadlines for handing in homework.
- find out what opportunities are available to me and participate where possible.
- pass all letters, notes and reports to parents on the day they are issued.
- talk with parents and teachers about any concerns in school.

Pupil's signature _____ Date _____

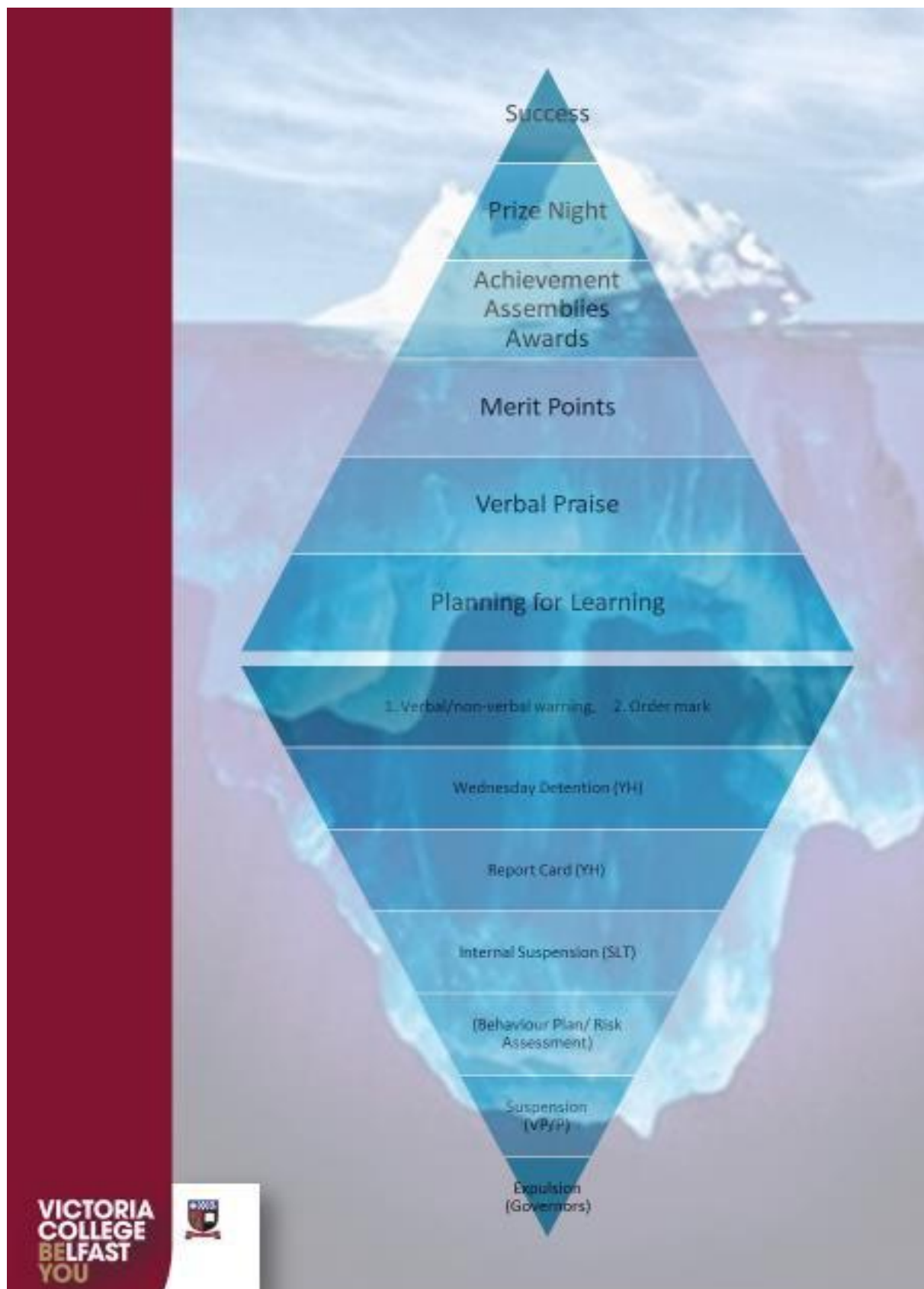
As a parent, I will;

- take an active interest in all aspects of my child's school life.
- see that my child attends school regularly, on time and properly equipped.
- communicate to school all relevant information which may affect my child's work or behaviour.
- notify school, if, for any reason, my child cannot attend.
- encourage my child to follow the College's Positive Behaviour policy and support associated action taken by the school.
- support the College's policy on homework, provide suitable facilities at home and encourage my child to make the required effort to achieve her potential.
- do my best to attend parents' events and other meetings at which my presence is requested.

Parent signature _____ Date _____

The school will;

- provide a safe and stimulating environment for pupils.
- encourage pupils to fulfil their potential as a learner and as a member of the school community.
- offer a broad and balanced curriculum to pupils of all abilities.
- encourage all pupils to take responsibility for their own actions, feel proud of their achievements and enjoy being a pupil at the College.
- keep parents informed about their child's progress and general school matters.
- insist that all pupils observe the College's Behaviour and Anti-Bullying policies.
- notify parents of achievement and behaviour points through the SIMS app.



Appendix 2 Achievement Points

Within the College pupils are expected to take responsibility for their own learning and to manage their behaviour in line with school policies. The Behaviour Management Module of the electronic School Information Management System (SIMS) will record both achievement and behaviour points.

The merit system has been established in Years 8-13 and all pupils will have the opportunity to achieve merits throughout the academic year.

Achievement Points will be awarded when pupils meet any of the following criteria:

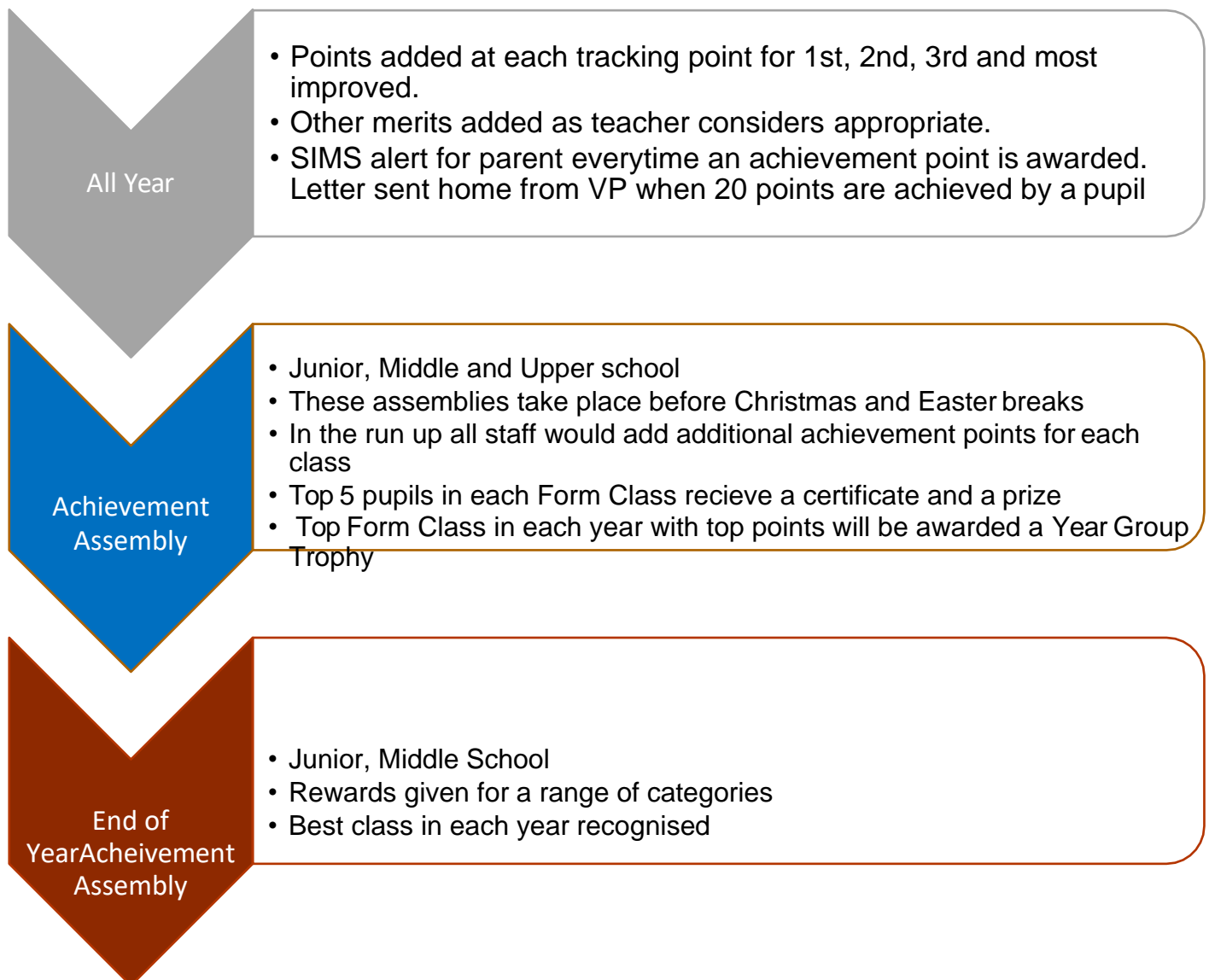
- 1st, 2nd or 3rd place in any class test
- full school attendance per calendar month
- full school punctuality per calendar month
- extracurricular commitment (no absence) – 1 Term (5pts)
- attendance and preparation for Open Day
- reflects on feedback given and demonstrates a commitment to raising the standard of work presented
- shows most improvement in a test
- exceptional classwork.
- exceptional homework.
- excellent project work.
- positive contribution and attitude displayed in class.
- demonstrating kindness to others.
- achieving personal targets.
- Reading at and preparing for Assembly.
- working positively with support staff.
- representing the College at an external event

Recognising Achievement

The Behaviour Management Module of SIMS (School Information Management Systems) will record both achievement and behaviour points.

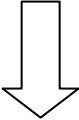
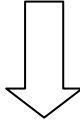
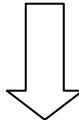
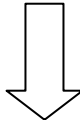
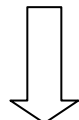
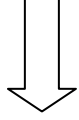
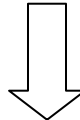
Achievement Assembly

Achievement Assemblies will be held for Junior, Middle and Upper School prior to Christmas and Easter, recognising achievement for the term. The top Merit winners will receive a reward and the best performing form classes will receive a trophy. The end of year assembly will mark achievement for the full year.



Victoria College Belfast Behaviour Policy

Summary table of Consequences for inappropriate behaviour

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
Actions	Low level disruptive behaviour Poor or late homework	Preventing learning of others Uniform breach/mobile phone use Further incidents of disruptive behaviour	Accumulation of 6 behaviour points or Serious breach of school rules (referral to Head of Year)	Accumulation of 3 Wednesday detentions Truancy from the school day Other serious breach of school rules	In cases of continued inappropriate behaviour, pupil and parents be interviewed by the Vice Principal or Principal leading to	More than one suspension or a serious incident may lead to attendance of pupil and parent/ guardian at Governors Education Committee.	As a last resort, when all other avenues have been exhausted, the Principal will consult with the Board of Governors and, if deemed appropriate, follow DE guidelines and procedures leading to...
Consequences	 Verbal warning/ with immediate corrective action to be taken by pupil	 Recorded as behaviour point on SIMS by relevant teacher. Teacher should inform pupil it has been added	 Wednesday detention (letter to parents) Report Card may also be considered by Head of Year	 Internal Suspension with Senior Leadership Team (SLT) (letter to parents)	 Suspension <div> In either of these cases the matter will be referred to both the Board of Governors and the Education Authority and will be <u>recorded on the pupil's school record.</u> </div>	 Education Committee	 Expulsion

*An IBP (Individual Education Plan) or a Behaviour Risk Assessment may be created at any stage by SENCO/SLT *

Appendix 3 Consequences and Sanctions

Victoria College aims to encourage pupils to exercise good behaviour and self discipline. Pupils are expected to respect their peers and all staff and to do everything they can to maintain the good reputation of the College. The staff value greatly the support and co-operation of parents in helping pupils to maintain a high level of conduct at all times. All Sixth Form pupils have a responsibility to be exemplary role models to younger pupils. The College is aware of and appreciates the important role of the Sixth Form Prefects, in particular, in acting as role models and mentors and reporting all incidents of inappropriate behaviour inside and outside the College.

Within the College a system of positive behaviour encourages and promotes mutually respectful relationships. Rewards and sanctions will be applied with consistency and fairness by all staff in order to establish and maintain an ethos within which pupils come to appreciate and embrace the acceptable behaviour standards of the College.

Expected behaviour in pupils

Pupils are expected to contribute to the ethos of positive behaviour by:

- showing respect for the viewpoints and properties of others.
- recognising that all pupils have a right to participate in lessons.
- co-operating with teachers and peers during shared activities.
- coming to school prepared and working to their full potential.
- being courteous to all members of staff and to other pupils.

Unacceptable behaviour in pupils will incur sanctions as identified in the attached table

When sanctions are required they should be applied in a way that best meets the needs of the situation. Sanctions should also be used to support pupils to address and change their behaviour within a context of respect and rehabilitation.

The following procedures acknowledge the hierarchy in unacceptable behaviour and indicates the appropriate sanctions at different stages.

Stage 1:

For a first offence in any of the following situations encountered by a member of staff, the pupil will be given a verbal reprimand and asked to take the appropriate corrective action.

- Behaving inappropriately in class ie by calling out, interrupting others or being generally inattentive.
- Coming to school unprepared for lessons, eg without appropriate books/materials.
- Lateness to registration. 3 Lates in the morning will result in a behaviour point.
- Arriving in school without homework done.

Stage 2: Behaviour Points

Repetition of any of the misdemeanours specified at Stage 1 as well as any of the following, will result in an order mark being issued by the member of staff involved:

- Disrespect for their peers, staff or the school environment
- Three late marks in morning registration – added by the Form Teacher
- Failure to follow an instruction from any member of staff
- Being unwilling to accept the clearly defined rules/procedures of the College
- Absenting oneself deliberately without permission from a school commitment
- Preventing others from learning
- Not signing the late book.
- Any breach of uniform policy (make-up, jewellery, body piercings, shoes, top button, skirt). Jewellery will be confiscated, left in the school office, recorded on SIMS by office staff and returned to the pupil at the end of the school day. Pupils will receive a verbal warning only on the first day of the school year. Where there is a uniform issue that cannot be resolved easily, the Year Head will contact home.
- Unauthorised use of phones during the day – phones will be confiscated and left in the office and returned to the pupil at the end of the school day.

Stage 3: Referral to Head of Year or Head of Subject 6 Behaviour Points

The following behaviours will result in a pupil being referred to Head of Year, Head of Subject or the award of 6 Behaviour Points:

- Pupils Involved in any form of dishonesty: ie cheating, forging notes or telling lies will be referred to the Head of Year or Head of Subject.
- Where cheating takes place in a public examination, sanctions in accordance with the procedures of the relevant Examination Board will be applied.
- In an internal examination, the pupil will receive a mark of zero.
- Where pupils continue to display the behaviours specified previously in Stages 1 and 2 they will be referred to Head of Year or Head of Subject.

NB: A Stage 3 referral may result in a pupil completing a Wednesday detention. A Head of Year may also decide to monitor behaviour through a report card.

The accumulation of **6 Behaviour Points** or involvement by pupils in any of the following will incur a Wednesday detention:

- Taking photographs in school without permission from a member of staff.
- Defacing or destroying school property.
- Using abusive language to another pupil or member of staff.

- Bringing the College into disrepute by misbehaving or using bad language in a public place or on public transport.
- Leaving school without permission (not signing out).
- Absenting oneself from class.

Stage 4: (Referral to Senior member of staff)

Pupils who have **not** responded positively to any of the above actions and who continue to give rise to serious concerns about their behaviour or academic progress will be referred to the appropriate senior member of staff. Involvement in any of the following will also result in such a referral. Serious inappropriate behaviour may also result in suspension, such as:-

- any kind fighting/inappropriate physical contact.
- stealing.
- behaving aggressively towards another pupil or member of staff.
- suspicion of or being in possession of cigarettes, e cigarettes, alcohol, stolen goods or obscene materials in in a situation connected to the College.
- smoking cigarettes or e cigarettes.
- physical fighting
- recording/uploading/sending any type of footage via social media involving a member of staff or pupil.
- continued inappropriate behaviour.

An Internal Suspension will apply when:-

- a pupil is deliberately absent for an entire school day.
- a pupil has accumulated three Wednesday detentions.
- the nature of the inappropriate behaviour is deemed serious enough to warrant this action.

Please note that bullying behaviour is addressed through the anti-bullying policy and will also involve a senior member of staff.

Stage 5: Suspension

Any pupil who has previously been dealt with at all levels specified in the policy and continues to display inappropriate behaviours or behaviour deemed serious enough to warrant this may also be referred for an interview with the Vice Principal/Principal along with their parent. Suspension is the most likely outcome at this stage.

Stage 6: Role of the the Board of Governors

More than 1 suspension or an incident deemed sufficiently serious may lead to the required attendance of the pupil concerned and their parents at a meeting of the Education Committee of the Board of Governors.

Stage 7: Expulsion

As a last resort, when all other avenues have been exhausted, the Principal will consult with the Board of Governors and, if deemed appropriate, follow Department of Education guidelines and procedures leading to Expulsion. (See Appendix 5)

A pupil's parents will be contacted to attend an interview with the Vice Principal and/or the Principal and the PSNI may be involved.

The matter will be referred to both the Board of Governors and the Education and Library Board and will be recorded on the pupil's school record.

NB: In all cases, the Principal reserves the right to apply what she considers to be the most appropriate sanctions in relation to any incident/behaviour which is deemed to be unacceptable.

****An IBP (Individual Behaviour Plan) or a Risk Reduction Action Plan may be created at any stage by SENCO/SLT. Involvement of external agencies may also be considered. ****

Behaviour	Possible consequences (will depend on nature and degree of the inappropriate behaviour)							
	Verbal reprimand	Behaviour Point	Referral to Head of Subject or Head of Year	Wednesday Detention	Interview with a Senior Member of Staff	Internal Suspension	Suspension	Expulsion
Absenting oneself from school commitment/activity/class without permission		✓		✓		✓		
Assembly – non-attendance	✓	✓						
Bullying	Referral to HOY or Vice Principal (see Anti-Bullying Policy)							
Cheating				✓	✓	✓	✓	
Cheating in a public exam	Sanctions will be applied as per the Examinations Board							
Cheating in an internal exam	Pupil will receive a score of zero – which will appear on their report.							
Damage to other peoples' property	Requirement to repair/replace damaged item combined with Detention							
Damage to school property	Requirement to repair/replace damaged item combined with Detention							
Disobedience	✓	✓	✓	✓	✓	✓	✓	
Failure to attend detention	Attend next detention, or following internal suspension							

Failure to sign late book	✓	✓	✓	✓				
Fighting	Parents will be contacted and pupil sent home. Internal/formal suspension							
Forgery of signatures	Parents will be informed, followed by Wed or internal suspension							
Graffiti	Detention combined with Community Service within school							
Homework not done	✓	✓	✓					
Jewellery – not as per uniform list	Items will be confiscated, placed in a sealed envelope, and left in office. Behaviour Point added							
Lateness for class	✓	✓	✓	✓				
Lateness to school without valid reason	Three 'Lates' behaviour point added. EWO referral may be made							
Littering	Behaviour Point and Community Service within school							
Make-up	✓	✓	✓	✓				
Misuse of internet	(see Acceptable use of ICT Policy)							
Mobile phone – switched on during school day	Phone will be confiscated and left in school office. Parent/nominated adult will be contacted. Pupil should collect the mobile phone at the end of the school day. Behaviour point recorded on SIMS.							
Piercings or retainers (any)	Pupils will be asked to remove item(s) which will be placed in a sealed envelope and left in office. Behaviour point recorded on SIMS.							

Possession, or suspected possession of alcohol, solvents, stolen or illegal items, or obscene or offensive materials	Parents will be contacted. Pupil may be suspended.							
Risk: Any behaviour within or in connection with school that places pupil, staff or others at risk		✓	✓	✓	✓	✓	✓	✓
Rudeness to staff	✓	✓	✓	✓	✓			
Shoes – not as per uniform list	✓	✓	✓	Parents will be notified and asked to replace the item of uniform				
Skirt – inappropriate length	✓	✓	✓	Parents will be notified and asked to replace the item of uniform				
Smoking of cigarettes or e cigarettes /possession of cigarettes/electronic cigarettes	Parents will be contacted. 1 st time - Internal suspension 2 nd time – Suspension							
Swearing		✓	✓	✓	✓	✓		
Taking photographs/making recordings at school without permission of a member of staff	Device will be confiscated and left in school office. Detention or suspension may be considered. Parents will be contacted to collect the device.							
Telling lies		✓	✓	✓	✓	✓		
	Pupil will be required to write a letter of apology signed by parents							
Theft				✓	✓	✓	✓	✓
Truancy for any part of school day				✓	✓	✓		
Unacceptable behaviour	✓	✓	✓	✓	✓	✓	✓	
Unacceptable behaviour on public transport				✓	✓	✓	✓	
Unacceptable behaviour in a public place		✓	✓	✓	✓	✓	✓	
Unacceptable behaviour on school trip				✓	✓	✓	✓	

Uniform (breach of policy) Hoodies confiscated – order mark on 2 nd time	✓	✓	✓					
Recording/uploading/sending via social media any media/text involving a member of staff or another pupil (in school)						✓	✓	✓
Vandalism	Detention combined with Community Service within school							
Verbal abuse				✓	✓	✓	✓	

APPENDIX 4

SCHEME FOR THE SUSPENSION AND EXPULSION OF PUPILS

1. The Board of Governors of the College has prepared and adopted this scheme under article 49 of the Education and Libraries (Northern Ireland) Order of 1986, as substituted by article 39 of the Education and Libraries (Northern Ireland) Order of 1993, and in accordance with the Schools (Suspensions and Expulsion of Pupils) Regulations (Northern Ireland) of 1995 as well as Schools (Suspensions and Expulsion of Pupils) (Amendment) Regulations (Northern Ireland) 1998.
2. In this scheme, any reference
 - (a) to the Chairman of the Board of Governors includes, where the Chairman is absent or unavailable, the member of the Board of Governors for the time being performing the duties of the Chairman
 - (b) to the Principal includes, where the Principal is absent or otherwise unavailable, the Vice Principal or other person for the time being performing the duties of the Principal
 - (c) to the parent(s) of a pupil includes the legal guardian(s) of a pupil or, in the case of a pupil who has attained the age of eighteen years, the pupils themselves.

3. Suspension

The suspension of a pupil is a serious sanction and will only be imposed by the Principal in situations where the pupil's behaviour is presenting serious difficulties to the College and normally only after all reasonable attempts have been made to modify the pupil's behaviour. Prior to considering suspending a pupil, the pupil will be given an opportunity to explain their position and the school will make reasonable efforts to establish all of the facts. Should the nature of the situation be such that removal from class is desirable while the enquiries are being made then a short 'timeout' period of no more than 2 days may be considered.

Where suspension is being considered the Principal will immediately invite the parent(s) of the pupil to visit the school to discuss the matter.

The initial period of suspension will not exceed five school days: a pupil will not be suspended from school for a total of more than 45 days in any one school year.

The Principal may extend a suspension but only with prior approval of the Chairman of the Board of Governors. Extended suspensions will be for short reasonable periods, normally in blocks of not more than 5 days.

The Principal will immediately give written notification of the reason(s) for the suspension (and the period of suspension) to the parent(s) of the pupil, the Chairman of the Board of Governors and the Education Authority.

When a pupil is suspended from school every effort will be made to ensure they are kept up to date with work so that a return to school can be made with a minimum of disruption. Work will be provided by the school for the pupil to complete at home during the period of suspension from school. It is the responsibility of the parent to ensure that this work is collected from and returned to the school.

A pastoral support programme will be put in place by the school to help reintegrate pupils who have been suspended from school for a continuous period in excess of 10 days.

4. Expulsion

Expulsion is the final and most serious disciplinary action that can be applied to a pupil and the decision to expel a pupil will only be taken in response to very serious breaches of the school's discipline policy and normally as a final step when all other alternative strategies have been tried and have failed. There will however be exceptional cases where, in the school's judgement, it is appropriate to expel a pupil for a first or one off offence.

If expulsion is being considered then the following procedures will be followed:

- (a) A pupil will be expelled only after being suspended for a period.
- (b) If after the period of suspension has been exhausted with no resolution of the difficulties and the school decides to give consideration to expulsion, the pupil will then be able to return to school pending a final decision being arrived at by the Board of Governors.
- (c) A consultation meeting will be held. This consultation meeting will include: (i) the Principal (ii) the parent(s) of the pupil and pupil if over the age of 18 (iii) the Chair of the Board of Governors (iv) the Chief Executive of the Belfast Education and Library Board or another officer of the Board as designated.
- (d) The purpose of the consultation meeting is to review the whole matter in order to determine whether the issues can be resolved without expulsion and, if not, to make a recommendation to the College's Board of Governors.
- (e) The consultations referred to at (c) and (d) above will include discussion about the future provision of suitable education for the pupil. Efforts will be made at the consultation meeting to reach agreement on the actions to be taken and by whom, including a target date for the young person's return to full time suitable education if an expulsion is to take place.

- (f) Any neglect or refusal of the parent(s) of the pupil to take part in the consultation will not prevent the pupil from being expelled.
- (g) The parent(s) will be invited to attend and make representations to the Board of Governors. The parents will leave after making representation. The Board of Governors will then take the final decision about whether or not to expel the pupil.
- (h) When the decision of the Board of Governors is made, it must be conveyed to the parent(s) in writing within three working days. When the decision is made to expel a pupil the Principal will also provide information to the parent(s) that they have a right of appeal to an independent tribunal and the means by which they can do so including the time limit set by the Education Authority for lodging the appeal and the place where the appeal may be lodged.

APPENDIX 5

POSITIVE BEHAVIOUR POLICY 2020 COVID-19 ADDENDUM GUIDANCE

The principles as set out in the Positive Behaviour Policy remain and should continue to be followed. This addendum should **not** be used as a stand-alone document and should be read in conjunction with the existing policy. It sets out the expectations of Victoria College in light of the Covid-19 pandemic and the need for pupils to behave differently within the school environment. It describes the new systems in place and how pupils will be supported to adhere to them. This addendum follows the advice and guidelines provided by the Public Health Agency (PHA). In order to ensure the safety of both staff and pupils in school, the expectation is that pupils and staff will adhere to the new safety measures that have been put into place.

Every pupil is expected to:

- follow any altered routines for arrival or departure;
- follow school instructions on hygiene, such as handwashing and sanitising;
- follow instructions as to who pupils can socialise with at school;
- adhere to appropriate social distancing rules;
- move around the school buildings in accordance with specific instructions and directions (for example, one-way systems, out of bounds areas, queuing);
- exhibit good manners regarding sneezing, coughing, using tissues and disposal thereof ('catch it, bin it, kill it');
- avoid touching the mouth, nose and eyes with hands;
- tell an appropriate adult if they feel ill or are experiencing symptoms of coronavirus;
- follow the rules about sharing any equipment or other items including drinking bottles;
- adhere to designated toilet areas;
- take personal responsibility for their own hygiene.

All pupils will be supported in the following ways:

- Throughout the College there will be signs/posters/visual prompts to remind pupils and staff of the new safety measures in place that should be followed;
- Members of staff will explain new routines sensitively and help pupils to feel safe and reassured by the new rules that are put in place;
- The new routines and expectations will be explained and repeated by members of staff on a regular basis;
- Members of staff will explain hygiene rules sensitively every day and provide reminders throughout the day.

Whilst new expectations are established, we will focus on establishing routines to ensure the safety and well-being of all pupils and staff. If a pupil has any concerns they should share these with a member of staff for appropriate action if necessary. For pupils who are not managing to follow the school's expectations of appropriate behaviour at this critical time we will invoke the Positive Behaviour Policy.

At the heart of all decisions is our desire to maintain the care, welfare, safety and security of everyone in our school community.

Appendix 5

A Report Card should be used as a stage 3 intervention to monitor behaviour. The pupil must check in with the Head of Year at one agreed time of day to review the targets. A sanction will be agreed with the Head of Year for targets not met. The Head of Year should email the report card to a parent at the end of each day.

How to set up a report

1. Select 'Report Card' in Behaviour Management

The screenshot shows a software window titled "Report Card Details" for a student named Lucy Quinn. The window has a menu bar with "Save", "Undo", "Print", "Links", and "Help". Below the menu bar is a tabbed interface with five tabs: "1 Basic Details", "2 Behaviour Incidents Linked to Report Card", "3 Templates", "4 Targets", and "5 Report Card".

1 Basic Details

- Student: Lucy Quinn
- Reason for On Report: (dropdown menu)
- Start Date: (calendar icon)
- End date: (calendar icon)
- Additional Comments: (text area)
- Active: ☒

2 Behaviour Incidents Linked to Report Card

Date	Type	Action Taken	Points	Comments
------	------	--------------	--------	----------

Buttons: New, Delete

3 Templates

Description: (text area)

4 Targets

Code	Description
------	-------------

Buttons: Add, Remove, Move Up, Move Down

Generate Report Card

5 Report Card

Buttons: OK, Cancel

Links

- Linked Documents
- Quick letter
- Data Collection Sheet
- Send Message
- Student Teacher View
- Student Details
- History
- Reports
- SEN
- Suspensions
- Timetable
- Classes
- Attendance
- Assessment
- Examinations
- Courses
- Communication Log
- Student Curriculum
- Intervention Report

Help

2. Select reason for report card

The screenshot shows the 'Report Card Details' window for a student named Lucy Quinn. The 'Reason for On Report' dropdown menu is open, displaying a list of reasons. 'Disruptive Behaviour' is highlighted. The list includes: Absent Without Permission, Cheating, Damage - Property, Homework not done, Disruptive Behaviour, Equipment, Misuse of Internet, Lateness, Not Attending Class, Using Mobile Phone, PE Kit Forgotten, Persistent Lateness to Classes, Persistent Lateness to School, Skirt too short - not to knee, Unacceptable Behaviour, Make up/Nail Varnish/Piercings, Worn in class, canteen or Assembly, Unprepared for Class, Assault - Pupil, Behaviour to/from school, Bullying, Misuse of Library, Cigarettes, substance abuse et, Defiance, Disobedience, Fighting, Forging Excuse Notes, Internal Suspension, Lunch Time Incident, and Lying.

3. Select start and end date and select targets. A Pupil should be in report for at least a week.

The screenshot shows the 'Report Card Details' window for a student named Lucy Quinn. The 'Start Date' is 03/06/2021 and the 'End date' is 10/06/2021. The 'Targets' section is open, showing a list of targets. 'PUNJC Punctual' is highlighted. The list includes: PUNJC Punctual, HOME Supply Homework, DISP Discipline, and EQUI Correct equipment for lesson.

4. Click 'Generate report'

- When a teacher is marking the register, a pupil on report will be in red. Click should highlight the student and click report card to complete the report card.

The screenshot displays the SIMS .net Victoria College Belfast software interface. On the left, the 'Take Register' window is open, showing a list of students. The student 'Quinn, Lucy' is highlighted in red. On the right, the 'Report Card Details' window is open, showing the report card for Lucy Quinn. The 'Basic Details' section includes fields for Student (Lucy Quinn), Reason for On Report (Disruptive Behaviour), Start Date (03/06/2021), End Date (10/06/2021), and Active (checked). The 'Behaviour Incidents Linked to Report Card' section is empty. The 'Templates' section is empty. The 'Targets' section is empty. The 'Report Card' section shows a table with columns for Class, DISP, Comments, and Initials. The table lists various classes and their corresponding initials.

Take Register Window:

Name	Reg	AM	ATHu:Reg	ATHu:1	ATHu:2
McKenna, Ella	9ELW	/	/	-	-
McKeown, Amalie	9ELW	/	/	-	-
McKnight, Sophie	9ELW	/	/	-	-
McLean, Star	9ELW	/	/	-	-
McMeekan, Jessica	9ELW	/	/	-	-
McMichael, Stephanie	9ELW	/	/	-	-
McNeill, Poppy	9ELW	/	/	-	-
Mills, Sophia	9ELW	/	/	-	-
Mitchell, Ella	9ELW	/	/	-	-
Mohd Azhar, Athirah	9ELW	/	/	-	-
Montgomery, Grace	9ELW	/	/	-	-
Mooney, Emily	9ELW	/	/	-	-
Morrow, Connie	9ELW	/	/	-	-
Muir, Rebecca	9ELW	/	/	-	-
Mulholland, Grace	9ELW	/	/	-	-
Murphy, Chloe	9ELW	/	/	-	-
Murphy, Lauren	9ELW	/	/	-	-
O'Kane, Clara	9ELW	/	/	-	-
O'Kane, Emily	9ELW	/	/	-	-
O'Neill, Anna	9ELW	/	/	-	-
O'Sullivan, Pippa	9ELW	/	/	-	-
Oliver, Chloe	9ELW	/	/	-	-
Owen, Grace	9ELW	/	/	-	-
Pallin, Scarlett	9ELW	/	/	-	-
Patterson, Amelia	9ELW	/	/	-	-
Pau, Niamh	9ELW	/	/	-	-
Quinn, Erin	9ELW	/	/	-	-
Quinn, Lucy	9ELW	/	/	-	-
Rennie, Claire	9ELW	N	N	-	-

Report Card Details Window:

Report Card Details for Lucy Quinn

Save Undo Print

1 Basic Details 2 Behaviour Incidents Linked to Report Card 3 Templates 4 Targets 5 Report Card

1 Basic Details

Student: Lucy Quinn

Reason for On Report: Disruptive Behaviour

Start Date: 03/06/2021

End Date: 10/06/2021

Additional Comments:

Active: ☒

2 Behaviour Incidents Linked to Report Card

3 Templates

4 Targets

5 Report Card

Class	DISP	Comments	Initials
Date: 03/06/2021			
9ELW - AM			ELW
9ELW/Rg			ELW
9ELW/Fm			ELW
9ELW/Re			GHM
9ELW/Fr			SRN
9ELW - PM			ELW
9ELW/Sp			NGT
9ELW/LI	<input type="checkbox"/>		ELW
9F/Sc			MKN

OK Cancel

