



1. Aims

This policy aims to promote a school culture that enables effective teaching and learning by:

- Fostering mutual respect between all members of the school community and prepare learners for the adult world
- Creating consistent expectations, rewards for achievement and consequences of poor behaviour
- Challenging poor behaviour in a fair, consistent and appropriate manner

2. 'Our Expectations' (See also Appendix 1 for full version)

We expect the highest standards of behaviour from our students

- Kindness, honesty and respect are our core values.
- We believe that is the responsibility of all adults, both in school and at home, to work together in order to develop these values in all of our young people. We are partners, invested in growing ready, knowledgeable, reflective and ambitious learners who will have the best chance to flourish as successful adults.

3. Roles and responsibilities

3.1 The Governing Body

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

3.2 The Head Teacher

The Head Teacher (also delegated to the SLT) is responsible for reviewing and approving this Behaviour Policy.

The Head Teacher/ Deputy Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to provide rewards and sanctions are applied consistently.

3.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Reinforcing 'Our Expectations'
- Support students to meet the expectations of the school
- Recording behaviour incidents
- Setting high standards for work and behaviour
- Being fair and consistent in the implementation of the school rules
- Treating students as individuals and with respect
- Issuing praise in accordance with the school's rewards policy
- Forming positive Home-School relationships and communications
- Responding to communication from parents including telephone calls and letters



3.4 Parents

Parents and carers have a critical role to play in ensuring their child reaches their academic potential and will be expected to support the school in the following ways:

- Supporting 'Our Expectations'
- Ensuring their child is wearing the correct school uniform
- Ensuring their child has the proper equipment for lessons
- Checking the student planner each week, as well as checking it for notes, comments and merits and speaking with their child accordingly
- Attending information evenings and academic tutoring days
- Supporting the school staff in their implementation of the Behaviour Policy
- Inform the school (Form Tutor) of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form Tutor promptly

4. Definitions

Expectations: Students will be expected to take responsibility for their own behaviour by:

- Treating all members of staff, students and members of the public with respect
- Following instructions when requested to do so
- Adhering to 'Our Expectations'
- Understanding that unacceptable behaviour sanctions are a result of choosing to break the school rules

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Inappropriate use of language towards students and/or staff
- Wearing incorrect uniform
- Defiance

Serious misbehaviour, which may result in an internal or external suspension, includes:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/vaping on or around the school site
- Racist, sexist, homophobic or discriminatory behaviour towards any member of the school community
- Possession of any prohibited items. These include:
 - Alcohol
 - Knives and weapons
 - Illegal drugs
 - Stimulants



- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person, including the student

5. Bullying (See also Appendix 2)

Our Expectations promote respect and care towards themselves and others. We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell an adult.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6. Praise (See also Appendix 3)

We are proud of all the achievements of our students and recognise them using the praise system. Praise points totals are calculated termly and rewards are given accordingly in school assemblies.



Praise points can be awarded for numerous reasons:

- Answering questions in a lesson
- Working well in a group activity
- A good piece of homework
- Striving for improvement
- Outstanding presentation of work
- Attitude to learning

Rewards range from certificates and front-of-queue passes to Amazon vouchers and, for Years 11 and 13, Prom tickets. Any member of staff can award praise points. At the end of the academic year, the number of praise points achieved by students are used to identify award winners at the school's annual prize day. It should be noted that we place as much emphasis on effort in lessons as we do on achievement.

7. Sanctions (See Appendix 4)

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Being asked to leave a lesson (Stage 2 Exit)
- Being asked to leave the 'Buddy Room' within a subject or Faculty area (Stage 3 Exit)
- Being asked to leave the Individual Learning Base (Stage 4 Exit)
- Expecting work to be completed at lunchtime (Subject/Faculty detention only)
- After-school detentions (Centrally organised)

Students who fail to attend a lunch time detention will be placed in an after-school detention. Students who fail to attend an after-school detention will be placed in an SLT detention after school. Students who fail to attend the SLT detention will be placed in a Headteachers's detention. Failure to attend a Headteachers's detention may lead to a suspension. Other main school strategies may include:

- Report cards (Tutor, Head of Year, Key Stage Leader, Senior Leadership Team)
- Referral to the Pastoral Support Team (Restorative Justice, Mentoring, Additional Support)
- Referral to the Head of Year
- Referral to the Special Educational Needs and Disability Co-ordinator for identification of /support for additional needs
- Risk assessment
- Creation of an individual Pastoral Support Plan
- Letters or phone calls home to parents/carers
- Meetings with parents/carers
- Time allocated to ILB for behaviour recovery and interventions

ILB is used in response to serious or persistent breaches of this policy. Students may be expected to complete the same work as they would in class. This facility is managed by middle and senior teachers, supported by the Pastoral Support Team.

- Sending home for a 'cooling-off period' to enable a student to reflect and an opportunity for a fresh start the following day
- Referral to 'Pathways' for students with additional educational needs (alternative provision for Key stage 3 and 4 students)
- Referral to the Education Support Centre (ESC)
- Suspension



7.1 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, on the bus on the way to or from school, or while wearing school uniform.

In other situations, the school does not have legal powers with regards to incidents that occur when students are not the responsibility of school, but we will offer support and advice, where it is applicable.

7.2 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the student in accordance with this policy.

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teachers and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with students, which may include:
 - greeting students in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour
 - concluding the day positively and starting the next day afresh
 - dealing with low-level disruption
 - using positive reinforcement



The following chart gives staff clear guidance on how to deal with inappropriate behaviour in the classroom should a student not follow 'Our Expectations'.

BHS SEP 2022



Stages of behaviour

WARNING



- Student is given a verbal warning
- Name/initials written on the board
- No recording on SIMS

STAGE 1



- Student is given their only written warning and moved seats if appropriate
- Stage 1 recorded next to name/initials on the board
- Stage 1 reason is recorded on SIMS

STAGE 2



- Student is removed from the lesson and placed into the buddy room
- A school detention will be issued for the following day
- Stage 2 recorded on SIMS and teacher contacts home

STAGE 3



- Student continues to misbehave, refuses to attend the buddy room, exhibits hurtful, offensive or dangerous behaviour.
- Student to ILB pending investigation
 - Stage 3 is recorded on SIMS by ILB

STAGE 4



- Student misbehaves in ILB, or initial investigation indicates a likely suspension
- Student to be sent home for cooling off
 - SIMS to be updated upon SLT decision after completion of investigation



8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them from hurting themselves or others

Incidents of physical restraint must:

- be used only as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded in the Incident Book, kept by the Designated Safeguarding Lead, and reported to parents

8.3 Confiscation

Any prohibited items (see Section 4 previously) found in students possession will be confiscated. These items will not be returned to students and could potentially lead to a search of the student.

We will also confiscate any item which is harmful or detrimental to school discipline. If appropriate, these items may be returned to students after discussion with senior leaders, parents and, if necessary, the police.

This also includes the school's Mobile Phone Policy ([See Appendix 5](#))

8.4 Student support

Our approach to challenging behaviour may be differentiated to cater to the needs of the student, this will be planned for carefully at key transition points, with the support of parents and the SENDCO. It may also involve support from colleagues at the Education Support Centre, as well as the use of offsite provision.

We have a full-time dedicated team of non-teaching pastoral support workers who will work alongside Heads of Year to ensure students receive the most appropriate support.

The SENDCO will evaluate any students who exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their Form Tutors / Heads of Year if appropriate. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is put in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.



10. Training

As part of their induction process, all new staff receive training on managing behaviour.

Behaviour management also forms part of the school's continuing professional development programme.

11. Monitoring arrangements

The Behaviour Policy is reviewed by the Head Teacher and full governing body every year. At each review, the policy will be approved by the Head Teacher.



APPENDICES

Appendix 1: Our Expectations

- Kindness, honesty and respect are our core values.
- We believe that is the responsibility of all adults, both in school and at home, to work together in order to develop these values in all of our young people. We are partners, invested in growing ready, knowledgeable, reflective and ambitious learners who will have the best chance to flourish as successful adults.

OUR EXPECTATIONS OF UNIFORM

- We expect our learners to wear their tie, shirt, lanyard and blazer smartly at all times, demonstrating a clear understanding of self-respect.
- We expect our learners to remove their outdoor clothing on entering the school building.
- We expect our learners to understand that when they are in uniform in the surrounding community, they are representing the school and our values.

OUR EXPECTATIONS OF BEHAVIOUR

- We expect our learners to act with kindness, honesty and respect at all times during the school day.
- We expect our learners to understand that learning is a gift, for everyone, and as such adopt a positive approach to learning.
- We expect our learners to understand that when their decisions do not reflect our expectations, it is necessary that there are consequences. Consequences serve as an important part of repairing the harm caused by ill-judged decisions.

CONSEQUENCES

- We want our students to have a strong sense of self-worth, respect for others, an awareness of the world and the positive contribution they can make.
- We always do our utmost to praise and reward our students at every opportunity. We do, however, understand, that on occasions our students make poor choices. The school has a clear behaviour policy, and a series of expectations of the way that students should behave when at school. Our expectations reflect those values upheld by society outside of the school gates i.e. treating each other with respect, care and tolerance; avoiding prejudice and abuse of others.
- Occasionally, it is necessary to issue a sanction, typically in the form of an after-school detention.
- The purpose of a sanction is to support our learners in understanding why their behaviours or attitudes are not acceptable, and to help them make more positive choices in the future.

What happens if an incident is reported?

- There are times when further information is needed before a decision can be made. In these instances, the following general procedure will be followed:
- Those involved will be asked to explain what happened. This is usually by way of a version of events.
- Staff may ask witnesses for their account; this may include both students and staff. Where possible, witnesses deemed 'neutral' i.e. outside of the friendship groups of those involved, will be used.
- Any camera footage of the area at the time may be viewed.
- A decision will be made as to the likely pattern of events based on the available information.



FREQUENTLY ASKED QUESTIONS

What happens if you can't prove, without any doubt, what happened in a given incident?

- Schools are expected to take into account the 'balance of probability' as to what has happened. We will do our utmost to get as accurate a picture as possible before making any decision.

What happens if the school and a parent/carer disagree about the way to respond to an incident?

- We are fortunate to have the support of our parents. However, if you wish to query a decision as you feel there is good reason to do so, we would encourage you to contact the Form Tutor in the first instance.

We cannot promise that our values and judgements will automatically reflect an individual parent/carer's views - though we do try to make sure that our stance is logical, clearly explained and that we have a consistent rationale that we apply fairly.

The school has the right to impose sanctions without parent/carer consent and - if necessary - will do so to make sure that, within the school context, children are dealt with fairly and consistently. However, we would always prefer to explain the rationale and gain parent/carer support rather than simply state our right to impose any sanction. The school will not accept that any individual student should be exempt from school sanctions. When an after school detention is issued, parents will be informed at least 24 hours in advance.

DISCUSSING CONCERNS

If you wish to speak to a member of staff face to face, please contact the school and provide further details/explain your reasons for wanting to arrange a meeting. A member of staff will get back to you within 2 working days.

Please note, it is not acceptable or practicable to arrive in reception expecting/demanding to see a member of staff. First and foremost, we are teachers and as a result are rarely available to meet with parents/carers without prior arrangement.

HOME/SCHOOL PARTNERSHIP AGREEMENT

As a student, I will make every effort to work with the values of kindness, honest and respect by:

- Attending school every day and arriving on time to school and lessons
- Focusing in lessons and working to the best of my ability
- Treating other students, teachers and other adults with respect and behaving in such a way as to not disrupt the education of any other students
- Following reasonable staff requests without question or argument
- Moving around the school sensibly
- Discouraging the bullying of other students
- Making sure I bring the correct equipment and wear the proper uniform in a tidy manner
- Completing all classwork, coursework and homework fully and on time
- Using my planner to record all homework and having it checked regularly
- Letting my parents or the school know if I am having any problems or concerns which may affect my work
- Making sure information from school is given to my parent/carer as quickly as possible
- Helping keep the school free of litter and looking after school equipment and buildings
- Being a good role model for the school when acting as its representative at any event
- Behaving in a civilised manner on my way to and from school



Behaviour Policy

As a parent, I will make every effort to encourage the values of kindness, honesty and respect by:

- Ensuring as far as possible that my child attends school on time, every day
- Teaching my child to accept and follow school rules and be polite and courteous to staff and other students
- Fully supporting the school's systems for rewards and sanctions
- Speaking to all school staff in a respectful manner
- Letting the school know as soon as possible of absences and provide verbal or written explanation for the absence
- Avoiding taking my child on holiday in school times wherever possible
- Supporting my child's learning at home and at school
- Signing the student planner to check on completion of homework and using it as a means of communication with school
- Providing the proper uniform and equipment needed for school and making sure my child's appearance is appropriate
- Making the school aware of any concerns or problems which might affect my child's work or behaviour
- Attending Academic Tutoring and any other meeting relating to my child's progress
- Celebrating the achievement, effort and success of my child

As a school, we will make every effort to instil the values of kindness, honesty and respect by:

- Having high expectations for all students
- Helping students to reach their full potential
- Checking attendance and punctuality and inform parents as soon as possible of concerns
- Teaching and encouraging students to follow school rules and be polite and courteous to staff and other students
- Expecting and when necessary, enforcing high standards of behaviour so that no student can disrupt the education of others
- Providing a balanced curriculum to give every child the best possible opportunity to develop his/her talents in every subject
- Keeping parents/carers informed about their child's progress and general school matters
- Setting appropriate work, homework and targets
- Encouraging students to make full use of their planners to record homework and other relevant information
- Providing a safe and happy atmosphere in the school and ensuring that all students are treated fairly
- Being open and welcoming to parents and whenever possible, offering opportunities for them to become involved in the life of the school. A good first step is BHSA (Ballakermeen High School Association), our version of the PTA. Further details can be found on the school website: www.bhs.sch.im
- Working with parents to solve any problems which could prevent student's progress

Appendix 2: Anti-Bullying Policy

Our Expectations promote respect and care towards themselves and others. We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell an adult.



Behaviour Policy

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. It is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
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Bullying can include:

Type of bullying	Definition
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Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Objectives of this Policy

All governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is. All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported. All students and parents should know what the school policy is on bullying, and what they should do if bullying arises. As a school we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to issues of bullying.

All reported incidents must be thoroughly and promptly investigated. If further action is required it may include arranging for restorative justice sessions and/or the full range of sanctions available to the school. Where appropriate the police may be involved. The effectiveness of any action taken should be checked after an appropriate period.



Signs and Symptoms

Although parents are often the first to see warning signs, prevention of bullying is the responsibility of all members of the school community. A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begg to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truanting
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions go "missing"
- Asks for money or starts stealing money (in order to pay a bully)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (lunch or money has been taken)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.



Appendix 3: Praise Policy

We are proud of all the achievements of our students and recognise these achievements within the school's praise system. Praise points are awarded for a number of reasons and are recorded. Praise point totals are monitored throughout the year and students' achievements are recognised in school assemblies. Praise points can be exchanged for rewards via an online shop. All members of staff can award praise points and they are encouraged to regularly use this process to in accordance with the guidelines below.

Teacher Praise Points are awarded for going above and beyond expectations within the classroom or around school. Categories include: being ready to learn, being reflective, being knowledgeable, being ambitious, being kind, being honest and being respectful. A maximum of **3** praise points can be awarded per student per lesson.

Representation Praise Points are awarded to students who take part in a show, a school performance or who represent the school at a sports fixture. **3** points are awarded for attending a rehearsal or practice, **5** points for the show/performance/fixture itself.

Club/Revision Session Praise Points are awarded for attendance at a lunchtime club or an after school revision session. **3** points are awarded in this instance.

Weekly Praise Points are awarded to students based upon their attendance for that week. **5** points are given for 100% attendance.

Head of Faculty/Head of Year/Key Stage Leader/Leadership Team Praise Points will be given to nominated students who demonstrate an excellent attitude to learning/achievement consistently. **5** points are awarded in this instance.

Head Teacher's Awards are worth **10** points and will be awarded for an achievement beyond what would normally be expected.



Appendix 4: Sanctions

Detentions

A student may be placed into school detention for a number of reasons:

- A student is removed from a lesson to another room in the faculty after having received a verbal warning and a written warnings from the class teacher. (Referred to as a Stage 2 Exit)
- A student truants a single lesson of a subject.
- A student is late for tutorial/lessons.
- A student leaves school site at break or lunch without permission.
- Any other appropriate reason.

Students can be put into school detention by any member of staff.

Students who fail to attend the school detention without providing a satisfactory explanation in writing from parents/carers will automatically be entered into Leadership team detention after school until 4.20pm.

Students who misbehave in this detention will be removed by a member of staff and be entered into the Leadership Team detention.

Leadership Team Detention

A student may be placed into Leadership Team detention for a number of reasons:

- Failure to attend school detention without providing a suitable explanation from parent/carers
- Misbehaving in school detention
- Truantiing two/three lessons in a day.
- Smoking/vaping in school uniform off site during the school day
- Failure to meet the requirements of a school report
- Persistently late for tutorial/lessons.
- Leaving school site at break or lunch without permission.
- Any other appropriate reason, such as wearing school uniform incorrectly.

Students who misbehave in this detention will be removed by a member of staff and be entered into the Headteachers detention as mentioned on page 4.

Students can be put into Leadership team detention by: Head of Year, Pastoral Support Team Leader, SENDCO, Key Stage Leader, Head of Faculty/Subject, and SLT.

Individual Learning Base

Time in the Individual Learning Base is the most serious sanction the school uses to address poor behaviour and the guidelines for students' behaviour in this room are clear and non-negotiable.

A student may be placed into the Individual Learning Base for a number of reasons:

- Truantiing
- Smoking/vaping repeatedly offsite
- Failing to meet the requirements of a school report.
- Persistently late for tutorial/lessons
- Repeatedly leaving the school site at break or lunch without permission
- Whilst under investigation as a neutral act
- Any other appropriate reason, such as wearing school uniform incorrectly.

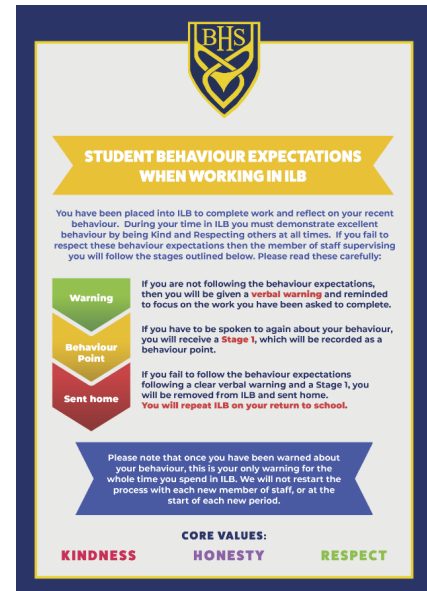


Behaviour Policy

Students are entered into the Individual Learning Base by any of the following members of staff: SENDCO, Key Stage Leader, Pastoral Support Manager, Duty Teacher and SLT.

Rules for the Individual Learning Base: see appendix 4b

- Students arrive on time and sit in the allocated seat.
- Students hand their switched off mobile phone and other electronic devices to the supervising teacher for the duration of their time in the Individual Learning Base. Items will be placed in a secure locker
- Students sit in silence and complete the work set.
- Students give their food order to the duty staff and eat it in the Individual Learning Base.
- Students should not graffiti or damage the Individual Learning Base in any way.
- If a student misbehaves in the Individual Learning Base, they will be given a verbal warning. If the misbehaviour continues, a stage 1 behaviour point will be recorded. If the misbehaviour continues the student will be sent home. This may result in a formal fixed-term suspension, with the student repeating the time in the Individual Learning Base before being admitted back into lessons.



Suspension

As per the DESC's Suspension of Pupils: Policy and Procedure (July 2019), the Head Teacher reserves the right to suspend a student for a fixed-period of time for a serious breach of the school's Behaviour Policy.

Suspension will be considered in the following circumstances:

- Persistent breaches of the school's Behaviour Policy
- Persistent disruption of learning
- Physical assault or fighting
- Aggression towards/intimidation of another student, or member of staff
- Repeated refusal to follow a reasonable request from a member of staff
- Swearing directly at a member of staff
- If allowing the student to remain in school risks serious harm to the education or welfare of the student or others in the school
- Any other behaviour deemed to be 'exceptional' by the Head Teacher

The Head Teacher reserves the right to make a decision on the length of any particular suspension of a student, for a length of up to 10 days.

Parental/Carer Contact

Whilst every situation is different, parents will usually be contacted by telephone to inform them that their child is to be suspended from school. At this point, a brief overview of the reasons for the suspension will be relayed. Further details and the process for appeal will be provided in writing via letter.

Facilitated Move

If, following the school's best efforts, an improvement in a student's behaviour is not achieved, the Head Teacher may make a recommendation to the DESC's Facilitated Move panel. A Facilitated Move could involve a student remaining on the school's roll, but being educated at another educational establishment on a part-time, or full-time basis. The panel could also recommend a permanent move to another school. This policy should be read in conjunction with 'Our Expectations'.



Appendix 5: Mobile Phones Policy

The widespread ownership of mobile devices among young people requires that schools, students, and parents/carers take steps to ensure responsible usage.

This policy defines the meaning of responsible usage at Ballakermeen High School. Mobile devices are defined as phones, iPods, iPads, tablets and similar devices.

Students who choose to bring a mobile device into school must comply with the following rules:

- Students are allowed to bring mobile devices into school but they must be switched off and out of sight during school hours (8.50am – 3.20pm).
- Mobile devices may be used in the classroom but only with the permission of the teacher and for learning purposes.
- Students who need to contact home during school hours may do so by going to reception and using the student phone.
- Parents who need to contact their child at school should contact reception and a message will be relayed via the duty teacher/runner.
- Liability for any loss, damage or theft of device is not, under any circumstance, the responsibility of the school or its staff.
- Any student seen using a mobile device during school hours (the exception being in the classroom, under a teacher's supervision) will have the device confiscated and placed in a secure area in reception.

In the first instance, the student concerned will be able to collect the device at the end of the day. Parents will be contacted about this via text and letters.

- The use of school-owned electronic devices (for example, iPads and laptops) is strictly under the supervision of staff and in line with the DESC's Acceptable Usage Policy.
- If a student needs to leave the classroom for any reason, any mobile devices are to be left with the teacher.

Sanctions

- Students who infringe the rules set out in this document will face having their devices confiscated by staff. Their mobile devices will be taken to a secure place within the school and parents/carers will be informed.
- On the first occasion, students will be allowed to collect their device at the end of the school day.
- Repeated infringements will lead to more significant sanctions.
- Failure to hand over a mobile device to a member of staff on request will be viewed as a serious breach of the school's discipline code.

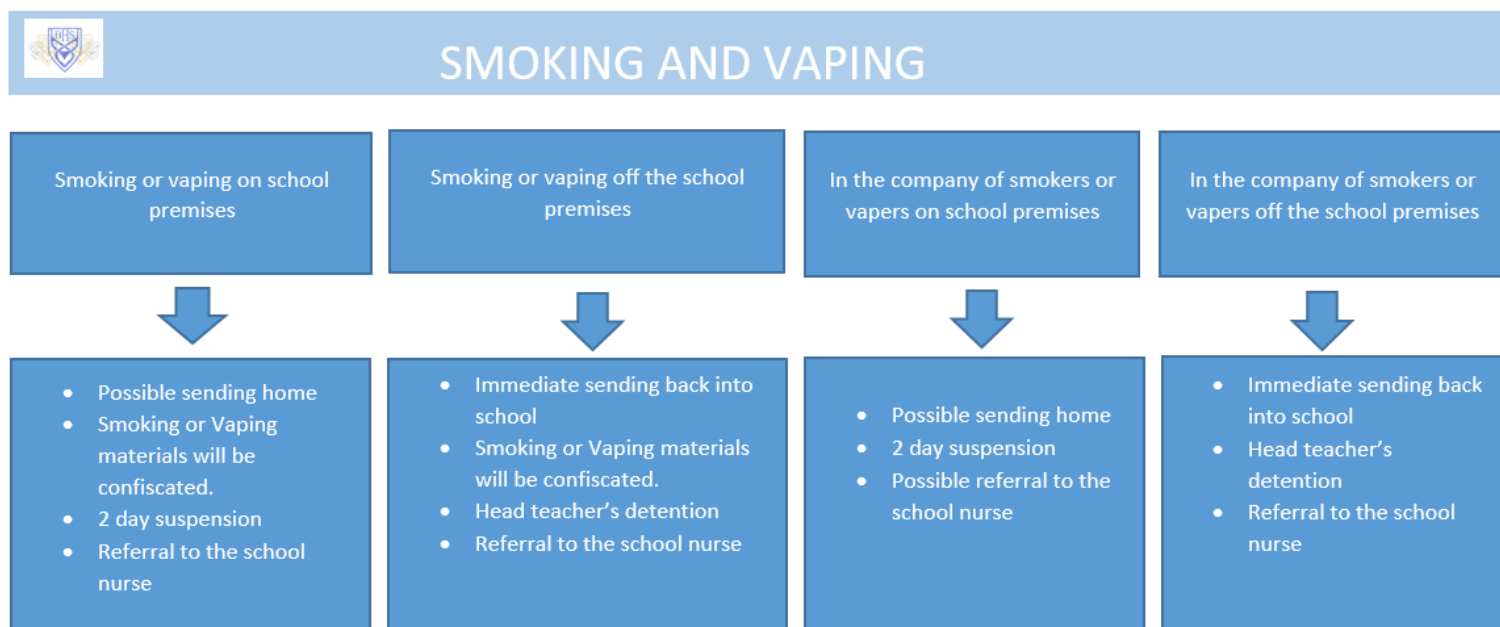
Parental support in ensuring appropriate usage is much appreciated.

Half Termly

- 1st Occasion – Text sent home.
- 2nd Occasion – Text sent home stating it is a second offence.
- 3rd Occasion – Letter is posted home – Tutor communication.
- 4th Occasion – Letter is posted home – Head of Year communication.



Appendix 6: Smoking and Vaping protocol



Additional Information: As a part of this policy, any students found to be sharing toilet cubicles will be treated as deliberately breaking school policy and be sanctioned as being in the presence of smokers or vapers.

Any smoking or vaping materials that have been confiscated are to be destroyed unless parents specifically request to collect them.

The sanction for being caught with Smoking/Vaping materials on your person (without using them) is a day in ILB and the materials will be dealt with as above. – It may also be decided to search a student if we believe they are likely dealing in materials.