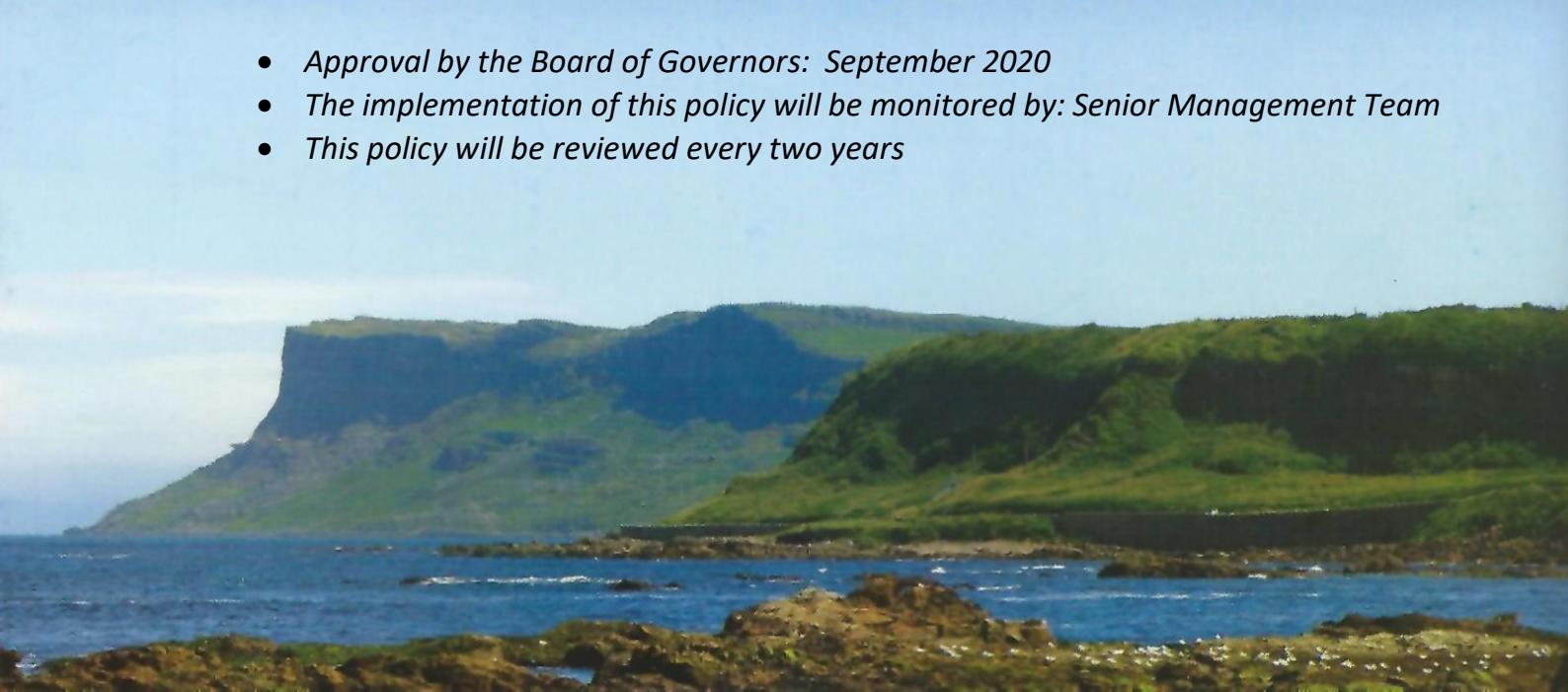




# BALLYCASTLE HIGH SCHOOL

## Promoting Positive Behaviour (Discipline) Policy

- *Approval by the Board of Governors: September 2020*
- *The implementation of this policy will be monitored by: Senior Management Team*
- *This policy will be reviewed every two years*





## Aims

- To encourage above all an awareness of the importance of self-discipline and a sense of responsibility.
- To accustom pupils to sound habits of good behaviour.
- To enhance pupils' self-esteem and foster a spirit of openness and co-operation, by placing greater emphasis on praise and reward than on punishment and critical control.
- To ensure an appropriate standard of manners and common courtesy within the school as a whole which is set, primarily, by the Principal and Staff.
- To establish a calm, purposeful and happy atmosphere within the school where boundaries of acceptable behaviour are clearly understood.

Good discipline in Ballycastle High School is based on the positive relationships that are created between staff and pupils. Discipline problems are avoided by adopting a series of positive strategies rather than having to resort to a punitive system centred on sanctions. The following strategies are employed to create an ethos which reduces indiscipline to a very low level.

- Consciously fostering a sense of personal worth in all pupils
- Encouraging a sense of mutual respect between staff and pupils and among pupils themselves.
- Creating a well-planned, well taught and interesting curriculum.
- Creating a pleasant well equipped learning environment.
- Promoting a wide range of extra-curricular activities.
- Providing a well organised and effective system of pastoral care.
- Maintaining close contact between home and school.

The good discipline which pertains in Ballycastle High School can be explained partly by the employment of these strategies, partly by the positive attributes of predominantly small town and rural children and partly because it is a small school where each individual is valued and well known. Clearly it is easier for a child to gain a sense of worth in these circumstances.

## Responsibility for Positive Behaviour Promotion

- The responsibility for the supervision and control of school discipline is delegated by the Board of Governors to the Principal who entrusts the maintenance of good discipline to his staff.
- All members of the school community are expected to exercise self-discipline and take responsibility for the consequences of their actions.



- The Learning for Life and Work classes contribute to building an awareness of the importance of self-discipline.
- Appropriate sanctions will be imposed where behaviour does not reach the required standard.
- Underlying the application of discipline is a care and concern for the good of every individual and also the greater good of all those who make up the school community.
- When in school uniform, pupils are visibly part of the School community. This policy is deemed to apply to all pupils when in Ballycastle High School uniform, even if outside the School's bounds and beyond the limits of a normal school day.
- This policy will apply to pupils on school trips or when engaging in school activities, even if outside the School's bounds, beyond the limits of a normal school day or during school holidays.
- The School may seek advice from the Education Authority and act when it is established that a pupil has been involved in criminal or another activity outside school which involves, and is to the detriment of, other members of the school community, and/or, in the view of the School, brings the name of the School into disrepute. The action committed may be regarded as a legitimate school concern and those involved may, therefore, be subject to internal school disciplinary measures.

### **Recognising Achievement**

The school values the positive contribution that its pupils make, both in terms of individual achievement and in ways which enhance the life of the school community as a whole. To this end, an achievement system is employed to reward, encourage and validate the positive contributions made by pupils to the School community and the curriculum. Achievement points will be recorded by class teachers on SIMs and, at the end of every half-term the top achievers in each year group will be recognised in an appropriate way.

As well as the achievement points system, the positive contributions made by pupils are recognised in a number of ways:

- end of year certificates and school reports;
- displays of pupil work;
- award of prizes at Prize Day;
- public commendation at assemblies;
- publication of achievement on the School's website, social media and in the local press, subject to appropriate consents.



## **Behavioural Patterns**

**Pupils must conform to the following standards:**

1. The school requires pupils to treat all staff, teaching and non-teaching with courtesy and respect.
2. Pupils must treat each other with mutual respect whether as individuals or as groups.
3. Pupils must carry out reasonable instructions from members of staff.
4. Pupils must behave in an orderly manner not only in school but also when going to or coming from the premises.
5. Litter must be deposited in the bins provided.
6. Pupils are only permitted to leave school with a permanent or temporary pass issued by the school office on an authenticated parental request.
7. Pupils arriving by bus are advised go directly into school on disembarking in the morning and must board the buses in the school grounds after school.

Please refer to **Appendix 1** for a full copy of school rules and routines.

**The following forms of behaviour are unacceptable.**

1. Displaying bullying behaviour in any form directly or indirectly.
2. Physical assault on fellow pupils or members of staff.
3. Playing truant from school, cheating in examinations, stealing, swearing, willful damage to property or misconduct in class.
4. Smoking, including e-cigarettes, drinking alcohol or use of drugs of any nature. (Where a pupil requires medication the Principal must be informed in writing – please refer to school policy on the administration of medicines).

In serious cases of assault, use of controlled drugs or alcohol, or willful damage to public property the school reserves the right, after informing parents, to refer such matters to the police.

All Staff are required to deal with behavioural problems in accordance with the following procedures. This will endeavour to ensure uniformity of practices is maintained.

Individual teachers should seek maintain uniformity of implementation of policy at all times.

## The Hierarchy of Positive Behaviour Promotion and Disciplinary Measures

To enhance the promotion of positive behaviour and ensure a consistency of management and response throughout the teaching staff, a structure of 4 levels has been designed to categorize the variety of misconduct which may occur. In parallel, a clear chain of responsibility within the staff has been devised.

It is also pertinent to note that SEN pupils may have their own Individual Behaviour Plans. These will have been agreed by the SENCO and will follow what is outlined in this document. (Teachers should also be aware of anything particular to behaviour in a pupil's IEP).

The Levels of Misconduct are clearly categorised, with Subject teachers/form teachers dealing with Level 1, Heads of Department Level 2, Heads of Year/Senior Teachers/Vice-Principal Level 3 and the Principal dealing with Level 4.

Where possible all relevant information on pupils will be recorded electronically, using the Behaviour Management Module of the School Information and Management System (SIMs), providing the school with an effective and confidential method of tracking each pupil's progress. Any additional or supplementary information may be stored securely in an individual pupil file.

### **STAFF**

- For Stage 1 misconduct, staff may reprimand the pupil verbally, impose appropriate extra written work or hold a subject detention at break or lunch time. All sanctions should be recorded in SIMs using the 'comment' feature in the class marksheets or the class log book for KS3.
- Subject staff should seek support from their Head of Department if Stage 1 misconduct continues over a sustained period of time (Stage 2)
- Where an offence is repeated or sustained over a period of time (Stage 1 or 2 misconduct), the pupil will be referred to the Head of Year. The Head of Year may issue a formal lunchtime detention. (Stage 3)
- For a serious offence (Stage 4 misconduct) or for persistent disruptive behaviour, which affects the learning of other pupils or which has a negative impact upon the life of the School, the pupil will be referred to the Head of Pastoral Care or Vice-Principal, and if appropriate, the Principal.
- When dealing with misconduct it is important that staff act within the guidelines and use their professional judgement.
- If a teacher considers a situation to be of such a serious nature that it requires action or investigation by a Head of Year, Senior Teacher, Vice-Principal or Principal, it is essential that the Head of Year receives a full written report, sent electronically and securely. The Head of Year will ensure that this information is attached to the pupil record on SIMs.

- All incident reports to Heads of Year, Senior Teacher Vice-Principal and Principal should be regarded as confidential matters and the school guidelines on data protection should be adhered to. No pupil should be asked to carry report documents nor should these be left lying around. Records should be kept secure. These reports may be required for referral to the Board or outside agencies.
- Class teachers or form teachers who believe that a pupil may have a problem of a personal nature - this may originate within the school, community or at home - should inform the Head of Year as soon as possible via written report.
- Teachers, where possible, should avoid sending pupils to the Head of Year during class time. There will be times, of course, when a problem is so serious that it has to be dealt with quickly. Heads of Year, the Vice-Principal and the Principal are readily available. A written report will still be required in such situations.
- Communication between Class Teachers and Heads of Year is very important and the Year Head will keep Class Teachers well informed of the course of action pursued after a referral.

## HEADS OF DEPARTMENT

The Head of Department should support teaching colleagues to deal with persistent offences within the department. They should ensure that a range of common strategies have been employed to encourage pupils to display positive behaviours. A written record of strategies employed should be provided on referral to the Head of Year.

In cases of serious incidents, with regard to health and safety, the Head of Department has the right to withdraw pupils from practical activities. This should be discussed with the Head of Year and parents' informed.

## HEADS OF YEAR

Heads of Year should, (in keeping with their posts of responsibility), thoroughly investigate all problems referred to them and if required they should take appropriate action. This action may be in the form of Counselling, Sanctions or Referral. Referral should be employed only if the measures open to the Head of Year have been exhausted or if the problem is sufficiently serious or persistent to be beyond their remit as Year Heads.

- For persistent or serious offences within the classroom (Stage 2/3 misconducts), including those necessitating a pupil's removal from the classroom, the pupil will be referred in the first instance to the Head of Year.
- The Head of Year, after discussion with the class teacher and/or Head of Department, will decide on the next course of action. This may include issuing a departmental detention.



- For serious offences inside the classroom, or from a member of staff for serious offences outside the classroom the Head of Year (who has responsibility for dealing with Stage 3 misconduct) can employ a range of strategies such as speaking to the parents, using a Report Card or Daily Monitoring Sheet, setting additional work or placing the pupil in main lunchtime detention. Detention, if used, must not preclude a pupil's midday meal.
- Heads of Year may also report persistent offenders or those who commit, in the view of the Head of Year, sufficiently serious offences, to the Head of Pastoral Care, the Vice-Principal or Principal.
- If Heads of Year refer a problem to the Vice-Principal or Principal the report of the initiating teacher, the report of the investigation undertaken by the Head of Year detailing any action taken should accompany the referral.

### **PRINCIPAL AND VICE-PRINCIPAL**

- For a serious or persistent offence of any nature (leading to Stage 4 misconduct), the pupil will be referred to the Principal or a Vice-Principal.
- The Principal or Vice-Principal may draw on a range of sanctions, applying the one that is most appropriate and proportionate in the light of the circumstances.
- Pupils may be isolated from their peers through the course of one or more days, not exceeding a total of five, so that appropriate levels of support may be put in place. During that time, pupils will be under the direct supervision of the appropriate member of staff and have no contact with other members of their year group.
- The Principal may suspend a pupil.
- When the Vice-Principal or Principal undertake a matter referred to them by a Head of Year a report on the actions taken will be made to the Year Head, and maintained on SIMs.

### **NOTIFICATION**

1. It is the responsibility of the Subject teacher to inform parents in writing via the relevant section of the school diary when sanctions have been employed.
2. If after investigation a Head of Year feels that a problem is of sufficient seriousness to contact a parent by letter, a copy of the letter should be referred to the Principal before dispatch. The letter should state clearly the nature of the problem and the reason why parental assistance is being requested.
3. If an interview with a parent is required the Head of Year may invite a parent to discuss the problem having arranged a mutually agreeable time. The Principal must be informed in advance of such an appointment. A full report



- must be kept of such an interview, recording the reason why it was called and the outcome.
4. In the event of a matter being of a more serious nature, and the support of the Principal if required, a formal interview will be called by the Principal who will also keep a record.

## SUPPORT AGENCIES

If a problem is related to attendance the Head of Year should consult with the Head of Pastoral Care, who will in turn liaise directly with the Education Welfare Officer.

After all internal procedures are exhausted and where behavioural or educational problems are of such a serious nature as to either inhibit the progress of the education of a pupil or other pupils, the matter will be referred to the Education Authority's Psychology Service in writing and after consultation with parents or guardians. Full written reports will accompany the referral.

## Suspension and Expulsion

### Suspension

- A decision to suspend a pupil will, save in exceptional circumstances, only be taken if any of the following circumstances apply:
  - If a Stage 4 misconduct has taken place;
  - In response to a serious breach or serious or persistent breaches of the school's Positive Behaviour Policy;
  - When to allow the pupil to remain at school would pose a serious threat to the health and safety of the pupil, other pupils or staff in the school;
  - Where alternative strategies to modify a pupil's behaviour and encourage more positive attitudes have been tried and have failed;
- A decision to impose suspension shall be taken by the Principal and shall be for a defined period not, initially, exceeding five days
- Suspension shall not be imposed until:
  - After the relevant facts and evidence to support the allegations have been examined;
  - The pupil concerned has had an opportunity to put his/her side of the case on the record or in writing and others involved have had an opportunity to give their version of events to the Principal;
- In cases of incidents involving a number of pupils any suspensions imposed on such pupils shall reflect, so far as is reasonably practicable, their individual responsibilities or participation in the events giving rise to the consideration of a decision to suspend.

- 
- All decisions regarding suspension and expulsion will be made in accordance with the EA Scheme for the Suspension and Expulsion of pupils in controlled schools.
  - In the case of suspension the Principal will:
    - Inform the pupil's parents verbally of the suspension and the reasons for it as soon as possible;
    - Afford the pupil's parents the opportunity to come to discuss the matter with himself;
    - Confirm the suspension and the reasons for it to the pupil's parents in writing;
    - Inform the Chairman of the Board of Governors (or in his absence a Vice Chairman or other senior member of the Board) at the earliest opportunity, if possible at first verbally and then in writing, by letter or email;
  - The length of the period of suspension may be extended beyond five working days by the Principal only if he obtains permission to do so from the Chairman of Board, and up to a limit of forty five working days in any one school year; in every case written notice of the reasons for and the duration of the extension shall be given to the pupil's parents and the Education and Welfare Office of the Education Authority.
  - In cases of unacceptable behaviour or conduct, suspension will normally serve as a final warning about a pupil's behaviour.
  - Following any further serious offence, the Principal may recommend consideration of the step of expulsion to the Board of Governors.

### **Expulsion**

- Following a pattern of persistent serious misbehaviour or where occasioned by a grave offence, the Principal may decide that he needs to recommend to the Board of Governors consideration of the step of expulsion of the pupil from the school.
- In such a case a pupil will always have served a period of suspension before expulsion is implemented.
- The procedure for expulsion is as follows:
  - The Principal will suspend the pupil using the procedures set out above;
  - The Principal will, if he feels it necessary to do so, consult with an advisory sub-committee of the Board, before deciding to recommend to the full Board of Governors at the earliest opportunity consideration of expulsion;
  - The Board will at such meeting either reject the Principal's recommendation, in which case the matter will proceed no further, or agree that expulsion should be considered in which case the matter shall proceed to the next step.



- The pupil's parents will be informed that the Board is considering expulsion and will be invited to a consultation meeting with the Chairman of the Board (or his nominee), the Principal and a senior officer of the Education Authority. At this meeting the parents will have the opportunity to put their case for consideration. Consultation will include discussion about the future provision of suitable education for the pupil concerned. If the parents fail to attend this consultation meeting either through neglect or refusal this shall not prevent a pupil from being expelled;
- The Chairman (or his nominee) and the Principal will report to the Board of Governors, which will make its final decision at a Board meeting. The Principal shall outline the facts of the investigation to the Board meeting. If the parents wish to make a further written or verbal submission to this meeting of the Board, they may do so. The pupil concerned will have the right to attend this meeting with his parents.
- If the Board of Governors recommends expulsion, the Principal will immediately inform the pupil's parents in writing of the decision. In this letter the Principal will give details of the right of appeal to the Expulsion Appeals Tribunal and how, where and when to do so.

### Representation

- Parents/guardians may not be accompanied by a legal representative at either the consultation meeting or the final Board meeting at which the decision about expulsion will be taken.

### Investigation

- In the event of an alleged offence being denied by the pupil concerned the school's investigation of such alleged offence will be commensurate with the level of offence and potential penalty.
- If the offence is serious, in addition to the matters outlined above under the heading "Suspension and Expulsion", no action will be taken by the school without allowing the pupil concerned to state his position. If necessary, the school will interview other pupils and members of the school community, take written statements and review other evidence.
- In all instances the standard of proof shall be the balance of probabilities.
- Where a serious matter is being investigated, the pupil concerned has the right, where practicable, to be accompanied by parents/guardians at the time of interview.
- Where it is not practicable for the pupil to be accompanied by parents or guardians he/she may be accompanied by a member of staff.
- During the investigation procedures, the pupil concerned has the right to be informed of any allegations made against him.

- The identity of any pupil witnesses may be withheld at the discretion of the Principal.
- If an alleged offence is also the subject of an external investigation of the police or other competent authority, the school's investigation will be subject to any requirements of such external investigation. The school may continue, implement or suspend its own investigation and disciplinary procedure as it considers appropriate during the course of the external investigation.

### **Appeals Procedure**

- A pupil has the right to appeal against a disciplinary procedure. This may be done personally, or by his parents to the Principal. An appeal must be in writing and be delivered to the School within seven days of the decision under appeal and must set out the grounds of the appeal.
- The right of appeal in the school context against a decision of the Principal is to the Board of Governors of the school. Such an appeal should be sent in writing to the school, addressed to 'The Chairman of the Board' within seven days of notification of the Principal's decision, setting out the grounds of appeal.
- The Board of Governors is duty bound and shall advise parents of their right to appeal a decision to expel to the Education Authority.
- Under current statutory provisions an appeal against the decision of the Board of Governors to expel a pupil is made, initially, by sending a written Notice of Intention to make a formal appeal within ten days of receipt of the letter from the Board of Governors setting out the decision to expel.

### **Evaluation**

The disciplinary procedures of the school are kept under review and updated in line with current practice.



## Appendix 1: School Rules

As a pupil of Ballycastle High School I will....

1. Respect pupils, staff and property.
2. Be courteous and mannerly at all times.
3. Attend school every day and be punctual to all classes.
4. Be motivated to always do my best and help my classmates and peer group to succeed in all aspects of school life.
5. Engage positively with our school community, local community and partner schools.
6. Wear my school uniform with pride.
7. Use bins and recycle where possible.
8. Come to class prepared to learn and with all the equipment I need.
9. Value myself, and others, by refraining from such activities as smoking or possessing cigarettes (or other prohibited items)
10. Adhere to all school routines and policies.

These rules apply at all times when I am in my uniform, including travelling to or from school.



## **School Routines**

- 1. Toilets:**
  - Pupils will not be allowed out of class to use the toilet, unless they have a medical pass, or in exceptional circumstances.
  - The toilets are open in the morning, breaktime, lunchtime (until 1.15, and then at the first bell) and after school.
  
- 2. Lunchtime:**
  - Food should be eaten in the canteen or outside – NOT in the corridors
  - There are two queues in the canteen – one for the sandwich bar and one for the main hatch. There is NO pre-order queue. Pupils who have pre-ordered should join the main queue and wait to be called up by the supervisor. All queues should be single file!
  - School is cleared at 1.15pm – you can choose to stay in the canteen or go outside. You will not be allowed into school after 1.15pm. If you are attending an extra-curricular club, going to the library or the computer suite, you must be there by 1.15pm.
  - The toilets are open from 12.55-1.15pm and at 1.35pm (at the first bell). They will be closed 1.15-1.35pm unless you have a medical pass. (In this circumstance, please use the canteen doors to get into school)
  - KS3 pupils: All bags should be left in the classroom that you are leaving before lunch. (This also applies at breaktime). Bags should not be left in the corridors. KS4: All bags should be left in the cloakroom, hanging on a peg. Bags should not be left on the floor at any time. (This also applies at breaktime).
  - At lunch (and break) there are benches outside to sit at if the weather is nice. The canteen can be used if the weather is poor. There are also benches in the cloakrooms that can be used at breaktime or in the morning before registration. At no time should you sit in a stairwell – this is a safety hazard!
  
- 3. Uniform:**
  - Please see homework diary for full details of uniform policy.
  - Hoodies are not allowed and will be confiscated
  - Make-up and nail varnish will be removed as per school policy.
  - Gel/false nails are not permitted.
  - Parents will be contacted in case of infringements of uniform.



**4. Mobile phones:**

Please see homework diary for full details of mobile phone policy.

**5. Healthy Eating:**

- Chewing gum is not permitted.
- Nuts are not allowed in school as they can cause severe allergic reactions.
- Only water should be consumed during the school day in class or in the corridors.
- Other drinks such as milk, pure fruit juice, diluting juice etc. purchased in the canteen (or from school vending machines) can be consumed at break or lunchtime in the canteen only.
- High sugar or carbonated drinks are not allowed in school at any time - these will be confiscated.
- Pupils will not be allowed out of class to fill up water bottles. This should be done at break and lunchtime in the canteen, from the jugs provided.

**6. Sixth form:**

- Sixth form are not allowed out of the school grounds at breaktime – lunchtime only (on foot!).
- Appropriate permission forms must be completed if pupils wish to bring their car to school or indeed travel in another pupils' car.
- Where pupils bring their car into school, they are not permitted to go out in it during the school day.
- Year 14 may eat their break / lunch in the upstairs study
- Year 13 may eat their break / lunch in the mobile or Room 19
- Hot takeaway food should not be brought into school.

**7. Corridors**

- Everyone should walk on the left while in the corridors.
- Always travel the appropriate route to get to class - no lapping.
- No hot drinks should ever be taken from the canteen – these pose a health and safety risk in the corridors.
- Adhere to instructions relating to any one system which may be operating.

**8. Leaving during the school day**

- The only pupils who are allowed out of school at lunchtime are sixth form.
- If you wish to go home for lunch, you will need a pass from the school office.
- If you need to leave school for an appointment, you should have a note from your parent/carer. Notes should be handed in at the office and you will be issued with an exeat slip. The yellow exeat slip should be given to another member of the class to let teachers know that you have left school.

## Appendix 2: Pupil Code of Conduct

### DISCIPLINE

Good discipline in Ballycastle High School is not based on a system of punishment rather it is based on positive relationships. Discipline problems are less likely to occur if you are:

- considerate when dealing with other pupils
- play your part in developing a sense of mutual respect between staff and pupils and among pupils themselves
- help to sustain a pleasant learning environment
- participate in extra-curricular activities
- understanding the school's system of pastoral care
- help to maintain close contact between home and school

The good discipline which exists in Ballycastle High School can be explained partly by this approach, partly by the quality of children in the school and partly because it is a small school. It is important that you feel valued in our school.

An orderly school is essential if we are to function efficiently – it benefits all its users. All pupils are expected to comply with the school rules. In the unlikely event however of there being serious misbehaviour the school will follow the procedures for the suspension and expulsion of pupils as laid down by the Education Authority.



### Appendix 3: Categories of Misconduct

Misconduct			
Stage 1	Stage 2	Stage 3	Stage 4
		<i>Repetition of stage 2 misconduct or not responding to stage 2 sanction</i>	<i>Repetition of stage 3 misconduct or not responding to stage 3 sanction</i>
<b>For Example:</b>		<b>For Example:</b>	<b>For Example:</b>
Lateness to class		Fighting	Theft
No homework		Leaving school without permission/signing out	Truancy
Not prepared for class/games		Bullying	Sectarianism
Incorrect uniform		Lying to a member of staff	Racism
Littering		Forging of notes/signatures	Inappropriate use of camera/video phone/recording device
Inappropriate behaviour in class / library / ICT room		Inappropriate conduct in front of staff/other pupils	Graffiti/defacing school property
Inappropriate behaviour outside of class/in corridors		Cheating/plagiarism	Alcohol/Drug abuse
Lack of cooperation in class/back chat.		Inappropriate material (eg of a pornographic or offensive nature)	Smoking
Shouting out inappropriately Inappropriate use of Yr13/14 study		Missing class/games without permission	Inappropriate conduct harming the image of the school
Work related deadlines not met		Misbehaviour in school or whilst travelling to or from school in association with a school activity that puts other pupils or staff at risk.	Persistent failure to respond to guidance and correction
Chewing gum Spitting		Lateness to school	Bringing an offensive weapon into school
Swearing		Piercings	Systematic bullying

*Repetition of stage 1 misconduct or not responding to previous sanction*



Misconduct			
Stage 1	Stage 2	Stage 3	Stage 4
Mobile phone misuse within class		Inappropriate use of internet/social media	Fighting
Inappropriate entry into and/or when leaving a class		Smoking	Inappropriate behaviour to a member of staff
Ignoring safety rules		<u>Ignoring rules relating to safeguarding against COVID 19.</u>	<u>Repeated ignoring of rules relating to safeguarding against COVID 19</u>
Disobedience to a member of staff			

**Pupils will only move to stage 2 when a teacher has employed all Stage 1 strategies with a pupil over a period of time, to no effect. All referrals to Heads of Department, Heads of Year and SLT must be accompanied by a written report of strategies employed and outcomes.**



## Stepped Approach to Discipline: Stage 1 Strategies

'Least to most'

***Always focus on what you want a child to do,  
not what you don't want them to do!***

This list is not intended to be prescriptive or complete. It is a list of suggestions.

### *Low level interventions*

- tactical ignoring
- non-verbal - a look, moving to stand beside the pupil's desk etc.
- use of pupil's name
- restatement of the rules
- rule reminders

### *More Intrusive Approach*

- interrupt the undesirable behavior with positive instruction or statement of facts.
- redirect pupil to another task
- distract the pupil's attention to something else e.g. ask a question or ask to contribute to discussion
- humour (but not sarcasm)
- combination
  - interrupt - redirect - praise appropriate behaviour

### *Choice & Consequence*

- ask for better behavior.
- demand and explain the consequences
  - Move to alternative seat
  - Note on class log book or in SIMs
  - Note in home work diary for parents to sign
  - Additional work
  - Break-time or lunchtime class teacher detention

- 
- carry out, politely - explain that you would have preferred a different outcome
    - don't overreact, shout or get emotional
    - stay calm and in control

*Exit*

- time out (minutes only) – allow pupil to calm down.  
Address issue outside the door rather than in front of an audience.

Only in exceptional circumstances:

- in adjoining room with colleagues agreement
- to HOD or Year Head

**If a child is sent out to another member of staff, a written explanation of what has occurred and work must be sent with the pupil. A follow-up phonecall is also required to check the pupil has arrived unless they have been escorted.**

## Appendix 4: Chain of Responsibility

Stage 1 Misconduct	Stage 2 Misconduct	Stage 3 Misconduct	Stage 4 Misconduct
Dealt with by <b>Subject teachers/ Form teacher</b>  (Staged approach to be followed as indicated below)	Dealt with by <b>Head of Department</b>	Dealt with by <b>Head of Year/Head of Pastoral Care/Vice-Principal</b>	Dealt with by <b>Principal</b>
1. Verbal Warning	Verbal Warning Note in Homework Diary	Verbal Warning Note in Homework Diary Additional Work Main detention	Parental interview <b>(Head of Year/ Head of Pastoral Care/Vice-Principal)</b>
2. Note on Sims or Class logbook	Withdrawal from practical activities	Report Card	Suspension
3. Note in Homework Diary		Parental phone-call	Expulsion
4. Additional Work		Daily report sheet	
5. Subject Detention (Break or lunch)		Withdrawn from class	
If pupil is outside of the classroom, it is responsibility of member of staff to deal with the incident		Parental interview <b>(Head of Year/ Head of Pastoral Care/Vice-Principal)</b>	

This schemata is indicative of the normal approach to behaviour management in Ballycastle High School. However, Principal/Vice-Principal/Senior staff may use discretion in the application of sanctions should the context warrant it.