



CAMPBELL
COLLEGE

Est 1894

POSITIVE BEHAVIOUR POLICY

Revised: August 2021
Next Revision: August 2023

“Good behaviour is a necessary condition for effective teaching and learning to take place”

Campbell College accepts this principle and seeks to create a disciplined learning environment, which encourages and reinforces good behaviour.

1. **GUIDING STATEMENT**

The College sets out to create a supportive, positive and hard-working atmosphere, where all students are valued equally and encouraged to develop their talents in an environment of mutual respect and support. It is therefore our policy to provide a safe and supportive learning environment for all our students.

Rules and regulations exist throughout life and no less in our working life. We believe the students need to be prepared for life and work and to learn to accept that rules have to be respected.

When lapses of behaviour take place, it is intended that a positive approach to discipline will be adopted with the emphasis placed on promoting desirable behaviour in the future. This involves acknowledging a student’s potential to improve and learn from mistakes.

2. **AIMS**

- To encourage above all an awareness of the importance of self-discipline, honesty, integrity and responsibility.
- To promote good behaviour and discipline which are essential to effective learning.
- To enhance students’ self-esteem and foster a spirit of openness and cooperation by placing a greater emphasis on praise and reward rather than on punishment and control
- To provide guidance within our school community to promote positive behaviour.
- To clarify for staff, parents and students the lines of referral in matters of school discipline.
- To lay out clearly our code of conduct and what constitutes a breach of discipline.
- To promote partnership between home and school.
- To ensure an appropriate standard of manners and common courtesy.
- To encourage staff to adopt a pro-active approach to behaviour management, preventing problems before they surface instead of having to react to them

3. LINKS TO OTHER POLICIES

Essential guidelines for management of school discipline throughout the school are provided by the following policies:

- Anti-Bullying
- Safeguarding and Child Protection
- Smoking, Alcohol and Drugs
- Pastoral Care
- Electronic Safety (includes Internet Acceptable Use and the Use of Mobile Devices)
- Uniform and Appearance
- Attendance and Punctuality
- Use of Reasonable Force
- Special Educational Needs
- Educational Visits
- Student Cars
- Suspension and Expulsion.

These policies should be read in association with this policy and are deemed to be part of it.
[Policies are reviewed and updated regularly]

4. SCOPE

This policy will apply to students during the school day, when on school trips, when in school uniform, when representing the College and when engaging in school activities.

Teachers have the authority to take disciplinary action against students for negative behaviour outside the College premises when:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some way identifiable as a student of the school
- Damage is caused to College property
- When the behaviour
 - Could have repercussions for the orderly running of the college
 - Poses a threat to another student or member of the public
 - Could adversely affect the reputation of the school
 - Affects a member of College staff

On occasions, the College cannot intervene or sanction a student for an incident which occurs outside of school; the College may deem another agency more appropriate to deal with an incident (e.g. parents/guardians, Social Services or the Police).

5. **THE COLLEGE RULE**

There is one simple rule:

“Do your best at all times”

6. **THE CURRICULUM AND LEARNING**

The College believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to promote positive behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of differing abilities. Effective and regular marking of work can be used as a supportive activity, providing feedback to the students on their progress and their achievements, and as a signal that their efforts are valued and that their progress matters.

7. CODE OF CONDUCT

Community

I will treat all members of the school community with courtesy and consideration. When I see that something needs to be done, or someone needs assistance, I will take appropriate steps and not leave it to others.

Contribution

I will undertake to be punctual for registration, lessons and all school commitments. My behaviour in lessons will allow me to concentrate on learning and allow others to do so too. I will contribute positively to lessons, ask relevant questions and complete homework punctually and to the best of my ability.

Respect

I will respect the authority of teaching staff, support staff and prefects, complying with their requests in a constructive and positive manner. I will treat the property of others, school facilities and equipment with consideration and care.

Responsibility

I will take pride in my personal appearance and general behaviour mindful of the fact that the School's reputation depends on me.

8. **RIGHTS AND RESPONSIBILITIES**

Students have the right to:

- a high quality education;
- feel safe and secure in school;
- be an individual and feel proud of your achievements;
- be treated by other students and staff fairly and with respect;
- receive help, support and encouragement for your particular needs at school;
- be listened to and offered opportunities to have your opinion heard.

Students have the responsibility to:

- **do their best at all times;**
- **respect individual differences, and to behave in a way that respects the rights of fellow students;**
- **treat staff, fellow students and members of the public with respect and in a mannerly and courteous manner;**
- report unacceptable incidents: to do nothing is supporting the bad behaviour;
- behave in a way that upholds the good name of the College;
- behave in a way that respects the role of staff and the rights of others;
- not to be knowingly near or involved with those who are engaging in negative behaviour.

Parents have the right to:

- a safe, well managed and stimulating environment for their son's education;
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be well informed of their son's progress and prospects;
- be involved in key decisions about their son's education.

Parents have the responsibility to:

- **ensure their son attends school regularly and arrives in good time (before 8:40am), with homework done, and suitably equipped for the lessons ahead;**
- **be aware of the College expectations and procedures and encourage their son to abide by them;**
- **support the College and respect the disciplinary authority of College staff;**
- show interest in their son's class work and homework providing suitable facilities for studying at home;
- act as positive role models for their son in their relationship with the school;
- attend planned meetings with teachers;
- provide the school with all necessary background information about their son, including concerns, medical needs, Special Educational Needs, or home circumstances;
- Parents have a legal duty to ensure: ***“every child of compulsory school age shall receive efficient full time education suitable to age, ability and aptitude and to any special educational needs he may have, either by regular school attendance or otherwise”*** Education and Libraries (NI) Order 1986
[This equally applies to Punctuality]

Teachers have the right to:

- Work in an environment where common courtesies and social conventions are respected.

Teachers have the responsibility to:

- Behave in a professional manner at all times;
- Ensure that all lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- Show interest and enthusiasm in the work in hand and in their students learning;
- Listen to the students, value their contributions and respect their views;
- Be sympathetic, approachable and alert to students in difficulty or falling behind;
- Identify and seek to meet students' special educational needs through the SEN code of practice;
- Share with parents any concerns they have about their child's progress and development;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development.

Adapted from Pastoral Care in Schools: Promoting Positive Behaviour

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9. **EXPECTED BEHAVIOUR AT CAMPBELL COLLEGE**

In order to create the best opportunities for learning, and to provide a well-managed environment for their education, we have the following expectations of the boys:

Attendance / Punctuality

- Boys must be in school before 8:40am
- Boys should have a high attendance rate and only be absent for very valid reasons.

Appearance

- School uniform must be worn correctly, and students should be well presented
- Hair should be tidy and of an acceptable length and style.
- Boys should be clean shaven.
- Jewellery and piercings are not acceptable.

In Class

- Students should arrive to class on time
- Homework must be correctly recorded
- Homework must be done
- Students should abide by the simple rule '*Do your best at all times*'
- Be courteous and respectful to the teacher and to your class mates
- Bring the correct books and equipment to class

Around the School

- Do not drop litter and respect school property
- Ensure you stay within bounds
- Behave appropriately in the corridors and within the grounds
- Mobile phones may only be used outside at break and lunch; never in class without the permission of the teacher or when moving about the College.

General conduct

- Be polite, well-mannered and courteous to all members of the public and the Campbell community
- Always be an honest and upstanding member of the College
- Represent the school correctly at all times
- Respect the school buildings and other persons' property
- Never be involved in any form of bullying, name-calling or unpleasantness
- Adhere to the Policies and Procedures of the College

WE VALUE	WE DO NOT TOLERATE
Hard work Honesty Good Manners Facing up to consequences Being kind to others	Lack of effort Dishonesty Rudeness Aggressive behaviour or language Bullying

In order to preserve personal safety and good health, we have the following expectations:

Respecting Bounds/Leaving School Grounds

- Students must respect the bounds regulations currently in force.
- Students should not leave the school grounds unless they have permission from their Tutor and can produce written permission from a parent/guardian.
- Before leaving the College, students must sign-out at Front of House and sign-in on return

Promotion of good health

- Games are compulsory for years 8-12. Students may only be excused from games if they have written permission from a parent/guardian. Students who are 'off-games' must report to the designated location. They must also provide a note if they are to be excused from PE.
- Students are forbidden from possessing or using tobacco, vapes (including electronic cigarettes) or alcohol
- The College will not tolerate the possession or use of illegal drugs

School Property and Personal Property

- All garments and articles of personal property must be clearly labelled with the owner's name
- Students must ensure that their property is locked securely in their locker
- Students remain responsible for the safety and security of their own personal property; therefore expensive items should not be brought into the College
- Students must ensure that their property is locked securely in their locker
- Books, apparatus or school property lost or damaged must be paid for or replaced
- Betting or gambling in any form or by any means is forbidden
- No one may buy property from another student, or sell property to another student without permission from a member of teaching staff

Safety of Members of the College

- It is forbidden for any student to tamper with or otherwise misuse fire extinguishers or alarms or any other items relating to the safety and security of the College
- Students are forbidden to have in their possession at any time dangerous items such as knives, fireworks, lighters, laser pens or other items that may harm others.
- Students must never endanger the health of those who suffer from severe peanut allergies by bringing peanuts or products containing peanuts into school
- Students should not jeopardise the safety or health of another member of the College.

Road and Car Safety

- A Sixth Form student who wishes to bring his car to school must have permission from their Head of Year, must complete the necessary College documentation and must have correctly registered their car.
- No student may travel in a car driven by another pupil without the written consent of his parents and the driver's parents. The names of approved passengers will be included in the signed document
- Students bringing their car to school must adhere to all regulations included within the Student Car Policy

Electronic Safety

- Cameras, including phone-cameras and all other means of recording images and sound may not be used without the express permission from a member of staff
- Students who make use of the College ICT facilities, which includes gaining access to the internet and communicating electronically, must first sign a copy of the College's E-Safety and Acceptable Use Agreement, and must all times adhere to the E-Safety and Acceptable Use Policy and the Mobile Phone Policy.

In order to maintain the good name, environment and public image of the College, we have the following expectations:

- Students must wear their uniform correctly, and with pride and abide by the regulations stated in the Uniform and Appearance Policy.
- Students must behave with courtesy and respect to one another and to members of the public
- No one may use the school name, badge, crest or motto for personal reasons without permission
- Students must take pride in the appearance of the campus. Litter should be placed in bins; pupils may only eat in the designated areas.
- Graffiti or vandalism is not tolerated.
- Students may not chew chewing gum
- Students must never bring the College's good name into disrepute through any form of act or means of communication (including electronic communication).

10. **EXPECTED BEHAVIOUR ON EDUCATIONAL TRIPS AND VISITS**

Students who are participating in any extra-curricular activities/trips are ambassadors for the school and their parents. As such we have the following expectations:

Students are expected to:

- cooperate fully with all staff (teaching and supervisory) at all times;
- avoid taking unnecessary risks, and tell the group leader of anything that may hurt them or others within the group;
- take responsibility for their own property and respect that of others;
- behave with courtesy and consideration to all members of the party, as well as members of the public with whom they come into contact;
- keep clean and tidy any facilities that they use, including means of transport;
- report punctually for any activities, tours etc;
- refrain from smoking, drinking or taking illegal substances, or be knowingly near those who do;
- advise staff immediately about any problems or concerns experienced during the visit;
- adhere to the normal school rule regarding the appropriate use of cameras or mobile devices and seek consent from a member of staff to take photographs of staff or other pupils.
- dress sensibly and responsibly (especially when uniform is not required) being sensitive to local codes and customs;
- Maintain appropriate relationships with others that they may come into contact with;
- Act as ambassadors of the College and behave in a way that maintains the College's good name.

In addition, for residential trips:

- treat accommodation and facilities appropriately. Damage caused or discovered must be reported to a member of staff at once;
- be aware of the health and safety regulations of the accommodation;
- adhere strictly to the deadlines for 'lights out' set by staff. All pupils must then remain in their rooms until the following morning
- follow the group leader's arrangements for contacting a member of staff after curfew;
- NOT enter a bedroom other than the one you have been assigned (unless permission has been given by a member of staff).

It may be necessary to stop a student from attending an education trip if the College has concerns regarding the conduct, welfare, work ethic or attendance of a student.

In serious cases of negative behaviour, or when the staff have concerns over the welfare of a student, they may need to be sent home early from the visit/trip and parents will be responsible for making the necessary arrangements and any costs arising. A student may be barred from subsequent educational visits.

11. **RECOGNISING ACHIEVEMENT AND POSITIVE BEHAVIOUR** **[REWARD STRUCTURE]**

The College aims to motivate its students and create an appropriate environment for effective learning and teaching and every opportunity should be taken to recognise effort, attainment and positive behaviour. Instant recognition is achieved with supportive gestures and comments in class and through more formal opportunities such as:

- Supportive comments noted on written work
- Merit points
- Recognition of achievement by the tutor
- Departmental merit card
- Phone call home
- Tutor Reward
- Head of Year Reward
- Vice Principal's Reward
- Recognition in reports and progress cards
- Effort Commendations
- Attainment Commendation
- Recognition in Housemeetings
- Recognition in Year Assemblies
- Recognition in School Assemblies
- Election to posts of responsibility
- House Colours are awarded to those boys who regularly represent their House in inter-house competitions, and a certificate will be presented during assembly. House colours are awarded at three levels:
 - Bronze award
 - Silver award
 - Gold award
- Prizes and awards for academic and sporting excellence are presented at Speech Day

Every opportunity should be taken to praise students who have previously been associated with negative behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') students who receive praise and rewards. Striking the right balance between rewarding students with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

Classroom Merit Points

Where students show a level of commitment to their work or positive behaviour above the expected level, classroom teachers can award merit points.

Merits points are awarded for:

- Consistent effort in class
- Consistent effort in homework
- Courtesy, manners and conduct
- Significantly high assessment
- Notable improvement (Effort/Behaviour)
- Notable Improvement (Attainment)

Progress Card Commendations

Commendations are awarded to students who achieve certain standards in the regular progress cards. Those who receive commendations at each of the assessment periods throughout the year are presented with certificates during School Assembly

Commendations awarded are:

Effort Commendation	For significantly above average effort across subjects
Attainment Commendation	For significantly above average academic outcomes across subjects

Tutor / HoY / VP and School Awards

Alongside merit points for positive contribution to school in terms of choir, orchestra, sporting events and school events, four further awards can be made:

Tutor Award	This is an award made by a student's Tutor
HoY Award	This is awarded to a student by their Head of Year
VP Award	This is awarded by a Vice-Principal
School Award	This is awarded by a Vice-Principal or the Headmaster to recognise those who have achieved a notable position within the College such as prefectship, major colours or those who have represented the College at a high level.

House Points and House Colours

Merit Points are awarded for participation in House Events and count towards the overall House Prize at the end of the academic year.

House Colours are awarded to those boys who regularly represent their House in inter-house competitions. Bronze, Silver and Gold Colours badges and Certificates are awarded to students who earn sufficient house points to be awarded House Colours.

Positions of Responsibility

Students can hold positions of responsibility in the College which recognise positive behaviour, their personal skills and talents and positive contributions to college life. They are not simply a reward but bring with it an expectation that the student will rise to the challenge that the position of responsibility brings.

Pupil Forum Members

- Students from all year groups are invited to apply to be members of the Pupil Forum, Student Council. They will be charged with the responsibility to represent the views of their peers and to feedback any decisions to their colleagues.

Peer Mentors

- Members of year 13 can hold the position of peer mentor, their role is to assist the Tutor with a variety of duties, such as helping with the regular checks on Homework Diaries, their key role is to establish a relationship with the pupils and to act as a positive role model to the younger pupils.

Junior Prefects

- After Study leave for year 13 and 14, members of year 11 are charged with the responsibility to act as 'school monitors' for years 8 – 10.

Prefects

- Prefects are members of Year 14 who have also been specially selected and trained, make an active contribution to school life, acting as a role model, and promoting a sense of responsibility and commitment to the school.
- The College appoints a Head Prefect and Deputy Head Prefects and Senior Prefects.

Heads of House

- Each House will appoint a Head of House

Responsibilities within teams, clubs and societies

- Team and Club Captains
- Club Colours
- Major Colours

12. **RESPONDING TO UNDERACHIEVEMENT AND NEGATIVE BEHAVIOUR** **[SANCTION STRUCTURE]**

Although the College's emphasis is very firmly on both the recognition of rewards for good conduct and a positive attitude to learning, it is important that it also sets out the sanctions it will use when pupils do not meet the expectations outlined in the Code of Conduct.

Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly.

Disciplinary sanctions have three main purposes:

1. To impress on the pupil that what he has done is unacceptable;
2. To deter the pupil from repeating that behaviour;
3. To signal to other pupils that the behaviour is unacceptable and thereby deter them from doing it.

Advice to Staff

The application of sanctions is more likely to promote positive behaviour if the process is seen as being fair. Teaching staff are advised to:

- Make it clear during any investigation that it is in the pupil's best interests to tell the truth
- Make it clear that if a sanction is being applied to deal with the pupil's behaviour and not to stigmatize the person. Deal with the pupil directly and not to humiliate or degrade him in front of his peers; however there are times when it may be appropriate to challenge behaviour directly when it affects the class as a whole.
- Make the pupil fully aware of the issue with his behaviour, the expectation he has not met and the behaviour that is now expected. Sanctions should not just be automatic.
- Avoid whole-group sanctions that punish the innocent
- Avoid an early escalation towards sanctions, reserving them for more serious or persistent misbehaviour
- Use a sanction that is sufficient for the pupil to learn from his mistake and to recognise how they can improve their behaviour.
- Make the pupil aware of the next step if the behaviour does not improve

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of an expectation, would be all that is needed. Staff should consider when it might be appropriate to encourage pupils to reflect on the harmful effects of their behaviour, rather than impose a sanction; for example, through writing an apology letter, a written account of the problem, writing a behaviour contract or through individual or group discussions aimed at repairing any harm.

We believe that restorative justice is a powerful tool to encourage pupils to actively right any wrongs and learn from mistakes.

Encouraging pupils to take responsibility

Where possible, an attempt should be made to discuss the consequences of negative behaviour and encourage the pupil to take ownership of his actions. Attempting to link the concept of sanctions to the concept of choice, helps pupils see the connection between their choice of behaviour and its impact on themselves and others. The intention is to encourage and teach pupils to take responsibility for their own behaviour.

Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary to show appropriate disapproval.

Although this is not intended to be an exhaustive list, sanctions can include:

- Verbal warning
- Imposition of Extra work / carrying out a useful task
- Suspension of privileges / Time-Out of class (under supervision)
- Demerit points
- Bounds Card
- Lunchtime Detention
- Departmental Detention
- Phone call home
- Daily Report : Tutor, HoY or VP Report
- School Detention
- Withdrawal from a school trip or event
- Letter to parents
- Interview with parents
- VP/Extended Detention
- Behaviour Plan / Contract
- Saturday Detention
- Formal oral warning
- Formal written warning
- Time out of timetable (and 'internal suspension')
- Suspension
- Expulsion

Guidance on sanctions and lines of responsibility is given in appendix 1

Support of Pupils

- **Referral to after school support / study**

A pupil may be required to attend after school support classes when they are available.

A Head of Year may also detain a pupil after school for a personal consultation. Parents will be informed in advance

- **Referral to Learning Support**

A Head of Year in consultation with the Vice-Principal (Pastoral) may seek the advice of the College's SENCO about behaviour or academic progress. This occurs when a pupil exhibits significant and sustained behavioural difficulties. The SENCO can advise on developing a Behaviour Plan for that pupil.

- **Referral to External Agencies**

The College may seek advice and support from external agencies such as the School Counsellor, Education and Welfare Service, the Educational Psychology Service, Behaviour Support Team (BELB).

Detentions

Schools have the legal right to detain pupils so long as adequate notice is given.

- **Lunchtime Detention**

These can be held for usually the last 20 minutes during lunch. Pupils will be allowed reasonable time for having their lunch and visiting the toilet.

- **Departmental Detention**

A department detention of 60 minutes after school ought to take place only after consultation between subject teacher, Head of Department and Head of Year (who has the overview of the boy's progress). Parents must be informed via the Departmental Detention Card and given 24 hours' notice. If a pupil does not attend a departmental detention the HoD will contact home and a school detention will usually follow if there were no valid reasons for missing the detention.

- **School Detention**

This is usually held on a Friday, 3:30pm to 4:30pm.

The Head of Year will write home to inform the parents that their son has been placed in detention and the reason for the detention; when deemed necessary, a phone call home will also be made. Administration staff will also put a School Detention Card in the Personal Tutor's pigeon hole for passing to the pupil on Thursday morning. The card will act as a reminder for pupils regarding the detention. Boys will be given work to complete during detention by whoever has requested the sanction and in addition to this, boys may be asked to complete set detention work depending on the reason for the sanction. If a pupil misses a detention for invalid reasons (or lack of reason) the detention will either be doubled or extended.

- **Academic Detention**

An academic detention of 60 minutes after school will take place for every 5 missed homeworks, as recorded in SIMS, in any given term. Parents will be informed by letter and an Academic Detention Card, with the time and place of the detention, will be issued to the student. This may be followed up by the student's tutor or Head of Year.

- **Vice-Principal's Detention**

A Vice-Principal may extend (from 3:30pm – 5:30pm) or double (two consecutive) a detention and parents will be informed in writing as to the reasons why the detention has been extended. A Vice-Principal (or the Headmaster) may require a pupil to attend a detention during a staff development day or after an early finish 'half-day'.

- **Saturday Detention**

Some misconduct will warrant a Saturday detention. This can be authorised only by a Vice-Principal after parents or guardians have been informed of the reasons for it in writing and given at least 48 hours' notice. A 'Saturday Detention' may also be held to a Staff Development Day, or a half day.

Detentions form part of the positive behaviour policy of the school and failure to comply with sanctions at an early stage will result in the sanctions progressing to a higher level and may result in formal disciplinary procedures.

Parents must provide a written note if a pupil is unable to attend a detention; the detention will only be postponed for very valid reasons.

Daily Report Cards

These are issued for a two week period at a time when there are concerns involving effort or behaviour across a number of subjects. The card is signed by the class teacher every period and a grade will be given:

A	Excellent
B	Very Good
C	Satisfactory
D	Below satisfactory
E	Unacceptable

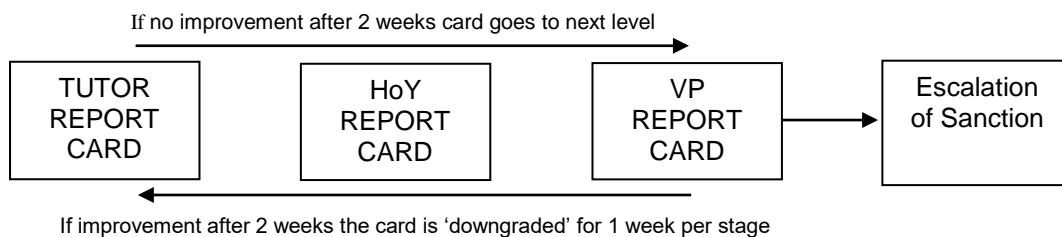
The card should be signed every evening by a parent and will be signed by a member of staff every morning (and normally at the end of the day).

Parents will be informed in advance that their son is on daily report.

Daily Report may be issued at one of three levels:

- Tutor Report
- Head of Year Report
- Vice-Principal Report

A pupil will normally be on a report card for two weeks. If there is no improvement after two weeks the report card will move up to the next stage for a further two weeks. If there is an improvement then the card will be downgraded and the pupil will remain on the lower level card for one week and so on until being taken off report.



Bounds Card

A pupil on a 'Bounds Card' will remain under the direct supervision of a member of staff at break and lunch. The pupil must get the card signed by a member of staff every 5 minutes at break and every 15 minutes at lunch.

Formal Disciplinary Sanctions

- **Formal Oral Warning**

A Formal Oral Warning is given to a pupil by a Vice-Principal in the presence of his parents and will form the first stage of formal disciplinary proceedings. It will normally be given alongside other sanctions.

- **Formal Written Warning**

A Formal Written Warning is given to a pupil in the presence of his parents and forms a stage before suspension.

- **Internal Suspension / Withdrawal from Class**

This sanction is applied for offences that warrant a serious sanction, but do not warrant suspension from school. The pupil is withdrawn from normal classes to complete work set by his teachers. It will be employed to give pupils a chance to reflect upon their actions and attitudes. Parents are informed about the withdrawal and it is emphasised that continued unsatisfactory behaviour will have more serious consequences.

- **Suspension**

For very serious misconduct or repeated misconduct where other sanctions have not been effective, the Headmaster (or a Vice-Principal if standing in for the Headmaster) may suspend a pupil from school. Suspensions vary in length from one to five days. A pupil will not be suspended for more than 45 days in any one school year.

There are circumstances when a pupil may be suspended for precautionary or investigative reasons. Under these circumstances, suspension will not be recorded as a disciplinary sanction unless it is warranted.

- **Expulsion**

It is envisaged that the permanent expulsion of a pupil by the Headmaster would only happen as a result of repeated suspensions or the most serious breach of school discipline.

The procedures covering suspensions and expulsions are laid out in the College's Suspension and Expulsion Policy.

*****BOARDING DEPARTMENT*****

The Boarding Department may need to consider additional or an alternate sanctions to those for day pupils as there is an extended duty of care, and applying certain sanctions (such as suspension) may have an additional issue such as travel expenses.

Alternate sanctions may include the likes of:

- Extended prep time
- Loss of privileges
- Gating (not allowed to leave school premises)
- Leisure restrictions
- Cancelling exeat permits
- Internal suspension / time -out

Further details are given in the Boarding Handbook

13. **BANNED AND RESTRICTED ITEMS**

The following items are restricted/banned:

1. Anything that could jeopardise the conduct of a lesson or good order within the College
e.g. mobile phones must not be used in class
2. Anything that could negatively affect the school environment
e.g. chewing gum and correcting fluids such as 'Tippex' are not allowed
3. Anything that poses a threat to others safety
e.g. laser pens, laser pointers, knives or penknives, fireworks are not allowed
4. Items of clothing or adornment that contravenes the College's uniform regulations
e.g. items of non-regulation uniform or jewellery should be removed
5. Anything that is counter to the ethos of the College
e.g. images or items that could cause ill feeling or could damage the image of the College are inappropriate
6. Anything that is unlawful for a pupil to have in his possession
e.g. illegal substances, racist or pornographic material are banned
7. Items that are against school policy
e.g. fluid lighters, cigarettes, electronic cigarettes are not allowed

If found with any inappropriate or dangerous item, it is likely that it will be confiscated and may be destroyed. For possession of items which could cause harm or injury, the PSNI can be informed and disciplinary action may follow

14. **PROMOTION OF AN ANTI-BULLYING ETHOS**

The College adopts the NIABF definition of bullying:

'Bullying is usually repeated behaviour that intentionally hurts, harms or adversely affects the rights and needs of another or others.'

The College has an Anti-Bullying Policy in place, which is reviewed at least every 2 years. The policy describes the College's procedures to ensure bullying behaviour is dealt with promptly and sensitively.

[See Anti-Bullying Policy]

15. **SMOKING. ALCOHOL AND DRUGS**

The College forbids a pupil from

- Smoking (including the use of electronic cigarettes)
- any possession, use or supply of alcohol or drugs
- bringing the College into disrepute for any reason associated with smoking, alcohol or drugs.
- Acting in a way that may tarnish the good name of the College.

A pupil who is not smoking / drinking alcohol / involved in drugs but who is present with another pupil who is, will also receive an appropriate sanction as it is the College's belief that boys need to learn to distance themselves from inappropriate conduct.

Full details on the College's response to incidents is given in the Smoking, Alcohol and Drugs Policy.

[See Smoking, Alcohol and Drugs Policy]

16. **ELECTRONIC MOBILE DEVICES**

Students may bring mobile technology devices into school as it is recognised that at times they may wish to use them to support their studies and maintain their safety on the way to and from school; however, the College adopts the following regulations:

- Mobile devices may only be used with the permission of a member of staff; mobile phones may only be used outside at break and lunch and should be switched off and out of sight during classes and whilst eating or moving around the College.
- The use of mobile phones to intimidate other students is unacceptable and may constitute a form of bullying.
- The use of the camera/recording facility is strictly banned unless specific permission has been given by a member of staff and other pupils involved

The school accepts no responsibility for replacing lost, stolen or damaged mobile devices. Their safety and security is wholly in the hands of the pupils.

It is the parents' responsibility to ensure appropriate internet filters and anti-virus software are in place on any mobile device able to connect to the internet.

[See Mobile Phone Policy, Electronic Safety Policy and Anti-Bullying Policy]

17. **SEARCH AND CONFISCATION OF ITEMS**

A member of staff may confiscate an item which poses a risk to health and safety or in order to maintain an environment which is conducive to learning [this includes mobile devices].

If a member of staff has reasonable grounds for suspecting that a student is in possession of an inappropriate or prohibited item, a member of staff can ask a pupil to turn out his pockets / bag / locker.

This should be in the presence of the pupil and if possible another member of staff.

Staff may not physically search a pupil.

Handling confiscated items:

- 'Safe' Items which have been confiscated will usually be returned to the pupil before the end of the school day; however for repeated offences items may be held for longer and parents may be asked to collect them personally;
- Banned items such as cigarettes may be destroyed;
- Unsafe items will either be destroyed or will have to be collected by parents;
- Unlawful items (such as controlled drugs) will be handed over to the Police.

In the case of electronic or mobile devices, content which may cause offence to others in the school community may be deleted in the presence of the pupil and 2 members of staff. However, if the content is deemed to be unlawful, the device and its contents may be held and given over to the Police.

The Headmaster or a Vice-Principal may instigate a search of a pupil's belongings without their consent if the safety or welfare of a pupil is a concern.

18. **THE USE OF REASONABLE FORCE / SAFEHANDLING**

There are circumstances when teachers and other adults in positions of responsibility are empowered to act in a way that involves some physical intervention – in particular when the health and safety of pupils or anyone else is seen to be at risk, but also to prevent damage to property or possessions and in some circumstances to preserve good order. In all cases the intervention should be **reasonable and proportionate**.

A member of staff may take forceful but reasonable non-injurious measures in order to prevent a pupil from:

- Committing an offence
- Causing personal injury
- Causing damage to property
- Prejudicing the maintenance of good order and discipline

[See Use of Reasonable Force / Safe handling Policy]

19. **SPECIFIC ROLES IN MAINTAINING A DISCIPLINED LEARNING ENVIRONMENT**

Teaching Staff

All teaching staff should be firm and fair in their application of discipline within and outside the classroom. It is their responsibility to take positive, affirmative action to ensure that all pupils abide by the College Code of Conduct and meet the College's expectations.

It is our aim to have a community in which good behaviour is the expected norm. Such an ethos depends on good relationships, whether involving pupils or members of staff, which are based on mutual respect, warmth and good humour.

Teaching staff are the first line of responsibility for discipline within their classroom, their responsibilities include:

- Promotion of the academic progress and well-being of their individual pupils;
- Ensuring that the College expectations are adhered to;
- Maintaining good order and discipline among their pupils;
- Providing a positive, disciplined and supportive learning environment;
- Safeguarding the health and safety of their pupils, and dealing with any poor behaviour.

Developing good relationships and effective strategies for classroom management will prevent most problems. Problems should only need to be referred if they cannot be dealt with effectively by standard classroom management techniques.

Tutors

Tutors monitor all aspects of a pupil's progress both academically and socially within the College and to ensure that their tutees comply with the college's expectations. They should know each pupil as an individual and should offer guidance to their tutees on a range of pastoral issues. Tutors are the first contact with parents when concerns arise and will endeavour to deal with any behavioural or pastoral issues. When issues are serious or persistent, they may need to refer the incident up to the Head of Year.

Their responsibilities include:

- Acting as first point of contact between home and school.
- Checking reasons for absence or lateness, monitoring patterns and raising concerns with HoY.
- Checking Planners and ensuring the boys record and complete homework correctly.
- Commenting on Progress Cards in order to provide context on how a student is progressing.
- Commending students for achievements both inside and outside of the classroom.
- Work with Housemasters to encourage active participation of tutor groups in House events.
- Monitor SIMS Behaviour Manager for their tutees and work with HoY to intervene when necessary. Intervention should be for positive reasons as well as negative.
- Intervene when issues present across subjects, or persist within one subject.
- To ensure the boys abide by the college expectations throughout the school day

Head of Year (HoY)

Each year group has a Head of Year who will oversee the work of the Tutors, ensuring the co-ordination of policy and practice within the Year, and in consultation with a Vice-Principal and a Head of Key Stage, has charge of the arrangements and particular issues which affect that year, including pastoral care, disciplinary matters, and academic progress.

The Head of Year will decide if an issue is serious enough to be referred to a Senior Teacher or a Vice-Principal.

HoY responsibilities include:

- Overall responsibility of pupil welfare within their year group;
- To promote close links with parents, ensuring they are contacted by the tutor as appropriate;
- Overseeing the academic progress of pupils; celebrating high performance and ensuring appropriate intervention to challenge underperformance;
- To promote high standards of attendance and ensure attendance concerns are progressed in an appropriate manner;
- To oversee consistent implementation of the positive behaviour policy, ensuring high standards of behaviour and appearance;
- To ensure school policies are known by personal tutors, conveyed to pupils effectively and implemented consistently;
- To track issues from their team of tutors, ensuring issues of significance are communicated to appropriate parties, and effective action taken

Heads of Key Stage

Heads of Key Stage will oversee the academic and pastoral development of pupils within their charge.

HoKS responsibilities include:

- Recruitment and induction of pupils
- Development and monitoring of the Pastoral Curriculum
- Academic and Pastoral monitoring across the key stage working alongside HoYs and HoDs to address concerns and under-performance
- To develop consistency across the key stage
- To monitor and reward achievement

Head of Department (HoD)

The HoD is responsible for maintaining standards of behaviour and discipline within their departments and maintenance of health and safety issues associated with the teaching of their particular subject. They will offer advice and guidance to newly appointed or temporary teachers. They will monitor the use of departmental sanctions including departmental detention and will keep both the tutor and HoY informed of any corrective intervention.

HoD responsibilities include:

- Overseeing the academic progress of pupils within their subject; celebrating high performance and ensuring appropriate intervention to challenge underperformance
- Working alongside class teachers to develop a disciplined learning environment and providing appropriate and measured guidance when concerns arise
- To support members of staff within their department on effective classroom management
- To work with pupils when negative behaviour is directly related to academic concerns
- To investigate problems which relate to disruption of classes within their department.

Housemaster

Each tutor group will belong to one of eight houses, and the Housemaster is responsible for all extracurricular activities and House competitions and encouraging the boys to engage with the extra-curricular life of the College.

Each House has a tutor group from each of the years so the boys will have an opportunity to mix with boys across all year groups.

Housemaster responsibilities include:

- Promoting engagement with the extracurricular provision of the College
- To track pupil engagement with the extracurricular provision of the College and ensure this is recognised, celebrated and reported to parents
- To promote competition for academic prizes and House Colours, ensuring success is recognised and celebrated

Vice Principals

The Vice Principals have overall responsibility for pupil welfare, and oversee the pastoral and academic aspects of school life. One VP has oversight of curriculum issues; the other VP has oversight of pastoral (and behaviour) issues.

Vice-Principals (and the Headmaster) have discretion to impose or authorise an appropriate sanction to reflect the severity of the breach of the Code of Conduct. The nature of the sanction will depend on the circumstances surrounding the breach.

The Vice-Principal will decide if an issue is serious enough to be referred to the Headmaster.

Headmaster

The Headmaster has overall responsibility for all members of the Campbell College community

SUMMARY

SUBJECT TEACHERS	General Behaviour in class, while on site or when on a trip or activity led by the member of staff. Minor breaches of discipline should be dealt with by the subject teacher. It is the responsibility of subject teachers to keep appropriate records.
HEADS OF DEPARTMENT	Academic achievement and concerns related <u>to their subject</u> . Classroom Management of the members of their Department Persistent behaviour problems which relate to academic matters within their subject.
TUTORS	General conduct of pupils while in school. Persistent classroom issues or issues across subjects Conduct at break/ lunch or in the library.
HEADS OF YEAR	Inappropriate conduct in school, while in uniform, while representing the school or while on a school activity. Not responding to intervention by a tutor or HoD.
HOUSEMASTERS	To encourage the engagement of a pupil with the extra-curricular provision of the College.
HEAD OF KEY STAGE	To have an oversight of the students within their Key Stage and work alongside the Heads of Year and Heads of Department to address concerns and ensure a consistency of approach.
VICE PRINCIPALS / HEADMASTER	Conduct which puts pupils at significant risk or harm. Conduct which seriously damages the image of the school.

20. **PROMOTION OF POSITIVE BEHAVIOUR**

(a) Consistency of Approach

To ensure fairness of treatment and encourage consistency of response, a structure of 5 levels has been designed to categorise a variety of positive behaviours and negative behaviours which may occur along with a clear chain of responsibility.

To ensure consistency of application, regular meetings are held between:

- Class teachers and the Head of Department
- Tutors and their Head of Year
- Tutors and their Housemaster
- Heads of Year / Heads of Department and the Vice-Principals
- Vice-Principals, the Headmaster and the Leadership Team.

The procedures are regularly discussed and kept under regular review.

Guidance on appropriate rewards and sanctions will be found within the College Staff Handbook.

(b) Recording

The College uses the Behaviour Management module of the School Information Management System (SIMS). This provides the College with an effective and confidential method of monitoring and tracking each pupil's conduct and progress.

Merit and De-Merit points are recorded electronically for each record of achievement and behaviour.

(c) Strategies to promote and encourage positive behaviour

Communication with Pupils:

- College expectations are discussed at the start of each term, and regularly discussed throughout the term
- Issues can be raised and discussed with the School Council

Communication with Parents

It is the policy of the College to keep parents informed when significant negative behaviour issues arise, but also to communicate with parents when there is a significant improvement in their son's behaviour.

Difficulties are more likely to be resolved when parents and the College work closely together. The pastoral structure of the College provides a valuable link with parents and the school encourages parents to make contact with their son's Tutor (as the first point of contact) or Head of Year if they have concerns.

- Parents are sent a copy of the publication '*A Guide to the Published Policies and Procedures at Campbell College*' and are asked to familiarise themselves with its contents. The guide includes copies of the College's Code of Conduct and Expectations.
- Tutors and Heads of Year are encouraged to make contact with parents when a concern first arises so that the College and home can work together to address the concern
- Tutors and Heads of Year are encouraged to contact home for positive reasons to acknowledge good behaviour or a significant improvement in behaviour.
- Parents are encouraged to contact their son's Tutor when they have a concern

Whole School strategies

- All members of the Campbell College community are expected to exercise self-discipline and take responsibility for the consequences of their actions
- Effective Classroom Discipline is essential to create a disciplined learning environment where pupils learn best
- Learning for Life and Work classes contribute to building awareness of the importance of self-discipline
- The College staff work together to ensure that all pupils are given the necessary support and encouragement to develop high levels of self-discipline
- The House system and the Extra-curricular provision of the College offers a wide range of opportunities for pupils to contribute to the life of the College and to develop life-long skills of decision making, teamwork, service and leadership
- The School Council contains representatives from across the year groups and is a forum which can be used to discuss concerns regarding the reward and sanction structures
- Pupils holding posts of responsibility such as Prefects, Senior Prefects, the Head Prefect and Deputy Head Prefects contribute to the promotion of positive behaviour particularly in their capacity as role models. Peer Mentors are appointed from the Sixth Form to mentor younger pupils and have a direct influence on their behaviour
- Positive behaviour is promoted and celebrated during Assemblies (Year Assemblies, House Meetings and School Assemblies)
- Tutors and Heads of Year monitor behaviour through SIMS Behaviour Manager, acknowledging positive behaviour and challenging negative behaviour.
- Positive behaviour is acknowledged and rewarded through progress cards, reports and parent consultations.

21. TRAINING AND PROFESSIONAL DEVELOPMENT OF STAFF

- The College will provide training and development for the teaching staff relevant to pupil behaviour management issues through
 - Induction training for new staff
 - Guidance and support materials
 - Appropriate training tailored to specific needs and priorities
 - Mentoring from a Head of Department / Head of Year / Vice-Principal
- The College provides opportunities for staff to share good practice relevant to behaviour management through:
 - Departmental meetings
 - Year-Group Meetings with HoY and Tutors
 - HoY Meetings with the VP
- Staff are offered opportunities to attend external training courses.

22. REVIEW OF POLICY

This policy will be reviewed every two years by the Board of Governors; however, the College may revise the policy at any time it considers necessary. The latest version will be available by contacting the College

APPENDIX 1

GUIDANCE ON LINES OF RESPONSIBILITY / SANCTIONS

LEVEL 1 MISCONDUCT	LEVEL 2 MISCONDUCT	LEVEL 3 MISCONDUCT	LEVEL 4 MISCONDUCT	LEVEL 5 MISCONDUCT
Dealt with by Classroom Teachers	Dealt with by Heads of Department	Dealt with by tutors	Dealt with by Heads of Year (Supported by HoKS)	Dealt with by Vice-Principals / Headmaster
CATEGORIES <i>(This list is not exhaustive and does not supersede the professional judgement of individual members of staff)</i>				
	<i>Repetition of level 1 misconduct or not responding to previous sanctions</i>	<i>Repetition of level 1 misconduct or not responding to previous sanctions</i>	<i>Repetition of level 2 or 3 misconduct or not responding to previous sanctions</i>	<i>Repetition of level 4 misconduct or not responding to previous sanctions</i>
General Behaviour in class, while on site or when on a trip or activity led by the member of staff	Academic concerns related <u>to their subject</u> . Classroom Management of the members of their Department [Tutor should be kept informed]	General conduct while in school. Persistent classroom issues Conduct at break/ lunch or in the library	Inappropriate conduct in school, while in uniform, while representing the school or while on a school activity / trip. Not responding to intervention by a tutor or HoD.	Conduct which puts other students at significant risk or harm. Conduct which seriously damages the image of the school Not responding to intervention by HoY (or HoD)
Safety Rules in class (HoD should be informed)	Ignoring safety rules within the classroom specific to the subject	Possession of banned objects (e.g. lazer pens)	Use of banned objects which could cause injury (VP should be informed) Injury to another student (VP should be informed)	Use of illegal objects (e.g. knives) Deliberate damage to whole school safety equipment (fire extinguishers / alarms)
No Homework Work-related deadline not met	Persistent lack of homework in one subject (tutor should be informed) Missing a significant work deadline (HoY should be informed)	Lack of homework across subjects	Continued or repeated homework concerns	Serious homework issues across subjects.
Copying Homework	Plagiarism of internally assessed work. Poor conduct in controlled assessment. (HoY should be informed)	Conduct in class tests	Plagiarism of assessed work. Conduct in controlled assessment. Conduct in school examinations	Plagiarism of externally assessed work. Conduct in external examinations
Poor Effort in class	Lack of effort seriously affecting academic in that subject	Poor effort across subjects	Lack of effort seriously affecting academic outcomes	Obvious disengagement from the curriculum.
Lateness to Class	Whole class lateness from another subject or at break/lunch	Lateness to School Missing supervised study Persistent lateness to class	Persistent lateness to school Skipping Class / Study Hall Leaving school without permission (or not following protocol) Not abiding by car parking regulations	Truancy

ATTENDANCE		Initial attendance concerns (<95%)	Attendance Concerns (<90%)	Attendance concerns (<85%).
Incorrect use of Mobile Phones		Repeated/Deliberate breach of Mobile Phone/Device policy	Incorrect use of Internet or mobile phone affecting or causing offence of other students	Issues on the storage or distribution of images that may involve a Child protection issue.
General Appearance		Incorrect Uniform	Hair Issues Piercings	
Lateness to Games (Games teacher) Conduct during games		Incorrect games kit Missing games without correct documentation	Mitching Games Pattern of missing games Public misconduct during games	
Inappropriate Language		Inappropriate Language to another student	Abusive language to another student	Abusive language to a member of staff
		Out of Bounds	Smoking	Alcohol / Drug Misuse
Littering		Graffiti	Damage to another student's property Damage to school property (inform VP)	Serious and Malicious damage to school property. Deliberate vandalism. Theft.
Conduct to another student (which can be easily dealt with by a classroom teacher)	(Initially) Conduct to a member of staff in class ,is dealt with by the Head of Year and HoD. The Vice-Principal should be informed as depending on the details, this may progress to Level 5 misconduct.	LEVEL 1 BULLYING [Consult Anti-Bullying Policy] Disagreements between students.	LEVEL 2 BULLYING [Consult Anti-Bullying Policy] Bullying or when the level 1 is repeated Provocation to fight or fighting involving physical aggression.	LEVEL 3 OR LEVEL 4 BULLYING [Consult Anti-Bullying Policy] Systematic Bullying / racism / sectarianism. Bullying considered to be high level and resistant to interventions. Fighting causing serious physical injury

SANCTIONS

(This list is not exhaustive, does not necessarily represent a hierarchy and does not supersede the professional judgement of individual members of staff)

	As level 1 but including:	As level 2 and including:	As levels 2 & 3 but including:	As levels 4 but including:
<ul style="list-style-type: none"> - Verbal warning - Extra work / imposition - Time-Out - Suspension of privileges - De-merit on SIMS - Student contract - Personal detention - Referral to HoD/Tutor - Contact with home 	<ul style="list-style-type: none"> - Phone call home - Letter home - Lunchtime detention - Parental meeting - Departmental Detention - Referral to Tutor/HoY 	<ul style="list-style-type: none"> - Tutor Report card - Student Contract - Homework Watch - School Bounds Card - Lunchtime detention - Parental meeting - Referral to HoY - Confiscation of items 	<ul style="list-style-type: none"> - Behaviour Plan - Bounds Card - HoY Report Card - HoY Detention - School Detention - Parental interview - Loss of Privileges - Loss of Free-time - Referral to VP - Referral to SENCo - Extended Detention - Saturday Detention 	<ul style="list-style-type: none"> - VP Report Card - VP/Extended Detention - Removal from class - Formal oral warning - Formal written warning - 'Time-Out' / Internal Suspension - Referral to Agency <p>Headmaster Only</p> <ul style="list-style-type: none"> - Suspension <p>Board of Governors only</p> <ul style="list-style-type: none"> - Expulsion

