



# PROMOTING POSITIVE BEHAVIOUR FOR LEARNING POLICY

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**Belfast High School**

***Date: September 2024***

***Date Ratified: 25 September 2024***

***Ratified by: Board of Governors***

***Responsibility: Board of Governors***

***Author: Vice Principal***

***Review Date: September 2027***

## **Ethos**

At Belfast High School we believe that through high aspirations, perseverance and commitment, every pupil can fulfil their potential in the caring, warm and inclusive atmosphere offered here.

## **Rationale**

This policy outlines the conduct expected of pupils attending Belfast High School and explains how the system of rewards and sanctions is used to encourage positive behaviour.

The School believes that learning can best take place in a well-ordered and disciplined environment. Good behaviour is seen as essential for the safety and welfare of every pupil. Pupils are expected to conform to the School's Code of Conduct and to show a sense of respect for themselves and others and for property (personal, private or public). The School's Code of Conduct cannot be expected to cover every eventuality and the Principal retains the right to arbitrate in any unforeseen circumstance.

## **Aims and Values**

We aim to:

- provide a broad, balanced and coherent curriculum which suits the needs of all pupils in a changing society and which encourages each pupil in their intellectual, cultural, aesthetic and physical development;
- instil in each pupil the determination to strive in all activities, academic and otherwise, to achieve their own level of excellence;
- encourage in pupils a respect for religious and moral values;
- create a caring environment in which the needs of each pupil are considered;
- foster social attitudes which will enable each pupil to take their place as a responsible member of the community;
- value and respect everyone, recognise their strengths and differences, encourage them to develop their skills and abilities and have a positive attitude to each and every member of our community;
- develop the three-way partnership (parent-pupil-school) to enable our pupils to attain their full potential;
- prepare our pupils for the challenges and opportunities of the fast-paced C21st world.

We recognise that there is a significant link between pupils' behaviour, their attitude to learning and their progress/achievement. We believe that high standards of pupil behaviour and conduct will enable the aims of the School to be met. And therefore we expect pupils to always demonstrate positive behaviour.

Pupils are regularly reminded of the expectations we have regarding behaviour and conduct. In short, the School expects pupils to:

- Always demonstrate courtesy and manners to others;
- Be appropriately prepared to learn;
- Be committed to consistent hard work;
- Demonstrate high standard of dress, punctuality and attendance;
- Show respect for school property and the property of others.

In turn, the School's pastoral curriculum will see pupils develop important skills which will allow them to become positive contributors to society. These include (but are not limited to):

- Leadership;
- Organisation;
- Resilience;
- Initiative;
- Communication.

### Roles and responsibilities

Belfast High School encourages all pupils to take ownership of their school experience, demonstrating respect for learning in a safe environment. The School strives at all times to maintain a harmonious and productive atmosphere and so expects:

Parents/carers and teachers have discrete and complementary roles in the education of young people. The rights and responsibilities below have been selected from the DENI document *Pastoral Care in Schools: Promoting Positive Behaviour* and were drawn from the work of the MBW Discipline Project.

Rights of pupils, staff and parents/carers	Responsibilities of pupils, staff and parents/carers
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>● be valued as members of the school community;</li> <li>● get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</li> <li>● make mistakes and learn from them;</li> <li>● be treated fairly, consistently and with respect;</li> <li>● be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon;</li> <li>● be taught in a pleasant, well-managed and safe environment;</li> <li>● work and play within clearly defined and fairly administered codes of conduct;</li> <li>● experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified and met;</li> <li>● develop and extend their interests, talents and abilities.</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>● come to school on time with homework done and suitably equipped for the lessons in the day ahead;</li> <li>● respect the views, rights and property of others and behave safely in and out of class;</li> <li>● co-operate in class with the teacher and with their peers;</li> <li>● work as hard as they can in class;</li> <li>● conform to the conventions of good behaviour and abide by school rules;</li> <li>● seek help if they do not understand or are having difficulties;</li> <li>● accept ownership for their own behaviour and learning and to develop the skill of working independently.</li> </ul>

<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>● work in an environment where common courtesies and social conventions are respected;</li> <li>● express their views and contribute to policies which they are required to reflect in their work;</li> <li>● a suitable career structure and opportunities for professional development;</li> <li>● support and advice from senior colleagues and external bodies;</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>● behave in a professional manner at all times;</li> <li>● ensure that lessons are well-prepared, making use of available resources and that homework is appropriately set and constructively marked;</li> <li>● show interest and enthusiasm in the work in hand and in their pupils' learning;</li> <li>● listen to the pupils, value their contributions and respect their views;</li> </ul>
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<ul style="list-style-type: none"> <li>adequate and appropriate accommodation and resources.</li> </ul>	<ul style="list-style-type: none"> <li>be sympathetic, approachable and alert to pupils experiencing difficulty or falling behind;</li> <li>identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</li> <li>share with the parents any concerns they have about their child's progress or development;</li> <li>expect high standards and acknowledge effort and achievement;</li> <li>pursue opportunities for personal and professional development.</li> </ul>
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<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>a safe, well-managed and stimulating environment for their child's education;</li> <li>reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;</li> <li>be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</li> <li>be well informed about their child's progress and prospects;</li> <li>be well informed about school rules and procedures;</li> <li>a broad, balanced and appropriate curriculum for their child;</li> <li>be involved in key decisions about their child's education;</li> <li>a suitably resourced school with adequate and well-maintained accommodation.</li> </ul>	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>ensure that their child attends school regularly and arrives in good time with homework done, and suitably equipped for the lessons in the day ahead;</li> <li>be aware of school rules and procedures and encourage their child to abide by them;</li> <li>show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</li> <li>act as positive role models for their child in their relationship with the school;</li> <li>attend planned meetings with teachers and support school functions;</li> <li>provide the school with all the necessary background.</li> </ul>
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### **A Rights Respecting School**

Belfast High School is a Rights Respecting School, recognised through the UNICEF Rights Respecting School Award.

A Rights Respecting School teaches and actively promotes awareness of child rights and models rights and respect in all its relationships – between adults and pupils, between adults and between pupils. Pupils are aware of their rights as outlined in the United Nations Convention on the Rights of the Child and the importance of ensuring that their behaviours uphold their rights and those of their peers.

[https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2014/12/RSSA\\_Good\\_Practice\\_Review.pdf](https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2014/12/RSSA_Good_Practice_Review.pdf)

## **The Support of Parents/Carers**

Parents/carers have a critical role to play in promoting positive behaviour and in supporting the School to ensure that pupils adhere to the School's Code of Conduct (see Appendix 1). The School asks that parents/carers understand that its actions are carried out in the best interests of all pupils.

Parents/carers are asked to ensure:

- Their child attends on time each day ;
- The School is notified of pupil absences or the need to leave early for appointments in good time and in line with the School's attendance procedures;
- That they contact the most appropriate member of staff as outlined in the booklet entitled *Information for Parents and Carers* if they have any concerns or queries;
- They attend any meetings requested by staff. Parent-teacher interviews are scheduled in the School Calendar but contact with a teacher is welcome at any time through the School Office. Parents/carers will be contacted either by telephone, letter or e-mail regarding breaches of the Promoting Positive Behaviour for Learning Policy, Code of Conduct or other issues causing concern.

The acceptance of a place at Belfast High School is interpreted by the Board of Governors as an indication that parents/carers and the pupil concerned accept and are in agreement with the ethos, philosophy, aims, policies, procedures, rules and regulations of the School including this policy and the Code of Conduct.

Heads of Year, Heads of Key Stage, or in more serious matters, a Vice Principal will be happy to meet with parents/carers about contentious issues. The School does not comment on incidents that involve pupils of the School or discuss sanctions given to pupils with anyone other than the pupil, their parents/carers and relevant staff.

If a pupil's behaviour has given cause for concern, the Head of Year, Head of Key Stage or a Vice Principal will arrange a meeting with the pupil and parents/carers to review appropriate support mechanisms.

## **The Support of Outside Agencies**

In seeking to support pupils, the School shall, when required, contact or signpost parents/carers to outside agencies who may be able to provide additional support. Examples of such support include:

- Behaviour Support (EA)
- CAMHS
- Education Welfare Service (EA)
- Private counselling and support services
- School counsellor

## **Illicit Substances**

Pupils must not use, have in their possession or be under the influence of any substance prohibited by the School. This includes, but may not be limited to:

- Alcohol
- Drugs
- Electronic cigarettes/vapes or tobacco products

Belfast High School operates a strict No Smoking Policy. This includes the use of electronic cigarettes/vapes.

The use or possession of any illicit substance within school, on school visits or when wearing school uniform or PE/Games kit is strictly forbidden.

## **SEN**

Where a pupil has a special educational need that impacts on their organisational skills through no fault of their own, the SENCo should be made aware and a strategy will then be put in place to support the pupil concerned.

The existence of a special educational need is not, as and of itself, a reason for not adhering to the Promoting Positive Behaviour for Learning Policy. If a special educational need manifests itself in unacceptable behaviour a Behaviour Action Plan or Risk Reduction Action Plan may be put in place.

## **Recording and Monitoring Pupil Behaviour**

Pupils' behaviour is monitored on a regular basis by Subject and Form Teachers, Heads of Year/Department and Heads of Key Stage. Behaviour is reviewed daily, weekly, monthly, half-termly and termly.

Behaviour incidents and notable achievements are recorded on the School's Information Management System (SIMS). Behaviour and achievement incidents will be managed in accordance with the agreed hierarchy of rewards and sanctions.

Pupils who have accumulated a certain overall points total (i.e. total points once negative pings have been deducted from positive pings) at the time of each review will receive an appropriate reward.

Pupils who have accumulated a certain number of behaviour points (negative pings) at the time of each review will receive an appropriate sanction. The School Gateway app will provide parents with updates on pupils' achievements and behaviour incidents.

## Achievements and Rewards

The School ethos of promoting an atmosphere of civilised tolerance is central to the promotion of positive behaviour. The School merit system is one way of achieving this. Staff are encouraged to commend good behaviour and creditable achievements whenever possible.

### Achievement points (positive pings) may be awarded for:

Demonstrating leadership Demonstrating high levels of organisation Displaying resilience Displaying initiative Displaying good communication skills Kindness/Consideration towards others Excellent conduct/helpful Exceptionally good homework/classwork	Excellent test result/Progress in test scores Co or extra-curricular achievement Consistent excellence in work & behaviour Consistent improvement in work & behaviour Being a good ambassador for the School Inter-House competition success  <i>Any other reason as adjudged by staff</i>
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### Rewards for achievement points at Key Stage 3 and 4:

Overall Points Total	Recognition
At 10 points	Phone call/email home/Bronze School Gateway notification from <b>Form Teacher</b>
At 15 points	Phone call/email home/Silver School Gateway notification from <b>Form Teacher</b> Recognition and reward at termly Year Group Celebration Assembly
At 20 points	Gold Praise postcard/phone call/email home from <b>Head of Year</b> Recognition and reward at termly Year Group Celebration Assembly
At 30 points	Certificate and Letter home from <b>Head of Key Stage</b> Recognition and reward at termly Year Group Celebration Assembly
Above 40 points	Certificate and Letter home from <b>Principal</b> Recognition and reward at termly Year Group Celebration Assembly

### Rewards for achievement points at Key Stage 5:

Overall Points Total	Recognition
At 5 points	Phone call/email home/Bronze School Gateway notification from <b>Form Teacher</b>
At 10 points	Phone call/email home/Silver School Gateway notification from <b>Form Teacher</b> Recognition and reward at termly Year Group Celebration Assembly
At 15 points	Gold Praise postcard/phone call/email home from <b>Head of Year</b> Recognition and reward at termly Year Group Celebration Assembly
At 20 points	Certificate and Letter home from <b>Head of Key Stage</b> Recognition and reward at termly Year Group Celebration Assembly
Above 25 points	Certificate and Letter home from <b>Principal</b> Recognition and reward at termly Year Group Celebration Assembly

## Other examples of rewards:

- Positive affirmation by all teachers in the classroom and in co/extra-curricular activities, including positive reinforcement and encouragement, the regular display of work and marking for improvement;
- Attendance awards;
- Successes recorded on display boards;
- Positive and encouraging comments on reports;
- Celebration breaks and lunches;
- Awards and prizes distributed at Prize Distribution and on other special occasions;
- Congratulations in Assembly, daily notices and items posted on the School website as well as articles in Highlights and on the School's social media accounts;
- Selection for positions of pupil leadership ;
- School Honours and Colours.

## Behaviour Management and Sanctions

Pupil must adhere to the Code of Conduct written in their pupil diary (see Appendix 1). A record of each pupil's conduct and general behaviour will be managed according to the agreed whole school hierarchy of rewards and sanctions. Support strategies will be implemented where appropriate alongside sanctions.

Level	Example of breach (not exhaustive)	Primarily addressed by	Actions that may be taken to include
1	<ul style="list-style-type: none"> <li>● Not prepared for class</li> <li>● Unacceptable standard of class work/homework</li> <li>● Not following class rules</li> <li>● Not following Code of Conduct</li> <li>● Lateness to class</li> <li>● Queue jumping in the canteen</li> <li>● Uniform and appearance infringement</li> <li>● Showing disrespect for others</li> <li>● Littering</li> <li>● Chewing of gum in school</li> <li>● Plagiarism of unassessed work</li> <li>● Congregating in toilet areas beyond use of the facilities</li> <li>● 3 lates to Form Class in a term</li> <li>● Other breaches of the Code of Conduct deemed to be at this level</li> </ul>	Teacher who observes behaviour	<ul style="list-style-type: none"> <li>● The look</li> <li>● Hand sign</li> <li>● Reminder of expectations</li> <li>● Distract &amp; Refocus</li> <li>● Use 'I' statements/Use positive scripts</li> <li>● Related Sanction eg clear mess, extra work, loss of privilege</li> <li>● Changing seating arrangement</li> <li>● Provide an alternative supervised, safe, quiet, private area</li> <li>● Loss of Sixth Form privileges</li> </ul> <p>A behaviour point (negative ping) will also be added on SIMS to notify parents/carers</p>

2	<p>Persistent or more serious instances of level 1 behaviours and/or</p> <ul style="list-style-type: none"> <li>● Plagiarism of assessed work</li> <li>● Inappropriate conduct during a class assessment*</li> <li>● 6 lates to Form Class in a term</li> <li>● Being out of bounds on site</li> <li>● Failure to attend Assembly</li> <li>● Other breaches of the Code of Conduct deemed to be at this level</li> </ul>	<p>Heads of Department Heads of Year</p>	<p>As with level 1 and</p> <ul style="list-style-type: none"> <li>● Phone call home to parents/carers</li> <li>● Head of Department Lunchtime Detention</li> <li>● Head of Year Lunchtime Detention</li> </ul> <p>A behaviour point (negative ping) will also be added on SIMS to notify parents/carers</p>
3	<p>Persistent or more serious instances of level 1 and 2 behaviours and/or</p> <ul style="list-style-type: none"> <li>● Verbal altercation</li> <li>● Failure to attend Head of Department or Head of Year Lunchtime Detention without good reason</li> <li>● 9 lates to Form Class in a term</li> <li>● Accruing 8 behaviour points (negative pings)</li> <li>● Failure to attend timetabled class – remaining on site</li> <li>● Leaving school without permission during the school day</li> <li>● Cheating in an internal examination*</li> <li>● Breach of Acceptable Use Policy</li> <li>● Swearing in the presence of staff</li> <li>● Minor damage to school property or vandalism</li> <li>● Not putting mobile phone away outside of class when asked</li> <li>● Failure to co-operate with or deliberately obstructing an investigation</li> <li>● Other breaches of the Code of Conduct deemed to be at this level</li> </ul>	<p>Head of Department Head of Year Head of Key Stage</p>	<p>As with level 1 and 2 and</p> <ul style="list-style-type: none"> <li>● Wednesday Afternoon Detention</li> <li>● Withdrawal of Sixth Form privileges for a period of time</li> <li>● Barred from upcoming school trips/visits for a period</li> <li>● Barred from representing the school in co/extracurricular activities for a period</li> <li>● Internal exclusion at break or lunch for a set day/s</li> </ul> <p>A behaviour point (negative ping) will also be added on SIMS to notify parents/carers</p>

4	<p>Persistent or more serious instances of level 1, 2 and 3 behaviours and/or</p> <ul style="list-style-type: none"> <li>● Accruing 3 Wednesday Afternoon Detentions in a school year</li> <li>● 12 lates to Form Class in a term</li> <li>● Accruing 16 behaviour points (negative pings)</li> <li>● Being in possession of or using tobacco products or electronic cigarettes in school</li> <li>● Truancy</li> <li>● Mobile phone being seen or heard in class</li> <li>● Other breaches of the Code of Conduct deemed to be at this level</li> </ul>	<p>Head of Department Head of Year Head of Key Stage</p>	<p>As with level 1, 2 and 3 and</p> <ul style="list-style-type: none"> <li>● Friday Afternoon Detention</li> <li>● Internal exclusion for part of a day/s</li> </ul>
5	<p>Persistent or more serious instances of level 1, 2, 3 and 4 behaviours and/or</p> <ul style="list-style-type: none"> <li>● Accruing 3 Friday Afternoon Detentions in a school year</li> <li>● Accruing 24 behaviour points (negative pings)</li> <li>● Other severe or repeated breaches of the Code of Conduct which do not meet the criteria for a suspension</li> <li>● Other severe or repeated breaches of the Code of Conduct with mitigating circumstances</li> </ul>	<p>Head of Key Stage Vice Principal Principal</p>	<p>As with level 1, 2, 3 and 4</p> <ul style="list-style-type: none"> <li>● Principal's Detention (3-hour long detention on a Saturday or School Development Day)</li> <li>● Internal exclusion for whole day/s</li> </ul>
6	<p>Action leading to suspension from school.</p> <p>All suspensions will be classified under one of the criteria set out by the EA and listed in appendix 4.</p>	<p>Principal, or in the absence of the Principal, a Vice Principal</p>	<p>If there is an exceptional breach of discipline or repeated failure to observe the Code of Conduct, the Principal may suspend a pupil. In all cases concerning suspension the parents/carers, the Chair of the Board of Governors, and the Education Authority will be informed.</p>
7	<p>Continued breaches of the Code of Conduct after a period or periods of suspension.</p>	<p>Principal, Chair of the Board of Governors, Education Authority</p>	<p>Expulsion from Belfast High School</p>

*\*Misconduct during an external examination or non-examined assessment will be addressed in line with the School's Examinations Policy and JCQ Guidelines.*

## Notes about Behaviour Management and Sanctions

- Decisions on sanctions will draw on all the information available e.g. SEN, previous incidents, conduct etc.
- This hierarchy of sanctions provides general guidance. The context of the inappropriate behaviour must be considered, and judgement needs to be exercised on an individual basis.
- The example list of breaches is not exhaustive.
- Parents will be liable for any damage to school property caused by a pupil.
- SLT supervision of a pupil may take place at any time if judged appropriate e.g. while an investigation is carried out following an infringement of the Code of Conduct or to separate pupils.
- If a pupil's behaviour has given cause for concern, the Head of Year, Head of Key Stage, or a Vice Principal will arrange a meeting with the pupil and parents/carers to review appropriate support mechanisms.
- Staff reserve the right to exercise their professional judgement where appropriate when deciding which sanction to apply.
- The School reserves the right to escalate sanctions in instances where a sanction is not completed.

## Detention Details

School detentions take place on the following days and for the length of time stated.

Type	Day and time	Duration
Head of Department or Head of Year Lunchtime Detention	Any school day as advised	Not longer than 25 minutes
Wednesday Afternoon Detention	Wednesdays at 3.10pm	1 hour
Friday Afternoon Detention	Fridays at 3.45pm	1 hour 30 minutes
Principal's Detention	Saturday or School Development Day	3 hours

## Other Relevant School Policies

- Anti-Bullying Policy
- Attendance Policy
- Bring Your Own Device Policy
- Drugs Policy
- Educational Visits Policy
- E-Safety and ICT Acceptable Use Policy
- Examinations Policy
- Honours and Colours Awards
- Safeguarding and Child Protection Policy
- SEN policy
- Suspension and Expulsion Policy

## Review

This policy will be kept under review by the Board of Governors, in line with the School's Policy Review Schedule.

## **CODE OF CONDUCT**

The following Code of Conduct is designed to ensure, as far as possible, that:

1. The work of Belfast High School proceeds in an orderly and effective manner.
2. The School environment is safe and pleasant for all who work in it.
3. Pupils feel secure and confident about what is expected of them.

The School expects pupils to:

- Always demonstrate courtesy and manners to others ;
- Be appropriately prepared to learn;
- Be committed to consistent hard work;
- Demonstrate high standard of dress, punctuality and attendance;
- Show respect for school property and the property of others.

### **Courtesy and Respect**

Courtesy and respect are to be shown to all members of the School community. Pupils should:

- Be polite and co-operate fully with members of staff at all times;
- Give way to members of staff and visitors at doors and in corridors;
- Knock before entering a classroom when delivering a message;
- Always address staff in a courteous manner using the appropriate title;
- Never address a member of staff while standing with hands in pockets or slouching against a wall;
- Co-operate fully with Prefects on duty;
- Accept the right of others to hold views and express opinions which may differ from their own.

### **Behaviour in Classrooms**

Pupils should:

- Arrive at class punctually and wait outside until the previous class has left;
- Have the books and materials necessary for the lesson;
- Enter the room quietly and sit in the usual seat;
- Immediately open books ready for work, without having to be told;
- Continue to work in an orderly manner;
- Always remain seated during the lesson unless otherwise directed;
- Observe the usual norms of politeness e.g. listen when the teacher is talking, put up hand in response to general questioning and wait until invited to answer;
- Refrain from chewing or drinking during class;
- Note details of homework in homework diary;
- Pack up books and leave only when instructed to do so by the teacher;
- Not leave any litter or indulge in graffiti.

### **Behaviour in Corridors**

Pupils should:

- Walk, not run in the corridors and staircases;
- Queue in an orderly manner outside classrooms in single file;
- Not eat, chew or drink while walking along corridors;
- Place all litter in the bins provided;
- Avoid leaving schoolbags in such a way as to cause a hazard;
- Avoid using water fountains and vending machines at times other than at break or lunch.

### **Uniform and Appearance**

Pupils should:

- Adhere to the Uniform and Appearance Policy and take pride in their appearance;
- Wear regulation uniform only, both in School and on the way to and from School;
- Be neat and tidy in appearance (ties must be properly knotted, collars buttoned, shirts and blouses tucked in etc).

### **Property**

Pupils should:

- Secure all personal belongings in their lockers or take them home;
- Keep their lockers neat and tidy;
- Never borrow another pupil's property without permission;
- Respect School property and report any accidental damage immediately;
- Use the "bag drop" areas appropriately and not interfere with the property of others.

### **Behaviour in Canteen, Lunch Rooms and other social areas**

Pupils should:

- Be well-mannered and co-operate fully with the canteen staff and teachers on duty;
- Use allocated areas for quiet recreation;
- Leave the areas neat and tidy.

### **Behaviour in All Rooms**

Pupils should not:

- Touch any special equipment in the room;
- Interfere with wall displays;
- Sit on top of desks with feet on the seat;
- Sit on teacher's desk/chair, cupboard tops or heaters;
- Sit on window sills or lean out of windows;
- Write on boards;
- Tamper with curtains/blinds;
- Leave litter.

### **Unacceptable Behaviour**

Pupils should not:

- Use offensive language at any time or in any place while in School, travelling to and from School or taking part in any School activity;
- Engage in any verbal or physical altercations with any member of the School community;
- Engage in any form of bullying;
- Possess or use in School or on the way to or from School any illicit substances, pornographic material, offensive weapons, fireworks, laser pointers or any other material which the School deems to be inappropriate;
- Engage in any behaviour which is likely to bring the name of the School into disrepute.

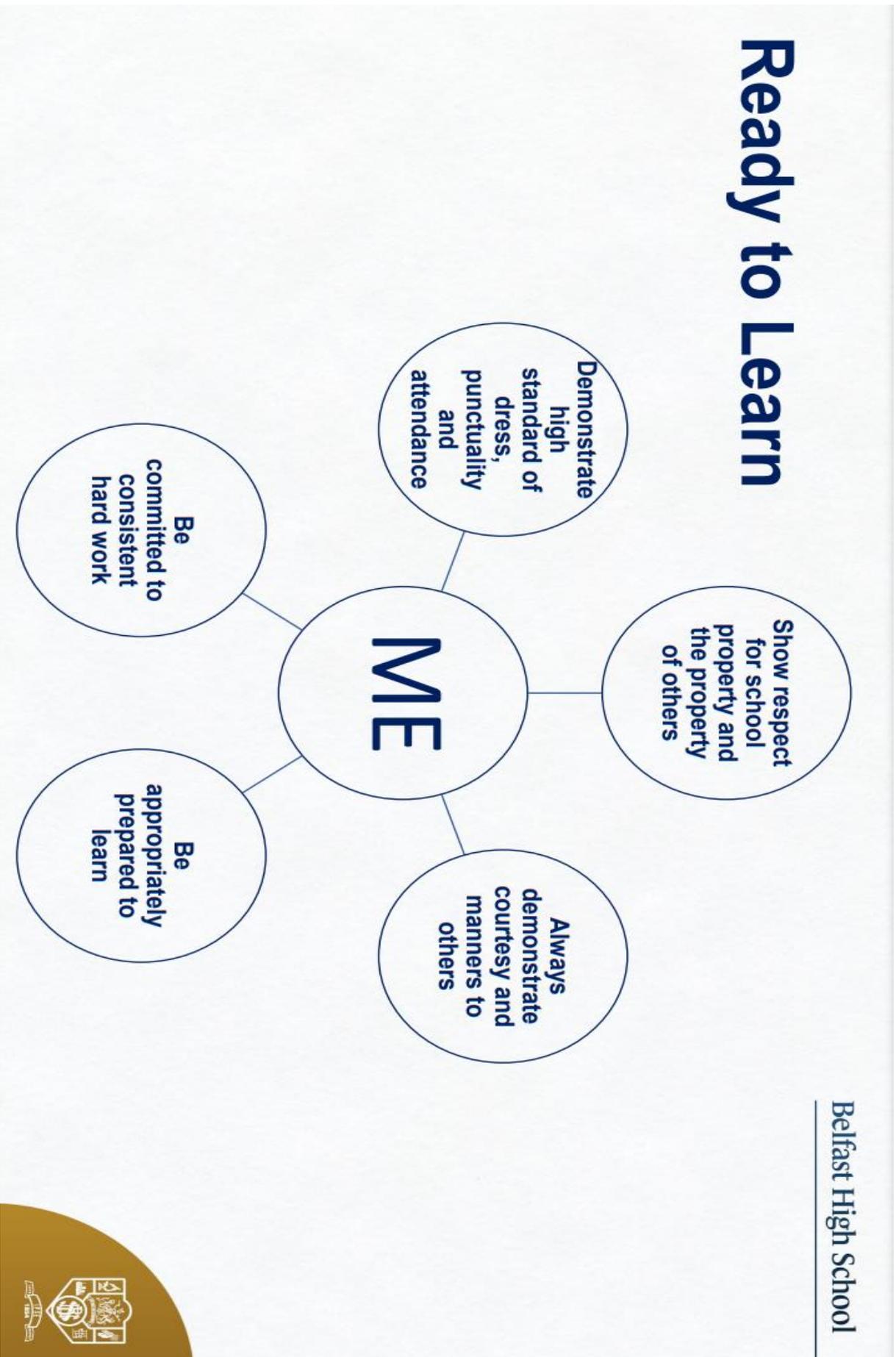
This Code of Conduct will be followed by all pupils and, where necessary, sanctions will be imposed by staff and/or Prefects in accordance with the Promoting Positive Behaviour for Learning Policy.

As well as adhering to this Code of Conduct, all pupils will adhere to all other policies and procedures. In the event of any dispute the Principal will be the final arbiter of what is acceptable at Belfast High School.

## LINES OF COMMUNICATION

	Pastoral	Academic	Special Educational Needs	Safeguarding and Child Protection	General Enquiries	Financial Enquiries
1	Form Teacher	Class Teacher	HoD or HoY	Deputy Designated Teacher	School Office	Bursar/ Assistant Bursar
	↓	↓	↓	↓		
2	Head of Year	Head of Department	SENCo	Designated Teacher		
	↓	↓	↓	↓		
3	Head of Key Stage	Departmental SLT Link				
	↓	↓	↓	↓		
4	Vice Principal	Vice Principal	Vice Principal			
	↓	↓	↓	↓		
5	Principal	Principal	Principal	Principal		

## BELFAST HIGH SCHOOL EXPECTATIONS POSTER



## **REASONS FOR SUSPENSION FROM SCHOOL**

All suspensions will be classified under one of the following criteria with additional explanatory information added if deemed necessary.

- Substance abuse: possessing, using or dealing in illegal drugs or solvents on school premises;
- Alcohol abuse: possessing, drinking or selling alcohol on school premises;
- Bullying of pupil: all forms whether physical, verbal, threats or other;
- Verbal abuse of pupil: of a personal nature including swearing, threatening behaviour and sexually explicit language;
- Physical attack on pupil: with or without a weapon;
- Disruptive behaviour in class: persistent or one-off incidents which occupy teacher time and/or distract other pupils;
- Persistent infringements of school rules: smoking, non co-operation with sanctions, etc;
- Significant damage to or misuse of property: belonging to School staff or other pupils in or outside school;
- Stealing: from school, pupils, staff in school or outside school while in uniform;
- Verbal abuse of staff: of a personal nature including swearing, threatening behaviour and sexually explicit language;
- Physical attack on staff: with or without a weapon.

## MOBILE PHONE USE BY PUPILS IN BELFAST HIGH SCHOOL

## PUPIL USE OF MOBILE PHONES AT BELFAST HIGH SCHOOL

All pupils should know when, where and how to use their mobile phone properly in school.



### LOOK AFTER YOUR PHONE

The School will take no responsibility for broken, lost or stolen mobile phones. Your phone is your responsibility.



### PHONES SHOULD BE SILENT

Your phone should not be seen or heard in School, not even on vibrate. Keep it switched off or on silent.



### CONTACTING HOME

To contact home, you use the School Office. You do not use your phone.



### DURING EXTERNAL EXAMS

Phones and other electronic devices are prohibited in line with JCQ regulations.



### WHEN TO USE YOUR PHONE

Only **when permitted** in the classroom. Sixth Form can use phones in the Sixth Form Study and Coffee Bar.



### WHEN NOT TO USE YOUR PHONE

You **cannot** use your phone in the corridors, canteen, toilets, Assembly Hall, Inside Gym, pitches, playground Sports Hall and lunch areas.

## SANCTIONS FOR MISUSE OF PHONES



### PHONES OUTSIDE CLASS

If you do not put your phone away when asked, you will be given a **Wednesday** afterschool detention.



### PHONES IN CLASS

If your phone is seen or heard during class you will be given a **Friday** afterschool detention.

Advice about using mobile phones safely can also be found here:  
<https://onlinesafetyhub.safeguardingni.org/young-people/>