

FORT HILL INTEGRATED COLLEGE



POSITIVE BEHAVIOUR POLICY

Senior Leadership Team
Reviewed
To be reviewed

2018
September 2020
June 2021

POSITIVE BEHAVIOUR POLICY

WE AT FORT HILL INTEGRATED COLLEGE BELIEVE THAT:

- **Children’s behaviour is central to learning**
- **Self confidence, self worth and a sense of value are pre-requisites to good behaviour**
- **Positive reinforcement has a measurable effect on teaching and learning.**

MISSION STATEMENT

**“WE SEEK ACHIEVEMENT THROUGH
CO-OPERATION, TEAMWORK AND UNDERSTANDING”**

COLLEGE AIMS:

- **To educate our students in a context where they will come to understand and respect those who differ from them in creed, culture, race, class, gender or ability and to recognise and value their diversity.**
- **To provide our students with a relevant and balanced curriculum supplemented in such a way as to fulfil the needs of all students in a context which, taking account of their past experiences, enables them to achieve their full potential.**
- **To assist our students in the development of their self-confidence and self-respect so that they can accept and appreciate their personal achievements and celebrate the achievements of others.**
- **To encourage our students to accept the need for, and conform to, necessary rules and standards of socially acceptable behaviour, preparing them to take responsibility for their lives as adults with the skill, values and attitudes necessary in a changing social, political, cultural and technological environment.**
- **As a college, we will continue to develop and nurture a meaningful educational partnership between the college, the home and the community, in recognition that we are all partners in the education process.**

OUR OBJECTIVES:

- **To promote good behaviour and to create an atmosphere in which students understand that our policies are in place for the benefit of everyone in Fort Hill Integrated College.**
- **To provide all students with the opportunity to develop and learn in a safe and secure environment.**
- **To encourage students to take responsibility for their own behaviour and to accept that with rights come responsibilities.**

POSITIVE BEHAVIOUR:

We believe the protection and welfare of children is paramount and our CHILD PROTECTION POLICY specifies how we strive to create a safe and happy environment for our students. This includes the management of behaviour so that the learning and development of each student is maximized.

Our PASTORAL CARE POLICIES recognise the importance of supporting our students as they learn, develop and fulfil their personal potential.

We are committed to our ANTI BULLYING POLICY, which states our intent to safeguard our students and protect them from harm.

In Fort Hill Integrated College we have high expectations of behaviour. Students, parents and staff all have RIGHTS AND RESPONSIBILITIES. Our CODE OF CONDUCT outlines our behaviour policy and acts as our contract between home and the college. This is in place for the benefit of all and for the good of the individual.

We have a structured system of REWARDS and SANCTIONS and encourage high standards in all aspects of college life. Students are aware of this system and are expected to adhere to our behaviour policy at all times, treating others with the respect they would wish for themselves.

THE CODE OF CONDUCT

The Code of Conduct as written in the front of the Student Planner gives students and parents clear guidance on the nature of behaviour expected within Fort Hill Integrated College.

The rules contained are short, clearly expressed and cover –

- Uniform and appearance
- Behaviour standards
- Entrances and exits
- Safety and security

REWARDS

It is the belief of the college that positive reinforcement has a measurable effect on teaching, learning and the promotion of self-esteem. Staff are encouraged to comment positively on good work, achievement, behaviour, involvement in college life and on positive attitudes in general. A range of rewards, which recognises and enriches good behaviour, has been developed by staff. Students may be influenced through, for example, verbal and written comments on classwork, honour marks, merit badges and 'Student of the Month' awards.

SANCTIONS/STRATEGIES

It is the policy of the college that when discipline is required it should be reasonable, relevant and equitable to the offence. In order to achieve consistency an agreed range of sanctions is applied by all staff.

Each breach of discipline will be assessed and appropriate action taken in line with the circumstances of the individual student.

PARENTAL CONTACT:

For student safety parents are requested not to enter the college grounds in cars beyond the college barrier when leaving or collecting students at start and end of college day. Exceptions exist when ill health or injury necessitates.

Parents are asked to keep the college informed of any home circumstances which may have an effect on their child's attendance, punctuality or behaviour.

Parents are informed of and asked to acknowledge the detention of students after school as an indication of unacceptable behaviour. It is anticipated that parents support the college in the efforts it makes to improve student behaviour.

The college considers it important to liaise with parents in all matters of student behaviour or lack of effort that is having an adverse affect on the progress and welfare of a student. Contact will normally take the form of a comment in the Student Planner, a letter or phone call.

Particular individual student behaviour and work patterns which give cause for concern will be monitored by the use of an 'Behaviour Monitor Booklet'. This is carried by the student to all classes and a comment made by each subject teacher on a daily basis. The Pastoral Leader will liaise with both student and parent in discussing the report.

In the situation of persistent or serious misbehaviour parents will be contacted and asked to arrange to meet with Pastoral Leaders, Head of School, Assistant Head of Pastoral Care, Vice Principal or Principal as appropriate.

The college reserves the right to withdraw a student from class (without hindering access to the curriculum) until a Senior Member of staff has had the opportunity to discuss student behaviour with the parent. This sanction allows consideration of the issues without the instigation of the formal procedures of suspension (*fixed-term exclusion*).

Where the behaviour of a student is considered to be detrimental to the education of other students, to the reputation of the college or a danger to others, an initial suspension (*fixed-term exclusion*) of up to 5 days may be imposed, in accordance with the procedures adopted by The Education Authority. In some cases to allow further options to be pursued, and consultation with the Education Authority to occur, the initial suspension (*fixed-term exclusion*) may be extended, and parents will be informed of this at each extension.

PREFECTS:

A number of students in Year 14 are selected to act as Prefects and Senior Prefects respectively to assist in the running of the college. Prefect contact with students will be of a helpful and protective nature; Prefect discipline will be limited, reasonable and in line with the approach adopted by the college.

LUNCHTIME SUPERVISORS:

These staff members are employed by the college to supervise students during the lunch time break and play an important role in the protection and welfare of students. Students at all times are expected to co-operate with and show respect to Supervisors. A range of sanctions are available to them for minor breaches of college rules. The Supervisors keep Senior Staff informed and refer more serious incidents of misbehaviour to them.

No list of rules can cover every contingency and other specific regulations are published from time to time.

Rights and Responsibilities

Students have a right to:	Teachers have a right to:	Parents have a right to:
be valued as members of the college community	work in an environment where common courtesies and social conventions are respected	a safe, well-managed and stimulating environment for their child's education
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	express their views and to contribute to policies which they are required to reflect in their work	reasonable access to the college, and to have their enquiries and concerns dealt with sympathetically and efficiently
make mistakes, and learn from them	a suitable career structure and opportunities for professional development	be informed promptly if their child is ill or has an accident, or if the college has concerns about their child
be treated fairly, consistently and with respect	support and advice from senior colleagues and external bodies	be well informed about their child's progress and prospects
be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon	adequate and appropriate accommodation and resources.	be well informed about college rules and procedures
be taught in a pleasant, well-managed and safe environment		a broad, balanced and appropriate curriculum for their child
work and play within clearly defined and fairly administered codes of conduct		be involved in key decisions about their child's education
experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met		a suitably resourced school with adequate and well-maintained accommodation.

Students have a responsibility to:	Teachers have a responsibility to:	Parents have a responsibility to:
come to school on time, with homework done, and suitably equipped for the lessons in the day ahead	behave in a professional manner at all times	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
respect the views, rights and property of others, and behave safely in and out of class	ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked	be aware of the college rules and procedures, and encourage their child to abide by them
co-operate in class with the teacher and with their peers	show interest and enthusiasm in the work in hand and in their students' learning	show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home
work as hard as they can in class	listen to the students, value their contributions and respect their views	act as positive role models for their child in their relationship with the college;
conform to the conventions of good behaviour and abide by college rules	be sympathetic, approachable and alert to students in difficulty or falling behind	attend planned meetings with teachers and support college functions
respect the school learning environment and property, doing nothing to cause damage to either	share with the parents any concerns they have about their child's progress or development	provide the college with all the necessary background information about their child, including telling the college promptly about any concerns they have about college, or any significant change in their child's medical needs or home circumstances.
seek help if they do not understand or are in difficulties	expect high standards and acknowledge effort and achievement	
accept ownership for their own behaviour and learning, and to develop the skill of working independently.	pursue opportunities for personal and professional development.	
	identify and seek to meet students' special educational needs through the SEN Code of Practice	

FORT HILL INTEGRATED COLLEGE
CODE OF CONDUCT
2020/2021

As a student at Fort Hill Integrated College I agree to follow the Code of Conduct set out below and in so doing, uphold the core values of:

Honesty, Effort, Attitude, Respect, Tolerance

I agree to:

1. Comply with the College **Positive Behaviour Policy**.
2. Comply with the College **Anti-Bullying Policy**.
3. Comply with the College **Uniform Policy**. Please note:
 - No facial piercings
 - No visible tattoos
 - No unnatural hair colour
4. Comply with the College **Mobile Phone Policy**.
5. Comply with the College **Drinks Policy**.
6. Not leave the College grounds at break (all students) and lunchtime (Years 8, 9 & 10). (see Appendix 4 for COVID-19 addendum)
7. Not smoke in College uniform or on College site, bring cigarettes/e-cigs, matches/lighters onto the premises.
8. Not bring in, partake in, or be under the influence of alcohol or any other illegal substance.
9. Not bring in laser pens, knives, aerosols or other items which may be used as weapons.
10. Respect College property and equipment, including keeping the grounds litter free. (I may be required to pay for damages).
11. Avoid the use of inappropriate or offensive language.

Fort Hill Integrated College

Positive Behaviour Management

The following policy document provides a framework for the implementation of the Colleges Positive Behaviour Policy. It links with a range of guidance and policies to include;

Guidance

- Intervention strategies and restorative practice.
- Hierarchy guidance
- Referrals guidance
- Time-out Card guidance

Policies

- Positive Behaviour
- Departmental Behaviour policies
- Care and Welfare
- Safeguarding
- Attendance & Punctuality
- Code of Conduct
- Counselling
- Drinks
- Drugs
- Mobile Phone
- Online Safety
- Counselling
- Anti-Bullying
- Detention
- Suspension (*fixed-term exclusion*)

Terminology:

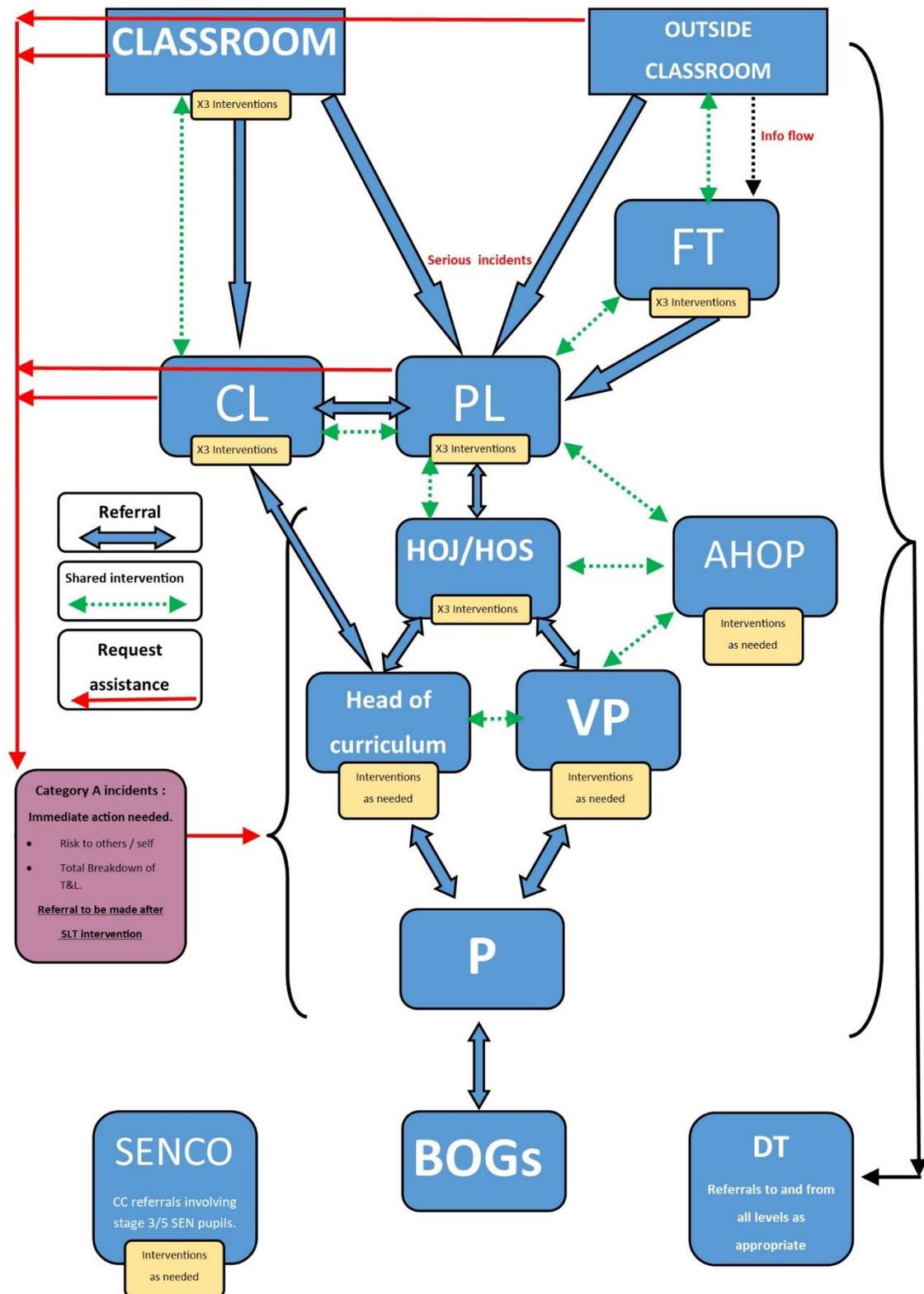
Occasional - low frequency with little pattern

Repeated - is occurring more regularly and is becoming an issue in terms of delivering teaching and learning

Persistent - is happening pretty much every lesson/interaction.

Unresolved - despite multiple interventions, at multiple levels, no behaviour modification is apparent.

Hierarchy of Referral



Positive Behaviour Management

In line with the Hierarchy of Referral:

Classroom Teacher

NEGATIVE BEHAVIOUR	GUIDELINES FOR CONSEQUENCES/ACTION
<p>Occasional low level behavior examples:</p> <ul style="list-style-type: none"> • Lack of focus/concentration • Lack of respect – not following instructions/answering back • Inadequate work / lack of effort • Inappropriate or offensive language used by students to each other in the corridor/classroom • Late to class • Eating/chewing in class • Littering • Incorrect uniform • No equipment • Misuse of equipment/environment • Uniform infringements • Refusing to move seat when asked • Disruptive behaviour in class <p>• <i>Repeated</i> low level disruption with infringements such as those listed above.</p> <p>• Incident/s of refusal to co-operate, such as disobeying teacher instruction.</p>	<p>Reference Positive Classroom Standards/Code of Conduct.</p> <ul style="list-style-type: none"> ➤ Discussion with student ➤ Verbal warning ➤ Seating Plan amended ➤ Note to parent/guardian in Student Planner ➤ Behaviour Point issued ➤ Department Break/Lunch Detention – to accommodate restorative session. ➤ Praise and recognise improvements. <p>✓ Refer to <i>Positive Behaviour Interventions</i> – 3 separate and different interventions to be employed over a period of time.</p> <ul style="list-style-type: none"> • CL/PL informed • Class Teacher contact parent by phone. (consult with CL / PL) • Praise and recognise improvements. <p>✓ Refer to <i>Restorative Practice Strategies</i>.</p> <p><i>No modification to behaviour apparent over a period of time – level 1 referral to CL. Serious incidents to PL. (as per hierarchy)</i></p>
<p><i>The above list of behaviours, interventions, restorative strategies, actions and consequences is not exhaustive but merely serves as a set of examples. Individual Education Plans will be implemented where appropriate.</i></p>	

Level 1: Curriculum Leader - Classroom Teacher kept informed/liaise with FT/PL/consult with AHOP if required.

NEGATIVE BEHAVIOUR	GUIDELINES FOR CONSEQUENCES/ACTION
<ul style="list-style-type: none"> • Repeated negative behaviors. • <i>Repeated</i> failure to comply with the Classroom Teacher. • 3 separate and different interventions have been employed by the Classroom Teacher with no modification to behaviour apparent over a period of time. • <i>Repeated</i> disruption of Teaching and Learning, refusal to cooperate. • Classroom Teacher has informed parent of issues and interventions—no modification to behaviour apparent over a period of time. 	<p>Reference Positive Classroom Standards/Code of Conduct.</p> <ul style="list-style-type: none"> ➤ CL discussion with student ➤ <i>Restorative Practice Strategies.</i> ➤ Withdrawal from class by CL – 1 lesson. ➤ CL arranges face to face meeting with student and Classroom Teacher ➤ Lunch Detention – to accommodate a further restorative session/target setting. ➤ Joint interventions / interventions to be put in place. ➤ CL to contact parent by phone (in advance) and outline interventions to be put in place. (prior consultation with PL) ➤ Monitor, praise and recognise improvements. ➤ If no modification to behaviour, apparent over a period of time, CL & PL arrange face to face meeting with parent. (escalation meeting) ➤ If behaviour modifies contact parent to inform ➤ Department Positive Behaviour Monitor/target setting considered. ➤ FT/PL liaisons to take place throughout process. ➤ Monitor, praise and recognise improvements. <p>✓ Refer to <i>Positive Behaviour Interventions</i> – 3 separate and different interventions to be employed over a period of time. (will usually be joint interventions)</p> <p>✓ Refer to <i>Restorative Practice Strategies.</i></p> <p><i>After joint interventions, there is still no modification of behaviour apparent over a period of time – referral to PL or HOC as appropriate, dependent on nature of issues.</i></p>
<p><i>The above list of behaviours, interventions, restorative strategies, actions and consequences is not exhaustive but merely serves as a set of examples. Individual Education Plans will be implemented where appropriate.</i></p>	

Level 2: Pastoral Leader – CL kept informed/liase with FT/HOS/consult with AHOP if required.

NEGATIVE BEHAVIOUR	GUIDELINES FOR CONSEQUENCES/ACTION
<ul style="list-style-type: none"> • No modification: behaviour has become persistent. (<i>level 1 Escalation meeting will have previously occurred to outline interventions at this level</i>) • Student has <i>persistently</i> failed to respond to interventions of Classroom Teacher/CL • A variety of LEVEL1 intervention / Restorative Practice Strategies implemented- no modification to behaviour apparent over a period of time. • <i>Persistent</i> disruption of Teaching and Learning has continued, refusal to cooperate. • Curriculum Leader has contacted parent/guardian by phone. • 3 separate and different interventions have been employed by the CL with no modification to behaviour apparent over a period of time. • Unresolved behaviour issues outside class. • Unresolved repeated negative behaviour across a number of curriculum areas. • Fighting – some incidents in partnership with HOS. • Bullying – in partnership with AHOP • Truancy • Failure to attend after college detention • Inappropriate or offensive language used about a teacher within earshot <p>SERIOUS INCIDENTS (see hierarchy of referral)</p>	<p>Reference Positive Classroom Standards/Code of Conduct.</p> <ul style="list-style-type: none"> ➤ PL discussion with student ➤ Track behaviour across curriculum using SIMS behaviour module. ➤ <i>Restorative Practice Strategies.</i> ➤ Withdrawal from class by PL – 2/3 lessons. ➤ Lunchtime Detention. ➤ Straight Detention. ➤ Out of circulation at Break/Lunch considered. ➤ A further restorative session/target setting. ➤ Joint interventions to be put in place. (with CT/CL) ➤ PL arranges face to face meeting with student and CT / CL as appropriate. ➤ PL contacts parent by phone ➤ Further parental meeting as appropriate ➤ Monitor, praise and recognise improvements. ➤ If no modification to behaviour apparent over a period of time, PL arranges face to face meeting with parent. (may invite CL / HOS to attend) ➤ Positive Behaviour Monitor target setting considered. ➤ FT/CL liaisons must take place throughout process. ➤ Monitor, praise and recognise improvements. ➤ Class Meeting –Sharing of good practice do’s/don’ts/strategies that work. ➤ If no modification to behaviour, apparent over a period of time, PL arranges face to face meeting with parent – Escalation Meeting. (HOS/HOC will also attend as appropriate) ➤ If behaviour modifies contact parent to inform of progress. <ul style="list-style-type: none"> ✓ Refer to <i>Positive Behaviour Interventions</i> – 3 separate and different interventions to be employed over a period of time. ✓ Refer to <i>Restorative Practice Strategies.</i> <p>Liaise with SENCO / HOS re assessment for IEP Stage 3 / IBP / Risk assessment.</p> <p>Youth Service/Youth Initiative/referral to School Counsellor/appropriate external support considered.</p> <p>Possible Time out card.</p>

	<i>After joint interventions, there is still no modification to behaviour apparent over a period of time – referral to HOS/HOC as appropriate, dependent on nature of issues.</i>
<i>The above list of behaviours, interventions, restorative strategies, actions and consequences is not exhaustive but merely serves as a set of examples. Individual Education Plans will be implemented where appropriate.</i>	

Level 3: Head of School – PL kept informed/liaise with FT/AHOP or VP/consult with AHOP if required.

NEGATIVE BEHAVIOUR	GUIDELINES FOR CONSEQUENCES/ACTION
<ul style="list-style-type: none"> • No modification of behaviour with the Classroom Teacher/CL/PL – unresolved persistent. • Escalation Meeting has occurred at level2 • Student has <i>persistently</i> failed to respond to interventions of Classroom Teacher/CL/PL. • A variety of Restorative Practice Strategies implemented - no modification of behaviour apparent over a period of time. • Persistent disruption of Teaching and Learning has continued, refusal to cooperate. • Parent/Guardian has been contacted by phone and a face to face meetings held with CL and PL (separate or joint). • 3 separate and different interventions have been employed by the Classroom Teacher/CL/PL with no modification to behaviour apparent over a period of time. • Behaviour issues outside class have become persistent. • Persistent unresolved repeated negative behaviour across a number of subjects. • Bullying – in partnership with AHOP • Inappropriate or offensive language directed at staff. • Setting off a fire alarm/fire extinguisher. • Smoking/vaping. • Vandalism of school property, including... <ul style="list-style-type: none"> ○ Graffiti ○ Fire setting and damage ○ Damage or breakage <p>Category A incidents - immediate intervention required (refer to guidance):</p> <ul style="list-style-type: none"> • <i>Where someone represents an immediate risk to self or others.</i> • <i>Where there has been a complete breakdown of teaching and learning and it is impossible to continue with the lesson with student present.</i> <p>Risk to self or others will include:</p> <ul style="list-style-type: none"> • Potential to cause physical harm • Highly escalated emotional state 	<p>Reference Positive Classroom Standards/Code of Conduct</p> <ul style="list-style-type: none"> ➤ HOS discussion with student ➤ Track and monitor behaviour across curriculum using SIMS. ➤ <i>Restorative Practice Strategies.</i> ➤ Withdrawal from class by HOS – short term ➤ Out of circulation at Break/Lunch considered. ➤ Lunchtime/Straight/Senior Detention. ➤ A further restorative session/target setting. ➤ Joint Interventions put in place. ➤ HOS arranges face to face meeting with student and CL/PL. ➤ HOS contacts parent by phone (prior to interventions) ➤ Personalised <i>Individual Student Agreements /Senior Staff Report Card.</i> (usually requires parental meeting to agree targets) ➤ PL/FT/AHOP/VP/SENCO liaisons throughout process. ➤ Risk Assessment / Behaviour IBP/IEP produced in agreement with parent/student. ➤ Monitor, praise and recognise improvements. ➤ Suspension (<i>fixed-term exclusion</i>) – Principal approval. ➤ Class meeting –Sharing of good practice do’s/don’ts/strategies that work. ➤ Tailored monitoring reports ➤ If no modification to behaviour apparent over a period of time, HOS arranges face to face meeting with parent. (level 4 attendee) ➤ If behaviour modifies contact parent to inform. <p>✓ Refer to <i>Positive Behaviour Interventions</i> – 3 separate and different interventions to be employed over a period of time.</p> <p>✓ Refer to <i>Restorative Practice Strategies.</i></p> <p>Further specific external support considered.</p> <p><i>After joint interventions, there is still no modification to behaviour apparent over a period of time – referral to VP /HOC as appropriate</i></p>

- | | |
|---|--|
| <ul style="list-style-type: none"> • Fighting/physical attack • Drugs (possession or under influence) • Alcohol (possession or under influence) • Weapon (possession of, threat to use) • Refusal to follow safety instructions within a practical setting • Student removing self from college premises. | |
|---|--|

The above list of behaviours, interventions, restorative strategies, actions and consequences is not exhaustive but merely serves as a set of examples. Individual Education Plans will be implemented where appropriate.

Level 4: VP/Principal – HOS kept informed/consult with AHOP if required.

NEGATIVE BEHAVIOUR	GUIDELINES FOR CONSEQUENCES/ACTION
<ul style="list-style-type: none"> • No modification of behaviour with the Classroom Teacher/CL/PL/HS – persistent & unresolved. • persistent & <i>unresolved</i> behaviour concern across a number of subjects –no modification to behaviour apparent over a period of time. • 3 separate and different interventions have been employed by the Classroom Teacher/CL/PL/HoS with no modification to behaviour apparent over a period of time. • A variety of Restorative Practice Strategies trialed - no modification to behaviour apparent over a period of time. • Inappropriate or offensive language directed at and about staff. • Bullying – meets criteria. • Setting off a fire alarm/fire extinguisher. • Smoking/vaping. • Vandalism of school property, including... <ul style="list-style-type: none"> ○ Graffiti ○ Fire setting and damage ○ Damage or breakage <p>Category A incidents - immediate intervention required (refer to guidance):</p> <ul style="list-style-type: none"> • <i>Where someone represents an immediate risk to self or others.</i> • <i>Where there has been a complete breakdown of teaching and learning and it is impossible to continue with the lesson with student present.</i> <p><i>Risk to self or others</i> will include:</p> <ul style="list-style-type: none"> ✓ Potential to cause physical harm ✓ Highly escalated emotional state ✓ Fighting/physical attack ✓ Drugs (possession or under influence) ✓ Alcohol (possession or under influence) ✓ Weapon (possession of, threat to use) ✓ Refusal to follow safety instructions within a practical setting ✓ Student removing self from college premises. 	<p>Reference Positive Classroom Standards/Code of Conduct</p> <ul style="list-style-type: none"> ➤ Out of circulation at Break/Lunch considered. ➤ Principals Senior Detention. ➤ Suspension (<i>fixed-term exclusion</i>) ➤ Post suspension (<i>fixed-term exclusion</i>) meeting with Parent/Guardian. ➤ Referral to external support agencies. ➤ Restorative process – PL/HOS involved. ➤ Joint Interventions put in place. ➤ Monitor, praise and recognise improvements. ➤ PSNI involvement ➤ Tailored monitoring reports ➤ Permanent exclusion (expulsion)/Managed Move. <p>Further specific external support considered.</p> <p><i>After joint interventions, there is still no modification to behaviour apparent over a period of time – referral to Board of Governors.</i></p> <p><i>Board of Governors can convene Student disciplinary sub-committee to meet and review students cases.</i></p> <p><i>Board of Governors may consider and recommend expulsion for persistent or one-off incidents as per education authority scheme alongside Positive behaviour Policy.</i></p>
<p><i>The above list of behaviours, interventions, restorative strategies, actions and consequences is not exhaustive but merely serves as a set of examples. Individual Education Plans will be implemented where appropriate.</i></p>	

* The Assistant Head of Pastoral Care (AHOP) consultation will be involved at all levels but specifically regarding mental health, anxiety, and welfare concerns. Designated Teacher referrals are from all levels as appropriate.

FORT HILL INTEGRATED COLLEGE

REFERRAL (STAFF)

Copy to next stage in referral system.

The information entered should be factual and concise. You should not include opinions or emotional language (other than that used by the student). It may help to detail the incident as bullet points. You should include details of what actions were taken to de-escalate the situation, intervention strategies and any restorative practice applied. Feel free to expand the boxes as required.

Level of referral	Choose an item.	Referred to: <i>Insert staff code;</i>		<i>Position:</i> Choose an item.
Date/Time of incident.	Click or tap to enter a date.		Location	
Staff involved / referring			Student/s involved	*SEN: Choose an item.
Incident-				
Action taken:	detail: de-escalation / Intervention strategies / restorative practice applied (as applicable)			
History: Detail any previous incidents not already referred.	detail: Intervention strategies / restorative practice applied (as applicable)			

Recommendation	Choose an item. Notes: (to be completed by CL/ PL/ HOS/ AHOP/ VP/P) as per lines of referral)
Agreed Outcome:	<u>NOT TO BE COMPLETED BY CLASSROOM STAFF</u> (to be completed by CL/ PL/ HOS/ AHOP/ VP/P) as per lines of referral.

Referral Checklist (to be completed by person receiving referral)

Work through process of investigation and complete steps 1-9. If further action / sanction is needed consult with person next in referral hierarchy and complete steps 10&11. Steps 12-16 then completed in partnership with next level. **If referral to next level is not required, complete the steps in their entirety.**

1. Referral received: Click or tap to enter a date.
2. Level of referral : Choose an item.
3. Correct line of referral: YES NO Choose an item.
4. Receipt Acknowledged:
5. Referral read and checked:
6. Clarification needed?: YES NO Choose an item
7. Student/s conversation :
8. Witness accounts: YES NA
9. Parent informed: YES NA Click or tap to enter a date.
10. Referred on to next level: TO . Choose an item. Click or tap to enter a date.
11. Recommendation made: Choose an item.

Notes: [Add notes here](#)

12. Decision: Choose an item. Click or tap to enter a date.

Notes: [Add notes here](#)

13. Parent informed of decision: Click or tap to enter a date.
14. Feedback to referring staff: :
15. Follow up action needed: Choose an item. Choose an item. Choose an item.

Notes: [Add notes here](#)

16. File in records: Click or tap to enter a date.

(If sanction is suspension (*fixed-term exclusion*) or above, a paper copy must be attached to paperwork)

FORT HILL INTEGRATED COLLEGE

INCIDENT ACCOUNT (Student)

Your name		FORM	
		CLASS	
Date & Time of incident.			
Where did the incident happen?			
Student/s/Staff involved :			
Other people who saw what happened.			
What happened?			

Appendix 1

In line with our Hierarchy of Referral, the following has been discussed and agreed by SLT:

Dealing with inappropriate or offensive language:

Inappropriate or offensive language used by students to each other in the corridor/classroom

- Addressed by the classroom teacher/teacher who picks it up.
- Depending on the nature of this and your judgement of the situation, you could
 - reprimand the student
 - give a behaviour point
 - keep student at break or lunch if this happens in your classroom

Inappropriate or offensive language used about a teacher within earshot

- Forward info to PL who will issue a straight detention

Inappropriate or offensive language used to a teacher's face

- Incident details should be forwarded to a member of SLT (via completed referral form)
- Senior detention/suspension (*fixed-term exclusion*) will be issued as appropriate.

Smoking

The following sanctions have been agreed in order to address smoking / use of E-cigarettes in and around college.

Smoking / use of E-cigarettes on college grounds

- Senior detention

Openly defiant/smoking / use of E-cigarettes in front of any member of staff or smoking / use of E-cigarettes in the college building

- Suspension (*fixed-term exclusion*)

Smoking / use of E-cigarettes off campus in college uniform on the way to/from college or at lunchtime

- Tuesday detention (higher level sanctions will be considered in the event of repeated failure to comply with the associated rules)

Appendix 2

Dealing with a student who leaves class without permission / does not arrive to class but is in school:

(This process assumes you are aware of the students in your class with time-out cards and will follow those associated procedures for these students- see time-out guidance)

Immediate protocol:

- Class teacher to send a **reliable student** to check on the whereabouts of the missing student (checking obvious locations such as the missing student's **FT/ PL** and the **toilets**). 5 mins max
- If the missing student has not been located after the above step, send a **reliable student to inform reception / also inform by e-mail**. (please do not send a whole school email)
- Reception will inform the member of the pastoral team on ROTA, who will take lead responsibility for locating the student/contacting home if required.
- If the student arrives back to class or the class teacher becomes aware of the whereabouts of the missing student, E-mail reception with an update: Reception will inform the designated member of the pastoral team.

Follow-up protocol:

- Class teacher is to liaise with their CL to discuss the circumstances around the student leaving class without permission / not arriving.
- Class teacher and CL to have a restorative conversation with the student before the next **lesson to establish the 'cause' of the student not arriving/leaving without permission** and put **appropriate interventions** in place, where necessary to avoid repeat (when the issue is subject related).
- CL is to inform PL of the incident and request support, if required, **based on the cause that has been identified**.
- **If** it is deemed that a sanction is required then the class teacher and CL are to determine this within their department (completion of work missed over break/lunch, apology to class teacher, behaviour point etc). They should then inform student of sanction and associated rationale.

Repeat of behaviour:

- If there are repeated occurrences of this behaviour the class teacher is to complete a level 1 referral for the CL detailing the interventions used and related progress with these.
- CL will put additional interventions in place and monitor these by liaising with class teacher.
- PL is to be informed by CL of the interventions and may offer advice on the most effective way in dealing with the student in question, based on experience / knowledge.
- If no progress is made within the curriculum area, then a level 2 referral form should be sent from the CL to the PL.

Appendix 3

Student out of college grounds breaktime/lunchtime

- **Student in Years 8-14 out of grounds at breaktime on the first occasion**– 1 Lunchtime Detention
- **Students in Years 8-10 out of grounds at lunchtime on the first occasion** – 1 Lunchtime Detention (see Appendix 4 for COVID-19 addendum)
- **Caught out at break or lunch as above on second occasion within a term** – Straight Detention
- Repeat sanctions as necessary. Higher level sanctions will be considered in the event of repeated failure to comply with the associated rules

Appendix 4

COVID-19 addendum

These additions and changes to the PBP will remain in place for as long as needed. Any changes are made in response to and in line with the PHA / EA / DE guidance provided to schools.

Expected Positive Behaviour

- Comply with Social Distancing measures in line with FHIC policies and procedures (applies to students, staff, visitors)
- Catch it, Bin it, Kill it – Students are expected to cover nose and mouth if sneezing, coughing etc. (recommendation for all students to have own supply of tissues)
- Hygienic behaviour – Hand washing, equipment cleaning, avoid sharing equipment
- Avoid unhygienic behaviour such as spitting
- Not to use Coronavirus, language about Coronavirus or perceptions of Coronavirus to upset/insult/bully or marginalise others
- Comply with One Way system and any other movement procedures put in place in FHIC
- Comply with any staff instructions regarding positioning of students within the classroom
- Comply with staff requests to sterilise / clean equipment.
- To treat all equipment/materials put in place for management of COVID-19 Health and Safety procedures with respect. (eg. Handwashing materials/sanitising equipment/cleaning materials/markers for one- way system etc.)
- Students in Years 8-14 to remain on College grounds at lunchtime – failure to comply will be considered a breach of the COVID-19 procedures put in place by the College.

Any student in breach of the Expected Positive Behaviours in relation to COVID-19 Addendum will be referred to a member of the SLT and appropriate sanctions will be put in place.

Due to the risk attached to any breach of the above behaviours, any such breaches will be taken extremely seriously and higher level sanctions (eg. Suspension (*fixed-term exclusion*) / permanent exclusion (*expulsion*) considered.)