



## ST MARY'S HIGH SCHOOL, NEWRY

### Positive Behaviour Policy

Revised March 2025

#### Rationale:

In St Mary's we are committed to promoting positive behaviour in a supportive and caring environment. As a Rights Respecting School, we work together to engender in our students positive attitudes and behaviours based on respect for self and others. The promotion of positive behaviour enables students to become self-disciplined individuals who respect other people and diversity, able to make informed decisions, fulfil their potential and develop positive relationships with other people.

Promoting positive behaviour is linked closely to the wider pastoral care provision in school. Form Teachers, Year Tutors, Behaviour Management Coordinator, Learning Support Coordinator and the Senior Leadership Team play key roles promoting positive behaviour. In the interest of the students, they liaise with other agencies including Education and Welfare Service, Educational Psychology, Behaviour Support (EA), Social Services, CAMHS, PSNI, Southern Health Trust and the School Counsellor, supporting students throughout the school.

#### Aims:

Through the establishment of a caring ethos as a Rights Respecting School we aim to:

- Encourage all students to exercise self-discipline, self-respect, respect for others, the environment and local community and develop a sense of personal responsibility in line with Article 29 of UNCRC *'Education must encourage the child's respect for human rights as well as respect for others'*.
- Provide a systematic, consistent and appropriate response to behaviour management in school;
- Ensure students recognise the need to have boundaries in school and to fulfil their responsibility as outlined in the School Charter;
- Foster mutual respect, understanding, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life;
- Support the health and safety of every student;
- Foster a learning culture that celebrates and rewards positive behaviour, achievement and success;
- Create stimulating learning environments which encourages and rewards personal endeavour and achievement;
- Ensure students behave respectfully at all times in school and when representing the school on trips and during other school related activities;
- Encourage students to respect authority and treat everyone with courtesy and respect;
- Support the personal development of all students by recognising and rewarding high standards of behaviour and effort.

## **Roles and Responsibilities:**

### **Class Teachers:**

Class teachers have responsibility for creating a caring, supportive and respectful classroom environment based on the School Charter (**Appendix 4**). There are clear classroom behaviour management procedures that provide a systematic and structured response to behavioural issues. These procedures include the use of the SIMS Behaviour Module to record achievements and behaviours.

### **Heads of Department:**

Heads of Department have responsibility for behavioural issues within their department. There are clear department behaviour management procedures which are followed by all department leaders. These procedures are based on the School Charter and in keeping with the vision and ethos of the school. Department meetings are used to develop appropriate classroom strategies to positively engage and motivate learners.

### **Form Teachers:**

Form Teachers have responsibility for establishing high standards and expectations of their Form Class. There are clear behaviour management procedures followed by all members of the Pastoral Care Team and include the use of the SIMS Behaviour Module to record achievements and behaviours.

### **Year Tutors:**

Year Tutors have overall responsibility for establishing high standards and expectations of their Year Group, both within and outside of lessons. There are clear behaviour management procedures and these are followed by the Year Tutor Team and include the use of the SIMS Behaviour Module to record achievements and behaviours.

### **Behaviour Management Coordinator:**

The Behaviour Management Coordinator has responsibility for monitoring and managing behavioural issues across the school. The Coordinator works very closely with the Vice Principal, Senior Leadership Team, Pastoral Care Teams and external agencies including Education and Welfare Service, Educational Psychology, Behaviour Support Team (EA), Social Services, CAMHS, PSNI, Southern Health Trust and the School Counsellor,

### **Learning Support Coordinator:**

The Learning Support Coordinator works closely with the Behaviour Management Coordinator to support those students who have additional needs.

### **Vice Principal/Principal:**

The Vice Principal/Principal is involved if the behaviour of a student is of particular concern, due to its serious and/or persistent nature. They have overall responsibility for the behaviour management structures and procedures in school.

## **Supportive and Caring Ethos in School:**

The Curriculum and Pastoral Care provisions in St Mary's High School aim to help and support all students, preparing them to cope with the demands of school and adult life, enabling them to achieve their full potential. These provisions include measures to help meet the physical, emotional and spiritual needs and aspirations of all learners in an inclusive learning environment. We acknowledge the importance of our pastoral role in the welfare of all students. Our Mission Statement and ethos reflect the dignity and respect with which every member of our school community is treated with. Through our Pastoral Programme and Counselling Service we offer a supportive environment to all students. The Personal Development Programme and Preventative Curriculum allow students to explore key issues within their own personal development including Self Concepts, Self Esteem, Health and Well-being, Relationships and Personal Safety.

The following structures and procedures operate in St Mary's:

- Staff promote and reward positive and respectful behaviour;
- A caring environment permeates all aspects of school life where all students feel safe, included, valued and respected;
- Staff lead by example in promoting respect for each other and forming positive relationships with students, acting as moral compasses for all;
- Through Child Protection Training all staff are fully informed regarding Child Protection Guidelines and Procedures and are kept informed of developments to policies and procedures;
- Emotional health and well-being is an integral part of the school curriculum and the Preventative Curriculum/Personal Development Programme;
- The school uses a range of external agencies for support and guidance;
- Lunchtime supervision is provided by non-teaching members of staff;
- Staff treat cases of poor behaviour seriously and investigate each incident impartially;
- The Rights Respecting School Council are consulted regarding any changes to behaviour management procedures to ensure sanctions are fair and appropriate;
- Any student identified as demonstrating serious behavioural concerns will be supported and offered counselling;

## **Organisation:**

- St Mary's is a Rights Respecting School where all students feel valued, safe and supported;
- Form Teachers, Year Tutors, Behaviour Management Coordinator, Learning Support Coordinator and the Senior Leadership Team work together in formulating and implementing the Behaviour Policy;
- Form Teachers and Year Tutors monitor student behaviour in his/her Form Class/Year Group in accordance with school policy and procedures;
- All teachers have a responsibility to implement the Positive Behaviour Policy.

## **Celebrating Success:**

In St Mary's, we strive to recognise and reward achievement in academic work, extra-curricular activities and positive behaviour. All teachers use the Achievement System to reward achievements and good behaviour of individuals and classes. The achievement records on the SIMS Behaviour Module in SIMS reward students who embrace self-discipline, play an active role in school life and achieve success in both academic and extra-curricular activities. Students who are deserving of recognition are awarded Student of the Month Certificate and School Pen (KS3), Certificate and Grounded Voucher (KS4) and the Special Recognition Award at Post 16.

## Response to Poor Behaviour:

As a Rights Respecting School we work together to engender in our students positive attitudes and behaviours to allow them to make informed decisions knowing between right and wrong. We encourage students to be honest, compassionate, tolerant and show self and mutual respect for themselves and others. Behavioural incidents are dealt with by the Class Teacher, Head of Department, Form Teacher, Year Tutor, Behaviour Management Coordinator Vice Principal or Principal (**Appendix 1**). Form Teachers are involved at the initial stage and continue to have a supportive role.

- All teachers set high expectations in relation to student conduct, behaviour and application towards work;
- All students are expected to behave in a respectful manner;
- Students who are experiencing social, emotional and behavioural difficulties are given support through the Pastoral Care Programme with possible external agencies involvement where necessary including access to the school counsellor;
- All staff act as positive role models within a rights respecting learning environment;
- Form Teachers and Year Tutors have responsibility for monitoring the behaviour of their Form Class/Year Group by promoting high expectations, offering support to all students and challenging unacceptable behaviour and actions;
- The School Rules (**Appendix 2**), Home School Expectations (**Appendix 3**) and the School Charter (**Appendix 4**) have been reviewed in consultation with Governors, staff and the Rights Respecting School Council;
- The Behaviour Policy and relevant Pastoral Policies are available on the School App and Website. Parents/Carers agree and consent to the school rules by signing their daughter's diary at the beginning of each academic year;
- Parents can arrange an appointment with their daughter's Form Teacher or Year Tutor should they be concerned about her behaviour;

## Strategies and Procedures (**Appendix 5**):

*All incidents of poor behaviour are taken seriously and the responses can include some or all of the following:*

- Behavioural incidents are recorded through the SIMS Behaviour Management Module in SIMS. Members of staff record behaviours on the system (**Appendix 6**).
- Students are given Behaviour Points if they fail to follow school rules or embrace self-discipline or apply themselves to their work;
- A student may be asked to move to a different classroom until the end of a lesson if her behaviour is disrupting the learning and teaching in the classroom. Work will be provided by the Class Teacher;
- A student may be extracted from a subject for an agreed period of time if her behaviour is disrupting the learning and teaching in the classroom. Work will be provided by the Class Teacher;
- Students are put on after school detention if they receive **8 behaviour points**. A letter will be sent to parents/carers, informing them of the detention;
- If a student fails to attend a detention the Year Tutor will contact parents/carers and another detention will be issued. Failure to complete the second detention will result in three 15 minute lunch time detentions.
- When a student receives two detentions (**16 behaviour points**), the student will attend a formal meeting with their Year Tutor and the student will be placed on a Student

Improvement Plan. Parents/Carers will receive a phone call and a letter explaining the Plan. This Plan must be signed by a Parent/Carer each evening and is monitored closely by the Year Tutor. A referral will also be made to the Behaviour Management Coordinator (Mrs J Hughes). The student will be placed on the Behaviour Register and an Individual Behaviour Plan (IBP) drawn up

- A review meeting will take place after three weeks and as a result of this meeting:
  - ❖ If satisfactory progress is made - Student is taken off Student Improvement Plan and the Behaviour Register and a letter is sent home or a phone call to inform Parent/Carers
  - ❖ If unsatisfactory progress is made – Remain on the Behaviour Register and a further one week on Student Improvement Plan
  - ❖ No progress after four weeks – Parent/Carer meeting with Behaviour Management Coordinator and Year Tutor
  - ❖ Little progress after one further week – Referral to External Agencies (Stage 3 SEN Register – Behaviour)

### **Intervention Strategies for Persistent Poor Behaviour:**

- The Behaviour Management Coordinator – Mrs J Hughes will arrange a formal meeting with the students' Parent/Carer and intervention strategies will be employed;
- An Individual Behaviour Plan will be drawn up in conjunction with the Behaviour Management Coordinator, Year Tutor, Form Teacher and Parent/Carer;
- As a result of further persistent poor behaviour a student may be put into a different Form Class or Year Group for an agreed period of time. The student will complete the same work as the class she is moved to;
- If it is necessary for a student to be put on Stage Three of the Code of Practice after all reasonable adjustments have been implemented, support will be sought from Behaviour Support (EA);
- Students identified with serious behavioural needs:
  - ❖ Will be given individual work on self-esteem, self-control and responsibility;
  - ❖ Will work with the Behaviour Management Coordinator in setting personal targets and goals;
  - ❖ Students may be supported by outside agencies (Social Services, Education Welfare Service, Children Looked After Team, CAMHS, Behaviour Support (EA), Educational Psychology, Southern Health Trust and the PSNI under the direction of the Behaviour Management Coordinator and Behaviour Support Team.

**Suspension:**

In St Mary's, we endeavour to avoid, where possible, the sanction of suspension and will only use it in cases where a serious breach of school rules has occurred. However, if a student's behaviour is a threat to the safety, health or emotional wellbeing of others and previous methods of prevention and intervention have not been successful, the student may be suspended.

Behaviours which warrant suspension from school include:

- Substance abuse: possessing, using or dealing in illegal drugs or solvents on school premises;
- Alcohol abuse: possessing, drinking or selling alcohol on school premises;
- All forms of Bullying Type Behaviour towards another person;
- Verbal abuse of a member of staff: of a personal nature including swearing, threatening behaviour, racial slurs and sexually explicit language;
- Physical attack on a staff member
- Verbal abuse of a student: of a personal nature including swearing, threatening behaviour, sexually explicit language and racial slurs;
- Physical attack of another student;
- Disruptive behaviour: persistent or one-off incidents which distract other students from their learning;
- Persistent infringements of school rules: eg smoking, vaping, non co-operation with sanctions;
- Significant damage to or misuse of property: belonging to the school, staff or students in or outside school;
- Stealing: from school, students, staff in school or outside school when in school uniform;

In each of these cases, EA and CCMS Suspension Guidelines will be followed. Formal suspension is for three or five days according to the nature of the incident. In an extreme case of challenging and risky behaviour, the Principal can issue a further extension in consultation with Board of Governors and relevant authorities. An official suspension letter will be forwarded to the Parent/Carer and all relevant agencies and a Notification of Student Suspension completed and submitted to the Education Authority.

**Expulsion:**

The expulsion of a student is the most serious disciplinary action that can be applied and in normal circumstances should be considered only after all reasonable adjustments have been explored. St Mary's High School will follow the procedures set out under the provisions of the Education Reform (Northern Ireland) Order 1989 and the Education and Libraries (NI) Order 1993 and the Regulations contained in SR No 99 of 1995 or any other statutory modification thereof and contained in the CCMS Guidelines for Expulsion.

*DE Circulars**2015/19 – Notification of Student Suspension**2021/04 – Suspensions and Expulsion Arrangements for students in grant-aided schools in N Ireland*

**Support from External Agencies:**

The Behaviour Management Coordinator will work closely with the Learning Support Coordinator to identify behaviours which require remedial support or diagnosis. Support may be sought from external agencies - Education and Welfare Service, Educational Psychology, Behaviour Support (EA), Social Services, CAMHS, PSNI, Southern Health Trust and the School Counsellor.

**Counselling:**

A Counselling Service is available one day per week in school. If any member of staff wishes a student to avail of this service, they should make a referral to the Vice Principal (Key Contact Person). A student can make a self-referral through any member of staff who will make contact with the Vice Principal. A parent/carer can also refer their daughter to this service.

**Consultation:**

During the review of this document consultation took place with the following groups:

Students – through the Rights Respecting Council

Parents/Carers – through the Parent Teachers Friends Association

Staff

Board of Governors

**Related Whole School Policies:**

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- Pastoral Care Policy
- Drugs Education Policy
- Anti-Bullying Policy
- Use of Reasonable Force Policy
- Personal Development Policy
- RSE Policy
- Inclusion and Diversity Policy
- Child Protection Policy
- e Safety Policy
- SEN Policy
- Educational Visits Policy
- Health and Safety Policy
- Students with SBEW Policy
- CRED Policy
- School Charter
- e Safety Code

Key Pastoral Policies are available on the school app and the school website [www.stmarysnewry.com](http://www.stmarysnewry.com).

### **Monitoring, Evaluation and Review:**

The Behaviour Management Co-ordinator, Mrs J Hughes and Vice Principal, Mr Fitzpatrick are responsible for monitoring, evaluating and reviewing the implementation of the Positive Behaviour Policy. The Policy and Procedures will be updated in light of further guidance and legislation as necessary. This will be done in consultation with the Governors, SLT, Staff, Students and Parents/Carers.

On-going monitoring and evaluation involving a range of stakeholders will ensure the effectiveness of the Policy.

Signed by Chair of Governors: \_\_\_\_\_

Date: \_\_\_\_\_

Signed by Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Review: \_\_March 2028\_\_\_\_\_



Appendix 1:

**REFERRAL STRUCTURE**

**Subject Teacher**  **Form Teacher**



**Head of Department**  **Year Tutor**



**Behaviour Management Coordinator** and/or **Vice Principal**  
*Mrs J Hughes* *Mr Fitzpatrick*



**Principal**  
*Miss D Crawley*

## Appendix 2:

### ***School Rules***

The school rules support the emotional wellbeing and health and safety of all members of the school community. These rules promote good behaviour and encourage personal responsibility.

#### **Rules:**

#### **School Uniform/PE Uniform**

- Always wear a full school uniform including the school blazer. Only a School Coat is permitted (purchased online)
- Respect the school dress code regarding make-up, jewellery, piercings and shoes.
  - **No nose rings** are permitted, students will be asked to remove them and place them in an envelope and they will be returned at the end of the week. Students are not allowed to cover nose rings with a plaster.
  - **Facial piercings** (nose, eyebrow, lip or tongue) are not permitted.
  - **Hair should be of a natural colour**, unnatural colours are not permitted.
  - **Make-up, nail polish or gel nails** are not allowed. Students will be given one week to remove acrylic nails and cannot participate in practical activities due to health and safety.
  - **Flat black shoes only**, runners, plimsolls or white soled shoes are not allowed - students will be given one week to get the correct footwear
  - **No sweatshirts or hoodies are allowed**
- Students are permitted to wear their PE Uniform on the days they have PE on their timetable. Students must wear the **official St Mary's PE Kit**. If students have sport after school, they must wear their full school uniform (unless they have timetabled PE) and change after school.

**Regular uniform checks will take place and students will receive behaviour points for not following the rules.**

#### **Lateness:**

- School begins at 8:55am with attendance at Class/Year Group or Key Stage Morning Assembly
- If a student is late to school they **must** go straight to Mrs Cunningham otherwise they will be **marked ABSENT and a Truancy Call will be sent out to parents/carers**
- Persistent lateness to school will warrant a lunchtime detention and/or a telephone call home from the students' Year Head (15 min).
- If there is no improvement in lateness, a meeting with Parent/Carer may be arranged to discuss punctuality
- If there is no further improvement the (Education Welfare Service) EWS may be contacted to take the matter further

### **Mobile Phones/Phone Calls:**

- Mobile phones must be switched off between 9am and 3pm. **If a student uses her mobile, it will be confiscated and can be collected from Mr Fitzpatrick office at 3pm. If a mobile is confiscated for the second time it can only be collected by a Parent/Carer.**
- If a student needs to ring home, they must seek permission from **a member of the Administrative Staff.**
- **Students are not allowed to telephone a parent/carers from their own mobile phone between 9am and 3pm. They must use the school phone if contact is required.**
- If a student is sick and needs to go home they must seek permission from their Year Tutor who will give a 'Sick Note' which the student brings to Mrs Cunningham who will contact home. If their Year Tutor is not in school they must seek permission from Mr Fitzpatrick. A Parent/Carer **must** collect their daughter from the school.
- Appointments – advance notice of appointments should be given and appointment cards must be presented.
- Students may be asked to use their mobile phone in class for **educational purposes** only.

### **Diaries/Equipment:**

The student diary is designed to help students to plan their work, record all homeworks and list items needed for school each day. The diary is also used to provide a means by which parents/carers and teachers can communicate with each other. Students should:

- Bring their diary to school every day;
- Record all homeworks;
- Keep the diary free from graffiti;
- Show their diary to their Parent/Carer each week and if there are any notes from their teachers;

### **Detention:**

- After school detentions take place each Wednesday from 3.00-3.45pm and are given when students receive **8 Behaviour Points**
- One detention missed – attend detention the following week
- Two missed detentions – phone call to parents/carers
- No improvement – 3 lunchtime detentions (3 x 15mins) during the following week and contact with home if necessary

### **Corridors and Stairs:**

- Students must walk on left hand side of corridor and stairs for health and safety reasons
- **Middle Stairs: Go up these stairs;**
- **Stairs at Foyer and beside Rm14: Go down these stairs**

**Students who smoke (cigarettes/e-cigarettes) or fight will be automatically suspended from school. Students are reminded that their behaviour whilst in uniform and travelling to and from school is in public view, therefore appropriate and respectful behaviour is expected at all times.**

### Appendix 3:

## HOME-SCHOOL EXPECTATIONS

**The school is entitled to expect that:**

### **You as a Student**

- Are punctual and attend school each day
- Adhere to the school dress code
- Work to the best of your ability, complete your homework on time and meet all deadlines
- Take responsibility for your own learning, organisation and behaviour
- Comply with the E-Safety Policy
- Are honest, polite and demonstrate self-respect
- Show respect for others, their possessions and the school environment
- Participate to the best of your ability in school life and form class activities
- Raise any concerns or problems that you might have with us and your parents/carers immediately

### **You as a Parent/Carer**

- Support the school's ethos and policies (policies available on school app and website)
- Download the school app to receive all home/school communication
- Ensure regular and punctual attendance by your daughter, **avoiding holidays in term time** wherever possible and endeavour to make appointments outside the school day
- Ensure your daughter comes to school with the appropriate full school uniform and equipment
- Do your best to provide an appropriate environment and time at home to enable your child to complete their homework and study
- Check your daughter's homework and her diary regularly
- Have positive but realistic expectations of your child's ability
- Endeavour as far as possible to support the school activities
- Contact the school of problems/achievements/issues concerning your child
- Reply to school communications and supply absence notes
- Attend Parent/Teacher Meetings and any relevant Progress Meetings

### **Students and Parents/Carers are entitled to expect that we, as a school:**

- Provide a happy, safe and caring learning environment
- Provide effective teaching and monitoring of progress
- Provide good moral guidance and act as positive role models
- Praise students for their achievements and celebrate their successes
- Inform you about the equipment, books and materials that are required for school
- Provide up to date and timely information about school's events
- Provide enrichment activities/extended school activities
- Communicate our concerns and problems concerning your daughter
- Deal with concerns in a professional, fair and consistent manner and keep you informed regarding any follow up action
- Emphasise the promotion and acknowledgement of positive behaviour
- Promote respectful language and behaviour at all times

Appendix 4:

**Rights Respecting Charter**



**ST MARY'S  
A RIGHTS RESPECTING  
SCHOOL**



**SCHOOL CHARTER**

**R**

**Respect ourselves, our school and others**

Article 29

**E**

**Every person is valued**

Articles 12 and 13

**S**

**Support one another**

Article 3 and 15

**P**

**Practice the school motto**

Article 29

**E**

**Every day counts**

Article 28

**C**

**Celebrate inclusion and diversity**

Article 2

**T**

**Treat everyone with kindness**

Article 4

## Appendix 5:

### **Sanctions:**

#### **Sanctions: Inappropriate Behaviour inside the classroom**

<b>Subject Teachers</b>	<b>Form Teachers</b>	<b>Year Tutor</b>	<b>Behaviour Management Coordinator</b>
<ul style="list-style-type: none"> <li>• Discrete verbal warning</li> <li>• Move place in class</li> <li>• Give Behaviour Points</li> <li>• Note in diary to Parent/Carer</li> <li>• Extra work given</li> <li>• Moved to nearby classroom</li> <li>• Referral to Form Teacher or Year Tutor</li> <li>• Give lunchtime detention</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with Form Teacher</li> <li>• Lunchtime detention (15 mins)</li> <li>• Note in diary to Parent/Carer and/or phone call</li> </ul>	<ul style="list-style-type: none"> <li>• Detention – Lunchtime or after school</li> <li>• Whole day extraction from class, with work provided</li> <li>• Meeting with Parent/Carer</li> <li>• Student placed on Progress Report or Student Improvement Plan</li> <li>• Letter to Parent/Carer and/or meeting</li> <li>• Referral to Behaviour Management Coordinator</li> <li>• Referral to Vice Principal or Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Progress Report and Student Improvement Plan</li> <li>• Formal Meeting with Parent/Carer and student</li> <li>• Intervention Strategies and reasonable adjustments</li> <li>• Individual Behaviour Plans</li> <li>• Move Form Class for agreed period of time</li> <li>• Move Year Group for agreed period of time</li> <li>• Placed on Code of Practice</li> <li>• Advice and guidance from external agencies including Behaviour Support Team (EA)</li> </ul>

#### **Sanctions: Inappropriate Behaviour outside the classroom and on school grounds:**

<b>Sanctions</b>	<b>Repeated Breaches of Discipline</b>
Verbal Warning Change of lunchtime Issue Behaviour Points Supervision of a student at lunchtime Lunchtime detention	Detention Phone call to parent/carers Meeting with Parent/Carer Student Improvement Plan Withdrawn from class for an agreed period of time Change of class for an agreed period of time Change of Year Group for an agreed period of time Written contact between student, parent/carers and school Referral as outlined in Code of Practice for Special Educational Needs

## **Appendix 6:**

### **SIMs - Behaviour Management:**

The behaviour management module on SIMS is used to allocate Achievement and Behaviour Points to students. At the time of this policy review the Rights Respecting School Council were consulted regarding the Achievement and Behaviour Points allocation. The point system is as follows:

#### **Achievement Points**

<b>Achievement</b>	<b>Points</b>
<b>Good Class Spirit</b>	<b>1</b>
<b>Good Rota Class</b>	<b>1</b>
<b>Good Use of Homework Diary</b>	<b>1</b>
<b>Good Work</b>	<b>1</b>
<b>Academic</b>	<b>2</b>
<b>Choir and Club</b>	<b>2</b>
<b>Fundraising</b>	<b>3</b>
<b>Cooperative Student</b>	<b>2</b>
<b>Good Attendance</b>	<b>3</b>
<b>Improved Behaviour</b>	<b>2</b>
<b>Improved Work</b>	<b>2</b>
<b>Outstanding Work/Effort</b>	<b>3</b>
<b>Representing School</b>	<b>2</b>
<b>Community Spirit</b>	<b>3</b>
<b>Open Night</b>	<b>5</b>
<b>Outstanding Contribution to School</b>	<b>5</b>
<b>Year Tutor Merit</b>	<b>5</b>

#### **Behaviour Points**

<b>Behaviour</b>	<b>Points</b>
<b>Coursework Deadline</b>	<b>1</b>
<b>Diary – Missing/Incomplete</b>	<b>1</b>
<b>Homework</b>	<b>1</b>
<b>Inadequate Work</b>	<b>1</b>
<b>Low Level Disruption</b>	<b>1</b>
<b>No Book/Equipment</b>	<b>1</b>
<b>PE Non Participation</b>	<b>1</b>
<b>Uniform/Jewellery/Make-up</b>	<b>1</b>
<b>Damage to Property</b>	<b>2</b>
<b>Disruptive Behaviour</b>	<b>2</b>
<b>Inappropriate Language</b>	<b>3</b>
<b>Mobile Phone</b>	<b>2</b>
<b>Persistence lateness to class</b>	<b>2</b>
<b>Persistent No Homework</b>	<b>2</b>
<b>Post 16 Missed Deadline</b>	<b>2</b>
<b>Post 16 Underachievement</b>	<b>2</b>
<b>Underachievement in Assessment</b>	<b>2</b>
<b>Bullying</b>	<b>8</b>
<b>Fighting</b>	<b>8</b>
<b>Smoking/Vaping</b>	<b>8</b>
<b>Truancy</b>	<b>8</b>
<b>Verbal Insult of Staff</b>	<b>8</b>
<b>Verbal Insult of another Student</b>	<b>5</b>

