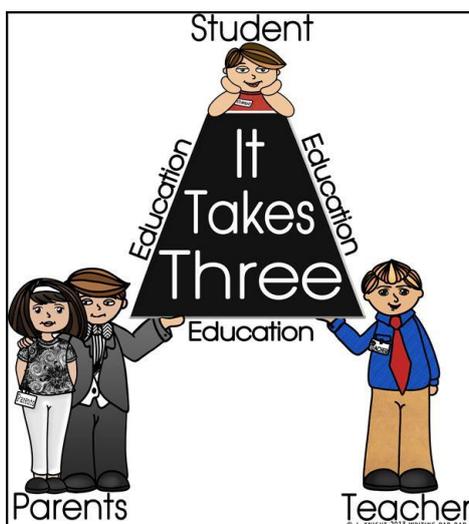




**KJHS POSITIVE BEHAVIOUR
POLICY**

“Working together for excellence in a caring community”



Application for admission to Killicomaine Junior High School indicates agreement with the Mission and Aims and acceptance of all rules and regulations.

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INTRODUCTION

At Killicomaine Junior High School we place a high importance on the promotion of positive pupil behaviour and the upholding of our school standards. We seek to ensure that all pupils understand the reason for our school rules and fully accept them. We aim to create a caring environment which supports pupils in the development of self-discipline and awareness. The promotion of such positive behaviour is the responsibility of all teachers, nonteaching staff, parents, pupils and outside agencies.

SCHOOL MISSION:

“Working together for excellence in a caring community.”

SCHOOL AIMS:

1. To maintain and improve the quality of Teaching & Learning
2. To ensure effective Leadership (based on an effective SDP) and the development of Management and Leadership skills at all levels
3. To ensure quality of provision and experiences for all pupils
4. To promote pupil voice and increased effective communication with parents, stakeholders and community

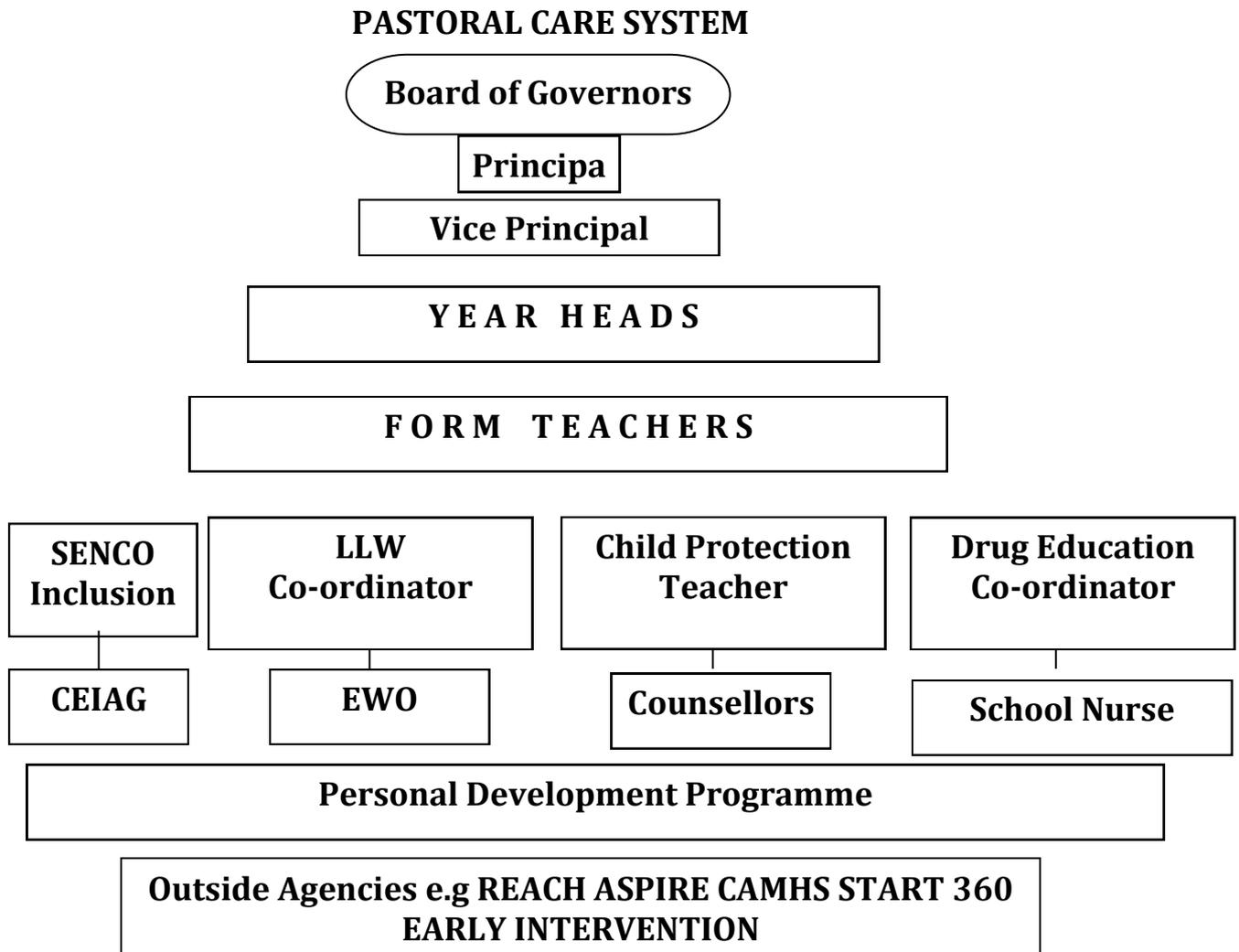
AIMS OF POSITIVE BEHAVIOUR POLICY

1. To promote positive attitude in all pupils towards school work, punctuality, school attendance in all pupils. [Ref School Aim 1, 3]
2. Create an environment where effective learning can take place.
3. Encourage an acceptance of the value of school rules and an understanding of their importance. [Ref School Aim 4]
4. To promote the use of praise and encouragement by all staff when appropriate. [Ref School Aim 3]
5. To promote a culture of mutual respect across the school community of staff, pupils and parents. (Ref School Aim 4) (protect all from any form of verbal, aggression, violence or bullying)
6. To ensure that pupils who experience behavioural difficulties are supported using SEN Code of Practice and/or Pastoral Care System.

POSITIVE BEHAVIOUR

Positive Behaviour is an integral part of the Pastoral Care System that operates in KJHS. The Pastoral System makes a significant contribution to promoting and upholding the conditions needed for effective learning and teaching to take place. All teachers have a role to play within the Pastoral System as Form Teachers or Year Heads. The Pastoral System is made up of multi agencies and personalities.

PASTORAL ORGANIZATION This diagram sets out some of the people and agencies involved but in working practice there are many others. The interaction between these individuals and groupings creates an atmosphere of mutual respect and inter-dependence which makes a valued contribution to the culture of high standards, expectations and positive behaviour. While all staff have responsibilities for caring for all our pupils, a pastoral care system exists to ensure all pupils have an efficient and thorough provision in all pastoral areas.



- Pupils have open and direct access to all staff.
- All teaching and non-teaching staff are involved in pastoral care.
- Each year group is divided into Form Classes.
- The care of each Form Class is entrusted to a Form Teacher.
- Continuity of care is ensured, as Form Teachers remain with the same class for 3 years, where possible.
- Year Heads co-ordinate the work of the Form Teachers and they meet together monthly.
- The Vice-Principal (Pastoral) co-ordinates the Pastoral System and chairs the Pastoral Team meetings. (weekly)
- EWO meet monthly with Year Heads.
- School counsellors meet weekly with Safeguarding Team.

Behaviour Management operates within this Pastoral Organisational Structure.

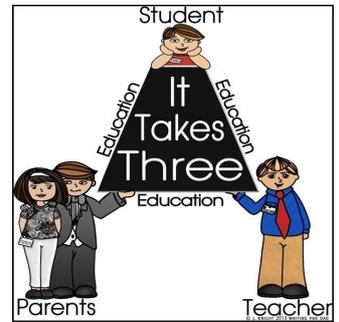
We aim, through our Pastoral system, to encourage all pupils to have a high level of self-respect and, as a consequence, develop an attitude of respect for others and for their community.

Promoting positive behaviour at KJHS?

1. Encourage and promote positive behaviour through the Merit System. SIMS system is used to monitor behaviour both merits and demerits. This effective use of ICT enables positive behaviour to be promoted by celebrating high standards of individual and collective form class behaviour through the Merit System.
This includes the use of data to monitor, evaluate and assist pupil progress. SIMS also assists in identifying issues and trends that can be addressed through e.g. One to one intervention, Year Assemblies, consultation with parents or use of external agencies.
2. The Pastoral Programme- Form teacher sessions Tue and Fridays, Monthly Year Assemblies, Merit Awards, Special Recognition Awards e.g. RAOK, Manners focus.
3. LLW Programme of P.D and Citizenship which includes Preventative Education Programme with student voice group- Well Being Ambassadors. External agencies enhance this programme of events and classes.
4. Celebrate achievements of our pupils throughout the term for individual and group activities. This can be through Assembly, school website, Facebook and local press. Prize Night Awards provide special recognition such as Endeavour Cup, Merit System Cup and Full Attendance Awards.
5. Awareness raising meetings are held through the term and involve Form Teachers and Year Heads. The Pastoral Team also meet every Friday from 9.00am – 10.00am. Regular Pupil Audits are carried out when all aspects of a pupil's circumstances are reported on and appropriate responses made to their particular needs.
6. Pupil committees promote our mission and build our school community. E.g. Prefect duty rota, Buddy Mentors, Well Being Ambassadors, GLAM, Charity Committee, SNAG and School Council.
7. Pupil awareness of school and class rules- planner, Form Teacher sessions, Year Assemblies, PD as well as the consistency of approach across the school.
8. Promotion of the triangle of learning- partnership with home. Strategies such as induction days in P7, use of planner and Parent Teacher Afternoons. Christmas concerts and school play, Saturday sport.

ROLES & RESPONSIBILITIES

At KJHS we promote the triangle of learning- **the Pupil, the Parent and the School.** Each partner has a vital part to play by being supportive of each other and committed to the success of this partnership.



Parent responsibilities at KJHS:

The acceptance of a place at KJHS is interpreted as a commitment that you accept our ethos, policies and rules. We would ask that you encourage and ensure your son/daughter knows the school rules and support the school in its expectations and implementation.

- Ensure your son/daughter attends regularly, arrives on time in full school uniform and suitably equipped for the day ahead.
- Work together with teachers for the benefit of your child. This includes approaching the school to resolve any issues of concern and to discuss and clarify specific events in order to bring about a positive solution;
- Act as a positive role model for their child in communications and relationships with the school.
- Maintain regular contact with school by-
 - Attend parent/teacher consultation and whole school functions.
 - Provide absence notes.
 - Inform school of events/circumstances which may impact on their child at school e.g. bereavement, separation.
- Homework
 - We would encourage parents to get involved with homework by-
 - Inspecting the homework planner frequently.
 - Signing the planner weekly.
 - Encouraging a responsible attitude to schoolwork and homework.
 - Ensuring that children complete homework on time.
 - Communicating with the form teacher using the planner.
- **Mobile devices. Killicomaine JHS does not permit pupils to have or use mobile phones during school time. As a school community, parents are key to this by supporting this rule. A payphone is available at the school office. We ask that pupils have 50p and a copy of a parent's mobile phone in blazers for emergency use. Should a parent need to contact a pupil, please phone the main office on 02838332021**
- Social media- Parents are key to ensuring that their son/daughter is only accessing social media or apps that are age appropriate. KJHS cannot be responsible or manage the communications that take place on these platforms. Parents should familiarise themselves with how to report socially unacceptable behaviour or online bullying behaviour.
 - Contact the parent of the other child.
 - Report to CEOP (Child Exploitation and Online Protection),
 - Report to PSNI.

Whilst KJHS will support families in incidents of cyber bullying it is vital parents ensure they are helping promote safe usage and helping to prevent misuse. This in recognition that cyber bullying often takes place out of school time and often on apps that pupils should not have access to.

Parents are our students' most significant role models. We would ask that you model responsible and respectful behaviour within the school community in both the real and digital worlds.

Appropriate use of social networking sites by parents

- The school recognises that many parents and other family members will have personal social networking accounts which they might use to discuss/share views about school issues with friends. Although it may appear to be the quickest and easiest way to express frustrations or concerns about the school and those associated with it, it is not the way to raise concerns or complaints. The School considers the following examples to be inappropriate uses of social networking sites.

(This list is non-exhaustive and intended to provide examples only):

- Naming children or posting any comments about children who attend KJHS.
- Making allegations about staff or anyone else connected with the school;
- Making any posts that could be deemed to be cyber-bullying;
- Making complaints about the school or staff at the school;



KJHS will not respond to issues raised on a social networking site. Please contact the school to discuss any concerns you may have.

Offensive posts will be reported to the social media provider and PSNI.



Pupil responsibilities:

- Be loyal to the school and act as ambassadors for KJHS in public. (uniform/standards of behaviour/online behaviour)
- Take a pride in your appearance by wearing school uniform correctly at all times.
- Come to school on time with homework completed.
- Work to the best of your ability in all schoolwork and homework;
- Respect the views, rights and property of others.
- Respect the resources equipment and premises.
- Care for everyone in school and the wider community by showing respect, tolerance and courtesy.
- Behave safely in and out of the classroom.
- Behave in a way that does not disrupt the learning of others by following the school rules.



Teachers responsibilities:

- Comply with the KJHS Code of conduct.
- Comply with the GTCNI competences and KJHS Staff Charter.
- Ensure a safe classroom environment for pupils and staff.
- Establish a relationship of respect with pupils.
- Deal promptly and professionally when school rules are broken.
- Be consistent in approach and application of referral system.
- Ensure that misbehaviours are recognised and appropriate effective Sanctions are given.
- Maintain high expectation of all students.
- Provide support through the Pastoral Care System.
- Deal with any incidence of bullying and record.
- Engage in merit system- monitoring, evaluating and target setting with pupils.
- Keep parents informed about school matters and alert you to any difficulties.
- Be open and welcoming and prepared to deal with any parental query.

REFERRAL PROCESS AT KJHS

Our Positive Behaviour Policy is focused on providing a positive approach to behaviour by rewarding and celebrating good behaviour across the school community e.g. via the merit system to ensure the creation of such an environment. Respect is central to this, respect for the teacher and their role and respect for other pupils' education.

There will however be occasions when pupils' behaviour is impacting negatively on their own education and welfare and the education and welfare of those around them and in such cases the procedure outlined in the flow chart will operate. This diagram represents what will typically happen if a pupil breaks the rules. Rules are important to help the school ensure that effective learning and teaching can take place. Parental support in maintaining high standards of uniform and behaviour is a priority.

- The Class Teacher is responsible for the management of their class and this involves, learning and teaching, health and safety and child protection. He/she will deal in the first instance with any issues in these areas.
- Staff must ensure that pupils move from one referral to another only after all possibilities within the last area have been exhausted. A full record of all incidents and sanctions given to a particular pupil are recorded in SIMS.

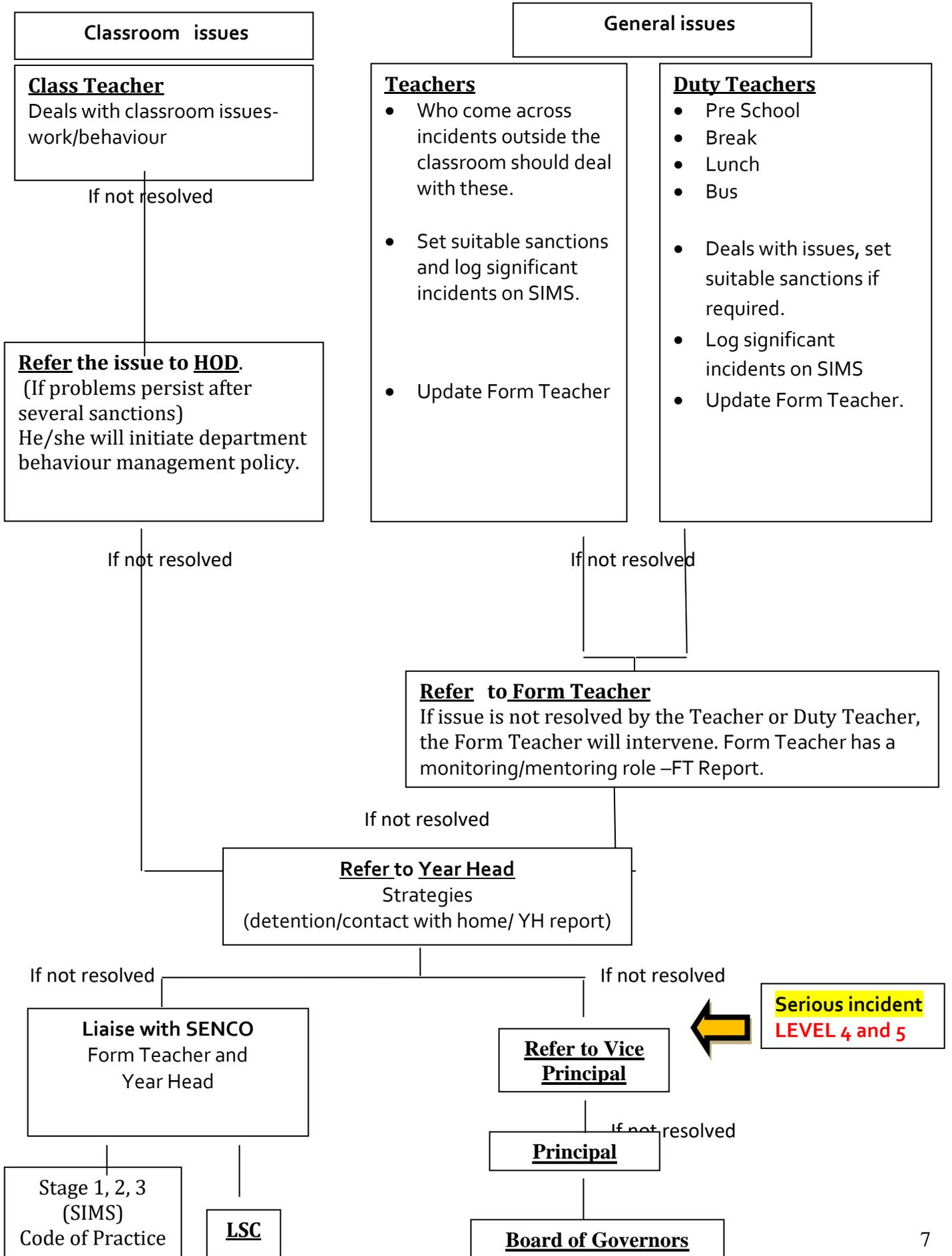
Please be aware that:

- SIMS is used by Form Teachers and Year Heads to monitor on a live basis.
- Senior Management may intervene at any stage where they consider the frequency of misdemeanours or the seriousness of the incident merit their involvement.
- Senior members of staff through to the Principal will offer support to classroom teachers. This will involve advice and assistance in dealing with particularly difficult situations in the classroom or corridor or playground.
- In the event of a very serious breach the referral process will not operate. Matter will be dealt with by VP and/or Principal.

Our flow diagram represents what will typically happen if a pupil breaks the rules. Rules are important to help the school ensure that effective learning and teaching can take place. Parental support in maintaining high standards of uniform and behaviour is a priority.

BEHAVIOUR MANAGEMENT

KJHS REFERRAL PROCESS



CONSEQUENCES

Whilst we reward and encourage good behaviour, we recognise that unacceptable behaviour may occur and this will warrant sanctions. Parental support is needed in the maintenance of dress standards and behaviour. When pupils break school rules there is a series of sanctions which may be imposed.

SMT may intervene if there are repeated incidents or where incidents are deemed serious enough to warrant their intervention. Staff are encouraged to seek advice from line managers.

	Incidents typical of each stage- not an exhaustive list..	Possible sanctions
Level 1 Class teacher and/or duty teacher	<ul style="list-style-type: none"> • Breach of classroom rules. • Work problems –not on task, missed homework etc • Breach of rules related to outside classroom. 	<ul style="list-style-type: none"> • verbal reprimand- deal with the matter informally and a warning given to consider future behaviour. • change of seating. • withdrawal of privileges in the classroom setting • not being allowed to take part in an extra-curricular activity or event. • setting of additional work • detention (break- lunch or half hour after school)
Level 2 Class teacher and/or Form Teacher	<ul style="list-style-type: none"> • Repeated breach of classroom rules. • Repeated work problems. • Mobile phone confiscated. • Bullying behaviour identified. 	<ul style="list-style-type: none"> • After school detention –short • Contact with home
Level 3 Refer to HOD or YH	<ul style="list-style-type: none"> • Persistent breach of classroom rules • Persistent behaviour problem • Disrespect or non-compliance towards a teacher • Defacing school property • Failure to comply with sanctions imposed by a teacher • Refusal to do work set by teacher. • Smoking • Persistent bullying behaviour • Truancy • Use of a mobile phone in school 	<ul style="list-style-type: none"> • After school detention long detention issued by a Year Head /HOD • Contact with home • Place on report • Withdrawal of privileges • Refer to VP/Principal
Level 4 VP/Principal SLT	<ul style="list-style-type: none"> • Persistent smoking • Persistent bullying behaviour • truancy • Viewing/downloading inappropriate images • Failure to comply with sanctions 	<ul style="list-style-type: none"> • VP/SLT detention –long detention • VP Report • Formal VP/Parents meeting • Withdrawal from class. This may involve movement to a different class. • Withdrawal from class with supervision by

	imposed by a Year Head	<ul style="list-style-type: none"> parent or staff in LSC. Warning of suspension The Principal will reserve the right to suspend a pupil from the school.
Level 5 Vice Principal/Principal	Serious breaches of discipline <ul style="list-style-type: none"> Physical violence towards another pupil or member of staff. Verbal abuse of staff. (including online) Criminal actions such as theft, major vandalism, drug related issues. Ongoing bullying behaviour. Cheating/malpractice. Bringing banned substances into school. Repetitive misbehaviour or serious infringements. -threatening or intimidatory behaviour. A pupil's continued presence is infringing the rights of other pupils to be taught and to learn. A pupil's continued presence is placing unreasonable physical or psychological demands on a member of staff, thereby infringing their rights to be in a safe and healthy working environment. If a pupil uses a mobile phone to video or take photos or otherwise misuses it. Bringing the name of the school into disrepute. 	<ul style="list-style-type: none"> Formal VP/Parents meeting Consultation meeting with Board of Governors and Parents of pupil. The Principal will reserve the right to suspend a pupil from the school. Suspension, rolling suspension*or expulsion. The Principal will reserve the right to suspend or expel a pupil from the school. <p>*rolling suspension will be used when a pupil engages in repetitive continuous disruptive behaviour as indicated by e.g. the Merit System or otherwise recorded.</p>

DETENTION

A school's right to issue a detention is set out in article 5 of the Education (NI) Order 1998. This article provides quite specifically that a detention shall not be illegal by virtue of the absence of parental consent to it. The detention must be reasonable in all circumstances and the student's parent/carer must be given at least 24 hours' notice in writing that the detention is due to take place.

SUSPENSION

In all cases concerning suspension and expulsion, the parent/carers and the Chairman of the Board of Governors must be informed. The Principal must also immediately inform, in writing, the Chief Executive of the Education Authority.

In all cases of suspension, parents are required to attend a reinstatement meeting with the Principal/Vice Principal. On returning the pupil will be required to sign a contract and may be placed on report to monitor behaviour.

DOCUMENTATION OF BEHAVIOURS

All significant behaviour incidents are recorded on the behaviour module in SIMS. This accurate documentation allows SLT, Year Heads, HoD's and Form Teachers to analyse individual, class or year groups behavioural pattern and serves to direct planning, future target setting and whole school development themes.

This information is a component of the Pupil Profile, giving Form Teachers and Year Heads important data, to inform Pupil Target Setting, for discussion at Parents Consultation and in circumstances to inform future schools at transfer time.

Behaviour is continually analysed by the Form Teacher and the Year Heads. The Form Teacher reports to the Year Head who in turn reports to the Pastoral Team. At each stage the relevant teacher(s) agree a course of action to deal with individual or group trends. The Pastoral Team may agree a whole school approach to any problem areas.

To minimise the risk of incidents escalating unnecessarily- where a student exhibits distressing behaviour, risk assessments will be carried out. The VP will complete a general one and practical subject HOD's must carry out their own assessment specific to their area.

REASONABLE FORCE

The Education (Northern Ireland) Order 1998 (part II Article 4 (I)) states:

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- ☒ Committing any offence
- ☒ Causing personal injury to, or damage to the property of, any person (including the pupil him/herself);
or
- ☒ Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise”

Reasonable force should be limited to emergency situations and only used as a last resort. Where it is necessary to use restraint/physical intervention, a written report must be completed and provided to the VP/Principal.



CONTACT WITH SCHOOL, PUPILS AND SCHOOL STAFF

Parents/guardians are welcome to contact the school any school day at any time during school hours 8.50am – 3.25pm. **Please be patient.**

Schools are busy places where the main priority of each staff member is to provide a high-quality education to each student. **Phone calls, emails or requests by parents for information or meetings will be responded to as quickly as possible.**

To avoid disruption to learning, phone calls will not be put through to classroom during teaching time, but a message will be sent. Please allow at least 24 hours- not all staff have internal phones and many staff member/s are often involved in extracurricular activities.

The following procedures should be followed;

Should parents wish to discuss any matter regarding their own child with any teacher, they should firstly contact the school office and make an appointment with the teacher concerned. To facilitate appropriate preparation for the meeting the school operates a “by appointment only” policy. This enables relevant information to be accessed and available.

Meetings should be conducted in a professional manner. Failure to do so will result in the termination of the interview. The Principal may have a colleague present if he deems it appropriate; a parent may bring a companion. The Principal and Board of Governors reserve the right to refuse or terminate interviews with parents who fail to conduct meetings in a proper manner.

Please note that the school does not accept anonymous phone calls. Consequently, the office staff will not forward any caller who refuses to give his/her name.

For the safety of all pupils, when parents/guardians come to fulfil the appointment they should report to the office and remain there until the teacher concerned comes to the office. Parents are not permitted beyond the double doors in the foyer and should not enter the corridors.

Seeking access to and making contact with pupils.

- (i) No unauthorised person will be granted access of any kind to any pupil within the school and its grounds during the school day.
- (ii) Only parents/guardians who have legal right of access to their children will be allowed access to their children within the school and its grounds. This will be by appointment only with the Principal or Vice Principal.
- (iii) Should any unauthorised person attempt to contact any pupil in the school or grounds, or seek to make arrangements to meet any pupil outside the school, the PSNI will be informed immediately.
- (iv) The Board of Governors, represented by the Principal, Vice Principal or any member of the school staff delegated by them, reserve the right to exclude from the school premises anyone refusing to comply with these regulations.

THE MERIT SYSTEM

PROMOTING POSITIVE BEHAVIOUR

All beginning teachers are asked to consider 'Positive Behaviour Management' as their first 'competence' in their induction. This allows them to research and trial positive behaviour techniques which will best facilitate learning in their classroom.

As a school which values achievement in every aspect of the pupil's life and which is very aware of the strong connection between good behaviour and effective learning, we have a system which emphasises the positive ethos of the school while improving attitudes among a small group of pupils who find it difficult to conform to expected standards.

The Merit System is operated twice yearly in four week blocks and combines rewards and sanctions setting out clear criteria which are applied consistently by all teachers in every classroom. Teachers record merits and/or demerits on the SIMS module and this data is continually analysed by the Form Teacher/Year Head and VP Pastoral Care.

Teachers record exceptional performance of a pupil using positive merits

- academic
- choir
- club/society
- drama
- effort
- football/rugby
- hockey/netball
- help
- manners
- orchestra
- other
- outstanding work
- prefect

Teachers record the negative behaviour of a pupil using a negative behaviour demerit-

- assault - pupil
- bullying
- damage – property
- defiance
- discipline breach
- discipline behaviour
- equipment
- fighting
- homework
- language to pupil
- language to Teacher
- late

- lunchtime incident
- missed detention
- other
- racism
- smoking
- theft
- truancy
- uniform

The Pastoral Team meet every Friday from 9.00 – 9.55am. A Pastoral Audit is carried out every three years and a thorough analysis of our Merit System twice annually and the Pastoral Team uses its findings to set annual Pastoral Targets and to inform staff, inset and SDP priorities. **Rewards and Sanctions/Consequences** are in place as a result of the analysis of our Merit System.

REWARDS

For individual pupils there is immediate recognition in their class but there is also the competitive element of striving to be best overall in class or in the year group. That brings further reward of public recognition at assembly with the presentation of a certificate with a prize. The same recognition is given to the best Form Class. At the end of the period pupils with points above a certain level are given additional rewards such as the watching of a DVD instead of attending class.

SANCTIONS/CONSEQUENCES

Pupils below an agreed level are denied access to the reward and follow a regular timetable of work. It is also made obvious to those pupils through a pastoral system that their performance is below expected standards. These pupils are mentored by Form Teachers and/or Year Head. They are required to reflect on their behaviour and to draw up an action plan to enable them to improve on that behaviour with targets to be achieved by the end of the month. Peer group dynamics may also reinforce the message that their individual performance deprives the form group of achieving reward as top class providing further pressure on the individual to conform to required standards.

Key Features

- careful monitoring of behaviour
- readily identifies good behaviour
- publicly rewards good behaviour
- identification of bad behaviour facilitating early intervention
- mentoring by Form Teacher/Year Head
- personal target setting
- peer group influence

Benefits of the merit system

- it acknowledges the efforts of pupils who always conform
- it is a source of self-esteem for pupils who may not succeed in other ways
- it emphasises the importance of praise as a motivating influence
- it is a vehicle for changing attitudes among pupils whose behaviour is less than satisfactory
- it identifies immediately the source and type of problem behaviour which can then be addressed and remedied before it comes a major issue
- it increases the integration of pastoral and curricular areas
- an effective means of improving the quality of education for all pupils
- it often exposes underlying issues which affect pupil performance and can lead to specialist support being used to support the pupil with their own specific needs.

A “Pastoral Merit System” Analysis Model is completed by Year Heads which identifies over and under achieving pupils and activates strategies which commend good behaviour and seek to reduce or cease bad behaviours.

The Pastoral Team Meetings provide an important forum for establishing a consistent approach to Behaviour Management. Data on behavioural trends is regularly analysed and behavioural issues and associated policies discussed.

e.g.

- i. Code of Conduct (DENI)
- ii. Strategies for dealing with challenging parents
- iii. ‘Reasonable Force’ guidelines
- iv. Parental visits to school to make a complaint – protocols and policy
- v. Scheme for the suspension and expulsion of pupils

The Year Heads in turn can disseminate this information to Form Teachers where relevant or appropriate.

In particular circumstances the Learning Support Centre (LSC) will be used to correct behaviour, involve parents in the learning / corrective process and provide relevant mentoring and counselling for specific issues.

THE LEARNING SUPPORT CENTRE (LSC)

Aims of the Centre

- i. To provide an alternative education provision which will re-focus the young person on their education and future
- ii. To provide a centre for additional educational support for those children with learning needs
- iii. To provide a centre for mentoring
- iv. To provide a centre for external support

Entry criteria linked to aims

- i. Making class unteachable by persistent misbehaviour which means that we are unable to discharge our responsibility to other pupils/parents
- ii. Pupils needing additional learning support as identified by HOD/SENCO
- iii. Pupils needing mentoring as identified by Hear Heads
- iv. Pupils identified within the Pastoral System as needing external support

Or a serious offence

LEARNING SUPPORT CENTRE

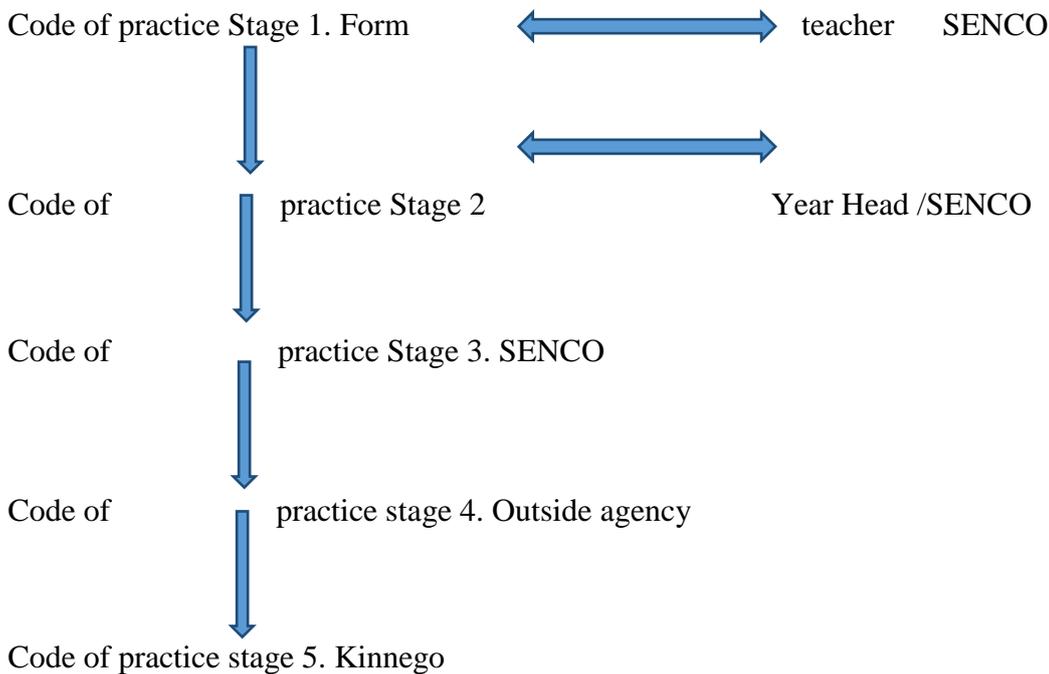
The Evidence

What evidence will we use?

Stage 2/Stage 3 of Code of Behaviour for Special Needs
Year Head/Form Teacher reports
SIMS
Merit System
Referral slips
Suspension record
Letters of complaint from other parents

Route

Management of Behaviour Route



Procedure

Meeting 1-Initial decision: VP, SENCO, Year Head, PPEC (Personal Preventative Educational Co-ordinator)

Meeting 2-Planning: VP/PPEC/SENCO with parent

KJHS School Rules Booklet

SECTION 1- APPEARANCE AND UNIFORM

Pupils are required to wear correct and full uniform at all times. This includes on the way to and from school.

At KJHS we expect high standards of school uniform and appearance.

Why?

- A. It helps all our pupils by promoting a shared identity, being part of the KJHS community.
- B. It shows loyalty to the school vision of excellence.
- C. It facilitates integration and enables pupils of all races and backgrounds to feel welcome;
- D. It protects our pupils from social pressures to dress in a particular way.
- E. High standards of school uniform and appearance are linked to better pupil outcomes in class.
- F. High standards of uniform are regarded as an indicator of positive behaviour. Refusal to adhere to uniform standards will therefore be seen as a refusal to abide by school rules and actions will be applied accordingly.
- G. To prepare our pupils for the world of work. Many employees have a dress and appearance code

UNIFORM STANDARDS

Pupils are encouraged to take a pride in their appearance and maintain high standards of uniform.

Wearing the KJHS uniform means all pupils are acting as ambassadors for our school.

- 1.1 School uniform, should be clean, neat and worn correctly on all school days.
- 1.2 Shirts must be tucked into trousers. All buttons on shirts/blouses must be fastened. Tee-shirts etc must not be visible under the school shirt.
- 1.3 Tie must have a medium sized knot and worn at regulation length.
- 1.4 Should a pupil have a medical reason for not wearing full school uniform, parents should contact the school in advance of the pupil coming to school or send an explanatory note into school. A doctor's note may be requested.
- 1.5 Full school uniform should be worn on the journey to and from school. Pupils are reminded that while wearing the school uniform in public they represent the school and the school may be judged on how they conduct themselves.
- 1.6 The only badges to be worn on the school uniform are official school badges or recognised youth organisations.
- 1.7 Each pupil should have all his/her belongings clearly marked. The school does not accept responsibility for articles lost.
- 1.8 Pupils should wear black tracksuit bottoms if walking home after any after school activity.
- 1.9 Hair should be neat and tidy. Unacceptable hairstyles are those which take away from the appearance of the school uniform and damage the good name of the school in the community. (see details below)
If in doubt, check with a Year Head before having your hair styled.
- 1.10 **Pupils are not permitted to have any facial piercings.**

Adherence to our high standards of uniform is regarded as an indicator of positive behaviour. Refusal to comply with uniform standards will be treated as a breach of school rules and there are a range of consequences. These are detailed in the Positive Behaviour Policy.

Girls

A high standard of personal appearance is expected -

- Extreme hair styles/ hair colourings/tints/dip dyes/braids or shaving of hair are NOT PERMITTED at KJHS. Senior Leadership Team (SLT) to determine extreme.
- Hair bobbles and bands should be school colours or plain black
- Jewellery- Girls may wear
 - a watch
 - -plain stud earrings (one in each lobe)
 - -one ring
- Make-up or nail varnish must not be worn.
- **If in doubt, check with a Year Head before having your hair styled.**

Uniform

- White blouse
- Regulation school blazer
- Black gym tunic (**not a skirt**)
- Black knee socks or tights. (*For hygiene reasons only one pair of socks should be worn*)
- School tie
- Black leather **low heeled** shoes (*not boots, training shoes or pumps*)
- School coat or other black coat
- School scarf or other black scarf (*optional*)
- Black hat (*optional*)
- **P.E. Kit**
- Yellow KJHS Kukri PE top
- Black hooded school sweatshirt with crest (*compulsory*)
- Black school skirt – (*optional but compulsory for School Teams*)
- Black school shorts – (*compulsory*)
- Training shoes (*not plimsoles/Converse*)
- Games socks (*black with yellow stripes*)
- Shin pads (*compulsory*)
- Gum shield (*compulsory*)
- School tracksuit bottoms – (*compulsory*)
- School tracksuit top (*optional*)

Boys

A high standard of personal appearance is expected-

- The length of the hair should not be shorter than a “number 3” razor cut.
- Hair should not be touching the shirt collar and should be off the face.
- The style of the hair should not be extreme including but not limited to Mohawk, shaved styles and/or patterns. Senior Leadership Team (SLT) to determine extreme.

- The colour must be the student's own natural colour; dyes, highlights or tips are not allowed.
- **If in doubt, check with a Year Head before having your hair styled.**

Uniform

- White shirt
- Regulation school blazer
- Charcoal grey trousers
- School tie
- Black ankle socks
- Black leather shoes (not boots or training shoes)
- School coat or other black coat
- School scarf (optional)
- Black hat (optional)
- P.E. Kit
- School Sports Jersey (club soccer shirts will not be permitted)
- School Sports Top
- Black shorts
- School sports socks
- Football boots/rugby boots
- Training shoes
- Shin Pads
- Gum shield (*compulsory*)
- School tracksuit (optional)

School coats and tracksuits are available from Robert Davidson and Ivan Jameson outfitters in Portadown.

SECTION 2- EQUIPMENT AND PROPERTY

- 2.1 Each pupil is responsible for his/her own property. The school does not accept responsibility, nor is it insured, for loss of any items. To help with this all items should be clearly labelled and valuables should be left at home.
- 2.2 Pupils must bring a school bag to school each day. This should contain all necessary equipment/books needed on a particular day.
- 2.3 School bags/PE bags must not be left in the corridors at any time, for safety and security reasons. **Schoolbags** can be placed in appropriate cloakrooms at break or lunch.
- 2.4 Pupils should not leave money and valuables in cloakrooms, classrooms or changing rooms – the school cannot be responsible for pupils' valuables in school.
- 2.5 Pupils are discouraged from bringing large sums of money to school. Where this is absolutely necessary then pupils may, by agreement, deposit the money for safe keeping with the office.
- 2.6 Listening to music on electronic devices is not permitted during the school day.
- 2.7 Each pupil is expected to have a full PE kit which is only brought to school on the days required.
- 2.8 Graffiti of any kind is forbidden on any part of any book, bag or uniform.
- 2.9 Pupils must not deface school property. Damage caused deliberately or through carelessness or the breaking of school rules must be paid for.
- 2.10 To protect uniforms and school property, chewing gum is forbidden.
- 2.11 Books used in school are not free – they are on loan. Books which are damaged or lost must be paid for.

2.13 MOBILE PHONES

The use of mobile phones in school present significant health and safety and Child Protection issues for pupils and significant Human Rights issues for all:

Mobile phones are not permitted. An exception may be made in special circumstances e.g. when pupils are involved in a school trip where the time of return is uncertain. Otherwise, a pupil carrying a mobile phone will have the phone confiscated and held in the school safe. The phone will be available in the school office for collection by the parent at the end of school.

- If a mobile phone goes off in class or if a pupil is seen with a mobile phone the phone will be confiscated and retained in the school office. Parent/Guardian will be contacted to arrange for collection. After school detention issued.
- If a pupil uses a mobile phone in class or otherwise misuses it e.g. takes photographs, they will be dealt with under our Referral Flowchart.
- Any pupil wishing to contact home must only do so using the phone in the office and after they have obtained permission.
- In an emergency situation, a pupil may seek permission from a teacher to use a mobile phone under supervision in school or on school activities where contact with a family member at home is an urgent necessity. In exceptional circumstances a parent/guardian can apply to the Principal for a phone pass.
- The school will not take any responsibility for phones lost or stolen in school.
- Parents should not contact pupils in school by text, voicemail or telephone call to their son/daughters mobile phone.

SECTION 3- HEALTH AND SAFETY RULES

3.1 Late to school

All pupils must be at their registration room for 9am. Latecomers must report to the Office.

3.2 Illness and Accidents

If you feel unwell or have an accident, you must tell a teacher straight away. Normally you will be sent to the School Office where a trained First Aider will take care of you. If you are too ill to remain at school or if hospital treatment is necessary, then your parents will be contacted to make suitable arrangements.

3.3 Medicines

If you need to take medicine at school, you should bring a letter from your parents stating when you need to take it. Your medicine must be left with the school office. The only exception is if you have an inhaler for asthma. It is important that your PE teacher and/or sports coach is shown your inhaler at the start of each session. If you have an allergy that requires an epi-pen or you use a device for diabetes – IT IS IMPORTANT THAT YOUR PARENT/CARER CONTACTS, THE SCHOOL SO A CARE PLAN CAN BE PUT IN PLACE FOR YOU.

Please do not ask for aspirin or other tablets at school; we are not allowed to give you any medicines.

3.4 Signing Out

It is best to make medical appointments outside school hours. If you must leave school during the day for any reason, then please bring a note from you parents. The note must be signed by a member of SLT first thing in the morning and brought to the office when you are signing out of school.

If you return to school later on the same day, then you must sign in again in the school office. If your appointment is early on you should plan to return.

Under no circumstances should you leave the school or go home without permission.

3.5 **Absences:** After an absence from school you must bring, on the day of return, a note signed by your parent/carer, stating the reason for the absence. This should be handed to your Form Teacher. In the event of the absence exceeding 2 days, your parent/carer should inform the school.

It is the responsibility of the pupils to 'catch up' on work missed up to one week and the teacher will assist the pupil to catch up on the work if the absence is more than one week.

CORRIDORS AND CLASSROOMS.

3.6 Pupils should **walk on the left-hand side** of the corridors and stairway. Running in the corridors or on the stairs is strictly forbidden to help ensure the safety of all.

3.7 Pupils should not enter the classroom until instructed by the teacher. Line up in **single file** outside each room.

3.8 Pupils should not be in corridors or cloakrooms when classes are in session. 8th year cloakrooms are out of bounds at lunch time unless the weather is very severe.

3.9 Break time – no pupils upstairs or in the corridors.

3.10 Pupils are encouraged to access toilets during scheduled breaks during the school day. - break and lunch. Lessons straight after break or lunch should have no requests for permission to go to the toilet. At other times it is at the discretion of the class teacher. Parents /carers are asked to communicate any special toileting needs to the school so discrete arrangements can be put in place.

3.11 Pupils must respect all Health and Safety regulations unique to each room and corridor. They must not interfere with any health and safety equipment.

3.12 Dining Hall

- a. Proper orderly queues.
- b. Clear table after use and pick up anything which may have fallen on the floor.
- c. Exit by side doors only.
- d. Absolutely no food or drinks to be taken out of the Dining Hall.
- e. Water should not be consumed in the classroom.

3.13 Pupils must not throw anything within the school grounds or premises, Put **litter** in bin.

SCHOOL GROUNDS

The following are not to be brought on to the school grounds:

3.14 Pupils must not bring any dangerous or offensive objects into school e.g. fireworks, stink bombs, knives, cigarettes, e-cigarettes, lighters, drugs and alcohol fall into this category. The school Drugs Policy is available on request.

3.15 Chewing gum is totally **forbidden**.

3.16 Smoking or the use of any intoxicant or drug are strictly forbidden. This includes energy drinks such as Red Bull/Monster (in line with government guidelines)

3.17 Pupils must only use the main school entrance and exit (front gates only)

3.18 **Never** leave school without the permission of a member of the Senior Leadership Team (SLT).

3.19 **Out of Bounds Areas** -

- a. All grass areas to front of school plus all wooded areas;
- b. Staff Car Parking areas;
- c. Bicycle Sheds – except when leaving or collecting a bicycle.

SECTION 4- CLASSWORK AND HOMEWORK

This section is concerned with the provision of a positive learning environment. Pupils are expected to observe the classroom rules, displayed in every classroom

CLASSROOM RULES

1. Arrive to your class on time
2. Come to lessons with homework completed
3. Come to class properly equipped with books and utensils
4. Do not eat in class
5. Put up your hand before answering or speaking
6. Listen carefully to your teacher and follow instructions the first time they are given
7. Treat others, their work and equipment with respect
8. Show respect at all times to your teacher
9. Treat school property with respect
10. Bad/rude language must not be used.

Please . . .

- L** Listen & follow directions.
- E** Enter on time, prepared & ready to learn.
- A** Always try your best and do ALL of the work.
- R** Respect yourself, property & others.
- N** No excuses!

EQUIPMENT, PRESENTATION AND HOMEWORK

Blue/Black ink pen or roller ball	Rubber
Blue or black biro	Ruler
Red biro	Sharpener
Coloured pencils	Pritt Stick
Pencils (including HB and 2H)	

You will be given the textbooks and exercise books you need. Be careful not to lose them as you may be charged for their replacement. Make sure all equipment and clothing have your name clearly marked on them.

Presentation

Presentation of work is always important.

- Do not allow your books to be decorated with stickers or graffiti.
- Take care with layout making proper use of margins and indented paragraphs
- Write with or rollerball pen using blue or black ink and only use colour when this is necessary to aid presentation.
- Check all your work for spelling, punctuation and grammar.

A CHECKLIST FOR YOUR WRITTEN WORK

The following is a list of questions you should ask yourself before handing in **any** form of written work. These questions apply to **every subject** in the school in which you complete written work.

Written work may take the form of projects, notes, reviews, copying up etc.

For numbers 9 & 10 you may wish to refer to review work completed in English.

1. Have I followed the basic rules of grammar and punctuation?
2. Have I checked the spelling of familiar words?
3. Have I checked the spelling of unfamiliar words?
4. Have I presented my work as neatly as possible?
5. Have I proof-read my work to ensure it makes sense?
6. Have I paragraphed my work?
7. Have I shown consideration for the audience of my work?
8. Have I shown consideration of the purpose of my work?
9. Have I followed language features of the text-type?
10. Have I followed layout features of the text-type?

Homework

Homework is both important and necessary.

Use the Planner to keep a check on what you have to do and the date by which it must be completed.

Have your planner signed by a parent/guardian every week.

Try to do your homework at the same time each day in a quiet place where you are free from distraction.

You are likely to achieve more by working regularly for relatively short periods (say 1 hour at a time) than in a single long session when your concentration will lapse.

Above all plan ahead to make the best use of time and do not leave projects, coursework or homework until the last minute!

- If you have a legitimate reason for not completing a set homework a note of explanation signed by your parent/carer should be presented to the teacher concerned.
- Failure to complete homework will result in the application of school sanctions including, for repeated offences, detention and suspension.

SECTION 5-. SELF ESTEEM AND RESPECT FOR OTHERS

- 5.1 Each pupil has the responsibility for projecting a positive image of the school through his/her attitude, speech and conduct as ambassadors for KJHS.
- 5.2 Each pupil should show manners to other pupils, staff and visitors. Rough behaviour or crude, obscene language is unacceptable from our pupils.
- 5.3 Pupils should show mutual respect for others at all times. Common courtesy is expected at all times. Taking part in, or inciting fights is not acceptable.
- 5.4 Bullying of any form is not acceptable. Bullying policy is on website.
- 5.5 All forms of vandalism are unacceptable. Where a pupil is known to have deliberately caused damage to school property another pupil's property or a teacher's property, he/she will be expected to pay for the repair or replacement.

SECTION 6- EDUCATIONAL VISITS

- 6.1 The school rules and sanctions will apply on all school organised visits.
- 6.2 The school standards of courtesy and discipline expected in the classroom also apply when pupils are on educational visits.
- 6.3 When travelling in the minibus or by coach pupils should remain seated, be well behaved and wear safety belts at all times.
- 6.4 Pupils must never distract the driver.
- 6.5 Pupils must ensure that no litter is left on the seats or on the floor of the bus.
- 6.6 Pupils who have been "excluded" through the merit system or are otherwise considered to be a risk may, through their misbehaviour be considered ineligible to travel on a school trip.

TRAVELLING TO AND FROM SCHOOL

Misbehaviour travelling to and from school reflects badly on the School. This is particularly the case where pupils travel by bus. The school therefore reserves the right to impose sanctions upon such pupils.

Implementation Date: 2019/2020

Review Date: This policy will be reviewed academic year 2022/2023