

BEHAVIOUR AND RELATIONSHIPS

Policy Statement



- Contains some modifications to our original Behaviour and Relationships Policy
- Re-written as a result of consultation between staff and the expectations of college governors and parents.
- Incorporates recommendations by the Board of Governors

Summary:

E G Martin
Principal

Additional Notes:

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Ulidia Integrated College BEHAVIOUR POLICY

1 Aims and Principles of the Behaviour Policy

The Behaviour Policy aspires to reflect the aims of the College, which are detailed in the College's 'Mission Statement'. (see Staff Handbook)

It aims to support a College environment, which allows for effective learning and helps to promote responsibility and an understanding of values for our pupils.

Aims

To encourage our pupils as individuals:

- To fulfil their academic potential
- To develop significant social skills and responsibilities
- To support and respect each others cultures and beliefs
- To learn to display consideration for each other and all members of staff
- To show concern for their own possessions and those of others
- To show concern and care for their environment

Principles

- 1: This policy is based on realistic concerns for individual health and safety and a positive approach to provide a caring environment, individual care and supportive responsibility. It fosters the development of pupils by advocating an ethos of encouraging responsible behaviour and 'earned praise' through a system of appropriate rewards.
- 2: A consistent, fair and appropriate manner must be adopted in dealing with discipline problems.
- 3: Pupils should be praised for behaving in a positive manner. A credit system is an integral part of the College's procedures in promoting positive behaviour.
- 4: Teachers and parents should discuss at an early stage, causes for concern and try to resolve situations and modes of behaviour.
- 5: The seriousness of the situation as well as the individual's needs and circumstances will have a consideration on the level of response.
- 6: Pupils who do not comply with positive discipline may have privileges withdrawn or sanctions applied to them.
- 7: The College Staff will be offered the opportunity to take part in a development programme for colleagues who feel that they would benefit from training or guidance in disciplinary matters.
- 8: In order for a discipline policy to be effective there is the need for staff to agree procedures and be consistent in their implementation.

2 BEHAVIOUR

2.1: Atmosphere

A healthy, disciplined atmosphere is a key ingredient in providing an effective and secure learning environment for our pupils. All members of staff must maintain these agreed standards for them to be effective.

Pupils must also be fully aware of any behaviour procedures that involve them. They need to be aware of and appreciate that acceptable standards are expected within the College. They need to know the requirements set by each department or each teacher within the classroom. If they have this awareness and knowledge then they know when they have overstepped these predefined limits. Pupils will be made aware of these standards at the beginning of the school year.

It is important that all members of the College staff uphold the principles and structures of the College's Behaviour Policy.

It is the duty of teaching staff to maintain standards within a classroom and of all staff to maintain the expected standards of behaviour outside the classroom.

2.2: Aims

The aims of this section of the policy are as follows;

- To provide guidance for staff in dealing with situations that may arise in the classroom and outside the classroom
- To highlight the responsibilities of the teacher inside the classroom
- To have a written behaviour policy that can be effectively introduced into our pastoral, academic and administrative structures
- To outline a structure of referral that is effective and manageable
- To provide staff with an outline of their duties and responsibilities in disciplinary matters
- To communicate the use and purpose of the College's system of detention
- To explain the referral system

3 COLLEGE RULES

3.1: Classroom expectations Pupils should:

- Address all staff formally
- Wait in an orderly fashion outside a classroom until they are admitted. No pupil should enter a room without permission.
- Be punctual in their arrival at class or other school activities.
- In the case of lateness to class or school activities, pupils should provide a reason.
- Show respect and consideration for others both inside and outside the College.
- Come to school prepared and with their homework completed.
- Behave safely at break/lunchtimes and not do anything likely to upset or hurt others.
- Work to the best of their ability in class.
- Learn, understand and adhere to the college rules.
- Respect the college environment and those who learn and work here.

(For more detail please refer to the advice printed in the pupil Planner. A photocopy is provided in the appendix to this document)

3.2: Travelling to and from school Pupils should:

- Show courtesy to all members of the public.
- Speak politely at all times.
- Not deface or damage the train or bus and other forms of transport in any way.
- Not smoke, (cigarettes and ecigarettes) or chew gum.
- Refrain from rapping windows.
- Remain seated (if a seat is available), while the train/bus is moving. Only leave their seat when getting off the train/bus or to give their seat up for an elderly passenger.
- Alight from trains/buses only at the point specified on their Translink Pass.
- Place their bags on the overhead racks or keep them on their laps.
- Maintain high standards of behaviour as a member of Ulidia Integrated College.
- Should a pupil misbehave whilst travelling to or from school, disciplinary action will be taken against the pupil.
- If there is space available, pupils must ensure that they catch the first bus from the train station.
- Pupils should make their way directly to school.

3.3: Uniform and appearance

- The College uniform and uniform regulations are compulsory.

3.4: College property

- All property, whether belonging to an individual or the College, should be respected.
- All books belonging to a pupil should be correctly labelled with the pupil's Name, Form Class and Subject.
- College property should not be damaged or disfigured. Wilful damage may be charged to the parents of the pupil who caused it. Litter must be placed in the bins and/or recycling bins provided.
- Pupil Planners remain the property of the school and should be treated accordingly. Pupils will be required to purchase a new planner if they defaced or lost.

3.5: Pupils' property

- All items of clothing and personal property should be clearly labelled.
- Medicines must be left for safe keeping at the Office.
- Lost property will be kept by the College for one month. If the property has not been claimed within this period, it will be given to charity.
- Clothing and personal property is the responsibility of the pupil and must not be left lying unattended in unsupervised areas in the college.

3.6: Pupil welfare

- No pupil should mistreat or bully another member of our College community.
- No pupil should leave the College grounds during the school day without permission.
- All College boundaries should be adhered to at all times - no illegal substances such as alcohol, tobacco, ecigarettes or non-prescribed drugs should be brought into the College or taken on any College based activity or outing.
- If it is necessary for a pupil to leave school premises, the correct channels of communication should be used and they must notify Form Teacher, Year Leader and sign out at the office.
- Pupils must sign back in via the main office if they return after leaving the college.

4 BASIC LEVELS OF BEHAVIOUR FOR PUPILS

The following outlines our **basic** expectations of pupil behaviour:

4.1: Start of Class

- Arrive on time.
- Take off hoodies and outdoor wear. Some subjects may require bags to be left outside the classroom.
- Enter classrooms quietly and go straight to your desk or work area.
- Ensure that you arrive at class properly prepared with all essential books and equipment.

4.2: During the Class

- No pupil, by his or her behaviour, should interrupt the learning of another.
- When the teacher is talking to the whole class, do not interrupt, remain silent and concentrate.
- If a question is asked put up your hand to be invited to speak, do not shout out.
- Remain in your seat unless instructed to leave it by the teacher. Record homework in your "Pupil Planner".
- With the exception of water, no food or drink should be consumed in class without the permission of the teacher.
- Food and drink brought by pupils should be kept in schoolbags in the classroom.

- Do not leave the classroom without the permission of the teacher.
- Finally remember that staff are in the position of parent or guardian while you are in school. This means that:
 - There is no excuse for rudeness, disrespect or insolence towards staff.
 - Any reasonable request from a member of staff should be carried out at once and without argument.

5 SUGGESTIONS OF GOOD PRACTICE FOR STAFF

Remember that 'problems' are normal in an environment where pupils are growing and it is normal that they challenge the boundaries of acceptable behaviour. Our success is tested not by the absence of difficult situations but by the way in which we deal with them.

The majority of our pupils conform and want to co-operate and be part of the College community.

The following suggestions are given to help us all establish and maintain a positive learning environment. They are obvious but it may do no harm to remind ourselves of them now and again. They are given to support all our efforts.

In general –

Acceptable standards of behaviour, work and respect depend on the example of us all.

Good order has to be worked for, it does not just happen

- Set high standards
- Apply rules consistently and fairly
- Don't over-react
- Avoid confrontation
- Listen and establish the facts
- Decide only when certain
- If necessary, apply sanctions

Most important of all

- Show respect in order to receive it.
- Respect every person and treat each individual with dignity.

Relationships are vital

- Take the initiative
- Greet to be greeted
- Speak to be spoken to

5.1: OUT AND ABOUT THE COLLEGE

All contact contributes to informing standards of behaviour. Taking the initiative yourself helps control behaviour. This can be achieved by:

- Firstly be seen to enjoy relating to pupils
- Initiate conversations and greetings
- Deal with all misbehaviour, ignoring misbehaviour condones it
- Set appropriate standards of speech, manner and dress as an example to pupils
- Establish your authority fairly, firmly and calmly

5.2: IN THE CLASSROOM

Work to create and sustain a positive, supportive and secure learning environment. Well prepared stimulating lessons generate positive behaviour and respect. It also helps if you:

- Arrive at class on time.
- Be prepared for the lesson, making use of available resources
- Keep the pupils occupied and motivated
- Differentiate work so that it is presented in a way appropriate for all
- Mark all work promptly and constructively
- Set homework regularly in line with whole school policy
- Allow pupils to participate and feel confident in class discussions
- Maintain an interesting room by regularly displaying pupil work
- Show interest and enthusiasm in the work in hand and in the pupils' learning.
- Are sympathetic, approachable and alert to pupils in difficulty or falling behind.
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice.
- Share any concerns you have regarding pupils' behaviour, progress or development.

DO ALL YOU CAN TO:

- Use appropriate humour - serves to build bridges
- Keep calm - reduces tension

- Listen - earns respect
- Be positive - supports relationships
- Know the pupils as individuals - again, earns respect

DO ALL YOU CAN TO AVOID:

- Humiliating a pupil respect - it breeds resentment and you lose
- Inappropriate shouting - it can diminish you
- Over-reacting - what do you have left for the bigger issues?
- Sarcasm

6 THE PASTORAL SYSTEM

Each pupil belongs to a **Year Group** and subsequently a **Form Tutor Group**. The Form Tutor Group of any pupil should only change during their time at the College in very exceptional circumstances.

The **Form Tutor** is responsible for the pastoral care of their **Tutor Group**. He/she is entrusted with the welfare of the group and the individuals in it, as well as having the responsibility for overseeing and encouraging the academic progress of each pupil in their Form Tutor Group.

The **Year Leaders** manage the Pastoral System, each holding particular responsibility for a Year Group. They in turn report to the **Pastoral Leader** who has responsibility for the development/management of the entire system.

Any queries regarding the pastoral care of pupils should, in the first instance, be directed to the appropriate Form Tutor who will deal with the matter or refer it to the appropriate Year Co-ordinator.

6.1: Responsibilities of Classroom Teachers

Subject Teachers must take responsibility for ensuring good standards within their classroom. To the pupil, the subject teacher is an authority, and the pupils must respond appropriately to his/her actions. All subject teachers must maintain the agreed standards. Failure to do so can confuse the pupils and can also place colleagues in awkward situations, especially when pupils behave the same way in two classes, but, in one of the classes, they are disciplined for their behaviour.

All teachers have the collegiate responsibility of ensuring that the College rules are adhered to outside and inside the classroom. Incorrect uniform, the dropping of litter, fighting or bullying is the responsibility of every member of staff - not just Form Tutors, Year Co-ordinators or Pastoral Co-ordinator. Staff are requested to deal with these problems as they occur, whenever they occur.

The Roles of Teachers within the College Pastoral System

All of us, at some time, need and benefit from appropriate support from our colleagues.

6.2: Classroom Teacher

The Classroom Teacher is initially responsible for dealing with all pupil centred problems that occur within their classroom. The standards of pupil behaviour to be expected within the classroom are described elsewhere.

Initially, if a problem occurs within the classroom, teachers are expected to have made some attempt at correcting the problem(s) before referring the pupil(s) to other members of staff.

Teachers have the use of the pupil's "**Pupil Planner**" to communicate with a pupil's parents if they feel that the matter is significant enough to require comment. Please refer to the appropriate sections on 'communication with parents' in the Staff Handbook.

The **teacher** may also seek advice from the pupil's **FormTutor** who should have a relationship with and knowledge of the pupil and his/her circumstances.

The teacher may further seek advice from their **Subject Co-ordinators/Department Colleagues** in dealing with a particular problem that is caused by inappropriate classroom responses or preparation for that particular subject. The Department should have clear guidelines on its internal discipline procedures.

There may be a situation where the teacher/pupil relationship has broken down. If so, the pupil should be sent with a written explanation to a "Buddy" teacher. At no time should a pupil be placed outside a room or left un-supervised.

Occasionally, when these means have not succeeded in resolving the matter, the Tutor may advise referral to the **Year Co-ordinator**.

This entire procedure is effective if there is openness between teachers. Advice requested in time, and responded to, can often prevent problems escalating.

6.3: The Form Tutor

Problems that have not been resolved by the classroom teacher should be referred to the Form Tutor. The Tutor should have a wide knowledge of the pupils in their Tutor Group and should maintain a record on the progress of each. As emphasised in the Staff Handbook, the Tutor should be the significant adult for each pupil. An effective relationship between pupil and Tutor is the key to the maintenance and development of good discipline within the College.

This is the first line of referral and the Tutor will assist in finding a solution to the problem. As described in the Staff Handbook the Tutor has a series of options

including speaking to the pupil, contacting the Year Leader / Subject Leader and with advice, the pupil's parents.

6.4: Subject Leaders/Teachers with Subject Responsibility

The **Subject Leader** is an additional line of referral, irrespective of whether the problem to be dealt with is 'academic' or 'pastoral' based.

Subject Leader should assist teachers in their Department in dealing with pupil problems. It may be prudent for the Subject Leader, with the teacher, to discuss the problem with the pupil's **Tutor** or advise him/her of the situation and any action taken. Where additional advice is required the Subject Leader should inform the **Year Leader**.

It is important to appreciate that where possible, the teacher must be seen by the pupil as the one who is dealing with the problem. Situations usually cannot be dealt with independently of the classroom teacher.

Subject Leader should have '**discipline matters**' as an item at their regular department meetings. It is particularly important for Subject Leaders to offer support to newly qualified teachers in their department and to be aware of their situation with all their classes.

It is also the responsibility of Subject Leaders to monitor classes being covered by substitute staff and teachers involved in initial training. Substitute staff will be instructed to refer all disciplinary matters to Subject Leaders.

The Subject Leader must ensure that they have clear guidelines on their departmental discipline procedures.

6.5: Year Leader

The Year Leader is there to support situations that have not been resolved by the teacher, the Form Tutor or the Subject Leader.

Year Leaders, if necessary, will speak to the pupil, contact parents or other appropriate agencies, and do what they can to rectify the situation.

Occasionally, the Year Leaders/Subject Leaders, may request that a pupil stay behind after school. This must be agreed at least **24 hours** in advance, either by telephone or by letter with the pupil's parents who have to be in agreement of any re-scheduling of travel arrangements. (A letter must always be sent as a matter of courtesy). This may only **be carried out** by the **Year Leaders/Subject Leaders**.

However, please bear in mind that **Year Leaders** should be informed about all incidents with pupils in their Year Group, irrespective of whether action has been taken or not! Year Leaders maintain their own records on each pupil and these should be accurate and up to date when they meet parents.

When meeting a parent, the **Year Leader** will inform the **Tutor** and if necessary will arrange, where possible, for the Tutor to be present at the meeting.

6.6: Role of Pastoral Leader

The Pastoral Leader is responsible for the co-ordination/management of the College's Pastoral System. He/She will support Year Leaders, Subject Leaders, Form Teachers and Class Teachers in situations that have not been resolved. He/She will contact parents or other appropriate agencies if necessary.

In a disciplinary emergency, the member of staff should phone the office and request the Pastoral Leader's assistance.

The Pastoral Leader is the designated teacher for Child Protection issues.

6.7: Deputy Principal & Principal

The Deputy Principal and Principal will support the Pastoral Leader in his/her duties in managing the College's Pastoral System. If the Pastoral Leader deems it appropriate, he/she may refer matters of concern to the Deputy Principal/Principal. Should the Pastoral Leader be absent from the College, then the Deputy Principal/Principal will assume his/her responsibilities.

6.8: Problems that occur outside the classroom

Sometimes incidents may occur outside the classroom, in the playground or toilets. Pupils involved in such incidents should be dealt with in the same manner as if the incident occurred within a classroom, eg dealt with by the teacher discovering the situation or referred on to either the Form Tutor or the Year Leader as found appropriate. If the Year Leader deems it appropriate the matter may then be referred to the Pastoral Leader.

It must again be emphasised that turning a 'blind eye' to an incident will weaken the authority of the teacher in the eyes of the pupils.

When a teacher tackles a problem, he/she can be assured of the full support of the pastoral system.

Under no circumstances should any pupil subject a member of the College community to verbal abuse.

7 INCIDENTS THAT INVOLVE AN INJURY TO A PUPIL

When a pupil is injured, due to the actions of another pupil, the emphasis must be on ensuring that the injured pupil is taken to the nearest First-Aider, where assistance can be given. Only when this has been done should investigations into the injury take place.

The teacher who reports such an incident must fill out an Accident Report Form, which is held in the Office.

8 PUPIL RECORDS

The need for accurate, relevant and up to date pupil information cannot be over emphasised. In general, information regarding a pupil's academic performance is available from **Subject Teachers**. It is also important that relevant information based on a pupil's overall performance, including 'pastoral matters', is maintained by the pupil's **Form Tutor** and **Year Leader**.

9 PUPIL/PARENT INTERVIEWS & 'INTERVIEW REPORT'

Prior to meeting with a parent/pupil, a Year Leader or Form Tutor will need access to information on the pupil. They may also ask for a quick assessment of the pupil's performance in each subject. It is important that this information is sent on as soon as possible. Summary notes should be made during such interviews and filed with the pupil's records.

10 REWARDS & SANCTIONS

While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school. It is our aim to strike a healthy balance between rewards and sanctions.

Rewards

A system of rewards and incentives, applied with consistency by all of the staff, will help to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. The fact that behaviour and attitudes of this nature are regularly celebrated within the College, reinforces this point.

Some of the Rewards in Ulidia Integrated College

- Positive reinforcement
- Acknowledging and endorsing good behaviour and positive attitudes eg Year Leader postcards, phone calls to parents/guardians
- Positive comments in Pupil Planner
- Credits
- Certificates
- Shared successes / celebration of successes in Assemblies
- Book Tokens
- Vouchers
- School Trips
- Displaying work
- Positions of responsibility e.g., Prefects; Peer Mentors / Mediators; Pupil Council Representatives
- **Omitted**

Each Department has the opportunity to develop its own system and should be outlined in their Department Hand Books. Communication between all members

of staff is essential in ensuring our pupils realise that their good behaviour is noted, acknowledged and appreciated.

Sanctions

Sanctions too, are an integral part of our Behaviour and Relationships Policy. They help to uphold the rules and procedures. They provide pupils with the security of clearly defined boundaries and, in so doing, they encourage appropriate and acceptable behaviour. It is important to ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions.

Sanctions should:

- Be fully understood by all staff, pupils and parents
- Be applied by the staff in a fair and consistent manner
- Be applied as soon after the misdemeanour as possible, not impulsively, but in a calm and measured manner
- Be proportionate to the offence
- Diffuse, rather than escalate, the situation
- Focus on the misdemeanour, rather than the pupil
- Allow the pupil to save face, and encourage a more positive attitude in future
- Take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs he or she may have, the home background and any other relevant information.

Some of the Sanctions in Ulidia Integrated College

- Withdrawal of privileges, for a fixed period of time
- Restriction of access to extra-curricular facilities or activities, for a fixed period of time
- Completion of additional work to compliment or reinforce current studies (not lines)
- A system of detention with suitable notification for parents, adequate supervision and appropriate work set
- A reporting system which allows staff and parents to monitor the behaviour of a particular pupil over a period of time
- The referral of a troublesome pupil to a senior member of staff for reprimand
- Moving a pupil to another seat
- The temporary removal of a pupil from his/her peers into another room
- In some cases, suspension or expulsion following suspension.

Occasionally a pupil may be asked to leave the class for misbehaviour. In such circumstances, the teacher should send somebody to accompany the pupil and indicate exactly where the pupil is to go; this should be somewhere, where there will be supervision. The teacher should send a written referral when time allows and work should be set for the pupil to complete.

The Home, School partnership is vital in securing and maintaining our pupils' good behaviour. It is essential therefore, that we keep parents regularly informed of their child's progress and development within the College.

11 DETENTION SYSTEM

All of the following must be viewed in relation to Article 5 of the Education (NI) Order 1998.

A detention may be held to support the efforts of teachers in maintaining agreed standards within the College and to encourage pupils who may be underachieving.

Classroom teachers or Form Tutors may hold detentions at break time/lunchtime, however they must ensure that the pupil be given time to have lunch. The pupil's **Year Leader** or **Form Tutor** must be informed of such a detention and it should be recorded in the pupil's Pupil Planner so that the parent is aware of the situation.

A Year Leader/Subject Leader/Teacher in charge may detain a pupil after school. This is not an immediate sanction but one that may be thought appropriate. The Pastoral Leader may also deem it necessary to detain a pupil on a Saturday. The following procedures must be followed:

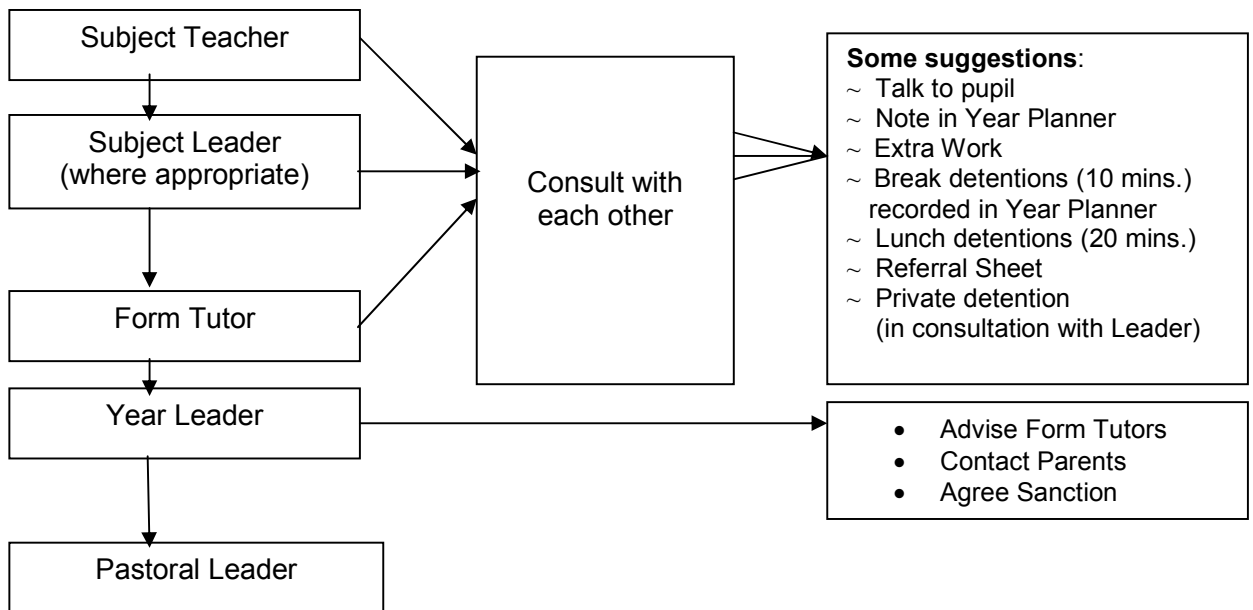
- The parent has been contacted, by phone, at least **24 hours** in advance and has agreed the sanction.
- The travel arrangements for the pupil have been agreed by the parent and are secure.
- A letter confirming the arrangement has been sent home.
- Pupils must never be left in a room on detention on their own. The same responsibilities on the teacher in the classroom also apply to this situation.

(Failure to accept the College's procedures may result in temporary/permanent exclusion)

12. **Appendix 1: BEHAVIOUR & RELATIONSHIPS – REFERRAL STRUCTURE**



Following consultation, the following referral structure is to be adopted to assist with the good management of the Behaviour & Relationships Policy.



**

IN AN EMERGENCY, CONTACT/CONSULT PASTORAL LEADER IMMEDIATELY

ULIDIA INTEGRATED COLLEGE



Girls Uniform

- ◆ **Black** Blazer Polyester mix (with badge sewn in)
 - ◆ **White** school shirt/blouse*
 - ◆ School **grey pleated** skirt or school **grey** trousers
 - ◆ Plain fine burgundy V-neck jumper (wool or courtelle) **COMPULSORY BETWEEN 1ST OCTOBER AND 30TH APRIL**
 - ◆ **Black** 60 denier tights*
 - ◆ **Plain black** shoes **not canvas** (heel height must be less than 5cm)
 - ◆ **Trainers are only to be worn during PE**
 - ◆ School tie
 - ◆ **Plain** black coat (no markings or logos)
- * From 1st May until 31st October the following may be worn:
- **White** short sleeved shirt/blouse
 - Plain **white** ankle socks (one pair) – **Years 8 & 9**
 - 20 denier **black** tights – **Years 10 – 14**

JEWELLERY is not permitted with the exception of a wrist watch

HAIR** should be of natural colouring and long hair should be tied back for practical lessons. Hair accessories must be either plain burgundy or plain black.

MAKE-UP – only light foundation is permitted if any make-up is to be worn. **No nail polish or false nails.**

PIERCINGS – are not permitted

Optional – during winter months only

- ◆ School Scarf
- ◆ Plain Black Hat and Gloves
- ◆ School Waterproof Coat.

For PE only

- ◆ School skort
- ◆ School netball or rugby shirt
- ◆ Black knee-length sports socks
- ◆ School tracksuit
- ◆ **Non-marking laced Training Shoes. No fashion trainers**
- ◆ Shin Guards
- ◆ Mouth Guards
- ◆ **Optional**
- ◆ School Hoodie

Boys Uniform

- ◆ **Black** Blazer Polyester mix (with badge sewn in)
 - ◆ **White** school shirt*
 - ◆ School **grey** trousers
 - ◆ Plain fine burgundy V-neck jumper (wool or courtelle) **COMPULSORY BETWEEN 1ST OCTOBER AND 30TH APRIL**
 - ◆ **Black** school socks
 - ◆ **Plain black** shoes (**not canvas**)
 - ◆ **Trainers are only to be worn during PE**
 - ◆ School tie
 - ◆ **Plain** black coat (no markings or logos)
- * From 1st May until 31st October the following may be worn:
- **White** short sleeved shirt

JEWELLERY is not permitted with the exception of a wrist watch

HAIR** should be of natural colouring and long hair should be tied back for practical lessons. *Razored shapes are not permitted. Hair should be no shorter than a No.2 cut.*

PIERCINGS – are not permitted

Optional – during winter months only

- ◆ School Scarf
- ◆ Plain Black Hat and Gloves
- ◆ School Waterproof Coat.

For PE only

- ◆ School shorts
- ◆ School rugby shirt
- ◆ Black knee-length sports socks
- ◆ School tracksuit
- ◆ Football boots
- ◆ **Non-marking laced Training Shoes. No fashion trainers**
- ◆ Shin Guards
- ◆ Mouth Guards
- ◆ **Optional**
- ◆ School Hoodie

15. APPENDIX 4: DAILY REPORT



NAME: **DATE:**

Period	Subject	Teacher	Punctuality <i>please circle</i>	Homework <i>please circle</i>	Classwork
1			1 2 3 4 5	Y N N/A	
2			1 2 3 4 5	Y N N/A	
3			1 2 3 4 5	Y N N/A	
4			1 2 3 4 5	Y N N/A	
5			1 2 3 4 5	Y N N/A	
6			1 2 3 4 5	Y N N/A	
7			1 2 3 4 5	Y N N/A	
8			1 2 3 4 5	Y N N/A	
9			1 2 3 4 5	Y N N/A	
10			1 2 3 4 5	Y N N/A	

Year Leader's Signature:

Parental Signature:.....

16. Appendix 5: SAM – An Introduction

a) Context

Any young woman who becomes pregnant while still attending school may require a great deal of additional support and resources in order to enable her to continue her education. While becoming a mother is certainly a life changing experience, it does not need to become a life determining one.

The Education Authority is committed to ensuring that support is available not only for the young women and their families, but for the schools with which they are studying. The Education Welfare Service (EWS) employs Project Officers who co-ordinate area SAM provision and oversee the support provided for the young women, offering advice and guidance as required.

The following questions will guide our procedure for dealing with any school aged mum.

In Ulidia Integrated College, we recognise that the response a young woman receives when she first breaks the news of her pregnancy may well determine whether or not she feels it will be possible for her to stay in school. Teachers may be apprehensive about exactly what to say and do, and the school may choose to encourage the young women to approach a designated teacher, such as the Pastoral Leader. The initial challenge is to make this information available in a sensitive and appropriate manner.

Procedures for dealing with S.A.M.

1. If a pupil in the school discovers that she is pregnant, to whom should she disclose that information?

Mrs B Howe

2. How might she know to whom she should speak?

Pastoral Care System

3. What should be the first response of that designated teacher?

Mrs Howe should reassure the young woman that she is welcome to remain at school and that support is available. She should let her know what happens next in terms of who within the school needs to be told and when. She should check what support the young woman already has from peers, family and other health professionals. With the young woman's permission, Mrs Howe should make a referral for SAM provision, following which the EWS Project Officer may refer the young woman for further support if required.

4. Who else needs to know and at what stage?

With the young woman's permission where required, Mrs Howe should only inform staff who teach the young woman, the head of year and the Principal. There is no need to inform anyone else initially, including the other pupils. The young woman will decide the point at which her peers are informed. Mrs Howe should establish whether or not the young woman has informed her family and will act accordingly: either –

- a) *Maintain regular contact with the family to ensure that the young woman's needs are met or;*
- b) *Encourage the young woman to tell the family*

5. Who will undertake a risk assessment for the young woman and at what stage?

The Pastoral Leader should undertake a comprehensive risk assessment in liaison with the young woman's teachers, taking particular account of any field trips or physical activities. Medical advice will be sought should the young woman be scheduled to receive any inoculations.

6. What information is available for the young woman in terms of support available for her through the school?

The school will discuss all available information with the young woman and her family if necessary.

7. What support will be available for the young woman to manage the reactions of others?

The school recognises that a certain level of inquisitiveness on the part of other pupils is inevitable, and subsequent questions and/or comments may be unavoidable. Whilst the school is powerless to avoid any upset this may cause, Mrs Howe should meet regularly with the young woman to provide support and reassurance. Counselling can also be arranged if required.

During pregnancy

1. Who will be the designated Link Co-ordinator for the young woman during her pregnancy?

Each young woman should be supported directly by Mrs Howe unless she specifically requests to receive support from her Form Tutor or Year Leader.

2. How regularly should this Co-ordinator meet the young woman?

The link teacher should arrange to meet the young woman on a weekly basis albeit briefly to check how things are going.

3. What reasonable adjustments might need to be made in terms of uniform, attendance, transport and examinations?

Uniform

The young woman may need to make some or all of the following alterations to her uniform, as her pregnancy progresses:

- *Plain trousers in school grey such as track suit trousers*
- *Flatter shoes than those normally worn*
- *An outdoor coat or jacket which is less tailored than a blazer*

Attendance

- *The young woman may negotiate to attend only when she is timetabled to be in class, and she may request to only attend certain classes in the later months of her pregnancy*
- *Any changes to attendance should be discussed and agreed in advance between the Co-ordinator, the young woman and the Year Leader.*

Examinations

- *The Examinations Officer may apply for examination concessions if the young woman is expecting her baby close to examination dates. Every effort should be made to support the young woman to complete coursework and portfolios in advance of her due date.*

Transport

- *The Link Co-ordinator will request assistance with transport from the EWS Project Officer should they feel that transport difficulties are likely to prevent the young woman from going to school.*

4. What contact will the school maintain with the young woman when she goes on her maternity leave?

Depending on whether or not the young woman is receiving home tuition, the Link co-ordinator should ensure that the young woman has the opportunity to continue working at home as long as she feels well enough to do so. The Link Co-ordinator should also maintain informal contact to minimise the risk of her becoming estranged from the school environment, and to provide support as appropriate.

5. How might the school choose to mark the occasion of the baby's birth?

The school may wish to consider sending a card from all the staff who have been involved in supporting the young woman.

After the baby is born

1. How soon might the young woman return after the baby is born?

The young woman should be welcome to return to school as soon as she feels well enough and has made suitable arrangements for childcare. If the young woman wishes to return before her six week post natal check up, she should be asked to provide a letter from her Doctor to confirm that she is well enough to attend.

2. What concessions might be made for the young woman on her return?

The young woman may need to negotiate a phased return to school in order to facilitate settling the baby with her chosen carer. Any changes in attendance times or patterns should be agreed with the link co-ordinator, the young woman and all other key parties involved in supporting the young woman's return to school. The EWS Project Officer should facilitate the agreement of an 'Education Support Plan' outlining all the agreements reached in terms of attendance, examinations, home tuition and future plans. This plan and all agreed adjustments will be monitored and reviewed on a regular basis.

Once a manageable pattern has been established, the level of support required will undoubtedly reduce, though the Link co-ordinator should continue to monitor the situation, and meet with the young woman informally to ensure that she is coping with her new balance of responsibilities. The EWS Project Officer should maintain contact with the young woman for as long as it remains helpful.

PLANS FOR FUTURE EDUCATION

Expected date of withdrawal from school: _____

Home Tuition Arrangements: _____

Expected date of return to school: _____

Entry for examinations and future study: _____

OTHER ARRANGEMENTS

Identified Support Person/s: _____

Access to toilet facilities/leaving school: _____

School Uniform and materials: _____

SAM Project: _____

Any other relevant issues: _____

INFORMATION HAS BEEN AGREED BY:

School/designated liaison person: _____

Parent/Guardian: _____

Young Person: _____

Education Welfare Project Officer: _____

Home Tutor: _____

(Any Other Relevant personnel) _____

Education Welfare Project Officer

Date