

Our Lady and St Patrick's College, Knock



Positive Behaviour Policy

Policy Details

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
Statutory	4 th June 2025	May 2025	May 2024	May 2026	Ms McCarthy

Related Documents

1. Child Protection/Safeguarding Policy
2. Pastoral Care Policy
3. Addressing Bullying Policy
4. Special Educational Needs Policy
5. Educational Visits Policy
6. Drugs Policy
7. Relationship and Sexuality in Education Policy
8. Suspension and Expulsion Policy
9. Homework Policy
10. eSafety and Digital Technology Policy
11. Communications Policy
12. Literacy Policy
13. Numeracy Policy

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1. Mission Statement, Vision Statement and Key Values

Mission Statement: 'Our Lady and St Patrick's College, Knock cares for young people in a way that encourages them to develop to their full potential within a supportive Christian community. We seek to prepare our students to play an active and responsible role in society, and to use their talents for the service of others.'

Vision Statement: 'Excellence through Care'

Our six **Key Values** are: Care, Honesty, Respect, Inclusion, Safety and Trust.

This Positive Behaviour Policy is based firmly on these Key Values and the Statements of Principle outlined below.

We acknowledge that every individual in the College community is worthy of unconditional respect. We recognise the right of every individual to be educated and to educate in a safe and caring environment. We seek to uphold that right and to provide such an environment for students and staff alike.

2. From Values to Statements of Principle

Care: At OLSPCK, as a Catholic College, we seek to nurture a **caring culture** of supported ambition. We have high expectations with respect to behaviour and the hard work that is required for all to realise their full potential. Everyone in the College will be supported to meet these expectations in a caring environment. We show our care by being sensitive to one another's differing emotional and practical needs and by being committed to meeting those needs with positive support.

Honesty: At OLSPCK, we seek to create a **culture of honesty** in all our relationships. Honesty is a fundamental value that is essential for building trust, fostering healthy relationships, building teams and promoting personal growth. Cultivating honesty as a value requires being truthful, practising self-reflection, building trust and being accountable.

Respect: At OLSPCK, we embed the value of **universal respect** in all that we do. Each member of the community is respected for the different contributions each of them brings to the life of the College, as a student, teacher, member of staff, parent or other stakeholder. We show our mutual respect by engaging with one another in ways that demonstrate our willingness to listen to differing views and to consider all matters together in a patient, reflective and considerate manner.

Inclusion: At OLSPCK, we are **fully inclusive** of all and we celebrate together our diversity and our commitment to equality. Inclusion demands that there is a level playing field for all to achieve, regardless of natural privilege or social position, and for each to realise their full potential. We create an inclusive culture by taking positive action that seeks to overcome any obstacles that make it more challenging for some to achieve self-confidence, self-respect and self-esteem as a result of social circumstance or bad fortune.

Safety: At OLSPCK, everyone enjoys the right to work, study and play in a **safe**, caring, respectful, trusting and inclusive **environment**. If each of us does not feel safe, then we cannot benefit from the efforts we are making to embed our other key values into our culture. We show our commitment to safety by demonstrating very clearly that socially unacceptable or bullying behaviour towards any other member of our College community will not be tolerated.

Trust: At OLSPCK, we create an **atmosphere of trust**. If we are to flourish, we all need to feel confident that we can be trusted to contribute positively in our differing ways to the life of the College. We show our trust by treating everyone with consistent fairness, by respecting confidences and the privacy of others, and by demonstrating that openness and honesty will be rewarded with warm support.

3. Aims

- To promote a collective sense of responsibility among all students and staff for upholding high standards of behaviour.
- To create a positive, well-ordered and safe environment in which effective learning and teaching can take place.
- To promote mutual respect between staff and students.
- To encourage positive, respectful attitudes towards others, both in the College and in the wider community.
- To work in partnership with home to help encourage high standards of behaviour.
- To prevent and address bullying behaviour.
- To foster a sense of pride in being a Student of Knock.
- To develop students' self-discipline and sense of responsibility by promoting independence, resilience, self-esteem and self-regulation.
- To develop students' social skills, learning skills and organisational skills.
- To ensure consistency in the administration of rewards and sanctions.

4. Links to Other College Documents

- College Rules/Routines for Students
- Classroom Code of Conduct
- Code of Conduct for Corridors
- Consequences and Rewards (CARE) Scheme
- Stepwise Approach to Student Behaviour Management
- Code of Conduct for Students/Leaders on an Educational Visit
- Student Planner
- Staff Handbook
- Tutor Handbook
- Standby Tutor Handbook

5. Context

This policy has been developed within the context of current legislation, policy and guidelines including:

- Welfare and Protection of Pupils, Education and Libraries NI Order 2003 (DE Circular 2002/13)
- Pupil Participation (DE Circular 2014/04)
- Safeguarding and Child Protection Guidance for Schools (2017/04) (updated 2024)
- Suspensions and Expulsions (DE Circular 2021/04)
- Restraint and Seclusion (DE Circular 2021/13)
- Inspection and Self-Evaluation Framework (ISEF)
- Safeguarding Proforma (ETI)
- The Human Rights Act (1998), (NI 2000)
- The SEND Act (NI) 2016
- The Addressing Bullying in Schools Act (Northern Ireland) 2016
- Promoting Positive Behaviour (DE, 2001)
- Every School a Good School (DE, 2009)
- Children and Young People's Emotional Health and Wellbeing in Education Framework DE (2021/02)
- EA Positive Behaviour Policy Resources

All stakeholders were consulted on and agreed the Statement of Principles in 2021. The development of the Positive Behaviour Policy is an ongoing focus of the School Development Plan 2023-2026, with 'A Focus on Improving the Student Experience' identified as Whole-School Priority 2. Action Plan 2.2 identifies a comprehensive review of the Positive Behaviour Policy and the associated reward system as key areas for development. Students and staff were surveyed about their views in May 2024 and this extensive survey will form part of the stated development.

Training for all staff has taken place on the subject of identifying and addressing the underlying cause of challenging behaviour. This is consistent with the requirements outlined in the ETI Safeguarding Proforma. The Pastoral Team has attended courses about using a restorative approach to student behaviour. Staff are also required to ensure that they adopt a trauma-informed response to challenging behaviour.

6. Roles and Responsibilities

Subject Teachers

Subject teachers are responsible for managing the behaviour of their classes. They are encouraged to use the Stepwise Approach to Student Behaviour Management and the Consequences and Rewards (CARE) Scheme in order to regulate and modify the behaviour of students in the classroom. The Subject Teacher may wish to involve the Head of Department when disciplinary issues persist in the classroom. The Subject Teacher should refer any student whose behaviour or work is persistently unsatisfactory to the Tutor.

Consequences/Sanctions to be used by Subject Teachers:

- A note to parents in the Student Planner
- Parental Support Letter
- Extra work related to the subject, e.g. vocabulary or an essay (350 words maximum)
- Consequence Point recorded on SIMS

Tutors

Students whose behaviour is persistently unsatisfactory or who have an unsatisfactory record of work, attendance or punctuality should be referred to the Tutor. Tutors will deal with such issues by means of individual interviews, counselling, target-setting, communication with parents and/or parental interviews. If a Tutor finds there is no improvement within 2 weeks, or if the issues are presenting in a number of subjects, the student should be referred to the Head of Year.

Additional consequences/sanctions to be used by Tutors:

- Lunchtime Detention

Heads of Year

The Head of Year will deal with such issues by means of individual interviews, target-setting, counselling, communication with parents, parental interviews and/or Positive Behaviour Plan. Heads of Year will regularly monitor the Consequences and Rewards (CARE) Scheme in order to identify students whose behaviour is persistently unsatisfactory.

Additional consequences/sanctions to be used by the Heads of Year:

- Lunchtime Detention
- Positive Behaviour Plan
- After School Detention

Heads of School

If a Head of Year finds there is no improvement, the student should be referred to the Head of School. The Head of School will deal with such issues by means of individual interviews, target-setting, counselling, communication with parents, parental interviews and/or Positive Behaviour Plan.

Outside agencies may be involved when appropriate.

Consequences/Sanctions to be used by Heads of School

- Lunchtime Detention
- Positive Behaviour Plan.
- After School Detention

Counsellors/Pastoral Support Team/Additional Support/Learning Support Coordinator

One of the strategies used to promote positive behaviour is to refer students whose behaviour is persistently concerning to the Counselling Service or the Pastoral Support Team in the College. The Pastoral Leads will link in, as appropriate, with the HOPE counsellor or the Time to Talk Team to facilitate an option of support which might be required by a student. Where a student is on the SEN Register their PLP will be considered when managing their behaviour.

The College has an extensive Mentor Programme. Mentors provide support through well-being drop-ins. The Addressing Bullying Mentors are also available to provide support to younger students who experience friendship issues or bullying concerns. Occasionally, a Harmony Room pass may be issued to help a student who is finding it hard to self-regulate.

Vice Principal (Pastoral Care)

Heads of Year and Heads of School liaise directly with the Vice Principal (Pastoral Care) over serious or persistent breaches of discipline, and serious or persistent work-related issues. Consideration will be given to a student's wider pastoral needs and the Pastoral Team will take a holistic and trauma-informed approach to meeting those needs.

Serious misdemeanours should always be referred to the Vice Principal (Pastoral Care). The Principal will be kept informed.

The Principal

A student may be suspended from the College only by the Principal in accordance with the College's Suspension and Expulsion Policy.

Board of Governors

A student may be expelled from the College only by the Board of Governors in accordance with the College's Suspension and Expulsion Policy.

Note: The Principal and the Chairperson of the Board of Governors will be defined as including any other person who is for the time being performing those duties.

Parents/Carers

Close cooperation between home and school is essential in order to maintain high standards of behaviour. Parents/Carers have the right to expect timely and adequate information from the College, to be given the opportunity to present their views to College staff and to be confident that their children are being treated fairly and with respect by College staff. In turn, parents are asked for their support and cooperation when College staff are dealing with disciplinary matters.

Parents/Carers are expected to ensure that their child:

- Attends school regularly;
- Arrives at school punctually for Registration at 9.20 am;
- Attends throughout term times;
- Wears full College uniform;
- Abides by College Rules and Routines;
- Completes all homework set;
- Shows respect to all others in the College Community.

Parents/Carers are encouraged to liaise with their child's Tutor where they have concerns about his/her pastoral needs. Parents/Carers should sign homework and the Student Planner when requested to do so as an indication that they support subject teachers' efforts to maximise academic performance. When a student is placed on Positive Behaviour Plan parents are expected to sign the Plan every day. Parents/Carers are strongly encouraged to download the School Gateway App. This can be used to communicate a reason for absence or lateness. It is useful for observing how a child is progressing within the context of the College Consequences and Rewards (CARE) Scheme. Where it is deemed necessary to issue a detention, communication will be issued via the School Gateway App. The message on the App will be sent the day after the detention has been issued. It is expected that the student will have already informed his/her parent about the impending detention. An acknowledgment of receipt of the message on the School Gateway App will confirm parental awareness of the detention.

College Prefects

Senior Prefects are appointed in Year 14. Bus Prefects are appointed in Year 13. After training, they help with the supervision of students on school buses and at other times when required. Senior Prefects report students to the Vice Principal (Pastoral Care). They are not permitted to impose sanctions.

7. A Student of Knock: Ready, Respectful and Responsible

Ready

To be **ready for learning**, I will ...

- do my best to attend the College every day, arriving at the College and every class on time
- wear the correct and smart uniform at all times
- have the necessary equipment for each of my lessons, including my Student Planner
- have completed my assigned homework for all my lessons
- contribute to a positive learning environment by following classroom procedures

Respectful

I will **respect all members** of the College community by ...

- being polite, kind and well mannered at all times
- following the instructions of all staff
- listening to and respecting different views in our inclusive College culture
- supporting and caring for my fellow students

Responsible

I will show **responsibility** by making positive choices, ...

- as an engaged and motivated learner, striving to work independently and collaboratively
- taking care of all College facilities and reporting any issues to a member of staff
- adhering to College Policies including on Drugs, Safeguarding and eSafety
- only using mobile devices when instructed by staff
- moving calmly and safely in and outside of the school building
- behaving safely when interacting with all members of the College community
- only entering areas I am permitted to enter
- demonstrating leadership by being an upstander instead of a bystander
- telling a member of staff if something is wrong
- representing myself and the College positively both inside and outside school
- making every effort to participate in school life in order to enhance it for everyone

8. Rewards

An effective Positive Behaviour approach should help students to develop in the following areas:

1. Their organisational skills
2. Their social skills
3. Their learning skills

A Student of Knock should be Ready, Respectful and Responsible. As part of this approach, students will be awarded badges to reflect these three key areas.

Positive behaviour should be encouraged and reinforced by appropriate rewards. Rewards may take many forms including:

- Encouraging comments made verbally or written on students' work.
- Positive comments on Lesson Monitor.
- Positive comments in the Student Planner.
- Public words of praise given in the classroom or at Assembly.
- Positive postcards from a member of staff to the student.
- Recognition of achievements either at Assembly, in Communiqué or on College social media.
- The introduction of Ready, Respectful and Responsible badges for students in Year 8-12. These badges are awarded based on the number of Achievement Points given to a student over the course of the academic year.
- Excellence Awards at the Junior and Senior School Awards Ceremony.
- Display of students' work either in the classroom or on plasma screens or on corridor noticeboards.

- Use of school reports to comment favourably on academic work, behaviour, attitude, attendance and involvement in College life.
- Value-based awards.
- #teamknock awards.
- Honours Tie.
- Other staff recognition awards as guided by the Pastoral Team and Principal.

Heads of Year and Heads of School will monitor Achievement Points and respond on an individual/year group basis as to the recognition or reward needed.

9. Sanctions/Consequences

Teachers have authority to discipline students for unacceptable behaviour which occurs in school and, in some circumstances, outside school. Teachers have authority to discipline students who break the College Rules or who fail to follow a reasonable instruction. Teachers have authority to discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on educational visits. Classroom Assistants and other support staff who work with our students will work in partnership with teaching staff to ensure high standards of behaviour are upheld.

Sanctions must be proportionate to the misdemeanour. In determining whether a sanction is reasonable, account must be taken of the student's age and any special educational need or disability he/she may have.

Members of staff who deal most frequently with disciplinary issues, i.e. Tutors, Heads of Year, Heads of School and the Vice Principal (Pastoral Care) will determine the appropriate sanction for misdemeanours.

The College uses the following range of sanctions:

- Reprimand and warning
- A note to parents written in the Student Planner or on a piece of work
- Sanction essay
- Application by staff of Behaviour Points on SIMS as outlined in Appendix 1
- Loss of privileges, e.g. use of the Sixth Form Recreation Room
- Lunchtime detention - this can be issued for a one-off incident where College Values are breached
- After-school detention - this can be issued for a serious one-off incident where College Values are breached
- Attendance at school during INSET training/student holidays
- Remuneration for damage to the property of another student
- Restitution, e.g. cleaning up mess/graffiti.
- Restriction to a defined area in school or on the bus
- Removal of privileges (extra-curricular activities/school trips)
- Not permitted to represent the College on sports teams/extra-curricular activities
- Disciplinary meeting with the Principal and Vice Principal
- Alternative transport arrangements
- Suspension
- Expulsion

10. Organisational Skills and the Completion of Homework

Being well organised is a vital skill for success. From Year 8, students are encouraged to prioritise their organisational skills and the completion of homework. Regular homework is central to student learning and maintaining high standards within the College. It helps to create a climate conducive to effective learning and teaching for all. Timely completion of homework promotes self-discipline, organisational skills, personal responsibility and independent learning. If a student is not completing homework regularly the matter must be addressed both at home and in school.

As per Appendix 1 (Page 11), students who miss homework deadlines will receive lunchtime/after school detentions and parents will be informed. College staff will work in partnership with home when supporting students to fulfil their academic potential. Parents will be invited to attend an interview with the Head of Year/School when a pattern of concern exists. At this meeting, strategies will be explored to elicit a more positive attitude from the student to the completion of homework. The College reserves the right to explore a full range of sanctions where a student is not engaging with homework on a consistent basis.

11. How to Raise a Concern or Make a Complaint about the Administration of this Policy

If you have a concern or complaint about the administration of this policy, please contact Ms McCarthy, Vice Principal, in the first instance. If necessary, you may then access and follow the College's Complaints Procedure which is available on the College website at www.knock.co.uk. Should you remain dissatisfied with the College's response after completing the internal complaints procedure, you can bring your complaint to the Northern Ireland Public Services Ombudsman within six months. Contact details for the Northern Ireland Public Services Ombudsman are provided on Page 11 of the Complaints Procedure.

Signed: Mr Leo O'Reilly
(Chairperson of Board of Governors)

Date: 4th June 2025

Signed: Miss Deborah McLaughlin
(Principal)

Date: 4th June 2025

Behaviour Points: Ladder of Sanctions

This ladder outlines the escalating sanctions based on student Behaviour Points to ensure consistent and fair responses to poor or challenging behaviour. The system is designed to encourage students to reflect on their behaviour and provide opportunities for improvement.

Points Range	Behaviours	Sanction/ Intervention	Staff Responsible	Action Details
0	Minor disruption in class: ➤ calling out ➤ lateness ➤ persistent talking ➤ incomplete homework ➤ low level disrespect	Early Intervention	Classroom Teacher	Addressed in class Private conversation with the student, restorative questioning Log on SIMS/CPOMS
1 - 3	Continuous minor disruption in class: ➤ calling out ➤ lateness ➤ persistent talking ➤ incomplete homework ➤ low level disrespect	Early Intervention	Classroom Teacher	Addressed in class Private conversation with the student, restorative questioning Log on SIMS/CPOMS
4 - 7	Repeated low-level concerns. Ongoing behaviour issues: ➤ calling out ➤ lateness ➤ persistent talking ➤ incomplete homework ➤ low level disrespect	Verbal Reminder/ Reflection	Tutor	Tutor Counselling - interview with student Low-level behaviours recorded on SIMS and CPOMS Tutor (HOY) to telephone parent, if necessary, or message via App
8 - 10	- Ongoing/serious behavioural issues - Persistent misconduct or poor behaviour - Persistent lack of homework	Lunchtime Detention	Head of Year	Logged on SIMS/CPOMS Parent informed via App Telephone call if necessary
11 - 15	- Lack of engagement despite earlier interventions - Serious or repeated misbehaviour - Persistent lack of homework	After-School Detention(s)	Head of Year & Head of School Pastoral Support Coordinator	Parental telephone call and/or meeting Positive Behaviour Plan discussed
16 - 20	- Lack of engagement despite earlier interventions - Serious or repeated misbehaviour - Persistent lack of homework	Positive Behaviour Plan	Tutor & Head of Year Pastoral Support Coordinator	Daily monitoring, goals set, review weekly
21 - 25	- Lack of engagement despite earlier interventions - Serious or repeated misbehaviour - Persistent lack of homework	Positive Behaviour Plan	Head of School/ Vice Principal (Pastoral Care)	Weekly review of the Positive Behaviour Plan with student Communication with parent

College Rules/Routines for Students

The College is committed to providing a positive, well-ordered and safe environment in which effective learning and teaching can take place. As representatives of Our Lady and St Patrick's College, Knock, students are expected to show respect and behave responsibly at all times, both in the College and in the wider community. They should avoid saying or doing anything which may bring the College into disrepute. All students must adhere to the College Rules and Routines. College expectations of positive behaviour extend to students travelling to and from the College.

1. POSITIVE BEHAVIOUR

- a. Students may not use the name of the College for events, or in any other circumstances, unless they have obtained permission from the Principal.

2. UNIFORM

- a. Students must wear the full uniform in the College, going to and from the College and at all College functions and representative events, unless otherwise permitted by the Principal.
- b. Students must adhere to the College regulations regarding their personal appearance as stated in the Uniform Policy.
- c. Students returning home after extra-curricular sporting activities are permitted to wear full uniform or the College PE Uniform.

3. TRAVEL

- a. When travelling on school buses students are required to remain seated, wear a seatbelt (if available) and take direction from Prefects.
- b. Students who wish to drive cars or ride bicycles or motorbikes to the College must apply for permission using the appropriate form obtainable from the Students Office. Students must observe all rules stated in the Application to Bring a Car to the College. Students who park on College grounds do so at their own risk. The student must display an approved Parking Permit on the dashboard of the vehicle.
- c. Parking spaces for students are limited. Where a space cannot be found the student should park legally off College grounds. The College accepts no responsibility for loss or damage to vehicles parked on College grounds.

4. SCHOOL ROUTINES

- a. Students must walk on the left-hand side of the corridor.
- b. Students are required to arrive at the College at or before 9.20am for Registration. Students must enter the College via the Students Entrance beside Languages.
- c. Students who arrive after Registration must firstly report to the Students Office, sign in and report to their Head of Year immediately.
- d. Students must attend all classes or study periods as set out in their timetable.
- e. Students are not permitted to enter a classroom without a teacher's permission. They must line up in single file in the corridor.
- f. Schoolbags, books, PE kit, etc. should not be left on the floor in corridors. Students must use the designated bag store for their year group and ensure that their bag is placed securely on the shelves provided.

- g. Students are forbidden to leave the College grounds for any reason between the time they arrive (by bus/car/foot) and the end of the school day (3.35pm).

5. TOILETS

- a. Students must only use the designated toilets for their year group.
- b. Students may visit the toilets during break/lunchtime or before Registration. Permission from a teacher is required at other times.
- c. PE toilets are only to be used by PE students during their PE class.

6. ABSENCE

- a. Students who are absent for any reason must ensure that their parent communicates a reason on the School Gateway App on the day of absence. If a message not received by 9.20am the App will automatically generate a message to the parent.

7. EARLY DEPARTURE OR FEELING UNWELL

- a. Students who need permission to leave the College during the school day must not leave the College without taking the following steps:
 - If leaving the College early to keep a medical appointment, their parent/carer should use 'Advise of Future Absence' facility on the School Gateway App.
 - The student must sign out in the Early Departure Book outside the Students Office before leaving the College. If returning the College after an appointment, the student must sign the Late Book outside the Student Office to indicate that he/she has returned to school.
 - If a student does not have a signed written note or a parent/carer has not notified the College via the School Gateway App, he/she must report to the Head of Year and the parent will be contacted to confirm the request for them to leave. A written note should be provided to the Head of Year the following day.
- b. Students who feel unwell should alert their class teacher who, if necessary, will contact the College First-Aider. Students should otherwise remain in the classroom until break/lunchtime and report to the Medical Room for assistance at the start of break/lunchtime. Students should not contact their parents prior to reporting to the Medical Room. College staff will contact parents. Students who need to take medication in the course of the school day should report to the Medical Room.

8. LEARNING AND JCQ GUIDELINES

- a. Students must participate fully in the learning activities devised by their teachers. This includes engaging in online learning, when appropriate, and completing homework assignments to a high standard.
- b. It is the responsibility of a student who misses class for any reason, e.g., music lesson, sport, to find out what work he/she has missed and to catch up both on classwork and homework.
- c. College IT facilities must only be used in line with the College eSafety and Digital Technology Policy including Acceptable Use of Digital Technology - Students.
- d. Students are required to adhere to all JCQ guidelines for examinations, coursework and controlled assessments. In particular, all students in Years 8-14 should not copy work or make their work available for copying to other students.

9. PROPERTY

- a. Valuable items should not be brought to school. The College does not assume any responsibility for loss of, or damage to, students' personal belongings.
- b. Textbooks are the property of the College. They must be kept in good condition and returned to the College when requested.
- c. Any accidental damage to College property must be reported immediately to a member of staff.
- d. Students who vandalise College property or the property of staff or other students may have to pay restitution in addition to any other sanction applied.
- e. Students must have their names inscribed on the following items:
 - all books and stationery
 - all items of clothing
 - PE uniform and footwear
 - calculators and pencil cases
 - schoolbags
 - USB pens

10. MOBILE PHONES

- a. Students are forbidden to contact their parents by means of their mobile phone during the school day. Should they need to contact parents, this can be done through Reception.
- b. Mobile phones/digital devices must not be switched on at any time during the school day with the following exceptions:
 - Year 13/14 students may use mobile phones/digital devices in the Recreation Room and the Study/Library for educational purposes only.
 - Students may use mobile phones/digital devices in class for educational purposes if directed by the class teacher.
- c. Students are forbidden to take photographs or recordings with mobile phones/digital devices except for educational purposes under the direction of a teacher.
- d. Mobile phones must be left on the teacher's desk when leaving class to visit the toilets. Mobile phones should be collected at the end of class.

11. DINING HALL AND STUDENT PURCHASES

- a. In the Dining Hall, students are expected to line up in single file and cooperate with/show respect to all supervisory staff.
- b. Students are responsible for clearing their table at the end of every break/lunch.
- c. Students are forbidden to buy any item from each other or sell any item to each other while in school, on the school bus or at the bus stop unless permitted to do so by a teacher.

12. EXTRA-CURRICULAR ACTIVITIES

- a. Participation in extra-curricular activities, including sport, is a privilege extended to students. This privilege may be withdrawn by the appropriate Head of School/Vice Principal if a student fails to apply him/herself fully to academic study, fails to meet the standard of behaviour expected of students or behaves in an inappropriate manner whilst participating in extra-curricular activities.
- b. Students who are selected to represent the College in extra-curricular sport must wear the full College PE Uniform. Students who do not adhere to the above will not be permitted to represent the College.

13. COLLEGE PREMISES

- a. Ball games may be played only in the designated areas (3G pitch, basketball court, table tennis, grass pitch). Students must follow Rules for 3G Pitch and appropriate footwear must be worn at all times. Students must only enter the grass pitch/3G pitch area when a supervising member of staff is present.
- b. Students must put all litter into the bins provided.

14. OUT OF BOUNDS

- a. Students are not permitted to be in the College outside school hours (8.30am-3.35pm) unless supervised by a member of staff. Students who have received permission to remain on College grounds outside school hours are forbidden to leave the College grounds until they are ready to return home.
- b. The areas stipulated below are out of bounds to students, unless under the supervision of a member of staff. These include:
 - Grass pitch
 - 3G pitch
 - Bus area
 - Tennis courts
 - Wildlife gardens
 - Amphitheatre (including the roof terrace)
 - The area behind Technology
 - The area behind the Sports Hall
 - The area between the 3G pitch and Gilnahirk Primary School/Gilnahirk Road
 - The PE corridor

15. PROHIBITED ITEMS

- a. Illegal Drugs/Solvents/Alcohol: In accordance with the College Drugs Policy, students are forbidden to be in possession of or to have used or consumed illegal drugs, solvents or alcohol either in the College or travelling to and from the College and at any College-related function. Any infringements of these rules are regarded as serious and will result in disciplinary action and possibly expulsion.
- b. Students are forbidden to bring to the College any item that is not required for their work in the College. In particular, they are forbidden to have in their possession the following items:
 - knives
 - vapes
 - cigarettes, tobacco, nicotine containing products (e-cigarettes), alcohol, illegal substances
 - matches or lighters
 - laser pens
 - chewing gum
 - computer games
 - nail polish
 - whistles
 - energy-drinks
 - water balloons/pistols

These rules are subject to amendment by the Principal. In all cases, the Principal reserves the right to apply what she considers to be the most appropriate sanctions in relation to any incident/behaviour which is deemed unacceptable.