

INTEGRATED COLLEGE DUNGANNON

**PASTORAL CARE/
BEHAVIOUR MANAGEMENT/
ANTI-BULLYING POLICY**

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In consultation with Staff, Parent Council, Student Council & Behaviour Support Team

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INTEGRATED COLLEGE DUNGANNON

SECTION 1: PASTORAL CARE POLICY

‘Students at the heart of the College’

AIMS

In our whole-school positive behaviour policy, we seek to create a climate within the college that will:

- ✓ Safeguard and promote the welfare of students
- ✓ Promote learning for all
- ✓ Make it easier for the teachers to teach effectively
- ✓ Enhance the students’ self esteem and foster self-respect and respect for others
- ✓ Encourage the students to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour
- ✓ Develop the students’ interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict
- ✓ Have the endorsement and active support of parents.
- ✓ Promote the use of Restorative Justice to repair relationships at all levels, when they break down

We at ICD have the highest expectations for our students, and believe that if given encouragement, praise and opportunity, every student should be able to:

- Apply themselves to the task, and work to the best of their ability
- Respect the views, ideas and property of others
- Recognise that everyone has a right to share in the lesson, and contribute where appropriate
- Co-operate with all staff, and with their peers on shared activities
- Be courteous and well-mannered to all
- Recognise that they have self worth in the college community
- Strive to become independent and show initiative.

Pastoral Care is not a frill or option; it is the oxygen essential for the learning process to occur. McGuinness (1989)

1. RATIONALE

At ICD we define Pastoral Care as the created ethos through which our students develop and learn to their optimum potential. We provide the opportunity for **all** students to develop into responsible, self-aware, confident and capable young people, equipped to cope with the challenges of the 21st century.

Our college accepts that Pastoral Care must form the basis of and permeate all aspects of the curriculum.

2. COLLEGE VISION AND VALUES

As part of the College Vision Statement we:

- Pursue students' personal, social, physical and emotional development
- Educate and cherish all children equally
- Promote positive behaviour in the student

3. ETHOS

Ethos is an intangible concept with a tangible effect. At ICD, we create a positive and caring environment by:

- Promoting a culture of Restorative Justice
- Promoting a sense of belonging to our college community
- Developing high internal self-esteem.
- Developing an atmosphere of mutual respect and caring
- Highlighting that we all must be sensitive to the needs of others
- Creating an explicit Pastoral Care programme which allows for a fair and equitable exchange of views/ideas/attitudes, etc. in an atmosphere of trust
- Creating confidence and independence of thought
- Implementing a Behaviour Management policy which creates a full sense of justice and fair play amongst our college community
- Providing opportunities for every person to succeed and to be affirmed in their self-worth and self-awareness
- Promoting positive relationships at every level
- Affirming and actively promoting staff to develop positive attitudes towards themselves and to the students in our care
- Working with parents for the mutual benefit of all
- Establishing and maintaining links with the wider community

4. WHAT IS PASTORAL CARE IN ICD?

Integrated College Dungannon is an all-ability and student centred College that recognises the value of each member of the College community. Central to maintaining this ethos, is our

pastoral care provision that focuses on individual students, their development, learning and achievement.

Pastoral Care is the responsibility of every member of staff in the College. We all have a role to play and cannot ignore issues or concerns surrounding the students in our care.

Students need to grow and develop their self-esteem, confidence and independence whilst respecting the needs and beliefs of others. Students need a positive atmosphere of care and respect; they should be happy and safe at our college. They need to develop the skills required to make the transition from a young person in Year 8 into a young adult by the time they leave, in order that they can deal with the rigours of adult life.

It is very important that our pastoral care provision reflects the college ethos, creating an atmosphere in which our students feel secure and valued and encourages them to develop socially and intellectually. Our College is built on mutual respect, whilst ensuring that our students are protected against physical, social, emotional and intellectual harm.

We also have a responsibility, under the Health & Safety at Work (NI) Order 1978, to protect the health, safety and welfare of our staff. Any student guilty of verbal or physical aggression towards staff will be dealt with in line with our Behaviour Management Policy.

ICD promotes a restorative approach to Pastoral issues.

5. RELATIONSHIPS

Excellent relationships develop in an atmosphere of mutual respect.

Our College works towards creating opportunities where mutual respect can grow and develop. We aim to create a caring, empathetic and secure environment where our young people can develop positive relationships.

6. RESTORATIVE JUSTICE

All staff & students at the college have been trained in the use of Restorative Justice for the resolution of conflict situations and to repair relationships at all levels, if they have broken down.

The basic principles are as follows:

- Everyone has a chance to be heard.
- Victims can tell offenders how they have been affected.
- No-one is judged.
- Conflicts are resolved in a safe environment.
- College members find a peaceful way forward with each other

(See Appendix I for the Restorative Justice Questions, Page 42)

7. RELATED SCHOOL POLICIES

This policy is set within the broader school context of pastoral care and as such should be read in conjunction with the following school policies:

- Behaviour Management
- Personal Development
- Child Protection
- Safe Handling
- Anti-Bullying
- Drugs and Alcohol Abuse
- First Aid
- Storage and Administration of Medication
- Citizenship
- Health and Safety

8. PROVISION OF PASTORAL CARE

Pastoral Care is provided in four main categories with a degree of overlap between categories, i.e.

- a. Via the curriculum and extra curricular activities – whole classes and large groups
- b. Via case work and internal support to individuals and small groups
- c. Via liaison with external agencies
- d. Via one to one counselling.

Various forums such as Parents' Council, Students' Council, Pastoral Development classes, Year Assemblies and External Speakers supplement pastoral provision.

9. PROFESSIONAL COUNSELLING

The value of professional counselling should never be underestimated as the mental and emotional health of our students is paramount. A counsellor can offer immense support to a young person who needs help and guidance. Our school enlists the support of a Professional Counselling Service to assist our young people to develop towards a more concise and definitive awareness of self. Students are regularly reminded in assemblies how to access the counsellor.

10. RISK ASSESSMENTS

A Risk Assessment is done on any student who is deemed to be a risk to him/herself, others or property. The parents are informed of this and copies are given to the Principal, Year Head, Form Tutor (and SEN Assistant, Social Services, Behaviour Support Team – if applicable).

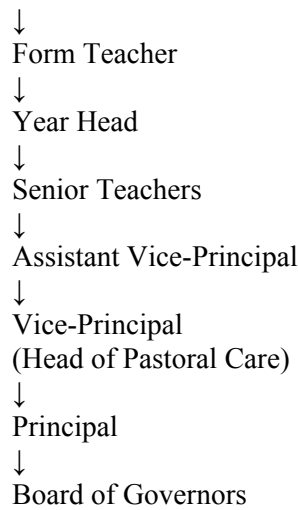
11. SCHOOL-AGED MOTHERS

If a student at ICD becomes pregnant, we work closely with Social Services and other external agencies such as SAMS (School Aged Mothers Project). EOTAS to ensure that the student's learning needs are still met. We liaise with home tutors and provide schemes of work, text books and offer a reduced timetable to the student. A Health & Safety Plan is also put in place for the student and all staff are informed.

12. ICD PASTORAL PATHWAY

Responsibility for the care and welfare of students rests with all staff through our pastoral pathway as follows:

Support staff / subject teachers / classroom assistants



NB Parents are involved at every stage, if and as appropriate.

13. OUTSIDE AGENCIES INVOLVED IN COLLEGE PASTORAL CARE IN ICD (this list is not exhaustive).

- EOTAS (SELB)
- Child Protection Team (SELB)
- College Counsellor
- Health Visitor/School Nurse/School Dental Service
- Social Services
- Education Welfare Officer
- Women’s Aid
- Menssana – Mental Health
- School Psychologist
- Parents Advice Centre, Dungannon
- Local Clergy
- Community Police – (Juvenile Diversion Officer)
- SELB Pupil Personal Development Service
- Careers Office
- Adolescent Partnership Armagh (ADAP)
- South Tyrone Hospital
- Bocombra House
- SEN – Office at SELB
- Diamond House Family Resource Centre, Moy
- Various helplines – names and contact numbers displayed on student notice boards
- Community GP
- Child & Family Clinic
- ‘Love for Life’
- Adapt – Eating Disorders
- SELB Autism Advice and Information Service

14. MONITORING/EVALUATION AND REVIEW

This College recognises and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we follow the procedures for self evaluation as outlined in the DE document ‘Together Towards Improvement’.

This policy will be reviewed annually.

SECTION 2: BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

The Behaviour Management Policy reflects the values, beliefs and morals of the college, and underpins the College Vision. It aims to provide an environment for effective learning and help develop responsibility and values in students.

All students are subject to the college Behaviour Management Policy. When applying the policy all aspects of student needs are considered.

POSITIVE BEHAVIOUR

Behaving in a positive and respectful way is crucial to the social and personal development of our students. It is essential in helping them develop as responsible, independent young adults, able to play a full and caring role in our community.

Approaches to behaviour should be restorative.

All members of staff concentrate on encouraging students to develop as responsible, self-motivated young people who respect themselves, others and the property of others. A positive approach is pursued in the classroom and in the college generally.

KEY ELEMENTS OF POSITIVE BEHAVIOUR

1. TEACHERS HAVE SELF ESTEEM

Teachers act as role models for students. By having self-esteem, teachers show students how mature people interact with each other.

2. PERSONAL RELATIONSHIPS

Good relationships at all levels are an essential element of positive behaviour. These are encouraged between students, teachers, parents, etc. At a personal level, teachers may encourage good relationships with their students by e.g.

- Using Restorative Justice
- Chatting to them informally
- Sharing a sense of humour
- Taking a personal interest in as many students as possible
- Listening to what they have to say
- Considering their intentions as well as their actions
- Planning lessons carefully and organising and managing the classroom efficiently

Many of these elements occur during curricular lessons. However, these are built on through our commitment to extra-curricular activities.

3. UNDERSTANDING STUDENTS

Teachers foster good relationships with their students. They have an understanding of them which goes beyond knowing their names and their abilities in a particular subject. It is unrealistic for each teacher to have detailed knowledge and understanding of every student they, but it is important that one teacher, e.g. Form Tutor, does have such information.

4. SPECIAL NEEDS

In accordance with the Special Educational Disability Order 1995 (SENDO), the College takes a student's special needs into account, making reasonable adjustments, where appropriate. The student will, however, be subject to the basic structure of this Behaviour Management Policy and may incur the same sanctions as other college students where appropriate.

STAFF RESPONSIBILITIES FOR BEHAVIOUR MANAGEMENT

SUBJECT TEACHER	First contact, the student should be warned of their behaviour.
FORM TEACHER	Speak to/counsel the students, pointing out the consequences of their action. Inform parents, by phone/letter. Put on Form Tutor Target Card Letter home warning of the seriousness of the situation and that it will be referred to the Year Head (positive rewards and letters/calls home).
YEAR HEAD	Gathers all information from the Form Tutor. Speak to/counsel the student. Closely monitor their progress, possibly on Year Head Target Card Letter home from Year Head outlining procedure to date and stating that next referral is to the Head of Pastoral Care. Discussions with Form Tutors (positive rewards and letters/calls home).
VICE PRINCIPAL (Pastoral Care)	Invite parents in to discuss progress. Behaviour Contract/ Zero Tolerance Contract. Counselling and development of an Individual Behaviour Programme (IBP) (in consultation with the SENCO – if applicable). Contact range of external support agencies.
PRINCIPAL	Further interviews with the parents and student and application of college Behaviour Management Policy.
BOARD OF GOVERNORS	
Note:	It is important that a good working relationship is developed between staff and students. Also all interviews, counselling sessions, contacts with home etc. must be recorded and filed. Outside support agencies such as board officers, charities, local services and educational and social services may be used but should be sanctioned by the Principal. Serious incidents can bypass some levels of this model, but if this happens all staff concerned must be informed.

GOVERNORS' STATEMENT OF AIMS AND PRINCIPLES OF BEHAVIOUR MANAGEMENT POLICY

INTRODUCTION

This Behaviour Management Policy reflects the values, beliefs and morals of the college and underpins the College Vision. It aims to provide an environment for effective learning and help develop responsibility and values in students.

AIMS

To encourage:

- Academic achievement
- Social development
- Responsibility
- Friendliness
- High self-esteem
- Mutual respect
- Courtesy
- Kindness
- Enthusiasm
- Communication
- Respect and value for self, others and property
- Acceptance

Our behaviour management is built on the model of restorative justice aiming to create a conflict-free environment, conducive to learning and education.

INTEGRATED COLLEGE DUNGANNON

THE LEGAL REQUIREMENTS

The Education Reform (NI) Order 1989 SI 1989/2406 (NI 20)

(1) The scheme of management for every grant-aided school shall provide –

(a) for it to be the duty of the principal to determine measures (which may include the making of rules and provision for enforcing them) to be taken with a view to –

- (i) promoting, among pupils, self-discipline and proper regard for authority;
- (ii) encouraging good behaviour on the part of pupils;
- (iii) securing that the standard of behaviour of pupils is acceptable; and
- (iv) otherwise regulating the conduct of pupils;

(b) for it to be the duty of the principal, in determining any such measures –

- (i) to act in accordance with any written statement of general principles provided for him by the Board of Governors; and
- (ii) to have regard to any guidance that the Board of Governors may offer in relation to particular matters;

(c) for it to be the duty of the principal to prepare a written statement of such measures and to secure that –

- (i) a copy of that statement is given (free of charge) to the parents of all registered pupils at the school; and
- (ii) copies of that statement are available for inspection (at all reasonable times and free of charge) at the school;

(d) for the standard of behaviour which is to be regarded as acceptable at the school

- (i) to be determined by the principal so far as it is not determined by the Board of Governors.
- (ii) in its application to a voluntary school to in Article 11 (8) of the principal Order paragraph (1) shall have effect with the substitution for references to the Board of Governors of references to the person approved in relation to that school by the Department under the said Article 11 (8).
- (iii) in its application to a technical secondary school conducted in association with an institution of further education, paragraph (1) shall have effect as if –
 - a) any reference to the scheme of management for a school included a reference to the articles of government of the institution
 - b) any reference to the principal of a school included a reference to the principal of the institution; and
 - c) any reference to the Board of Governors of a school included reference to the governing body of the institution.

COLLEGE PROTOCOL

1. COURTESY

- a) All members of staff should be addressed formally.
- b) Students should wait in an orderly fashion outside the room until the teacher arrives.
- c) Students should show respect, courtesy, good manners and consideration for others both inside and outside the college.

2. PUNCTUALITY

College opens at 8.30am; there is no teacher supervision before this time. It is the responsibility of each student to be at registration at 8.55am and go to each class punctually. Teacher supervision ends at 3.35pm, except for students attending Extra Curricular Activities or Homework Centre.

3. UNIFORM AND GROOMING

School uniform is compulsory, and students are expected to be neat and tidy at all times.

N.B. If a student is wearing our college uniform, then the college has responsibility for and jurisdiction over his or her behaviour. The college may therefore formally suspend a student for poor behaviour to or from school.

UNIFORM

Grey college skirt (length no shorter than two inches above the knee).

Girls are permitted to wear trousers but these must be grey in colour and must not have flared legs (or boot legs).

Shirts should be tucked into the students' skirt/trousers.

Ties are to be worn throughout the school day, though it is recognised that they may be tucked in at certain times due to the nature of some subject areas. Ties should be knotted the correct way, with the wide end of the tie just above the waistband.

Black shoes are compulsory (no more than a two inch heel).

Boots (on/over the ankle) are not permissible unless for a medical reason.

White socks cannot be worn.

Dark coats with hoods are suitable.

When inside the college buildings, coats/fleeces should be placed in the student's schoolbag, where they can be collected at break and lunchtime should the weather demand it. No fleeces/coats are to be worn in assembly or in class.

Only the college scarf is permitted.

Hats and caps are not part of the uniform, and are not allowed.

College tracksuits are permitted. These can be worn during PE time, at sporting events within school, or on specified sporting trips. At all other times full school uniform is required.

Correct college PE kit must be worn. No alternative football shirts/shorts/tracksuits are permitted. Trainers should only be worn for PE purposes. At all other times throughout the day, shoes must be worn.

Students are encouraged to place Day Glo strips (for safety) on their bags and overcoats.

JEWELLERY/MAKE-UP

Jewellery, earrings and body piercings are not allowed.

- Students are not permitted to get piercings done during the college year and If a student is wearing a piercing in college they shall be asked to remove this. **NB: Students will be placed 'Out of Circulation' until they are able to remove piercing/s, for Health and Safety reasons.**
- Only natural make-up is allowed (students will be asked to remove heavy make-up using make-up remover wipes).
- Nail polish/nail art is forbidden (students will be asked to remove it using nail polish remover).
- A watch may be worn.
- Only approved badges may be worn.

HAIR

Hair should be neat and tidy. Only natural hair colours are permitted and no shaved or partly shaved heads are acceptable. Failure to comply with these rules could lead to internal suspension and loss of privileges to go on college visits.

4. SCHOOL PROPERTY

School textbooks must be covered and properly cared for.

All books should be clearly labelled with the student's name.

Textbooks must be returned at the end of the year.

Students should have a strong bag for carrying books and other equipment. Plastic bags are unacceptable.

Students must not damage or disfigure college, staff or other students' property. Any wilful damage to college property must be paid for.

All litter should be placed in the bins provided.

5. STUDENTS' PROPERTY

All items of clothing and personal belonging should be labelled clearly.

Money and valuable articles should not be left unattended.

The college will not accept responsibility for loss of personal property.

6. COLLEGE CONDUCT

Students must behave in a way that ensures their own and others' safety.

Smoking and the use of alcohol or any illicit/illegal substance is strictly prohibited.

Students may not eat or drink in class.

Chewing gum within college premises or on college visits is forbidden.

The following are serious breaches of conduct and will be dealt with severely:

- Sectarianism/Discrimination
- Smoking
- Vandalism
- Destruction of property
- Theft
- Fighting
- Bullying
- Unauthorised absences from college
- Disrespect to any member of college staff
- Use of alcohol or illegal substances
- Disruption /poor behaviour in the classroom or during examinations
- Other offences as deemed serious by governors and SMT.
- Videoing staff or students using any recording device
- Possession or use of fireworks

7. COLLEGE BOUNDARIES

Students must remain within the college grounds, away from out of bounds areas, at all times unless under staff supervision.

8. ABSENCES

The College will not excuse students for domestic/social reasons:-

- Appointments (dental, medical) should, where possible, be made outside college hours, and the college must be informed in advance.

- Students who have been absent must bring a note to their Form Tutor on the morning of their return to college. Parents should phone in (if possible) if their son/daughter is absent.
- Students must not leave the premises during the school day without permission from the Principal or his delegate.
- Family holidays should not be taken during term time.
- Students leaving college during the day must have a note and be signed out at the main office by an adult.

9. HOMEWORK

- 1 Homework instructions should be clear, given in written form and should not just be communicated verbally.
- 2 Teachers/assistants should endeavour to oversee the writing of homework instructions into homework diaries. Students should also record when the homework is due in the space provided. Students may be asked to show completed diaries to their teacher as they exit.
- 3 Teachers should ensure that homework instructions are understood before the students leave the room.
- 4 Students may be appointed to help other students take note of homework details.
- 5 Classroom assistants should check that their students have clearly recorded homework details before checking the details of other students.
- 6 Homework instructions should be given at an appropriate time in the lesson to ensure that all students have ample time to record details.
- 7 Where 'revision' homework is set, precise details should be given.
- 8 Students in years 8-12 must complete the diary and ensure that the diary is, on a regular basis, presented for checking by their parents/guardians and form tutor (who should identify who needs a new diary etc).

10. LUNCHES/CANTEEN

Students who go home for lunch should bring a written request from a parent at the beginning of the school year.

Students should eat their lunch in the canteen.

Students using the college canteen must:

- attend at the correct time
- line up as directed and behave in an orderly fashion
- consume all food and drink in the canteen
- all cutlery and trays should be returned as requested
- all wrappers, cans and litter should be put into the bins provided.

11. BUSES

We expect our students to follow the college routines for leaving the college at the end of the college day and maintain the same standard of courtesy and behaviour on their journey to and from college as they show in college. Failure to do so may result in a verbal warning, followed by a written warning and ultimately, removal of their bus pass.

12. STUDENTS REPRESENTING COLLEGE

Students are representing the college at all times when in college uniform. These include:

- travelling to college, during college and returning home from college;
- while on college / educational trips;
- while representing the college in inter-school activities and competitions;
- at Parents' Evenings / Open Nights.

While representing the college, students should maintain a high standard of courtesy and behaviour and keep all college rules.

Failure to do so may result in reduced opportunities to represent the college at inter-school

activities, or withdrawal from college trips for a period of time.

13. CONFISCATION POLICY

If a member of staff has cause to confiscate an item belonging to a student they should

- a) place the item in a confiscation envelope available from the main office - details to be written on the envelope
- b) place the envelope in the college safe
- c) inform the student as to how to recover the item - it must be signed for on the envelope
- d) keep a note of details of the confiscation
- e) Mobile Phones should only be confiscated until 3.30pm that same day. If a mobile is repeatedly confiscated due to misuse i.e. videoing staff or students in college, or 'cyber bullying'. The parent will then be informed to collect the phone from the College Office. **NB:** The Police may also be contacted in such incidences.
- f) Students should not use any technology that will record images or sound. If a student is using a camera phone during college hours, the college may confiscate this phone and if necessary, hand it over to the PSNI to be used as evidence. Phones in these cases will be returned to parents only.
- g) Students should eat and drink in designated areas. **NB: Food or drink being eaten by students outside of these areas may be disposed off at the discretion of the member of staff on duty.**

14. CLASSROOM PROTOCOL

- a) Enter and leave the room according to the college protocol
- b) Raise your hand to get the teacher's attention rather than shout out
- c) Only leave your seat under direction from the teacher.
- d) Always have the necessary resources for each lesson (books, pen, pencil, ruler, rubber etc)
- e) No eating or drinking
- f) Complete all work set by the teacher
- g) Record all homeworks in your homework diary
- h) Permission to use the toilet during class time will normally only be given to students with a medical note or at the teacher's discretion.

15. REMOVAL FROM LESSON PROCEDURE

Teaching and learning is paramount at the college. The option of removing a student from a lesson should be used when all other strategies within the lesson have been exhausted and when the teacher has tried to engage the student in his/her learning and used strategies as suggested in the College Handbook's 'Behaviour and Consequences' document. All attempts should be made to engage the student in the existing lesson as the best form of classroom management. When the situation arises that the learning of the vast majority of students is being disrupted and a student is to be removed from a lesson, ensure that:

- The teacher has implemented lesson strategies to engage the student in work and minimise disruptive behaviour;
- All attempts have been made to defuse the situation;
- The student leaves the lesson with a College Note (using triplicate book) and is accompanied by either a member of staff or a trusted student to reception, where a member of the office staff will sign one copy of the note, fill in the Behaviour Management Report on SIMS for the relevant student and send the student on to an appropriate member of staff. **Do not dismiss a student from your lesson unaccompanied.**
- **Under no circumstances, should a student be left unattended outside a classroom door.**
- Where possible, the student should be given work to complete;
- If a student refuses to leave the room, the teacher should contact a member of SLT for assistance;

- On return to the class, the student should be re-engaged into the lesson, using Restorative Justice, at a time convenient to the teacher.

Furthermore, all removals from class will be monitored in order to gauge where levels of support need to be implemented.

NB: Health & Safety is a priority at the college. Should a situation escalate, where Health & Safety is an issue, it is acceptable to have the student immediately removed from your lesson (by another member of staff or SMT).

NB: If a student is constantly disrupting the learning of others, they will be kept ‘out of circulation’ until a parent/guardian can attend a meeting with a member of SLT.

16. ‘GET OUT OF CLASS’ CARD

Some students with particular behavioural needs are given a ‘Get Out of Class’ card by the Head of Pastoral Care. This is a strategy whereby the student can show this card to a teacher and be allowed to leave the room and go straight to see the Head of Pastoral Care to give ‘cool off’ time to the student and allow him/her to discuss their needs and avoid a major situation/confrontation in class.

Parents are made aware that their child has this card, which is only to be used when absolutely necessary.

Regular abuse of this card will result in it being removed from the student.

The Head of Pastoral Care keeps a list of all students to whom a ‘Get Out of Class’ card has been given.

17. TOILET PASS

A toilet pass is given to any student upon presentation of a medical note, which states that the student needs instant access to toileting facilities at any given time. Students present this to staff when needed and may leave the class instantly to go to the toilet. The Head of Pastoral Care keeps a list of all students to whom a toilet pass has been given.

18. EXITING POLICY

An Exiting Policy exists for each student at the college who has the tendency to walk ‘off-site’ without permission. These policies are distributed to all interest parties and give staff guidance, as to what should be done and who is to be contacted, in a bid to keep the students safe.

19. RAISING STANDARDS FOCI

During each week of the college year, we focus on one of eight foci to help all students concentrate on a particular area, ie

- | | |
|-------------------------|--------------------------------------|
| 1. Respect for all | 5 Protocol/ Behaviour & Consequences |
| 2. Uniform | 6 Punctuality |
| 3. Use of Mobile Phones | 7 Homework |
| 4. Food & Litter | 8 Readiness to Learn |

The students are reminded of the week’s foci at each assembly and break registration and parents are informed by letter of the rolling programme at the start of each academic year. Sanctions may apply where students do not adhere to the protocol of each focus.

INTEGRATED COLLEGE DUNGANNON

REWARDS

Students are expected to always show respect for themselves and all other people and their surroundings, hence producing a safe, hygienic and pleasant environment.

To achieve this:-

1. Students should be aware of college protocol.
2. Students are encouraged to develop a sense of responsibility and community.
3. Factors contributing to a positive approach include:
 - (i) promotion of personal and social qualities
 - (ii) developing a pleasant learning environment.
4. Students should help to create a pleasant learning environment, for example, by displaying their work and using litter bins.

REWARDS

- (a) When a student has made a favourable contribution to or for the college, this should be recorded and placed in their file. All staff have a responsibility to ensure that this process operates efficiently.
- (b) Student Achievement Notice Board.
Any student showing excellent progress or achievement will have their story profiled on Student Achievement Notice Board.
- (c) Letter/postcard home to parents re. good behaviour, work, etc.
- (d) Class of the Month/Student of the Month/Most Improved Student.
Awarded half termly by Year Heads on the basis of attendance, punctuality, class-work, homework, behaviour and class participation.
- (e) Letters home to Student of the Month and Most Improved Student recipients.
- (f) Rewards given at year/full assemblies and Prize Day.
- (g) Sticker charts/prizes.
- (h) Oral praise.
- (i) Positive comments on work.
- (j) Principal's regular 'Praise' and 'Ready to Learn' Assemblies (and presentation of vouchers).

SANCTIONS

PARENTS TO COLLEGE TO MONITOR BEHAVIOUR

Where a student's behaviour has not improved through a range of sanctions - internal reports, Behaviour Contract - a parent or guardian may be invited to come into college and accompany the student throughout the day(s).

ACTIONS AND SANCTIONS

Should a student break college protocol, the following actions will be taken in a graded order, starting at a point commensurate with the behaviour.

Not all steps are taken in order, sanctions used are contingent on the situation.

- a) Verbal reprimand by class teacher.
- b) Temporary removal from class or activity (removal under supervision), recorded in withdrawal file.
- c) Referral to Form Tutor - note reprimand/sanction in incident book.
- d) Letter noting reprimand/sanction to be sent home by Form Tutor and signed by parent. (Copy to Principal and vice versa.)
- e) Form Tutor may place student on Form Tutor Monitor. If no progress is evident then:
- f) Referral to Year Head. Talk to parents/guardians to explain procedures. May place student on Year Head Target Card.
- g) Vice Principal invites parents in to draw up, with student, a Behaviour Contract which is monitored daily.
- h) Referral to Principal and involvement of parents.
- i) Reduced opportunities for student to represent college, e.g. on college trips or sporting teams.
- j) Suspension from college facilities e.g. play area, dining room/canteen.
- k) Lunch time detention.
- l) In-school isolation.
- m) 'Cool off day' (student remains at home for 1 day – no paperwork to SELB).
- n) After college detention.
- o) In-college suspension - student to college on a day other students are off e.g. Staff Development Day.
- p) Zero Tolerance Behaviour Contract (any breaches will result in the student being sent into parental care)
- q) Suspension
- r) Expulsion.

NB

- Continued failure to meet the standards of behaviour which the college requires, will lead to telephone advice/consultation with the Behaviour Support Team (SELB).
- A student will be placed on the Code of Practice (Stage 1) once they are placed on Form Tutor or Year Head Target Card. The student will be placed at Stage 2 when they are on the Vice Principal's Behaviour Contract and Stage 3, once the Behaviour Support Team become involved with the student.

(Additional Explanations)

BREAK DETENTION

- Operates daily for the minor offences in college. Students are placed in this detention at the discretion of the classroom teacher.

LUNCHTIME DETENTION

- Any student given a lunchtime detention will be notified the day before the detention.
- Students are to report to the specified room where they are supervised and given work to do.
- Every student will be given time to eat their lunch.
- A record of students in lunchtime detention is kept in the relevant file.
- Students in lunchtime detention should bring in a lunch or buy/get a sandwich from the canteen at breaktime.
- Failure to attend lunchtime detention will result in an After College Detention.

AFTER COLLEGE DETENTION

This is organised by the Head of Pastoral Care.

At least one week's notice will be given to the student and parents in a letter home, noting why the child's behaviour has merited such a serious sanction. Parents may also be telephoned in addition to the letter.

“COOL-OFF” DAYS

A situation may arise in college which demands the immediate removal of one or more students for a time, to allow tempers to cool, or to serve as a warning of the seriousness and unacceptability of certain behaviours. Such an exclusion is not a formal process and must not exceed one day. Principals must inform the Chairperson of the Board of Governors and the Education Welfare Officer. Parents must also be given, in writing, the reasons for the exclusion.

Should it be necessary to send the students home immediately, the student must be delivered by a member of staff into the care of his/her parent or guardian, to whom the “Cool-off letter” should be handed at the same time.

The Principal must keep a record of the circumstances associated with the case and report the matter at the next meeting of the Board of Governors.

Should it be considered necessary to exceed one day, then the procedures for formal suspension will apply.

IN-COLLEGE SUSPENSION

This is not a formal suspension and no paperwork is forwarded to the SELB. It is where a student attends school, in full uniform, for all or part of a day on a Staff Development Day (SDD).

SUSPENSION

Suspension may occur as a result of serious offences e.g.

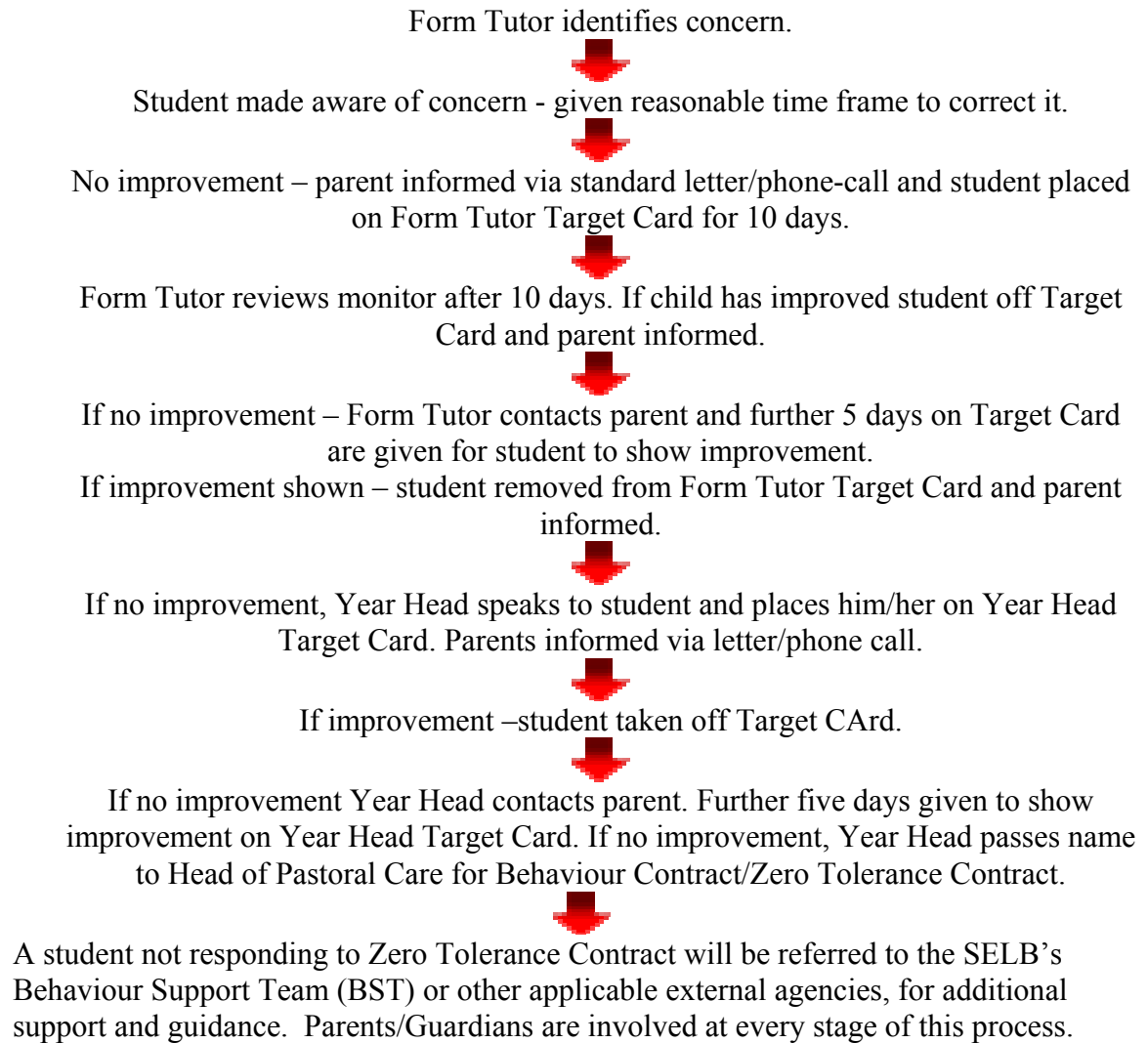
- fighting in school
- serious abuse of a teacher
- sectarian remarks
- possession of/use of fireworks
- possession of drugs/illicit substances

NB This list is not prescriptive. In relation to the possession of/use of fireworks or the possession of drugs/illicit substances, the items recovered along with student/s' details will also be passed on the PSNI.

EXPULSION

Although ICD will do its utmost to support each of our students, we must also consider the health and safety of all members of our college community. As such, the Governors will move to expel any student who has partaken in acts of extreme physical violence/attack or serious vandalism. Expulsion may also be considered for repeated drugs offences by a student (see also the college Drugs and Alcohol Abuse Policy). In this situation, the student and parent/guardian will be invited to a Board meeting before a pre-expulsion meeting takes place.

FLOW CHART FOR STUDENTS ON MONITOR



SANCTIONS DATA

All data associated with college sanctions is collated termly and analysed at Senior Management level. Patterns may be identified therein and action taken to resolve any issues. This information is shared annually with all staff on the August Staff Development Days and with Governors at the first Board of Governors’ meeting in each academic year.

INTEGRATED COLLEGE DUNGANNON

BEHAVIOUR & CONSEQUENCES

1. Lining up outside
2. Taking too long to settle
3. Barging in & late to class
4. Repeating instructions
5. Arguing back
6. Bad language
7. Breach of Classroom rules
8. No homework
9. Forgotten Books
10. Loss of diary
11. Bullying
12. Theft
13. Vandalism
14. Rough play
15. Throwing litter
16. Mobile phones

These suggestions are neither prescriptive nor exhaustive. Teachers are at liberty to use other measures as appropriate.

*** The teacher's 'Ready to Learn' Register should be used in every lesson.**

Suggested action for repeat offenders

- Hold a Restorative Justice Meeting
- Remove student's free time/class privileges
- Speak to student after class & explain rationale & consequences.
- Note/phone-call home
- Speak to Form Tutor/Year Head/SMT
- Place student in lunch detention
- Send student out of class (follow Policy).
- See student at break/lunch to help student understand what they have done wrong
- The college reserves the right to restrict student access to opportunities

(See also Appendix I on p.42 for Restorative Justice Questions)

NO. 1 Lining up Outside

Preventative Measures	Suggested Actions
<p>Make sure previous class is out on time.</p> <p>Be punctual to class.</p> <p>Students observe one-way system</p> <p>Greet class at door.</p> <p>Staff to give reminders of expectations for lining up and entries (may be different in corridors) Use Health & Safety reasoning.</p> <p>Praise class when good entry – helps reinforce importance of rules.</p>	<p>Note names of individuals not following protocol. Speak to them and give verbal warning about repeated behaviour.</p> <p>No general/whole class punishments.</p> <p>Follow on action as per repeat offenders</p>
<p>NO. 2 Taking too long to settle</p>	
Preventative Measures	Suggested Actions
<p>Reinforce what is expected</p> <ul style="list-style-type: none"> - Calm entry in single file - Go directly to desk- coats and scarves off etc.. - Stand behind desk; books out and open - Uniform correct and gum out/phones off - Encourage students to check learning outcomes for that lesson 	<p>Remind student(s) of protocol and why this is necessary.</p> <p>Follow on action as per repeat offenders</p>
<p>NO.3 Barging in and/or late to class</p>	

Preventative Measures	Suggested Actions
<p>Regular reminders of protocol for lining up and knocking door, entry and making excuse:</p> <p>“Excuse me Sir/Miss for being late I was..... Here’s my note”</p>	<p>Remind student of protocol.</p> <p>Get student to tell you what is expected.</p> <p>Ask them to come back in properly, if appropriate</p> <p>If late, find out why / ask for note</p> <p>Follow on action as per repeat offenders</p>

No.4 Not following instructions

Preventative Measures	Suggested Actions
<p>Face students and make sure full class is paying attention.</p> <p>Have clear expectations/guidelines for students regarding different type of instructions – Titles, dates, page numbers, exercise no.</p> <p>Be aware of students’ needs e.g. SEN, EAL.</p> <p>Homework etc all displayed on board/OHP etc.</p> <p>Ensure all students can see and hear you.</p> <p>Instructions regarding behaviour/movement/ H&S etc to be followed on first request.</p> <p>Emphasise importance of good listening skills</p> <p>Use mime & gesture – open book etc.</p> <p>Have calm control manner- issue instruction clearly without shouting. No background noise.</p>	<p>Repeat instruction with reminder about need for good listening skills.</p> <p>Ask student to repeat your last statement.</p> <p>Point to instruction if noted on board.</p> <p>Revise seating plan if needed.</p> <p>Follow on action as per repeat offenders</p>

No. 5 Arguing Back

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Preventative Measures	Suggested Actions
<p>Work hard to get to know your students.</p> <p>Develop positive working relationships.</p> <p>Develop classroom protocol with each set of students and agree consequences. Display these-</p> <p>Foster relationships based on mutual respect.</p> <p>Show through established classroom practice you are fair, firm and consistent.</p> <p>Be obvious about using Restorative Justice.</p> <p>Set a good example for students to follow.</p> <p>Prevent situation by being aware of potential candidates and :-</p> <p>Make them feel welcome Give them respect Keep them engaged and on task Get them to help you in class Use plenty of praise</p> <p>Establish a reward system, that works with each group of students, and use it.</p>	<p>Don't inflame the situation.</p> <p>Choose your battles!</p> <p>Ignore one-off aggravation if you think it's been done deliberately to annoy you.</p> <p>Use humour to defuse situation.</p> <p>Change focus of lesson.</p> <p>Don't argue back.</p> <p>Deal with situation when there is not a full class audience.</p> <p>Don't see it as a battle you need to win.</p> <p>Tell the student that you can see they are not happy and agree a time for them to discuss it with you.</p> <p>Suggest time out for everyone to calm down.</p> <p>Discuss behaviour the next time student returns and re-establish ground rules.</p>
No.6 Bad Language	
Preventative Measures	Suggested Actions

<p>When establishing classroom protocol, make it clear there is no place for bad language in your room or within the college</p> <p>Set a good example by using appropriate language yourself.</p> <p>Students may need reminded that bad language is not appropriate for a school (or any other environment).</p> <p>Same as for arguing back.</p>	<p>Challenge use of language in a non confrontational way.</p> <p>Give alternative words and a verbal warning to student for first offence.</p> <p>Use Restorative Justice to let students know how you feel when they use bad language in your presence.</p> <p>Ask students to write an account of what they said, get it signed by someone at home and return it next day.</p>
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No. 7 Breach of Class Protocol

Preventative Measures	Suggested Actions

<p>Agree behaviour protocol with each set of students.</p> <p>Revisit protocol on a regular basis ensuring relevance and agreement.</p> <p>Apply sanctions in fair, firm and consistent method.</p> <p>Do not show favouritism.</p> <p>Develop positive working relationships.</p> <p>Foster relationships based on mutual respect.</p> <p>Use Restorative Justice.</p> <p>Require students to adhere to protocol consistently.</p> <p>Use plenty of praise.</p> <p>Establish and use rewards system.</p>	<p>Ask student to tell you what they've done wrong.</p> <p>Tell student what they have done wrong.</p> <p>Use non-verbal communication- Look Tap student desk Stand beside /behind student.</p> <p>Challenge in non-confrontational way.</p> <p>Use Restorative Justice to deal with situation fairly and treat student with respect.</p> <p>If it is a Health & Safety issue, – raise your voice, intervene, call for help.</p>
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No. 8 Homework not completed	
Preventative Measures	Suggested Actions
Write homework on board.	Give another chance.

<p>Give ample time to take it down.</p> <p>Ensure students understand work before they leave.</p> <p>Insist all students record homework.</p> <p>Random check that homework is recorded. (Use of SEN assistants)</p> <p>Use reward system to encourage completion of homework.</p>	<p>Complete last night's homework and tonight's for tomorrow.</p> <p>Ring parent and suggest homework club.</p> <p>Send homework returns to Year Head.</p> <p>Use discretion.</p> <p>Send letter home.</p> <p>Message home via homework diary (to be signed).</p>
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No.9 Persistently forgotten books	
Preventative Measures	Suggested Actions
Remind students what they will need for next lesson/period of time – write it on	ACDT according to department guidelines.

board/visual.	<p>Class teacher informs parents/guardians</p> <p>Students makes notes on file paper and teacher keeps them until can be stuck into book.</p> <p>Keep spare texts in room.</p> <p>Keep student with you at breaktime/part of lunch to copy missed notes into books.</p>
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No. 10 Loss of Homework Diary

Preventative Measures	Suggested Actions
<p>Form Tutors check and sign diaries weekly.</p> <p>Induction booklets to underline importance of use of diary.</p> <p>Explain diary procedure to Year 8 parents at Parent’s Night</p>	<p>Write homework information in classwork book.</p> <p>Pay £2.00 for replacement.</p> <p>Subject teacher should let Form Tutor know Homework Diary is missing.</p> <p>Form Tutor to ring home/send letter if diary missing for long period of time.</p>

No. 11 Bullying

Preventative Measures	Suggested Actions
<p>Induction talks – explain what to do.</p> <p>External speakers to PD Assemblies/Anti-Bullying workshops.</p>	<p>Information sharing around staff.</p> <p>Restorative meetings with victim/offender.</p>

<p>'Buddy' systems in place.</p> <p>Anti-bullying information leaflet to parents.</p> <p>Anti-bullying ethos promoted through college and media.</p> <p>Student led assemblies on Anti-Bullying</p>	<p>Parents brought into school.</p> <p>Work done with offender –SELB Pupil Personal Development Service.</p> <p>Follow Anti-Bullying Policy</p> <p>Counselling for bullied and bully.</p> <p>Letter of apology</p> <p>Follow as per repeat offenders and in addition:</p> <ul style="list-style-type: none"> • ACDT • Cool-off • In-College Suspension • Suspension • Expulsion
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NO. 12 Theft

Preventative Measures	Suggested Actions
<p>Be vigilant.</p> <p>Store things carefully.</p> <p>Close windows and lock doors when you exit the room.</p>	<p>Investigate thoroughly.</p> <p>Get witness statements where possible.</p> <p>Contact SLT for advice if necessary.</p>

<p>Note who you lend items to.</p> <p>Do not leave keys/valuables on desk/in view (including laptop computers).</p>	<p>Inform parents/ Form Tutor/ Year Head.</p> <p>Student replaces item/cost.</p> <p>College Community Service</p> <p>Written apology</p> <p>Range of sanctions may be applied as appropriate: Lunch Detention ACDT Cool-off In-College Suspension Suspension Expulsion</p> <p>PSNI may be contacted by SMT for serious offences.</p> <p>NB Staff are not to search students or their property – contact a member of SLT</p>
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No. 13 Vandalism	
Preventative Measures	Suggested Actions
<p>Educate during:</p> <p>Induction PD Citizenship Year/Full assemblies</p> <p>Foster a sense of ownership</p>	<p>Warning</p> <p>Repair damage</p> <p>College community Service</p> <p>Repair damage during break, lunch or ACDT</p>

Restorative Justice meeting on instances of vandalism	In-College Suspension Suspension Involve PSNI Let home know and pay for damage
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No: 14 Rough Play

Preventative Measures	Suggested Actions
Educate on dangers: Induction PD Citizenship Year/Full assemblies	Warning Loss of time e.g. 5-10 minutes Formal loss of time, break, lunch ACDT Depending on consequences – suspension Restorative Justice meeting as appropriate.

No. 15 Throwing Litter

Preventative Measures	Suggested Actions
Educate on college environment by usual means	Ask to pick it up College Community Service Loss of time Formal loss of time, break, lunch Suggest joining Eco Club? Formal Sanctions

NO. 16 Mobile Phones	
Preventative Measures	Suggested Actions
Educate via usual means: Induction PD Citizenship Year/Full assemblies	Ask to put away and turn off Confiscate phone, label and store in office until 3.30pm that day Offer student a phone call home Put/label in office <u>Repeat Offender</u> Notify home Lunch detentions Possible loss of phone; parent to come in Recommend leave phone in office with teacher each morning. Recommend leave phone at home.

STAFF PROCEDURES FOR DEALING WITH STUDENT BEHAVIOUR OUTSIDE THE CLASSROOM

PREVENTATIVE

1. Teachers should supervise outside the classroom between periods -
 - (a) to ensure noise limitation
 - (b) to discourage disruptive behaviour
 - (c) to ensure students bin their own litter
 - (d) to ensure students remain within college grounds
 - (e) to ensure students move quickly between classes.

Students should only be dismissed at the end of a lesson - not before or after.

2. Students should not be sent on messages unless essential - if it is essential to send/let a student out of class, avoid sending/letting out more than one student.
3. Students should be encouraged to line up in form lines during assembly. Students should be dismissed from assembly in an orderly fashion by the form teacher only.

4. Teachers must be punctual at all times.
5. Teachers undertake rota supervision duty from 8.30am - 8.55am during break and home time until 3.35pm.

Students should be discouraged from using the toilet during class, with the exception of those children holding a parental/medical note. If a student seems genuinely in need of the toilet, the teacher should write a pass note (from the ICD triplicate book), which the student then takes to the office, to obtain the toilet key.

An emergency toilet is also available if necessary.

PROTOCOL FOR STUDENT BEHAVIOUR (taught annually during student induction)

Objective: promoting self esteem, good manners and respect

General:

Students should be given reasons for rules and expected behaviour

Good manners and respect must be used at all times.

Bad manners, disrespect, bad language, bullying, fighting cannot be tolerated

Good manners are: behaving well, having respect for yourself and others

Respect is: an attitude of esteem, concern and empathy with others feelings and opinions.

Respect is reciprocal between teachers and students.

Holding hands, kissing or other intimate behaviour is not allowed.

Before class:

Walk up footpath not on road

Walk through the gate not on road

Outside:

Football only permitted in playground

Five minute time out/ for student deliberately putting ball over fence

No one permitted to leave college to retrieve ball

No one permitted in out of bounds areas

Put litter in bins

Students only allowed in classrooms with staff permission

If late, go to office and get marked in

All grass banks are out of bounds

Front of college and car parks are out of bounds

Toilets:

No standing on seats

Boys lift seats before urinating

Put paper towels in bins after use

No permission given unless they have a medical note or at teacher's discretion

Students must bring a permission note (on college incident book); to the office in order to get the toilet key. Return the key immediately after.

Entering class:

COMPULSORY

1 Be punctual

2 Line up outside door in a quiet and orderly fashion and enter when asked to do so by a member of staff. Uniforms should be worn properly. No coats, fleeces etc. to be worn in class.

- 3 By entering the room you have indicated that you are ready to learn, will follow all instruction and allow others to learn.
- 4 Stand behind desk
- 5 Get books out
- 6 Sit when asked by staff

During class:

- 1 Call members of staff by *Mr/ Miss/ Mrs surname* or *Sir/Miss*
- 2 If introduced by member of staff/Principal to the visitor say *good morning/ afternoon.*
- 3 Follow all instructions given by a member of staff. Be silent on the first request from a member of staff.
- 4 Raise your hand for attention. Do not shout out in class.
- 5 Keep working if another member of staff or student enters room. Do not shout out to them.
- 6 Do not eat/chew whilst in class.
- 7 Sit properly in your seat. Do not rock onto the legs of your seat. Ask for permission to leave your seat.
- 8 Use *please/ thank you/ may I* for all requests.
- 9 Do not use any form of digital technology or recording device unless directed to do so by a member of staff.

Leaving class during the lesson:

- 1 Permission to leave class may be refused by a member of staff.
- 2 Carry a note from the member of staff should they give you permission to leave class during the lesson.
- 3 Ask to attend First Aid if you are sick or injured only

Leaving class at the end of the lesson:

- 1 Pack up when directed to do so by a member of staff. Check that you have your homework recorded correctly.
- 2 Pick up papers/rubbish from the floor and put in bin.
- 3 Straighten your desk and push in your chair.
- 4 Stand behind desk.
- 5 Uniforms should be worn properly.
- 6 Exit when asked to do so by a member of staff and leave the room quietly. Check that you have taken all your belongings with you.
- 7 Last class sets chairs on desks.
- 8 Walk quickly and quietly to your next lesson/canteen/bus.

At main office

Wait at the reception window

Be mannerly at all times

Only enter when given permission

Students may use payphone with permission - must have a note if during classtime (use incident book)

Breaktime

Attend break registration and leave your bag there

Walk to canteen

Line up in an orderly fashion

Be mannerly at all times with canteen staff

Lunchtime:

Attend lunch registration and leave your bag there
Ensure your bag has been brought to your next lesson
Line up outside in an orderly fashion
Enter under the guidance of staff on duty
Only approach servery when directed to do so
Pick up any spilled food and place in bin
Wipe up any mess, without sweeping on to floor
Return plates etc to designated areas
Place all waste, wrapping papers, cartons etc in bin
No food/ drink permitted outside the canteen or Sixth Form common rooms at lunchtime

Assembly

- 1 Schoolbags should be brought into assembly.
- 2 Uniforms should be worn properly. No coats, fleeces etc. to be worn in assembly.
- 3 Students to line up in alphabetical order, in line with the form markers on the wall. Keep a space clear down the centre of the hall.
- 4 There should be silence when a member of staff walks onto the stage and the music stops playing.
- 5 Show respect to anyone participating on stage and give them your full attention.
- 6 Applaud under the direction of the member of staff or visitor on stage.
- 7 All latecomers enter the college through the main doors at the front of the college, where a member of staff will direct them to enter assembly at the back of the hall.
- 8 Students should leave the assembly hall with their form class under the direction of a member of staff.

Detention:

Requests for detention must be directly logged onto SIMS by the teacher

Year Head supervising detention records attendance in file

Students on lunch detention will be given 24 hours notice

- They will not be permitted into the canteen at lunchtime on that day
- They should either bring a packed lunch or get a sandwich from the canteen at break-time.

Meeting and greeting visitors

Hold open doors for visitors, staff and all students

Be helpful and respectful

Hometime and bus duty:

Wait in an orderly fashion in your correct line for buses/taxis

Do not run across the road/turning circle

Pay attention to teacher on duty

Show respect for the bus/taxi drivers

Staff Procedures

- 1 Teachers should supervise outside their classroom between periods if at all permissible:
 - To ensure noise limitation
 - To discourage disruptive behaviour
 - To ensure students move between classes quickly
 - To ensure students bin their own litter
 - To ensure students remain within the college grounds
 - To ensure a safe environment

- 2 Students should be dismissed at the end of the lesson – not before or after. The exceptions to this are if the teacher is on first half lunch duty in the canteen (dismiss from registration asap) or on bus duty (dismiss class at 3.25pm).
- 3 Students should not be sent out of class on messages unless it is absolutely essential. If so, the student must carry a note from the teacher who has excused them.
- 4 Students should line up in alphabetical order in form lines in assembly. Students should be dismissed from assembly in an orderly fashion by their form tutor.
- 5 Teachers must be punctual to assembly, registration, classes and duty at all times.
- 6 Students should be discouraged from using the toilet during class, with the exception of those students holding a pass. If a student seems in genuine need, they should be given a note before being excused. Possibly record permission in RTL registers to monitor requests.

Parental Notes:

- Students must bring a signed note to be excused PE
- Students must bring a signed note to attend appointments and show appointment card where possible
- Appointments should be outside college hours where possible
- Parental notes should be handed in before periods of known absence giving reason
- Parental notes should be handed in immediately after period of absence giving reason
- A note is needed if homework is not completed - giving reason

ROLE OF THE E.W.O.

The Southern Education & Library Board has a Chief Education Welfare Officer, Divisional Education Welfare Officers and Education Welfare Officers.

Ms A Barr, CEWO, 3 Charlemont Place, Armagh	3751 2384
Ms J Turley, EWO, Dungannon Primary School	8772 8107
Ms Martina Curran, Dungannon Primary School	8772 8107

The Role of the Education Welfare Service

The basic aim of the Education Welfare Service is to ensure that every child receives and benefits from the opportunity of a suitable education and so realise his/her full potential.

The Education Welfare Office works closely with a number of professionals focusing to a large extent on the problems associated with non-attendance and on behaviour leading to suspension. It is part of the Education Welfare Officer's function to advise and mediate between families, schools and other agencies.

Education & Libraries (NI) 1986, Article 45, Paragraph 1

Despite a certain conflict between Welfare and Law enforcement considerations, the Education Welfare Officer attempts to act, at all times, in the interest of the child, avoiding where possible punitive and negative approaches.

Parental Duty

It is the duty of a parent to cause his child to receive efficient full-time education suitable to his age, ability, aptitude and to any special educational needs he may have either by regular attendance at school, or otherwise.

What can the Education Welfare Officer do for you?

In the Home Environment

1. Make immediate contact in cases of suspected truancy.
2. Support the child and parent when school related difficulties arise, e.g. problems with subjects or course work, personality clashes with friends or teachers, learning problems, bullying, suspensions and expulsions, health or medical concerns.
3. Offer advice about free school meals, clothing grants, transport, home tuition and employment of children.
4. Recommend suitable helping agencies, e.g. Social Services, DHSS, Educational Psychologist, School Medical Officer and Child Guidance.
5. Help parents to understand their legal responsibilities and rights within the education system.
6. Visit the school with a parent on his/her behalf to find the answer to their child's problems.

In the School Setting

1. Investigate and follow up cases of non-attendance at school.
2. Provide information about children's home circumstances and factors affecting school attendance and performance.
3. Interview pupils in the identification of attendance/welfare problems.
4. Liaise with teaching staff and develop a plan of action for dealing with persistent absentees.
5. Mediate between teachers and families when misunderstandings and difficulties arise.
6. Convene Panel Meetings in conjunction with teaching staff and other professionals in order to prevent court proceedings.
7. Refer cases to the Juvenile Court when all preventative measures have failed.
8. Discuss with the designated teacher, DENI/H&SS Board Guidelines relating to cases of child abuse.
9. Meet with Principals and relevant staff to discuss problem pupils at risk of suspension or expulsion and to explore possible alternatives.
10. Collate information and data in relation to school enrolments.

Each school within the Southern Area Board has an Education Welfare Officer who is available to discuss problems affecting the welfare of any student.

Co-operation with Other Agencies

The Education Welfare Service, being an integral part of the Education & Library Board structure, has access to key people in other departments. It is part of the EWO's role to advise and mediate between families, schools, outside agencies and the Board where difficulties arise.

The role and contribution of each professional cannot be seen in isolation from the contribution of others. It is important therefore to maintain regular contact with other agencies such as Social Services, NSPCC, GPs, Health Visitors, Nursing Staff, School Medical Officers, Youth Diversion Officers in order to alleviate, where possible, social, emotional and material problems affecting a child's ability to benefit from educational opportunities.

Role of Social Services

Dungannon Social Workers are based at South Tyrone Hospital –
Telephone: (028)8772 3101 (Thomas Street Clinic)

The Childcare Team are regularly contacted by the Designated Teacher for Child Protection, the Principal, Year Heads and Form Tutors. A Duty Care Social Worker is always available to log a concern and give advice.

INTEGRATED COLLEGE DUNGANNON

ASSAULTS ON TEACHERS

What is violence at work?

“Violence at work can be any incident in which an employee is abused, threatened or assaulted by a student, pupil or member of the public in circumstances arising out of the course of his/her employment. Physical abuse, verbal abuse, threats, sexual or racial harassment, and malicious damage to the property of workers are all forms of violence.”

What is the responsibility of employers?

The **Health and Safety at Work (NI) Order 1978** places a duty on employers to protect the health, safety and welfare at work of their employees. There is therefore a clear responsibility on employers to protect teachers against violence, especially where this is foreseeable.

This responsibility is extended by Regulation 3 of the **Management of Health and Safety at Work Regulations (NI) 1992** which require the employer to carry out a **risk assessment** and to take appropriate, preventative and protective measures. This includes the risk of violence.

What steps would be taken if a member is subjected to violence or aggression?

In the absence of an agreed procedure, the School Representative should endeavour to see that the following action is taken:

- Any **assault** on a teacher during the discharge of his/her employment responsibilities should be reported immediately to the Principal who should report it to the employing authority.
- Where a Principal is assaulted, the matter should be reported immediately to the employing authority.
- The teacher should be **relieved of any teaching duties** for the time being.
- The teacher should be given first aid and, if necessary, should be referred to a hospital casualty department.
- Where a teacher suffers shock, injury or emotional stress, he/she should consult a doctor as soon as it is practicable and secure a written medical statement of injuries. (This could be important if further action is taken by any party involved.)

Version of Events

- The teacher should be advised to prepare a written version of events as soon as possible **but should be advised not to make it available without first consulting their union.**
- Factual **written version of events should be obtained** as soon as possible from any witnesses.

Suspension of students

- In the event of **physical assault on a teacher** by a student, the Principal should immediately take the necessary steps to exclude/suspend the student. Where it is impracticable to remove the student from the premises, the student should be removed from contact with other students until he/she can be excluded/suspended.
- Where an assault is carried out by **persons other than a student**, attempts should be made to ensure that such persons are barred from the premises pending the outcome of investigations.

Consultation

- The School Representative should be informed and should be allowed to attend any discussions with the Principal about the incident.

Review and Evaluation

This policy will be reviewed and evaluated annually, in keeping with our ethos of continuous self-reflection and improvement.

RESTORATIVE JUSTICE QUESTIONS

Restorative Questions I

When things go wrong

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Restorative Questions II

When someone has been hurt?

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

ANTI-BULLYING POLICY



‘Bully Free Zone’

Anti-Bullying Policy

DEFINITION

'Bullying is an act, causing embarrassment, stress, pain or discomfort to someone. It can take a number of forms: physical, verbal, making gestures, extortion and exclusion. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups.' (DE, Promoting Positive Behaviour)

OUR VIEW

Integrated College Dungannon is completely opposed to bullying and will not tolerate it as it is entirely contrary to the vision, values and ethos of this college. We aim to establish an environment where the worth and value of each member of the college community is respected, so that everyone here can work in a secure and caring atmosphere.

TYPES OF BULLYING

Bullying behaviour is complex in nature and can be categorised into a number of forms.

* Cyber	* Verbal
* Non-verbal	* Extortion
* Physical	* Homophobic
* Exclusion	* Sexism
* Racism	* Disability

CATEGORIES OF CYBERBULLYING (1)

Research commissioned by the Anti-Bullying Alliance from Goldsmith's College, University of London, identifies seven categories of cyberbullying:

- **Text Message** bullying involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip** bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

CATEGORIES OF CYBERBULLYING (2)

- **Email** bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room** bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying (eg Facebook).

Bullying is a problem for a large number of children and the results are distressing. Victims report the effects – loss of sleep, loss of appetite, inability to concentrate, living

in fear of going to school and, in extreme cases, suicide. Other outcomes can be physical injury and under-achievement at school. For bullies, one consequence can be to learn that aggressive behaviour helps them get their own way.

Bullying can contribute to anti-social behaviour in later life.

N.B. It is also important to note that adults may also be bullied. It must be clear that ICD will in no way tolerate staff being bullied by students or indeed their colleagues. In such instances, this policy will be invoked.

AIMS OF THE COLLEGE ANTI-BULLYING POLICY:

1. To maintain an ethos where bullying is seen by all to be unacceptable.
2. To ensure that students, staff and parents are aware of what constitutes bullying behaviour and to understand the pain and hurt it causes.
3. To develop preventative and reactive approaches to bullying.
4. To raise awareness and understanding of bullying throughout the curriculum.
5. To provide students with mechanisms for reporting bullying.
6. To assure students that when bullying is reported, swift and sensitive action will be taken.
7. To prevent all types of bullying.

MEASURES TO PREVENT BULLYING IN I.C.D.

1. **The college uses Restorative Justice, which is a conflict resolution strategy which engages all those involved, in a peaceful non-judgemental environment, to consider what harm has been caused and what needs to happen to make things right.**
2. The college curriculum will reflect the commitment of the college to the prevention of bullying – in induction, PD classes, assemblies, Extra-Curricular Activities, staff development (to enhance staff skills).
3. The college will implement procedures to minimise the opportunities for bullying, including staff cover before, during and after the college day.
4. Students will be encouraged to report if they are being bullied or if they become aware of an incident of bullying. This can be to staff, in person, in writing, via the “Banish the Bully” box or College Counsellor’s box.
5. Parents will be encouraged to contact the college if they become aware of a bullying incident. The Anti-Bullying Policy is discussed at the Parents’ Council.
6. Resources, including time, will be provided to enhance staff, student and parent awareness of bullying.
7. When an incident of bullying is reported, procedures will be implemented as soon as possible to deal with it.
8. All incidents of bullying will be dealt with in a sensitive manner.
9. A notice of to whom to talk is published on student notice boards. Full year assemblies regularly deal with anti-bullying topics.
10. Homophobic Bullying: particular sensitivity is made for this (one of the most common forms in the UK), discussed in Assembly, Form classes, Personal Development classes and through using external support agencies.
11. Bullying surveys are undertaken biannually e.g. re: buses, in school.
12. Cyber Bullying: due to technological advancement of the modern age, young people have access to more ICT equipment than ever before. Mobile phones should be switched off at all times during the college day. Parents are encouraged to contact the PSNI if their child receives vicious or threatening text messages.

Parents are also encouraged to keep their child off such communication sites as 'BEBO' and 'MSN messenger' as these are notorious vehicles for modern-day threats and bullying.

RESPONSIBILITIES OF COLLEGE STAFF

1. Where students say they are bullied, this is accepted. We do not dismiss, dispute or reduce the 'victim's' account. The 'victim' is allowed to tell their story in whatever way they wish, e.g. verbal, in writing or through a third party. They can have a friend or parent with them.

All involved students are dealt with in a restorative manner. When a group is involved, care is taken to prevent collusion between the alleged bullies – they are “isolated” and interviewed separately. On a first occasion a ‘no blame’ approach is adopted, when appropriate, and during counselling using a **Restorative Justice** approach, all parties discuss the problems and find a resolution. In most cases this ends the problem. In some cases disciplinary action will be appropriate from the onset.

2. Keep parents/guardians of both parties informed (as appropriate).
3. On the second and subsequent occasions the offender(s) may be subject to normal disciplinary procedures as detailed in the Behaviour Management Policy. All students are counselled and supported through the college pastoral system, using a Restorative Justice approach.
4. Where parents, or other concerned people, report bullying, they are phoned back to explain the action taken and given appropriate feedback.
5. Where appropriate, advice can be sought from the EWO, SELB and other relevant outside agencies e.g. Social Services, Behaviour Support Team (SELB).
6. Form Tutors and Year Heads should be kept informed of situations and actions taken.

THE RESPONSIBILITIES OF PARENTS

We ask our parents to support their children and the college by:

- Watching for signs of distress or unusual behaviour in their children.
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked for themselves and for other pupils.
- Encouraging their child to take part in a Restorative Justice meeting.
- Advising their children not to retaliate in an aggressive way to any form of bullying.
- Being sympathetic and supportive towards their children and reassure them that appropriate action will be taken.

- Keeping a written record of any reported instances of bullying.
- Informing the college of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying and try to ascertain the truth.

RESPONSIBILITIES OF STUDENTS

- a) Let the bully know you are not happy and try not to react; ask them to stop and tell them to go away.
- b) Be careful to whom you give your phone number and email address. If you receive an offensive (bullying) message, keep a record of date and time it was sent. Pass this on to police.
- c) Ask for a Restorative Justice meeting at the college.
- d) Tell someone, be it a friend, family member or any member of staff.
- e) Use the “Banish the Bully” box if necessary (do put your name on it if possible, it helps staff deal with the problem).
- f) Keep a note of incidents.
- g) Make a self-referral to the College Counsellor or ask a member of staff to do this for you.
- h) If a friend is being bullied, persuade him or her to tell a teacher or their parent/guardian.

REMEMBER

NEVER LET A BULLY GET AWAY WITH IT!
 HELP IS HERE IF STAFF KNOW – YOU CAN TALK TO ANY MEMBER OF STAFF
 WITH WHOM YOU FEEL COMFORTABLE.

SUPPORT MATERIALS

- The college has a “Bully-Free Zone” guidance leaflet, at Reception, which offers support and tips for parents and students with bullying concerns. This information is posted home to all parents of the new year 8 intake, annually (see Appendix II).
- There is also a comprehensive leaflet at Reception entitled “ICD Counselling and Support Service – Information for Students”. This is also posted home to year 8 parents, annually (see Appendix III).

Links to other policies:

- Behaviour Management

- Pastoral Care
- Personal Development
- Child Protection
- Special Needs
- Use of Reasonable Force

This policy will be reviewed annually.

May 2011

Integrated College Dungannon



Bully-Free Zone



A GUIDE FOR STUDENTS AND PARENTS

Who is this booklet for?

This leaflet is for the families of children and young people who are involved in bullying whether as victims or bullies.

It is for families worried that their young people may become involved in bullying.

It is for everyone who wants to help keep our college free from bullying. Bullying cannot be stopped by parents, students or teachers acting alone.

The advice below is therefore the most important thing in this booklet.

- If someone in your family is being bullied – you must tell a teacher.
- If you are worried that someone in your family may be bullied – speak to a teacher.
- If you want to help rid our college of bullying – work with the teachers.

Stopping Bullying

What is Bullying?

“Bullying behaviour is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him or herself.” (DE, 1999)

Bullying behaviour is complex in nature and can be categorised into a number of forms.

- **Cyber** – e.g. texts, Bebo, MSN, mis-use of mobile phones
- **Verbal** – e.g. name-calling, threatening text messages.
- **Non-verbal** – e.g. menacing looks
- **Physical** – e.g. hitting, kicking
- **Exclusion** – e.g. being left out
- **Extortion** – e.g. taking money or property such as mobile phone
- **Racism** – because of race, creed, culture
- **Homophobic** – bullying due to sexual preference
- **Sexism** – picking on someone for being male or female
- **Disability** – picking on someone because of a Special Need.

How does bullying affect people?

Bullying is a problem for a large number of children and the results are distressing. Victims report the effects – loss of sleep, loss of appetite,

inability to concentrate, living in fear of going to school and, in extreme cases, suicide. Other outcomes can be physical injury and under-achievement at school. For bullies, one consequence can be to learn that aggressive behaviour helps them get their own way. Bullying can contribute to anti-social behaviour in later life.

Victims

Anybody can become the victim of bullying. All it may take is to be in the wrong place at the wrong time.

Bullies

Experts say there are two reasons why people bully others. One is because they enjoy the feeling of power it gives them. The second is because members of a group can feel closer to each other by picking on an 'outsider'.

AIMS OF THE COLLEGE ANTI-BULLYING POLICY:

1. To maintain an ethos where bullying is seen by all to be unacceptable.
2. To ensure that students, staff and parents are aware of what constitutes bullying behaviour and to understand the pain and hurt it causes.
3. To develop preventative and reactive approaches to bullying.
4. To raise awareness and understanding of bullying throughout the curriculum.
5. To provide students with mechanisms for reporting bullying.
6. To assure students that when bullying is reported, swift and sensitive action will be taken.
7. To prevent all types of bullying.

MEASURES TO PREVENT BULLYING IN I.C.D.

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2. The college curriculum will reflect the commitment of the college to the prevention of bullying – in induction, PD classes, assemblies, Extra-Curricular Activities, staff development (to enhance staff skills).
3. The college will implement procedures to minimise the opportunities for bullying, including staff cover before, during and after the college day.
4. Students will be encouraged to report if they are being bullied or if they become aware of an incident of bullying. This can be to staff, in

- person, in writing, via the “Banish the Bully” box or College Counsellor’s box.
5. Parents will be encouraged to contact the college if they become aware of a bullying incident. The anti-bullying policy is discussed at the Parents’ Council.
 6. Resources, including time, will be provided to enhance staff, student and parent awareness of bullying.
 7. When an incident of bullying is reported, procedures will be implemented as soon as possible to deal with it.
 8. All incidents of bullying will be dealt with in a sensitive manner.
 9. A notice of to whom to talk is published on student notice boards. Full Year Assemblies regularly deal with anti-bullying topics.
 10. Homophobic Bullying: particular sensitivity is made for this (one of the most common forms in the UK), discussed in Assembly, Form classes, and through using external support agencies.
 11. Bullying surveys are undertaken biannually e.g. re: buses, in school.
 12. Cyber Bullying: due to technological advancement of the modern age, young people have access to more ICT equipment than ever before. Mobile phones should be switched off at all times during the college day. Parents are encouraged to contact the PSNI if their child receives vicious or threatening text messages. Parents are also encouraged to keep their child off such communication sites as ‘Facebook’ as these are notorious vehicles for modern-day threats and bullying.

RESPONSIBILITIES OF COLLEGE STAFF

- Where students say they are bullied, this is accepted. We do not dismiss, dispute or reduce the ‘victim’s’ account. The ‘victim’ is allowed to tell their story in whatever way they wish, e.g. verbal, in writing or through a third party. They can have a friend or parent with them.
- All involved students are dealt with in a restorative manner. When a group is involved, care is taken to prevent collusion between the alleged bullies – they are spoken to separately. On a first occasion a ‘no blame’ approach is adopted, when appropriate, and during counselling using a **Restorative Justice** approach, all parties discuss the problems and find a resolution. In most cases this ends the problem. In some cases disciplinary action will be appropriate from the onset.
- Keep parents of both parties informed (as appropriate).
- On the second and subsequent occasions the offender may be subject to normal disciplinary procedures as detailed in the Behaviour Management Policy. All students are counselled and supported through the college pastoral system, using a Restorative Justice approach.

- Where parents, or other concerned people, report bullying, they are phoned back to explain the action taken and given appropriate feedback.
- Where appropriate, advice can be sought from the EWO, SELB and other relevant outside agencies e.g. Social Services, Behaviour Support Team (SELB).
- Form Tutors and Year Heads are kept informed of situations and actions taken.

THE RESPONSIBILITIES OF PARENTS

The victims of school bullying need the support of their families, teachers and their friends. Grandparents and other adults in the family are often keen to listen and to try to help. Any advice children are given must be appropriate. Telling a bullied child to hit back rarely works and repeated taunts cannot simply be ignored.

Children hide the fact that they are being bullied from their parents because they are frightened of what the bullies will do if they tell.

Listen to your child. Trust your child. But bear in mind that he or she may not have told you the full story.

We ask our parents to support their children and the college by:

- Watching for signs of distress or unusual behaviour in their children.
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked for themselves and for other pupils.
- Encouraging their child to take part in a Restorative Justice meeting.
- Advising their children not to retaliate in an aggressive way to any form of bullying.
- Being sympathetic and supportive towards their children and reassure them that appropriate action will be taken.
- Keeping a written record of any reported instances of bullying.
- Informing the college of any suspected bullying, even if their children are not involved.
- Co-operating with the school, if their children are accused of bullying and try to ascertain the truth.

THE RESPONSIBILITIES OF SISTERS, BROTHERS AND FRIENDS

Brothers, sisters and friends often know that someone is being bullied long before teachers and parents do. Sometimes the bullied person asks them not to do anything. Sometimes they do nothing in case the bullies start to pick on *them*. But doing nothing usually means that the bullying carries on, or that the bullies become more confident and choose more victims. Part of the fun that bullies get comes from the reaction of bystanders. If you do nothing the bullies may think that you approve of what they are doing.

- Persuade the person who is being bullied to tell a teacher.
- Persuade the person who is being bullied to tell a parent.
- Encourage your sister, brother, friend to talk to you about what is happening.
- Offer to speak to an adult on the bullied person's behalf
- Let the bullies know that you are not frightened of them and that you are determined to see that they stop.
- Raise the issue of bullying with the Student Council.

RESPONSIBILITIES OF STUDENTS

- Let the bully know you are not happy and try not to react; ask them to stop and tell them to go away.
- Be careful who you give your phone number and email address to. If you receive an offensive (bullying) message, keep a record of date and time it was sent. Pass this on to the police.
- Ask for a Restorative Justice meeting at the college.
- Tell someone, be it a friend, family member or any member of staff.
- Use the “Banish the Bully” box if necessary (do put your name on it if possible, it helps staff deal with the problem).
- Keep a note of incidents.
- Make a self-referral to the College Counsellor or ask a member of staff to do this for you.
- If a friend is being bullied, persuade him or her to tell a teacher or their parent.
- Tell someone in college. You can tell any member of staff, your Form Tutor or Year Head or Mrs Venon.
- Do it right away – don't let the situation go on and on.
- Note down what has happened – write down the names of witnesses in case the person who is bullying denies it.
- Stand up for yourself – if you can, let them know that their behaviour is wrong.
- Never get into a situation where a fight will start – walk away. Tell a teacher. Before college begins, at break or lunch time and after school there are always teachers on duty.

REMEMBER

NEVER LET A BULLY GET AWAY WITH IT!
HELP IS HERE IF STAFF KNOW – YOU CAN TALK TO ANY
MEMBER OF STAFF WITH WHOM YOU FEEL COMFORTABLE.

Here are some things you should not do.

- Do not use violence against the bullies – you might end up being accused of bullying yourself.
- Do not tell your sister, brother or friend that they should deal with the problem on their own – if that was possible they wouldn't be asking you for help.
- Do not try to deal with things on your own.
- Do not ask someone else to use violence on your behalf to deal with the bully.
- Do not keep the problem to yourself.

Involve as many people as possible. In particular make sure that teachers know what is going on – but, most of all, talk to someone.

Restorative Justice and Dealing with Bullying

The key to stopping bullying is getting those involved to talk about what is happening in a **Restorative Justice Meeting**. This conflict resolution strategy gives all students a chance to be heard in a peaceful, non-judgemental environment. It focuses on harm caused and what needs to be done to put things right.

ICD uses Restorative Justice to deal with bullying cases and resolve conflict. Meetings are held in a private area with either a member of staff or members of the student Restorative Justice Team.

Whether your child is being bullied or is bullying others, try to remember that bullies may need help, as well as a sanction. They may need help to come to terms with personal problems or to understand the effect of their actions. Members of a bullying gang may feel little sense of guilt if they feel that all they have done is call someone names in fun.

Please be patient with us. We are trying to help. Bullying is a difficult problem which is not always easy to solve

“Banish the Bully Box”

There is a ‘Bully Box’ in the front foyer of our college where concerns about any student may be posted. Please give names, where possible, as anonymous referrals can be very difficult to act upon.

Organisations Offering Advice

- **Anti-Bullying Campaign.** ABC offers help, support and advice to parents and children, victims and bullies. ABC will also refer people to other organisations who can help.
Tel: 071 378 1446 (9.30am – 5pm)
- **Childline.** Free 24 hour helpline offering confidential counselling to children and young people in trouble or danger.
Tel: 0800 111. Or write to Freepost 1111, Glasgow, G1 8BR or Freepost 1111, London N1 0BR.
- **Children’s Legal Centre** 20 Compton Terrace, London N1 2UN.
Advice line Tel: 071 359 6251 (2-5pm). General enquiries: 071 359 9392 (10 – 1pm; 2 – 5 pm).
- **Kidscape** 152 Buckingham Palace Road, London SW1W 9TR. Bullying counsellor available on Monday and Wednesday only. Tel: 071 730 3300.
- **Parentline** Westbury House, 57 Hart Road Thundersley, Essex SS7 3PD. National Office Tel: 0268 757077. Parentline groups are run by trained volunteer parents who want to help other parents. Local groups exist throughout England. Parents should consult their local telephone directory. There are also groups in Dublin and Belfast.

Key Contacts

Mr Andrew Sleeth – Principal

Mrs Claire Venon –Vice-Principal (Head of Pastoral Care)

Mr Colin Holmes – Assistant Vice-Principal

Mr James McCoy – Senior Teacher

Miss Louise Burke – Senior Teacher

Integrated College Dungannon

21 Gortmerron Link Road, Dungannon, Co Tyrone, BT71 6LS

Telephone: (028) 8772 4401.

www.intcollege.co.uk

The college has an Anti-Bullying Policy, a copy of which can be obtained by looking on our website (www.intcollege.co.uk) or by contacting the college office on (028) 87724401.

Remember: ICD does NOT tolerate bullying. Always tell – things will get better.

Counselling & Support Service

Integrated College Dungannon



Information For Students

What is a Counsellor?

A counsellor is a person who will agree to give time to meet with you on a regular basis, when you can talk about anything that might be worrying you.

The Counsellor will not:

- Judge you or take sides
- Tell you what you should or should not do
- Discuss what you talk about with anyone else, without your permission

The Counsellor will:

- Listen to you and treat you with respect
- Help you to look at your choices
- Support you when you decide on a course of action

How will you get to see a Counsellor?

- Fill in a slip from the library and post it in the Counsellor's box in the front foyer
- You can ask your parent/guardian to contact the Counsellor or college on your behalf
- You can ask your Form Tutor, Year Head, Mrs Venon or any member of staff to contact the Counsellor on your behalf

Why might you want to see a Counsellor?

If you are worried about something and do not feel that you can talk to your parents or your friends.

For example:

- You are having problems in school
- You are having problems with relationships
- You are being bullied
- You are always in trouble
- You are worried about an addiction e.g. drugs, alcohol, gambling
- You think you may be pregnant
- You have no friends in school
- You have lost someone you loved through death
- You have been suspended or expelled in the past
- You are feeling depressed and life seems to be getting you down

Where will you meet with the Counsellor?

- You will meet in a private room set aside by the college.

What will happen when you see the Counsellor?

- The Counsellor will introduce herself
- You will have the opportunity to decide whether you wish to continue to meet with the Counsellor
- You will make an agreement with the Counsellor as to how you will work together
- The Counsellor will explain the Confidentiality Policy and the Child Protection Policy

Is everything you tell the Counsellor private?

Yes – The Counsellor will not repeat anything that you discuss in counselling to others without your permission *unless there are very serious concerns about your safety or another person's safety.*

What happens in Counselling?

Counselling gives you the opportunity to talk in private, about any thing you may be worried or concerned about.

The Counsellor will not tell you what to do or how to live your life, but she will help you to look at the choices you have and to make your own decision.

Who is the Counselling Support Service for?

It is open to any student in the college.

When is counselling available?

The Counsellor is in the college at least one day per week.

REMEMBER

*You can ask any member of staff to arrange an appointment for you,
or make a self-referral in the Counsellor's box in the front foyer*

ICD Counselling And Support Service

Telephone: (028) 8772 4401

www.intcollege.co.uk

