

# Behaviour and Relationships Policy



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## **1 Aims and Principles of the Behaviour and Relationship Policy**

The Behaviour and Relationship Policy aspires to reflect the aims of the College, which are to educate together the sons and daughters of Catholics, Protestants and those of other religions, or none, in an integrated environment which enables each to realise their full academic potential.

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

### **Aims**

To encourage our students as individuals:

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

### **Principles**

1. This policy is based on realistic concerns for individual health and safety and a positive approach to provide a caring environment, individual care and supportive responsibility. It fosters the development of students by advocating an ethos of encouraging responsible behaviour and 'earned praise' through a system of appropriate rewards.
2. A consistent, fair and appropriate manner must be adopted in dealing with discipline problems.
3. Students should be praised for behaving in a positive manner. A Credit system will become an integral part of the College's procedures in promoting positive behaviour.
4. Teachers and parents should discuss at an early stage, causes for concern and try to resolve situations and modes of behaviour.
5. The seriousness of the situation as well as the individual's needs and circumstances will have a consideration on the level of response.

6. Students who do not comply with positive discipline may have privileges withdrawn or sanctions applied to them.
7. The College Staff will be offered the opportunity to take part in a development programme for colleagues who feel that they would benefit from training or guidance in disciplinary matters.
8. In order for the Behaviour and Relationship policy to be effective there is the need for staff to agree procedures and be consistent in their implementation.

## **2 BEHAVIOUR**

### **2.1: Atmosphere**

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

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

It is important that all members of the College staff uphold the principles and structures of the College's Behaviour and Relationship Policy. Failure to insist on these acceptable standards causes embarrassment to other colleagues.

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

### **2.2: Aims**

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

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

### **3 COLLEGE RULES**

#### **3.1: Classroom expectations Students should:**

- Address all staff formally
- Wait in an orderly fashion outside a classroom until they are admitted. No student should enter a room without permission.
- Be punctual in their arrival at class or other school activities.
- Show respect and consideration for others both inside and outside the College
- Come to school prepared
- Behave safely at break/lunchtimes and not do anything likely to upset or hurt others.
- Work as hard as they can in class
- Learn, understand and adhere to the College rules

#### **3.2: Travelling to and from school Students should:**

- Show courtesy to all members of the public
- Speak politely at all times
- Not deface or damage the bus in any way
- Not smoke
- Refrain from rapping windows
- Remain seated (if a seat is available), while the bus is moving. Only leave their seat when getting off the bus or to give their seat up for an elderly passenger
- Alight from buses only at the point specified on their Pass
- Maintain high standards of behaviour as a member of Blackwater Integrated College
- Should a student misbehave while travelling to or from school, disciplinary action will be taken against the student
- Wear full uniform

#### **3.3: Uniform and appearance**

- The College uniform and uniform regulations are compulsory. (See Appendix 4)

#### **3.4: College property**

- All property, whether belonging to an individual or the College, should be respected.
- All books belonging to a student should be correctly labelled with the student's Name, Tutor Group and Subject.
- College property should not be damaged or disfigured. Wilful damage will be charged to the parents of the student who caused it. Litter must be placed in the bins provided.
- Year Planners remain the property of the school and should be treated accordingly, graffiti free.

### 3.5: Students' property

- All items of clothing and personal property should be clearly labelled.
- Medicines should be left for safe keeping at the Office.

### 3.6: Student welfare

- No student should mistreat or bully another member of our College community.
- No student should leave the College grounds during the school day without permission.
- All College boundaries should be adhered to at all times, no student should be out of bounds.
- No illegal substances such as alcohol, tobacco or non-prescribed drugs should be brought into the College or taken on any College based activity or outing.
- If it is necessary for a student to leave school premises, they must notify their Form Tutor who will sign the note. Students must sign out at the office.

## 4 BASIC LEVELS OF BEHAVIOUR FOR STUDENTS

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

### 4.1: Start of Class

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

### 4.2: During the Class

- No student, by his or her behaviour, should interrupt the learning of another.
- When the teacher is talking to the whole class do not interrupt, remain silent and concentrate.
- If a question is asked put up your hand to be invited to speak, do not shout out.
- Record homework in your planner
- **Do not leave the classroom without the permission of the teacher**
- There is no excuse for rudeness, disrespect or insolence towards staff
- Any reasonable request from a member of staff should be carried out at once and without argument

## 5 SUGGESTIONS OF GOOD PRACTICE FOR STAFF

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

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

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

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

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

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

**Most important of all**

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

**Relationships are vital**

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

### 5.1: OUT AND ABOUT THE COLLEGE

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

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

## 5.2: IN THE CLASSROOM

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

- Arrive at class on time
- Be prepared for the lesson, making use of available resources
- Keep the students occupied and motivated
- Differentiate work so that it is presented in a way appropriate for all
- Mark all work promptly and constructively. Do not use red ink.
- Set homework regularly in line with whole school policy
- Allow students to participate and feel confident in class discussions
- Maintain an interesting room by regularly displaying student work
- Show interest and enthusiasm in the work in hand and in the students' learning.
- Are sympathetic, approachable and alert to students in difficulty or falling behind.
- Identify and seek to meet students' special educational needs through the SEN Code of Practice.
- Share any concerns you have regarding students' behaviour, progress or development.

### DO ALL YOU CAN TO:

- |                                    |   |                         |
|------------------------------------|---|-------------------------|
| • Use appropriate humour           | - | serves to build bridges |
| • Keep calm                        | - | reduces tension         |
| • Listen                           | - | earns respect           |
| • Be positive                      | - | supports relationships  |
| • Know the students as individuals | - | again, earns respect    |

### DO ALL YOU CAN TO AVOID:

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

**NB Refer to Appendix 2**

**STEPWISE APPROACH TO STUDENT BEHAVIOUR MANAGEMENT**

## 6 THE PASTORAL SYSTEM

Each student belongs to a Year Group and subsequently a Form Tutor Group. The Form Tutor Group of any student should only change during the College year in very exceptional circumstances.

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

Any queries regarding the pastoral care of students should, in the first instance, be directed to the appropriate Form Tutor who will deal with the matter or refer it to the Head of Junior or Senior School.

### 6.1: Responsibilities of Classroom Teachers

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

All teachers have the collegiate responsibility of ensuring that the College rules are adhered to outside and inside the classroom. Incorrect uniform, the dropping of litter, fighting or bullying is the responsibility of every member of staff. Staff are requested to deal with these problems as they occur, whenever they occur.

### The Roles of Teachers within the College Pastoral System

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

### 6.2: Classroom Teacher

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

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

Teachers have the use of the student's planner to communicate with a student's parents if they feel that the matter is significant enough to require comment.

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

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



There may be a situation where the teacher/student relationship has broken down. If so, the student should be sent with a written explanation to a “Buddy” teacher. **At no time should a student be placed outside a room or left unsupervised.**

Occasionally, when these means have not succeeded in resolving the matter, the Tutor may advise referral to the Head of Junior or Senior School.

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

### **6.3: The Form Tutor**

Problems that have not been resolved by the classroom teacher should be referred to the Form Tutor through Behaviour Manager. Action taken will be recorded by the Form Tutor on SIMS. The Tutor should have a wide knowledge of the students in their Tutor Group and should maintain a record on the progress of each. The Tutor should be the significant adult for each student. An effective relationship between student and Tutor is the key to the maintenance and development of good discipline within the College.

This is the first line of referral and the Tutor will assist in finding a solution to the problem, the Tutor has a series of options within the Referral system. All referrals having been actioned, should be recorded on SIMS, this ensures that information is easily accessed and shared by all.

### **6.4: Head of Junior and Senior School**

The Head of Junior/Senior School will support the Form Tutor in his/her duties in managing the College’s Pastoral System. If deemed necessary the Head of Junior/Senior School will place a student on after school detention or invite parents to attend a meeting in school.

### **6.5 Pastoral Coordinator and Leadership Team**

The Pastoral Coordinator and Leadership Team will support the Form Tutor and heads of Junior and Senior in his/her duties in managing the College’s Pastoral System

### **6.6: Problems that occur outside the classroom**

Sometimes incidents may occur outside the classroom, in the playground or toilets. Students involved in such incidents should be dealt with in the same manner as if the incident occurred within a classroom, i.e. dealt with by the teacher discovering the situation or referred on the Form Tutor as found appropriate. If the Form Tutor deems it appropriate the matter may then be referred to the Head of Junior/Senior School or Leadership team as appropriate.

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

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

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

## **7 INCIDENTS THAT INVOLVE AN INJURY TO A STUDENT**

When a student is injured, due to the actions of another student, the emphasis must be on ensuring that the injured student is taken to the nearest First-Aider, where assistance can be given. (A list of first aiders is available in the office). Only when this has been done should investigations into the injury take place. When injured a student must be supervised at all times.

The teacher who reports such an incident must fill out an Accident Report Form, which is held in the Office, within 48 hours.

## **8 STUDENT RECORDS**

The need for accurate, relevant and up to date student information cannot be over emphasised.

In general, information regarding a student's academic performance is available from Subject Teachers who record assessment scores on SIMS. It is also important that relevant information based on a student's overall performance, including 'pastoral matters', is maintained and accessible at all times. Referrals and other additional information should be stored on SIMS and in the student's file located in the College office.

It is the responsibility of the student's Form Tutor, the Head of Junior/Senior School or Pastoral Coordinator to ensure the data is filed appropriately.

## **9 STUDENT/PARENT INTERVIEWS & 'INTERVIEW REPORT'**

Prior to meeting with a parent/student, a Form Tutor will need access to information on the student. They may also pass round a form (Interim Report) asking for a quick assessment of the student's performance in each subject. It is important that this form is completed and sent on as soon as possible. Minutes should be taken of all meetings and stored through the Communication Log on SIMS

## **10 REWARDS**

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

### **10.1: Rewards**

A system of rewards and incentives, applied with consistency by all of the staff, will help to establish and maintain a climate in which students come to appreciate what constitutes acceptable behaviour and positive attitudes. The fact that

behaviour and attitudes of this nature are regularly celebrated within the College, reinforces this point.

### **Some of the Rewards in Blackwater Integrated College**

- Positive reinforcement
- Acknowledging and endorsing good behaviour and positive attitudes
- Positive comments in Student Planner
- The Credit System
- Certificates
- Shared successes / celebration of successes in Assemblies
- Book Tokens
- Vouchers
- School Trips
- Displaying work
- Positions of responsibility e.g. Student Council Representatives

Communication between all members of staff is essential in ensuring our students realise that their good behaviour is noted, acknowledged and appreciated.

### **10.2: CREDIT SYSTEM**

The vast majority of Blackwater students work hard and cooperate with staff. The purpose of the Credit System is to recognise and reward them. The system is based on positive discipline. Consistency in using the step wise approach to classroom management is vital. Students must be given a number of opportunities to accept responsibility for modifying their behaviour.

Credits will be issued to students by form tutors on a monthly basis. Students will receive 1 credit for full uniform and 1 credit for full attendance.

In addition to Form Credits, students will also be issued with Credits by class Teachers for outstanding work or assisting teachers in undertaking tasks.

Pastoral credits can be achieved by ongoing positive behaviour.

Credits can be cashed in throughout the year for school equipment and end of year trips.

The Credit System will be developed with the Pastoral Coordinator, Heads of Junior/Senior School and Form Tutors

## **11 SANCTIONS**

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

**Sanctions should:**

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

### **11.1: Some of the Sanctions in Blackwater Integrated College**

- Moving a student to another seat
- Withdrawal of privileges, for a fixed period of time
- Completion of additional work to compliment or reinforce current studies (not lines)
- Restriction of access to extra-curricular facilities or activities, for a fixed period of time
- Carrying out a useful, low-level task in school, such as collecting litter
- A system of detention with suitable notification for parents, adequate supervision and appropriate work set
- A reporting system which allows staff and parents to monitor the behaviour of a particular student over a period of time
- The temporary removal of a student from his/her peers into another room
- The referral of a troublesome student to outside agencies
- In some cases, suspension or expulsion following suspension.

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

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

### **11.2: Detention System**

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

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

Classroom teachers or Form Tutors may hold detentions at break time/lunchtime, however they must ensure that the students are given time to have lunch. The

student's Form Tutor must be informed of such a detention and it should be recorded in the student's Student Planner so that the parent is aware of the situation.

Heads of Junior/Senior School may detain a student after school for one hour. This is not an immediate sanction but one that may be thought appropriate. The Leadership Team may also deem it necessary to detain a student on a Friday afternoon for two hours or Saturday morning, which should be held in the library (See Appendix 3)

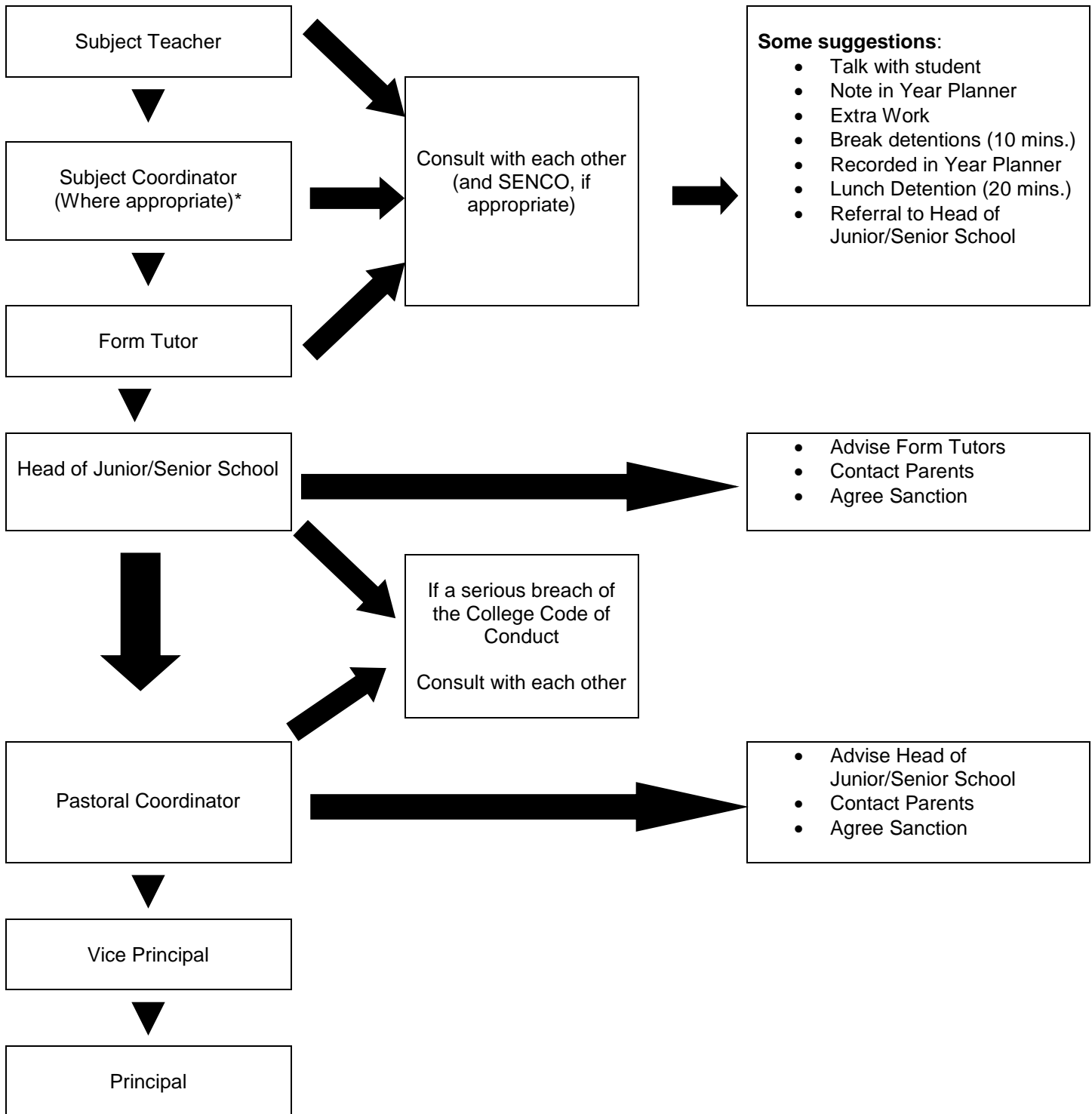
The following procedures must be followed:

- The parent has been contacted, by phone, at least 24 hours in advance and has agreed the sanction.  
or
- A letter confirming the arrangement has been sent home.
- Students must never be left in a room on detention on their own. The same responsibilities on the teacher in the classroom also apply to this situation.
- The member of staff on Detention duty must complete the **Detention log**.

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

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

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



**IN AN EMERGENCY, CONTACT/CONSULT THE PASTORAL COORDINATOR IMMEDIATELY**

\* If Subject Coordinator has dealt with incident, follow up with referral to Form Tutor

### **13. Appendix 3**

#### **STEPWISE APPROACH TO STUDENT BEHAVIOUR MANAGEMENT**

A stepwise approach to student behaviour management enables teachers to plan ahead for appropriate strategies so that they can respond more effectively (rather than react) to student disruptions. This should help reduce the possibility of over reaction. It should also help prevent the imposition of whole school class sanction. The latter is unacceptable as a sanction for inappropriate behaviour.

##### **1. Tactical Ignoring of Behaviour (TIB)**

A step for low level disruptions.

TIB means tactically ignoring (a decisive choice not to notice) such behaviour

##### **With TIB you are deciding**

- which behaviours you can appropriately ignore
- how long you are prepared to ignore
- what you will do next if TIB is not achieving its aim

While you are using TIB you also attend to, notice and reinforce on task behaviour. "TIBBING" is exceptionally effective for low level attention seeking such as the few who persistently call out.

##### **2. Simple Directions (SD)**

A simple direction should express our intent clearly and simply rather than getting involved in long winded discussions eg "David (tapping) put that pen down now, thanks". Always use the student's name.

When using Simple Directions

- speak to the behaviour you want to see- "Wendy, Melissa, face the front and listen, thanks rather than "Oi!! You two, I'm trying to teach, what's wrong with you? Do you want to share it with the whole class?"
- establish eye contact
- speak clearly, firmly, briefly
- repeat if necessary
- expect compliance

##### **3. Rule Restatements- Rule Reminders**

The teacher simply restates the rule to the student or quietly reminds them of the relevant rule (safety, communication, learning, movement, manners, treatment, conflict, etc) eg "Melissa, you know the rule for calling out – use it thanks".

#### **4. Question And Feedback**

Move alongside the student and ask “What’s happening here?” or “What are you doing?” Your voice should not be sarcastic or threatening, just appropriately firm.

A “what” question is an attempt to get some feedback from the student and put a bit a responsibility their way. Avoid “why” questions – these are better used when taking the student aside on a 1 -1. If the reply to a “what” question is “nothing”, simply inform the student about what you saw or heard (your feedback to the student) and follow up with a secondary question (re direction) – “what should you be doing?” or “what are you supposed to be doing?”. Again if the student avoids responsibility re-direct to the required task or behaviour.

#### **5. Defusion**

Appropriate humour can often take the heat out of a problem so that the student has been distracted and the heat defused.

#### **6. Blocking Statement**

If a student procrastinates, argues etc “blocking” is a verbal stratagem that reasserts a teacher’s fair direction, using the same words repetitively. There are two basic forms of “blocking” – one is a simple re-direction (sometimes called a broken record approach) the other is re-assertion. With a re-direction the teacher is basically re-directing the initial direction, rule or question.

(T) “David back in your seat, thanks”

(S) “But I was getting a rubber”

(T) “Back in your seat now thanks”

(S) “But I told you I was just getting a rubber – what are you picking on me for?”

(T) “OK, thank you, back in your seat please”

Remember “blocking” is an approach to use with argumentative students. With re-assertion the teacher briefly “tunes in” to what the student is saying but re-asserts the rule, direction or appropriate question.

For example,

(T) “Melissa and Wendy (two chatterboxes) what are you doing?”



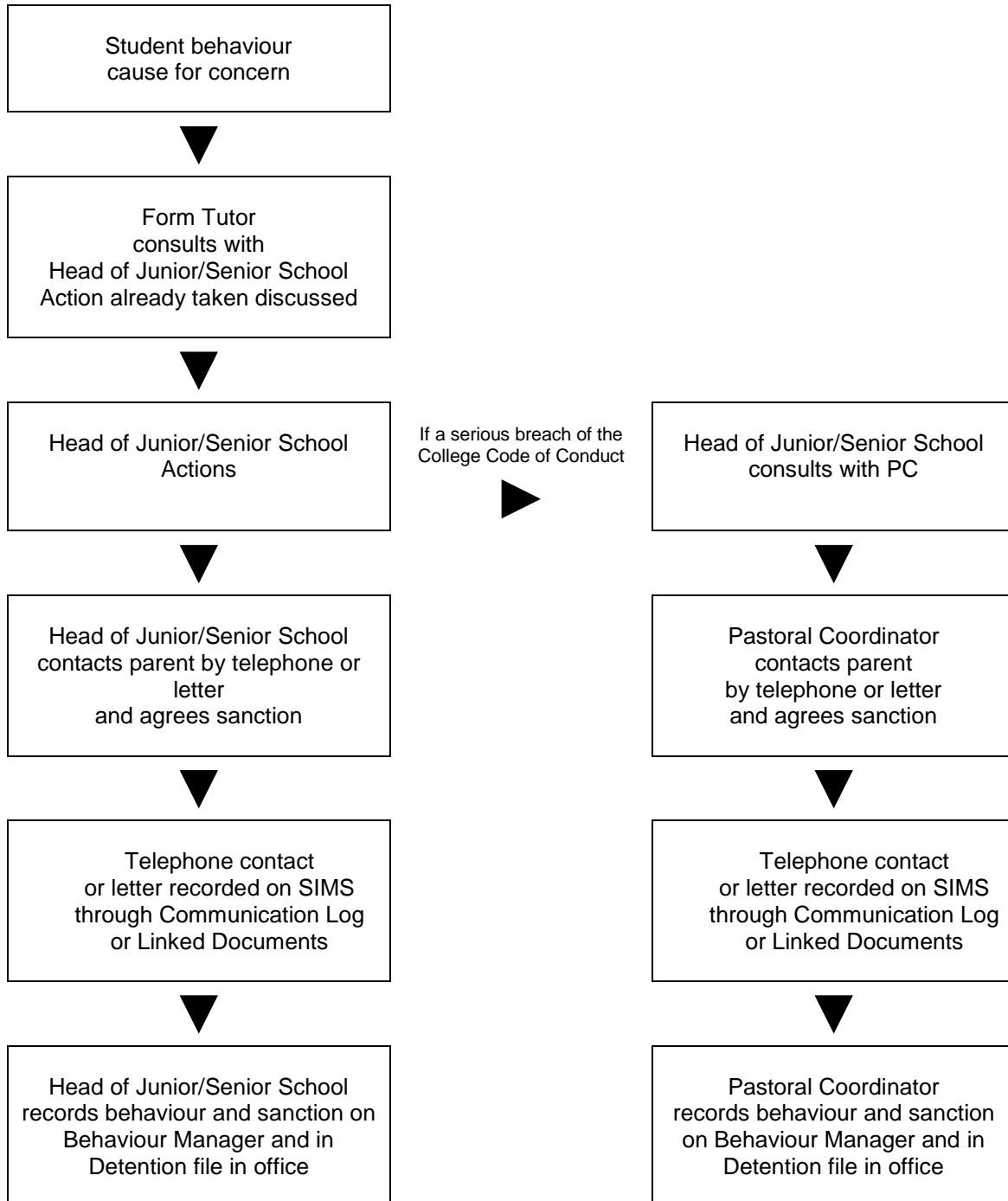
- (S) "Nothing" (aggrieved)
- (T) "Actually you're talking loudly and I'm trying to work over here; what should you be doing?"
- (S) "Other people talk and you don't say anything to them"
- (T) "Other people do, but what should you doing?"
- (S) "Our work"
- (T) "OK let's get back to it thanks"

## **7. Giving Simple Choices**

Empty threats are pointless. Let the student choose the responsible alternative. Choice enables the student to exercise some measure of self- control.

"If – then" "if you continue to call out David, I'll have you ask you to stay back and explain why you aren't prepared to work by our fair rules" (deferred option).

## 14. Appendix 3: DETENTION SYSTEM



## 15. Appendix 4: STUDENT UNIFORM LIST 2014/2015

### Girls Uniform

- ◆ **Navy** blazer polyester mix (with badge sewn on)
- ◆ **Blue and White** striped blouse with reverse collar
- ◆ School **grey pleated** skirt or school grey trousers
- ◆ College v-neck jumper (compulsory September to Easter)
- ◆ **Black** tights (compulsory September to easter)
- ◆ **Black** leather school shoes (**heel height must be less than 5cm**)

### Optional

- ◆ **Navy** College coat with embroidered badge
- ◆ College scarf
- ◆ College socks may be worn during the summer term

### For PE

- ◆ College PE shorts
- ◆ College polo shirt
- ◆ PE socks
- ◆ Trainers
- ◆ College tracksuit bottoms with College hooded sweatshirt
- ◆ Shin guards
- ◆ Swimming costume, swimming cap

### Boys Uniform

- ◆ **Navy** blazer polyester mix (with badge sewn on)
- ◆ **White** school shirt which should be tucked in
- ◆ School **grey** trousers
- ◆ College v-neck jumper (compulsory October to Easter)
- ◆ **Black** school socks
- ◆ **Black** leather school shoes
- ◆ College tie

### Optional

- ◆ **Navy** school coat with embroidered badge
- ◆ College scarf

### For PE

- ◆ College PE shorts
- ◆ College polo shirt
- ◆ PE socks
- ◆ Trainers
- ◆ College tracksuit bottoms with College hooded sweatshirt
- ◆ Shin guards
- ◆ Swimming trunks

**For Health & Safety reasons, no jewellery other than a wristwatch may be worn at any time.**

**Students will require the College tracksuit for PE and on days when a less formal uniform is appropriate, for example educational visits. Students also have the option to wear the college tracksuit each Friday**

## **School bags**

Plain schoolbag, large enough to hold A4 size books and folders – **no football emblems please**

### **Parents please note:**

- ◆ All articles of clothing **must be clearly marked with the owner's name.**
- ◆ Please retain this information sheet should items of uniform require replacing during the College year.
- ◆ The boys' grey trousers are a special mid grey only available from the suppliers listed below.

There will be no changes to this list during the College year.

## **COLLEGE UNIFORM STOCKISTS**

Marshall's of Saintfield  
72 – 74 Main Street  
Saintfield  
BT24 7AB  
Telephone: 028 9751 0315

