



**POSITIVE  
BEHAVIOUR  
POLICY  
2020-2021**

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## **SCHOOL AIMS**

- To provide a sense of community and belonging in a caring environment in which everyone is encouraged to contribute positively to the life of the school.
- To enable pupils, irrespective of their abilities or social background, to develop their interests and aptitudes enabling them to take responsibility for themselves and their activities.
- To encourage pupils to work to their full potential within an appropriate curriculum that encompasses their academic and vocational needs.
- To encourage the growth of moral, spiritual and cultural awareness, based on Christian values, so that pupils become responsible, tolerant citizens.
- To foster and maintain positive relationships with parents recognising the importance of high quality communication between the school, the home and the community.

## **RATIONALE**

The positive behaviour policy at City of Armagh High School provides an agreed course of action amongst teachers, pupils and parents, which promotes effective teaching and learning, the worth and value of each person and respects the rights of all members of the school community. We believe a healthy balance between sanction and rewards is fundamental and encourage everyone to implement the school rules fairly and consistently.

Our aims are:

- To develop a community of pupils, parents, teachers and support staff in which all involved share a sense of pride, belonging and loyalty
- To encourage pupils to make their own personal contribution towards enhancing the school as a community
- To assist each pupil in reaching personal fulfilment and happiness through contributing fully to the curricular and extra-curricular life of the school
- To develop in all pupils qualities of self-esteem, tolerance, perseverance, adaptability, self-discipline, self-reliance and a sense of moral responsibility
- To provide a regulated and orderly community in which effective learning can take place through the use of well-established and understood rules and procedures
- To provide a structure whereby individual pupils feel comfortable and confident in establishing personal relationships with teachers and tutors
- To assist, guide and encourage pupils to attain their full potential academically and thus gain useful and relevant qualifications
- To prepare pupils for the transition to continuing education and adult working life
- To encourage an interest in and development of extra-curricular interests and talents
- To develop and maintain close links with parents
- To assist in identification of pupils with Special Educational Needs
- To implement, monitor and review Pastoral related policies

While promoting the rights of each individual it is important that everyone recognises their responsibility in the promotion of a positive behaviour policy.

The agreed rights and responsibilities are summarised as follows:

# **RIGHTS, ROLES & RESPONSIBILITIES OF THE TEACHER**

## **ROLES AND RESPONSIBILITIES**

To be classroom manager.

To deliver the curriculum.

To impart knowledge.

To facilitate learning.

To listen and value pupils contributions.

To address individual needs.

Continuous monitoring and evaluating.

To prepare pupils for adult life.

To promote and instil life-long learning.

To be fair and consistent.

To help pupils achieve full potential.

To have pupils' welfare at heart.

To plan and prepare lessons/be organised.

Always act/behave in a professional way

To promote the Christian ethos of the school.

To treat others with respect.

To be a positive role model.

To promote a safe and caring environment.

To report on area of concern.

To accept shortcomings and seek to improve.

To provide support for colleagues.

To keep abreast of legislation.

To set standards of acceptable behaviour.

To model appropriate behaviour.

To manage behaviour in the classroom/school.

To attend lessons punctually.

To assess pupils for improvement.

To report to parents annually.

## **RIGHTS OF THE TEACHER**

To be treated with respect.

To teach in a safe, healthy and secure environment.

Opportunities to develop professionally.

Equality.

Adequate resourcing.

To be informed and consulted on whole school issues.

To be supported by colleagues.

To be valued and acknowledged.

To be kept well informed regarding social background etc of pupils.

# **RIGHTS & RESPONSIBILITIES OF THE PUPIL**

## **RESPONSIBILITIES OF THE PUPIL**

To attend class and school punctually.

To come prepared for work—books, equipment.

To listen and co-operate.

To participate to the best of their ability.

To seek appropriate support as necessary.

To focus on work and care for resources/property.

To complete homework on time and to the best of their ability.

To follow the school code of conduct and to be aware of the consequences of their own actions.

To be polite and pleasant and treat others with respect.

To report harassment/bullying.

To refrain from abuse—physical, emotional or verbal.

## **RIGHTS OF THE PUPIL**

To enjoy these rights pupils **will** respect the rights of others.

To be treated with respect.

To be taught in a safe, healthy and secure environment.

To be provided with a positive learning and social experience.

Opportunities to develop spiritually, morally, culturally, physically and academically.

To be free from verbal, emotional and physical abuse.

To be valued, listened to and acknowledged.

# **RIGHTS & RESPONSIBILITIES OF THE PARENTS**

## **RESPONSIBILITIES OF THE PARENTS**

Their child attends regularly and on time.

Their child obeys the school rules and shows respect for other pupils, school staff and property.

Their child wears the correct school uniform.

They provide the necessary equipment etc and oversee homework.

They make an appointment when they wish to meet a member of staff.

They tell the school promptly of any concern about their child.

They respond quickly to concerns raised by the school.

They attend at least one parent/teacher meeting each year.

They inform school promptly of changes in (a) address, (b) telephone/mobile numbers, (c) significant personal circumstances

To work in partnership with the school to meet the needs of their child/children.

## **RIGHTS OF THE PARENTS**

- to enjoy these rights parents ensure that:

To receive a quality education for their child.

To have their child taught in a warm, welcoming and safe place.

To have their child treated fairly and with respect.

To seek support for their child if she has any problems.

To be responded to sensitively when raising any concerns.

To be told promptly about any concerns.

To be informed about anything which affects their child's education.



# City of Armagh High School CODE OF CONDUCT

Our entire system of positive behaviour is founded on three guiding principles;

**EXCELLENCE, OPPORTUNITY AND CARE.**

All pupils are expected to comply with the school's Code of Conduct

<b>CONSISTENCY</b>	for Self, Other and the Environment	<b>EXCELLENCE, OPPORTUNITY &amp; CARE</b>
	All pupils will	
	<ul style="list-style-type: none"> <li>• Be polite, helpful and considerate to all members of staff, other pupils and visitors</li> <li>• Display good manners and respect the rights of others</li> <li>• Treat school equipment with respect and care</li> <li>• Act responsibly in corridors at all times keeping noise to a minimum</li> </ul>	
	for Good Behaviour and Good Manners	
	All pupils will	
	<ul style="list-style-type: none"> <li>• Be punctual for each class, Assembly and other events</li> <li>• Those who are late should apologise and offer an explanation</li> <li>• All classes will line up quietly and only enter when invited by the teacher</li> <li>• Pupils should leave classrooms in an orderly manner after checking their uniform is correct</li> <li>• Treat others as they would wish to be treated themselves. Fighting, any form of bullying and the use of offensive language are forbidden</li> <li>• Take every opportunity to show respect, consideration and good manners in school, travelling to and from school, on buses, public places and on school trips</li> </ul>	
	in our Efforts, our Uniform and our Community	
	All pupils will	
	<ul style="list-style-type: none"> <li>• Try their very best at all times, in school work, homework or representing the school</li> <li>• Do their best to concentrate for the whole lesson, listen carefully to and follow the teacher's instructions</li> <li>• Ensure they are prepared for every class</li> <li>• Wear full school uniform correctly as outlined in the school rules</li> <li>• Put litter into bins and help keep the school tidy</li> <li>• Strive for excellence in all aspects of school life</li> </ul>	

Refer to the School's Positive Behaviour Policy for a full set of the school rules and for further information, available on line or from school as requested



## SCHOOL RULES

<b>RESPECT</b>	<b>SCHOOL RULES - General</b>
	<ul style="list-style-type: none"> <li>• Pupils will always have the basic equipment required for their personal use in school</li> </ul>
	<ul style="list-style-type: none"> <li>• Bad manners or bad taste in language, dress or demeanour as determined by the school will not be tolerated.</li> <li>• Pupils should treat others with respect in how they speak and act towards them, never using bad language or acting in bad taste.</li> </ul>
	<ul style="list-style-type: none"> <li>• Pupils will do their part to keep our school and its grounds clean and tidy, e.g. putting litter in bins, clearing any mess they have made and encouraging others to do the same</li> </ul>
	<ul style="list-style-type: none"> <li>• Jewellery should be minimal and discreet. Girls are permitted one plain stud in each ear lobe.</li> </ul>
	<ul style="list-style-type: none"> <li>• Pupils will not leave the school grounds at any time during the school day before 3.15 pm except with written permission of parents and by arrangement with the Principal/Vice-principal. (Pupils who walk out of school without the knowledge/consent of school staff may face serious sanctions)</li> </ul>
	<ul style="list-style-type: none"> <li>• Pupils will show due respect for their own property, the property of the school and that of other people.</li> <li>• Pupils who lose, sell or misuse their free dinner card may lose their free meals. Theft of dinner cards is a serious offence.</li> <li>• The dining hall is available for purchased and packed lunches. All food should be consumed in the dining hall.</li> </ul>
	<ul style="list-style-type: none"> <li>• Misbehaviour on the buses could result in the withdrawal of a pupil's bus pass.</li> </ul>
	<ul style="list-style-type: none"> <li>• Where pupils bring excessive money, electronic music devices (e.g. i-Pods/MP3 players), mobile phones, electronic games, hoodies/jumpers etc. into school they do so at their own risk. School/Staff cannot be held responsible for any damage or losses incurred.</li> <li>• Pupils will not use any form of technology to capture images and/or sound whilst in school. The only exception to this rule is when a teacher has given permission for use to enable a student to complete an activity with a clear educational goal.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use or possession of any illegal substance is strictly prohibited. It will be an offence to fail to report or be in the company of anyone holding or using these materials.</li> <li>• Pupils will not sell any item in school.</li> <li>• Dangerous devices, e.g. laser pens, knives, etc. will not be brought to school and pupils will not act in any manner which endangers the health and safety of themselves or others.</li> </ul>

# RESPONSIBILITY

## SCHOOL RULES - General

- Damage to school property should be reported immediately to a teacher or the school office. Payment may be demanded from the person(s) responsible for the damage.
- Only still water/still fruit juice may be consumed in class
- Chewing gum is not permitted in school
- Pupils will walk at all times in single file on the right hand side of corridors
- Medical and dental appointments should be arranged, where possible, outside school hours and significant absence due to family holidays should be avoided. Pupils wishing to leave school **must** bring a note signed by a parent/guardian requesting permission to leave. The reason for leaving school must be clearly stated.
- Only pupils with permission should leave school grounds at break or at lunch.
- Pupils should obtain a lunch pass from Mrs Mulholland
- Pupils leaving the classroom for any reason will have their homework diary signed by their class teacher
- Mobile phones will be **switched off** and **not visible** during school hours. If seen phones will be confiscated and sanctions imposed (see personal devices section)
- Pupils who become ill in school should inform their class teacher first, before reporting to Mrs Reid and **must not** leave the premises without the school's permission.
- All pupils (Years 8-12) will take part in P.E./Games. Pupils who cannot take part must bring a note from a parent/guardian giving a reason.
- Pupils will leave school bags in the cloakroom areas before joining the lunch queue

# EXCELLENCE

## SCHOOL RULES - General

- School uniform is compulsory and will be worn correctly on all school occasions
- Shirts/blouses will be tucked in, top buttons closed and ties properly done up and to a length of five stripes or a clip on tie should be worn
- For girls only – the length of your skirt will be to an acceptable standard to the school. A skirt that does not allow you to sit in class without embarrassment to yourself or the teacher is not acceptable.
- Hoodies are not part of school uniform
- Pupils will comply with the school's homework policy.
- Pupils will be punctual on all occasions, both at 8.45am for registration and for each class throughout the day. In the unlikely event that a pupil arrives after 9.10am he/she should report to reception.
- All pupils, without exception, will report to their Form Teacher at 8.45 a.m. in their registration room so that they may be marked present, and will remain in school until 3.15 p.m.
- Only pupils involved in extra-curricular activities should remain in school grounds after 3.30pm.
- Pupils who have been absent from school for one or more days will present a note to his/her Form Teacher on the first morning back. This note should be dated, state the number of days absent, give an explanation for the absence and be signed by a parent/guardian.
- For Health and Safety reasons, pupils will avoid all areas designated 'Out of Bounds'
- Cloakroom and toilet areas are available to pupils before registration, at break and lunch, and at the end of the school day.
- Pupils should not wear visible makeup. Nail varnish should also be discreet.
- Hair should be neat and tidy, any colouring should be subtle.

**All pupils are expected to act respectfully and responsibly at all times, and give their very best efforts in everything they do.**

- As a school community we are committed to preparing our pupils for life and work. These rules are set out not to hinder our pupils, but to enhance their understanding of how to make a positive contribution as a member of a community, team, workforce or family.
- No list of rules can cover every contingency. Specific regulations/instructions are published or otherwise communicated from time to time.
- School rules apply anytime pupils are in school uniform or are representing the school.

## **DRESS CODE– FEMALE PUPIL**

*'We want our students to wear their school uniform with pride and to project a positive image of themselves and of our school to members of the wider community'*

### **Uniform**

Complete school uniform must be worn to school each day. A skirt that does not allow you to sit in class without embarrassment to yourself or to the teacher is not acceptable.

### **Jewellery**

Jewellery should be minimal and discreet. Girls are permitted one plain stud in each ear lobe. Health & Safety considerations dictate that **no other visible piercing is permitted to be worn at any time.**

### **Hairstyle**

Hairstyles should be neat and tidy, any colouring should be subtle.

### **Make Up**

Pupils should not wear visible make-up. Nail varnish should also be discreet.

### **Shoes**

School shoes must be **BLACK** in colour. **No** canvas or trainer type shoes are permitted.

### **PE Uniform**

As directed by the PE department

## **DRESS CODE– MALE PUPIL**

*'We want our students to wear their school uniform with pride and to project a positive image of themselves and of our school to members of the wider community'*

### **Uniform**

Complete school uniform must be worn to school each day.

### **Hairstyle**

Hairstyles should be neat and tidy, any colouring should be subtle.

### **Shoes**

School shoes must be **BLACK** in colour. **No** canvas or trainer type shoes are permitted.

### **PE Uniform**

As directed by the PE department.

# **PERSONAL DEVICES**

## **Mobile Phones / MP3 Players / IPODS / Electronic Devices**

For reasons relating to Child Protection and Health & Safety the above named devices may be brought to school provided they are **turned off** and **kept out of sight** at all times when students are on school premises.

They will be confiscated immediately if they are seen by any member of staff and given to the relevant Head of Year.

A pupil whose phone has been confiscated may report to the office at the end of the school day to reclaim their phone. Their phone will then have to be handed in to their Head of Year every morning for 2 weeks or left at home.

In an emergency or "special circumstances" an arrangement to use a mobile phone may be made in consultation with the school Principal.

Repeated infringement may result in more severe sanctions.

The only exception to this rule is when a teacher has given permission for use to enable a student to complete an activity with a clear educational goal and a class permission pass is shown.

Smart Watches must be used as timepieces **ONLY**.

Kindle type devices must be used as 'reading' devices **ONLY**.

The use of personal devices falls under City of Armagh High School's Acceptable Use Policy/Agreement and E-Safety Policy.

The school is no way responsible for:

Personal devices that are broken, lost or stolen while at school or during educational activities.

Parents/Guardians are asked to refrain from contacting their sons/daughters directly by mobile but rather to use the school phone (02837522278) to have a message conveyed to their son/daughter by the school secretary.

# **REWARDS**

All pupils are encouraged to respond positively to the high standards of behaviour and attitude to work which we in school set ourselves. When such standards are attained and often surpassed, we believe it to be important to recognise such excellence as a means of promoting positive behaviour in all aspects of school life, whether this be a verbal or written comment of praise for work well done in class or at home, or a medal for participation in a sporting event or a prize or a certificate at the school's annual Prize Distribution.

These and other accolades form part of the school's policy to recognise and reward achievement.

At City of Armagh High School we believe that good behaviour and discipline are essential if effective teaching and learning are to take place. Students learn best when they are motivated and this is promoted within school by an effective rewards system that engages students and encourages them to do their best.

## **Aim**

To reward students in a variety of ways so that they are motivated to succeed and do their best

## **Objectives**

- To create an environment which encourages and reinforces good behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure pupils are fully aware of the criteria they must fulfil to succeed.

## **Rewards may take many forms including:**

- Non-verbal rewards – smiles, thumbs up etc;
- Praise;
- Displaying good work;
- Merits;
- Positive comments in homework diaries and on work;
- Phone calls and texts to parents/guardians;
- Assemblies;
- Attendance Awards;
- Behaviour Awards.

### **House System**

The school's "House system" has procedures for rewarding achievement and sporting activities.

### **Merits**

This reward system is available to every pupil throughout the school. Any member of staff can award merits for any aspect of improved work, behaviour and effort. These are recorded in SIMS. The merits can then be used in exchange for small items or be saved and used for price reductions on for example; school discos, school trips to the cinema and Balmoral Show.

### **Attendance awards**

Attendance certificates will be awarded on a half termly basis under the following criteria:

- 100% attendance – Gold certificate, 20 merits and reward
- 98% attendance – Silver certificate and 10 merits
- 95% attendance – Bronze certificate and 5 merits

### **Good Conduct Award**

Pupils who consistently uphold the school rules and values will be awarded on a half termly basis under the following criteria:

- No behaviour points – Gold certificate, 20 merits and reward
- 1 behaviour point – Silver certificate and 10 merits
- 2 behaviour points – Bronze certificate and 5 merits



## **SANCTIONS**

Whilst the emphasis of the school's Pastoral Care Policy is on the promotion of good behaviour and the enhancement of self-discipline and acceptance of responsibility for our own actions, some simple procedures are required for those pupils for whom preventative measures have not been successful.

- The pupil is reprimanded orally by the teacher
- The teacher will issue appropriate punishment when the offence is serious or persistent
- The teacher may use department detention at lunchtime or after school
- The pupil is referred to his/her Form teacher who will discuss any behaviour issues with the pupil. A Form teacher may place a pupil on stage 1 daily report and contact parents.
- If behaviour does not improve then a pupil may be referred to their Head of Year. This will involve either further sanctions, stage 2 daily report or after school detention.
- For serious or persistent offences, the Year Head may write home to parents or arrange for a meeting with parents in school
- If the Year Head is not satisfied with the response from the pupil, he/she will be referred to the Vice Principal or Principal and a further meeting may be arranged with the parent
- A pupil may be given supervised support from normal classes for a period of time in line with school policy. Parents will be informed.
- Where suspension and/or expulsion is deemed necessary, the school will follow the procedures set out in the SELB scheme and Department of Education circulars
- Serious breaches of school rules may result in the pupil being referred directly to the Vice Principal or Principal.

### **Detention**

Should a pupil be placed in after school detention by a class teacher or Year Head the reason and length will be noted in their homework diary at least 24 hours in advance. It is the child's responsibility to inform the parent/guardian, who is expected to discuss this matter with their child and sign the diary. Failure to do so will not affect the child's obligation to do the detention on the specified day. If a pupil is absent on the day of their detention they will be required to complete the detention on the day they return to school.

### **Work in school detention**

- The punishment is the time after school. **It will be the pupil's responsibility** to bring some useful work with them to do (e.g. Homework, revision, study, controlled assessment)
- The teacher who requests the detention may put work in a box in the office at any time before the detention, **which will take precedence** over any work the pupil may bring themselves
- If a pupil does not bring work, they will be expected to complete some standard work which will be provided in the detention room e.g. Behaviour log, code of conduct etc

## **Supervised Support for Pupils from Normal Classes**

### **Aims**

1. To provide the opportunity to separate disruptive pupils from others, thus protecting the education of others.
2. To provide the opportunity to supervise pupils who present as contrary to school rules and procedures or are unwilling to co-operate within normal school structures or routines.
3. To provide for serious “one off” incidents.
4. To provide a facility for periods of “time out” for pupils in cases where remaining in a normal classroom is not in their best interests or in the interest of others.
5. To ensure that a common procedure is used for the withdrawal of pupils with the provision of suitable work during their period of Supervised Support from normal classes.
6. To minimise suspensions from school.

### **Procedures**

1. Pupils in Supervised Support will be supervised by staff following the timetable. The Vice Principal has overall responsibility for ensuring that they are supervised at all times.
2. Pupils will only be given Supervised Support from class by the Principal or Vice Principal. Staff will be informed that a pupil is in Supervised Support by email and a note on the staff noticeboard.
3. Staff who teach the pupils in Supervised Support are required to send relevant work during the period of Supervised Support.
4. Parents/guardians will be informed when their child is in Supervised Support from class. The Vice Principal/Year Head will liaise with parents as required. Parents may be invited to attend school to discuss progress.
5. Pupils may be counselled during the Supervised Support period. The pupil’s Form Teacher and Year Head may also speak to the child during that time.
6. Pupils can be placed on report when they return to normal class after a period of Supervised Support. The Year Head, will monitor the behaviour of pupils on their return to class. In cases where they are not satisfied a further period of Supervised Support may be considered.
7. Where the behaviour of a pupil is unacceptable when in Supervised Support the possibility of suspension will be considered.
8. Pupils who are in Supervised Support from class will normally be kept apart from their peers throughout the day.
9. Pupils in Supervised Support will not normally participate in extra-curricular activities.

### **Extra Curricular Activities and Non-Essential School Trips**

City of Armagh HS is committed to providing a wide range of extra-curricular activities and non-essential school trips, as we believe this is an important part of a pupil's personal development.

However we strongly believe that pupils hoping to take part in these activities must be able to represent the school and conduct themselves in a responsible manner at all times.

We wish to emphasise that the vast majority of our pupils behave in a responsible manner at all times and we hope that the small minority of pupils who do not always operate within school rules and procedures will be encouraged to improve their behaviour in order to benefit fully from all the opportunities available to them. For these pupils participation in the above will require authorisation from their Head of Year and/or Vice Principal.

**Any non-essential trip is one that is not central to the taught curriculum**

### **Involving Parents**

Parents are encouraged to take an active part in the school. We believe that it is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all pupils positive behaviour.

### **Procedures in place when there is an ongoing concern about a pupil's behaviour**

If there is an ongoing concern about a pupil's behaviour their parents will be initially be contacted by the Form teacher and then Head of Year, if necessary. This will allow the Form teacher and/or Head of Year to find out if there are any factors that might be affecting the pupil. They will then discuss how school and home might help the pupil to improve their behaviour. This might involve extra encouragement, periodic contact with parents etc.

It is hoped that all pupils will make progress but sometimes the concerning behaviour continues and more support is required please see **Page 20 Code of Practice: Managing behaviour** for further details.

In very exceptional circumstances a pupil might be excluded from school temporarily or permanently. This will be carried out in line with EA and DENI guidelines. The education welfare service may be asked to support the pupil and their parents and a return to school will be negotiated with support if considered necessary.

## **CODE OF PRACTICE: Managing Behaviour**

The following guidelines refer to the five stages in the Code of Practice for Special Educational Needs (SEN) in relation to Social, Emotional and Behavioural Difficulties (SEBD). Heads of Year and/or the Pastoral Care Coordinator will contact parents/carers to discuss how the school and home can work together at each stage to support the pupil. Reasonable adjustments will be made to support pupils with SEBD.

### Stage 1

- Subject/Form teacher identifies concerns and consults with the Pastoral Team/SENCO to place child on SEN register.
- Pupil is placed on Stage 1 daily report and reviewed after 2 weeks.
- Most pupils will not proceed beyond Stage 1.
- If a pupil does not respond then a Stage 2 referral can be made.

### Stage 2

- An Individual Education Plan (IEP) and risk assessment (with targets agreed with parents/carers and the pupil) are put in place and the pupil is placed on Stage 2 of the SEN register.
- Pupil is placed on Stage 2 daily report by Head of Year.
- At the IEP review, pupil may be taken off Stage 2, remain at Stage 2 or move to a Stage 3 IEP.

### Stage 3

No significant improvement at Stage 2 IEP review. The pupil is continuing to display behavioural problems in school.

- An application could be made for a formal assessment to the Educational Psychology Department or to the Behaviour Support Team with parental consent. The assessment is carried out and a report presented.
- Pupil is placed on Stage 3 daily report by Vice Principal (PCC).
- A Stage 3 IEP is put in place with recommendations added.
- Other agencies may become involved, eg. Pupil Personal Development Services, CYPSP – Family Support Hub.
- The Stage 3 IEP is reviewed, pupil may be moved back to Stage 2 or on to Stage 4.

### Stage 4

At Stage 4 an application for Formal assessment may be made. This may lead to a Statement of Special Educational Needs being issued.

- A Stage 4 IEP is written and reviewed concurrently with the Formal Assessment process.
- After Formal Assessment it may be decided to move on to Stage 5.
- If not moving to Stage 5, then the pupil moves back to Stage 3 with Outside Agency support continuing.

### Stage 5

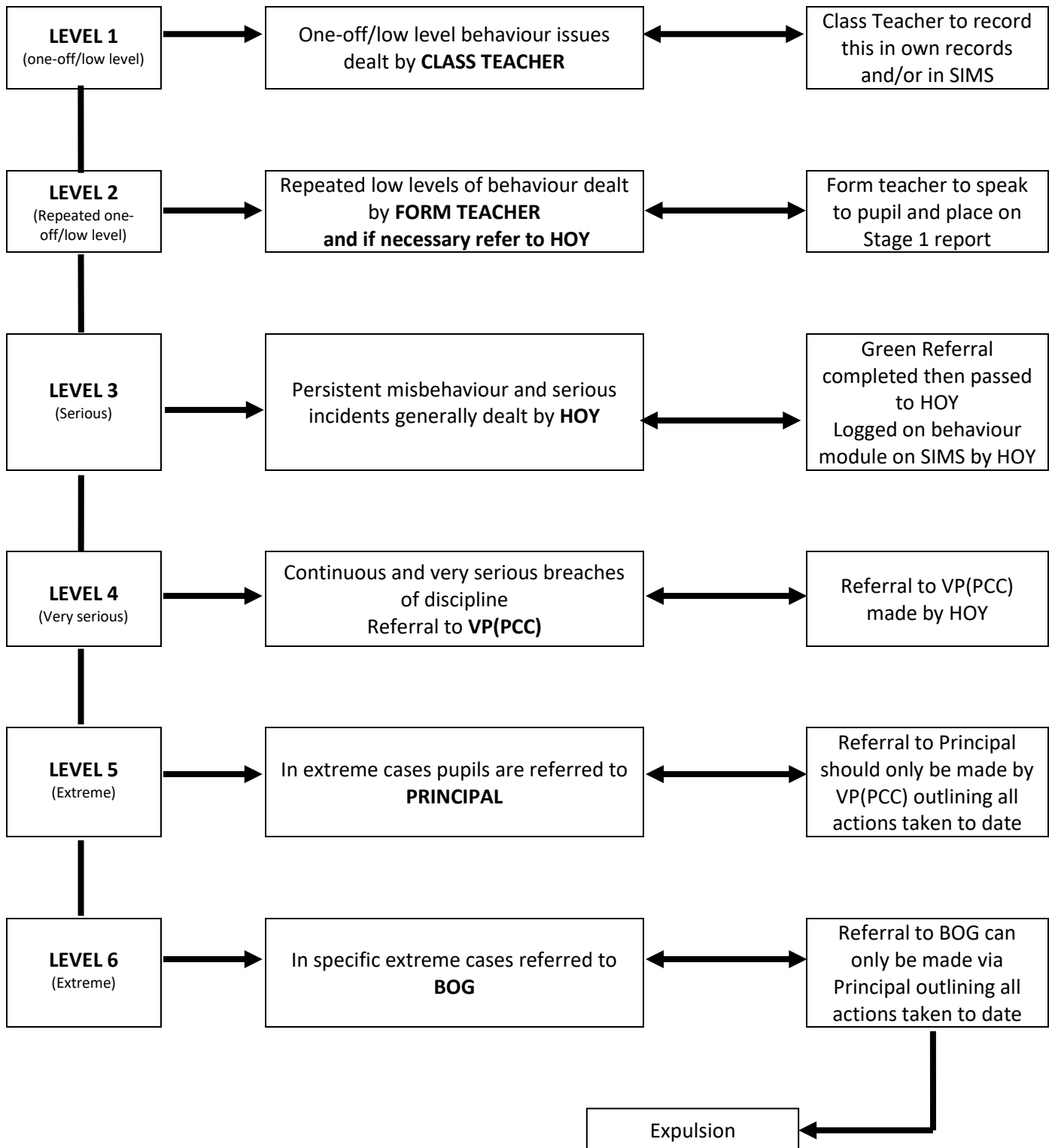
A Statement of Educational needs is put in place.

## **Behaviour Incidences**

Incident	Examples	Likely Outcome
<p>One-off/low level behaviour *dealt by class teacher LEVEL 1</p>	<ul style="list-style-type: none"> <li>• Class work not completed</li> <li>• Unacceptable appearance/school uniform</li> <li>• Eating/chewing</li> <li>• Copying of work</li> <li>• Talk in class/inattention</li> <li>• Indirect use of foul language</li> <li>• Out of bounds</li> <li>• Lack of equipment</li> <li>• Taunting peers</li> <li>• Lateness to class</li>   <li>• Homework not completed</li> </ul>	<ul style="list-style-type: none"> <li>• Non-verbal reprimand</li> <li>• Verbal reprimand</li> <li>• Moved elsewhere in class</li> <li>• Note in homework diary</li> <li>• Behaviour recorded in SIMS lesson monitor</li> <li>• Meaningful extra work</li> <li>• Break/lunch time detention</li> <li>• Departmental detention (always recorded on SIMS)</li>   <li>• KS3 - 2<sup>nd</sup> offence – dept detention</li> <li>• KS4 – 1<sup>st</sup> offence – dept detention</li> </ul>
<p>Repeated low levels of behaviour *dealt by form teacher LEVEL 2</p>	<ul style="list-style-type: none"> <li>• Repeated misbehaviour re: any of the above</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil placed on Stage 1 daily report by form teacher</li> <li>• Parents to be contacted by form teacher</li> </ul>
<p>Serious Behaviour Issues * mostly dealt by HOY except for homework LEVEL 3</p>	<ul style="list-style-type: none"> <li>• Persistent misbehaviour re: any of the above</li> <li>• Misbehaviour outside school (in uniform)</li> <li>• Smoking (including e-cigarettes)</li> <li>• Refusal to follow teacher or support staff instruction (defiance)</li> <li>• Unacceptable hurtful behaviour to others/fighting</li> <li>• Leaving school grounds without permission</li> <li>• Possession of indecent material/abuse of internet</li> <li>• Selling</li> <li>• Rudeness to staff</li>   <li>• Visible/use of mobile &amp; any other electronic devices (other than for educational activities)</li> </ul>	<ul style="list-style-type: none"> <li>• School detention</li> <li>• Stage 2 report</li> <li>• Parents attend meeting</li> <li>• Supervised Support</li> <li>• Suspension - depending on seriousness/frequency of incident (Daily report following return from suspension)</li>   <li>• Removed from pupil and left in office. See Pg14 for further information.</li> </ul>
<p>Very Serious Behaviour Issues * dealt by HOY/VP/Principal LEVEL 4</p>	<ul style="list-style-type: none"> <li>• Persistent misbehaviour re. any of the above</li> <li>• Physical Assault on pupil</li> <li>• Vandalism</li> <li>• Misbehaviour likely to bring the school into disrepute</li> <li>• Foul language addressed to a member of staff</li> <li>• Threatening behaviour towards staff</li> <li>• Bullying (physical, verbal, cyber, sexist)</li> <li>• Smoking (including e-cigarettes) – repeated offence</li>   <li>• Truancy</li> </ul>	<ul style="list-style-type: none"> <li>• School detention</li> <li>• Supervised Support</li> <li>• Stage 3 report</li> <li>• Parental meeting with HOY/VP/Principal</li> <li>• Suspension (Daily report following return from suspension)</li>   <li>• Supervised support</li> <li>• Attendance report</li> <li>• Referral to EWO</li> </ul>
<p>Extreme Behaviour Issues *dealt by Principal LEVEL 5/6</p>	<ul style="list-style-type: none"> <li>• Persistent misbehaviour re. any of the above</li> <li>• Physical assault on member of staff</li> <li>• Serious immoral conduct including abuse of internet</li> <li>• Distribution of indecent material</li> <li>• Publication of malicious, threatening or offensive material on internet/mobile</li> <li>• Interfering with safety equipment e.g. fire alarm</li> <li>• Possession of illegal substances/dangerous weapons</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension and/or expulsion</li> <li>• Police involvement</li> </ul>

**Consistency is desirable, however, a degree of flexibility is required to cover for individual circumstances**

## Behaviour & Discipline Flow Chart



Reasonable adjustments will be made to support pupils with Social, Emotional and Behavioural Difficulties.

## **OTHER FORMS OF SUPPORT**

Additional support will be available from various outside agencies including;

- Behaviour Support Team.
- The Education Psychology Service
- The Educational Welfare Service
- PPDS
- YPP/HUB
- Social Services
- Autism Advisory and Intervention Service
- Familyworks Counselling
- CAMHS
- REACT

### **Counselling**

The school counsellor (S McAuley) from Links Counselling Service is available on a Thursday morning.

### **Training Needs**

Staff have attended SIMs training and behaviour management training to support the Positive Behaviour Policy.

## **REVIEW AND EVALUATION**

### **Evaluation**

The effectiveness of the policy will be measured by;

- A reduction in the number of pupils referred to external agencies;
- A reduction in suspensions
- A reduction in school detentions
- Increase in the number of merits being awarded.
- Increase in attendance percentage.

### **Review**

This policy has been written and agreed with the SELB Behaviour Support Team. It will be reviewed regularly in response to on-going advice and training. It will form part of the school's overall Pastoral Care Policy.



## **LINKS WITH OTHER SCHOOL POLICIES**

It should be noted that this positive behaviour policy should not be viewed in isolation or as a stand-alone document. To be truly effective, it should link with the following school policies including:

- Anti-Bullying
- Child Protection
- Drugs/Substance Abuse
- Pastoral Care
- Special Educational Needs and Disability
- Assessment Policy
- Detention Policy
- Safe Handling Policy
- Relationships & Sexuality Education Policy
- E-Safety Policy

**Ratified by Board of Governors on: 15<sup>th</sup> June 2016**

**Reviewed: June 2017, June 2018, June 2019**



## Positive Behaviour Policy COVID-19 Appendix

### 1. What we expect pupils to do during this time

- Pupils must only use the entrance they have been assigned to enter and exit the school building.
- Pupils must sanitise their hands each time they enter the school building.
- Pupils must sanitise and wash their hands when directed.
- Pupils must walk directly to the classroom in the 'bubble' they have been assigned. Pupils are not permitted to move around the building freely or open any closed door.
- Pupils must walk directly to their assigned desk. Pupils must only sit at their assigned desk. Pupils must not touch any desk assigned to another pupil or any equipment on a desk assigned to another pupil.
- Pupils must stay within their designated 'bubble' which includes a specific recreation area and toilet facilities
- Pupils must meet our expected behaviour in class which are set out in our Code of Conduct and School Rules.
- Pupils must not attempt to make physical contact with any person.
- Pupils must not deliberately breach, or attempt to breach, current social distancing guidelines
- Pupils must not deliberately and unnecessarily perform actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing.
- Pupils must follow the government guidance when needing to cough or sneeze by covering their mouth and nose with a tissue or coughing or sneezing into their arm.
- Pupils must not share equipment, food or drinks
- Pupils must inform a teacher if they are feeling unwell.
- Due to the movement of teachers, rather than pupils, between classrooms, there will be short periods of time where pupils will be unaccompanied. Pupils must continue to meet the expectations that have been detailed and explained to them during these times.

### 2. What we expect our staff to do during this time

- We expect all our staff to support pupils in adjusting to the many new expectations to maintain the health and well-being of all members of the school community.
- We always expect staff to lead by example and endeavour to follow social distancing rules, with staff, visitors, parents and pupils.
- We expect all our staff to address any behaviour that is unacceptable within their classroom
- Staff will address poor behaviour by speaking to the pupil and giving them an instruction to stop the witnessed behaviour before logging on SIMS the poor behaviour witnessed
- Behaviours will be monitored by the relevant Year head.
- Where the behaviour of a pupil gives us cause for concern regarding the safety of themselves and others, we expect our staff to contact the pastoral team for support.

### **3. The actions we may take when a pupil misbehaves during this time**

- Any pupil that cannot cooperate with our expectations will be directed to return home and will continue with home-learning until further notice. This period will be for no longer than 5 school days in the first instance.
- The following are some examples of what we consider to be unacceptable behaviour specific to the current situation, though the list is not exhaustive:
  - refusing to sanitise hands
  - not moving directly to the allocated classroom
  - deliberately making contact, or attempting to make contact, with another person
  - deliberately breaching, or attempting to breach, current social distancing guidelines,
  - deliberately and unnecessarily performing actions associated with symptoms of Covid-19, for example but not limited to, coughing and/or sneezing
  - not attempting to cover the nose and mouth with a tissue or arm when coughing and/or sneezing
  - A deliberate breach of a bubble

### **4. Behaviour outside the school during this time**

- Pupils should adhere to social distancing guidelines when travelling to and from school
- Pupils must leave the school site when directed and once through the gate make their way directly to their home.
- Failure to follow these instructions outside of school during this time may result in the pupil being directed to complete home-learning until further notice and not return for face-to-face sessions.

**See Acceptable Use Policy for information relating to electronic and online expectations.**