



CITY OF ARMAGH HIGH SCHOOL

Positive Behaviour Policy

PBP1

Reviewed: Dec 2024

Next Review: Sept 2027

POLICY OVERVIEW

DETAILS

TITLE	Positive Behaviour Policy
TARGET AUDIENCE	Pupils, Parents, Staff
REVIEW DATE	December 2024
REVIEW LEAD	Mrs K Mulholland, Mr K Rendall
PERSONNEL INVOLVED IN THE REVIEW OF THIS PROCEDURE:	Pupils, Parents, Staff
POLICY PRESENTED TO THE BOARD OF GOVERNORS ON:	January 2025
POLICY RATIFIED BY THE BOARD OF GOVERNORS ON:	January 2025
EFFECTIVE FROM:	January 2025
REVIEW FREQUENCY:	Every three years (minimum) January 2028
PRINCIPAL	Mrs K Mulholland
CHAIR OF BOARD OF GOVERNORS	Mr W Scott

This procedure has been reviewed to include reference to the remit of the Northern Ireland Public Services Ombudsman (NIPSO) in investigating complaints from members of the public in relation to mal-administration in publicly-funded schools.

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1.0

SCHOOL VISION

“Our vision is for all pupils to become confident, well-rounded individuals who strive to make the most of every opportunity and aspire to achieve their full potential.”

SCHOOL ETHOS

“At COAHS we strive to provide a happy, caring, and inclusive environment for everyone. With quality teaching, each child will have the opportunity to reach their full potential, both academically and socially.”

MISSION STATEMENT

Excellence	To encourage pupils to work to their full potential within an appropriate curriculum that encompasses their academic and vocational needs.
Excellence	To provide highly effective teachers and support staff who are committed to the development of our pupils.
Opportunity	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.
Opportunity	To encourage the growth of moral, spiritual and cultural awareness, based on Christian values, so that pupils become responsible, tolerant citizens.
Care	To foster and maintain positive relationships with parents recognising the importance of high-quality communication between the school, the home and the community.
Care	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.

2.0 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 Restorative Practice, sanctions and rewards is fundamental and encourage everyone to implement the school rules fairly and consistently.

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:

3.0 Rights, Roles and Responsibilities - staff

3.1 RIGHTS, ROLES & RESPONSIBILITIES OF THE TEACHER

ROLES AND RESPONSIBILITIES

- To be classroom manager.
- To deliver the curriculum.
- To impart knowledge.
- To facilitate learning.
- To use Restorative Practice.
- 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 manner
- 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

3.2 RIGHTS & RESPONSIBILITIES OF THE CLASSROOM ASSISTANTS

ROLES AND RESPONSIBILITIES

- To assist the classroom manager.
- To help deliver the curriculum.
- To help impart knowledge.
- To facilitate learning.
- To listen and value pupil contributions.
- To address individual needs.
- To use Restorative Practice.
- 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 help plan and prepare lessons/be organised.
- Always act/behave in a professional manner.
- 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 help report to parents annually.

RIGHTS OF THE CLASSROOM ASSISTANT

- To be treated with respect.
- To work 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

4.0 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 shared expectations 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.

5.0 RIGHTS & RESPONSIBILITIES OF THE PARENTS

RESPONSIBILITIES OF THE PARENTS

- Their child attends regularly and on time.
- Their child adheres to the schools shared expectations.
- 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.

6.0 Shared Expectations

We respect and care for ourselves, others and the school environment

- We will be kind to others and include them
- We will be well mannered in our interactions with all members of the school community
- We will listen to others when they are speaking
- We will look after school equipment and property
- We will have respect for the belongings of others

We come to school on time and ready to learn

- We will attend registration promptly for 8.45am
- We will be on time for every lesson
- We will bring the correct equipment for every lesson
- We will attempt all activities/tasks given
- We will complete all homework tasks

We listen and take turns to speak

- We will listen attentively to the teacher so that we know what to do
- We will listen to others when they are speaking
- We will speak respectfully
- We will make positive contributions to learning

We move quietly and carefully around the school

- We will walk on the right hand side of the corridors and stairs
- We will walk at all times in the school corridors
- We will line up quietly outside a classroom before class begins
- We will remain in designated areas during break and lunch times
- We will only drink water or still fruit juice in class

We will ensure our appearance is appropriate for school

- We will wear full school uniform
- We will wear our school blazers to and from school and also on school trips
- We will project a positive image of City of Armagh High School

No list of expectations can cover every contingency. Specific expectations are published or otherwise communicated from time to time.

7.0 Restorative Practice

Introduction: Restorative practice is a cornerstone of the positive behaviour policy at City of Armagh High School. Rooted in principles of accountability, empathy, and healing, restorative practice emphasizes the importance of repairing harm, restoring relationships, and fostering a sense of belonging within the school community. By integrating restorative approaches into our disciplinary procedures, conflict resolution strategies, and everyday interactions, we aim to cultivate a culture of respect, responsibility, and resilience among students, staff, and stakeholders. Restorative practice allows staff to deal with situations immediately in a less formal manner encouraging them to use their own discretion and judgement.

7.1 Key Components:

A. Building Relationships:

- Restorative practice begins with building strong, positive relationships within the school community. Teachers, staff, and students are encouraged to cultivate connections based on trust, respect, and empathy.
- Establishing meaningful relationships creates a supportive environment where individuals feel valued and understood, laying the foundation for effective conflict resolution and behaviour management.

B. Repairing Harm:

- When conflicts arise or harm is caused, restorative practice focuses on repairing the damage and addressing the needs of those affected. Rather than punitive measures, the emphasis is on understanding the impact of actions and working towards resolution and reconciliation.
- Restorative conversations provide a platform for all parties involved to express their feelings, perspectives, and needs in a safe and respectful manner. Through dialogue and active listening, individuals can collaboratively identify solutions and make amends.

C. Promoting Accountability:

- Restorative practice holds individuals accountable for their actions while also recognizing their capacity for growth and change. Instead of assigning blame or punishment, the focus is on taking responsibility and learning from mistakes.

- Encouraging accountability fosters a sense of ownership and empowerment, empowering students to reflect on their behaviour, make amends, and take proactive steps to prevent future harm.

D. Building Community:

- Restorative practice contributes to the development of a strong, cohesive school community where every member feels connected and supported. By prioritizing relationships and collaboration, we create an inclusive environment where diversity is celebrated, and everyone has a voice.
- Community-building activities, restorative circles, and peer mediation programs are implemented to strengthen bonds, promote understanding, and resolve conflicts constructively.

7.2 Implementation Strategies:

- **Training and Professional Development:** Staff members receive training and ongoing support in restorative practices to effectively implement these approaches in their classrooms and interactions with students.
- **Restorative Circles and Conferencing:** Restorative circles and conferences are utilized as formal processes for addressing conflicts, repairing harm, and building relationships within the school community.
- **Student Leadership and Peer Mediation:** Students are provided with opportunities to develop leadership skills and serve as peer mediators, facilitating restorative processes and promoting positive relationships among their peers.

7.3 Conclusion: Restorative practice is an integral part of the positive behaviour policy at City of Armagh High School, guiding our approach to discipline, conflict resolution, and community-building. By embracing restorative principles, we aim to create a culture of empathy, accountability, and mutual respect where all members of our school community can thrive and flourish. Through ongoing implementation and commitment to restorative values, we endeavour to foster a supportive and inclusive learning environment where every individual is valued, heard, and empowered to reach their full potential.

8.0 Dress Code

8.1 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. It is compulsory for school blazers to be worn at all times.

Jewellery

Jewellery should be minimal and discreet. All pupils are permitted one plain stud in each ear lobe and/or a single clear stud in the nose. Health & Safety considerations dictate that **no other visible piercings (including hoops/drop earrings) are 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. Health and Safety considerations dictate that nails must be kept short and false nails should be discreet.

Shoes

School shoes must be **BLACK** in colour. Trainer type shoes are permitted if they are completely black.

PE Uniform

As directed by the PE department

8.2 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. It is compulsory for school blazers to be worn at all times.

Jewellery

Jewellery should be minimal and discreet. All pupils are permitted one plain stud in each ear lobe or a single plain stud in one 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.

Shoes

School shoes must be **Black** in colour. Trainer type shoes are permitted if completely **Black**.

PE Uniform

As directed by the PE department.

9.0 PERSONAL DEVICES

Mobile Phones / 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.

10.0 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;
- House points
- 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.

House Points

This reward system is available to every pupil throughout the school. Any member of staff can award house points for any aspect of improved work, behaviour and effort. These are recorded in SIMS. There are individual house point awards and team awards.

Individual Awards:

Weekly - Each week the top 10 house point scorers in each year group get a text sent home and a small prize to reward their good behaviour.

Monthly - Each month the highest house point scorer, 1 male and 1 female pupil per form group receive a certificate, a prize/ reward trip and a text message sent home.

Pupil of the Year – Top house point scorer in each year group, will receive a trophy on Prize Day. It is presented at Prize Day.

End of Year Awards - Team Awards

Everyone in the winning house at the end of the year will get a £5.00 voucher for a school trip. This can go towards any trip throughout the following year.

11.0 Sanctions

The school follows a range of protocols – please refer to section 7.0 restorative Practice as part of this process. Other protocols are situated below:

Whilst the emphasis of the school's Pastoral Care Policy is on the promotion of good behaviour through restorative practice 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 an appropriate consequence 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 consequences, 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 EANI 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)
- **This may also be used by the teacher as an opportunity to complete our restorative practice work with the pupil.**
- The Class Teacher may also set work for the pupil depending on the individual case.

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.
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 **13.0 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 EANI 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.

12.0 CODE OF PRACTICE: Managing Behaviour

The following guidelines refer to the three stages in the Code of Practice for Special Educational Needs (SEN) in relation to Social, Behavioural, Emotional and Wellbeing difficulties (SBEW). Heads of Year and/or the Vice Principal 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 SBEW.

Pre-Stage 1

- Subject/Form teacher identifies concerns and consults with the Pastoral Team/SENCO to place child on SEN monitoring sheet.
- 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 1

- 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 1 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 1, remain at Stage 1 or move to a Stage 2 IEP.

Stage 2

No significant improvement at Stage 1 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 2 IEP is put in place with recommendations added.
- Other agencies may become involved, eg. Pupil Personal Development Services, CYPSP – Family Support Hub.
- The Stage 2 IEP is reviewed, pupil may be moved back to Stage 1 or stay on Stage 2.

At Stage 2 an application for Formal assessment may be made. This may lead to a Statement of Special Educational Needs being issued.

- A Stage 2 IEP is written and reviewed concurrently with the Formal Assessment process.

- After Formal Assessment it may be decided to move on to Stage 3, if a Statement of SEN is put in place.
- If not moving to Stage 3, then the pupil moves back to Stage 2 with Outside Agency support continuing.

Stage 3

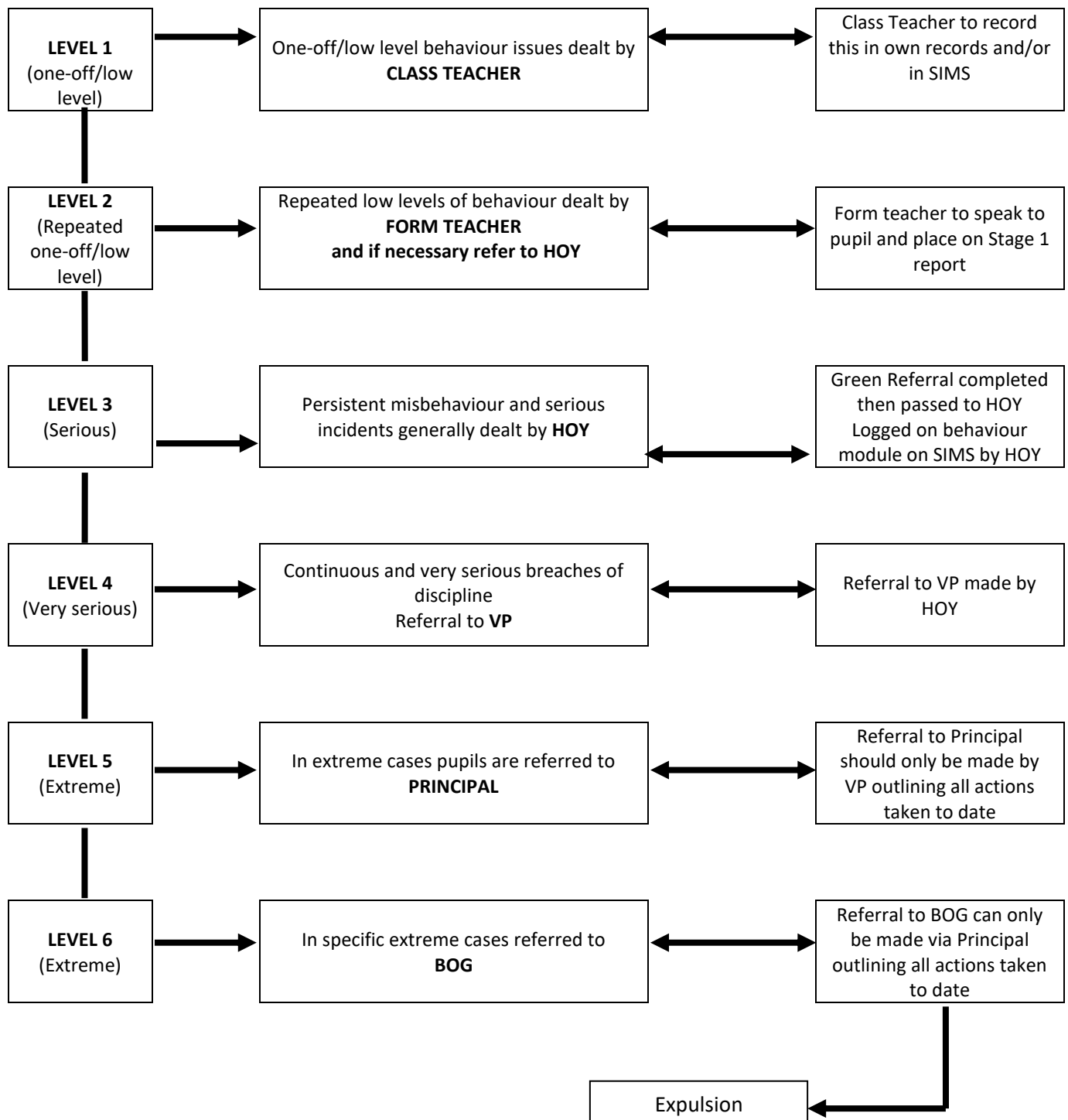
A Statement of Educational needs is put in place.

13.0 Behaviour Incidences

Incident	Examples	Likely Outcome
One-off/low level behaviour *dealt by class teacher LEVEL 1	<ul style="list-style-type: none"> • Class work not completed • Unacceptable appearance/school uniform • Eating/chewing • Copying of work • Talk in class/inattention • Indirect use of foul language • Out of bounds • Lack of equipment • Taunting peers • Lateness to class • Homework not completed • No School Bag 	<ul style="list-style-type: none"> • Restorative meeting • Non-verbal reprimand • Verbal reprimand • Moved elsewhere in class • Note in homework diary • Behaviour recorded in SIMS lesson monitor • Meaningful extra work • Break/lunch time detention • Departmental detention (always recorded on SIMS) • KS3 - 2nd offence – dept detention • KS4 – 1st offence – dept detention
Repeated low levels of behaviour *dealt by form teacher LEVEL 2	<ul style="list-style-type: none"> • Repeated misbehaviour re: any of the above 	<ul style="list-style-type: none"> • Restorative meeting • Pupil placed on Stage 1 daily report by form teacher • Parents to be contacted by form teacher • After school Detention
Serious Behaviour Issues * mostly dealt by HOY except for homework LEVEL 3	<ul style="list-style-type: none"> • Persistent misbehaviour re: any of the above • Misbehaviour outside school (in uniform) • Smoking (including e-cigarettes) • Refusal to follow teacher or support staff instruction (defiance) • Unacceptable hurtful behaviour to others/fighting • Leaving school grounds without permission • Possession of indecent material/abuse of internet • Selling • Rudeness to staff • Visible/use of mobile & any other electronic devices (other than for educational activities) 	<ul style="list-style-type: none"> • Restorative meeting • School detention • Stage 2 report • Parents attend meeting • Supervised Support • Suspension - depending on seriousness/frequency of incident (Daily report following return from suspension) • Removed from pupil and left in office. See section 9 for further information.
Very Serious Behaviour Issues * dealt by HOY/VP/Principal LEVEL 4	<ul style="list-style-type: none"> • Persistent misbehaviour re. any of the above • Physical Assault on pupil • Vandalism • Misbehaviour likely to bring the school into disrepute • Foul language addressed to a member of staff • Threatening behaviour towards staff • Bullying (physical, verbal, cyber, sexist) • Smoking (including e-cigarettes) – repeated offence • Truancy 	<ul style="list-style-type: none"> • Restorative meeting • School detention • Supervised Support • Stage 3 report • Parental meeting with HOY/VP/Principal • Suspension (Daily report following return from suspension) • Supervised support • Attendance report • Referral to EWO
Extreme Behaviour Issues *dealt by Principal LEVEL 5/6	<ul style="list-style-type: none"> • Persistent misbehaviour re. any of the above • Physical assault on member of staff • Serious immoral conduct including abuse of internet • Distribution of indecent material • Publication of malicious, threatening or offensive material on internet/mobile • Interfering with safety equipment e.g. fire alarm • Possession of illegal substances/dangerous weapons 	<ul style="list-style-type: none"> • Restorative meeting • Suspension and/or expulsion • Police involvement

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

Behaviour and Discipline Flow Chart



Reasonable adjustments will be made to support pupils with Social, Emotional and Behavioural Difficulties. Teachers should follow all sanctions before referring to HOY/VP were possible.

14.0 Behaviour

Behaviours to be corrected by relevant members of staff.

Class Teacher (one-off and repeated)	<ul style="list-style-type: none"> • General appearance • Failure to complete class work, homework, controlled assessment • Eating/chewing • Copying of work • Talk in class/inattention • Indirect use of inappropriate language • Lack of equipment • Taunting peers • Lateness to class • Failure to follow teacher and/or support staff instructions • Truanting from class • Interrupting a teacher/shouting out • Time wasting/avoiding work • Getting out of seat and walking around • Graffiti in exercise books or on desks • Inappropriate use of IT equipment • Use of mobile phones
Form Teacher (one-off and repeated)	<ul style="list-style-type: none"> • General appearance • Lateness to registration • General attendance • Assembly attendance • Follow up absence notes (if needed) • No student diary • Signing of student diary • Truanting of classes • Refusal to follow instructions of form teacher <ul style="list-style-type: none"> • Consistent poor behaviour in numerous curriculum areas – stage 1 report • Referring pupils who are persistently displaying poor behaviour to Year Head for Stage 2 of the Code of Practice
Subject Leader/Head of Department	<ul style="list-style-type: none"> • Persistent unacceptable behaviour in subject lessons • Disrupting the education of other students • Persistent lack of effort • Verbal abuse of class teacher • Minor issues in curriculum area • Failure to meet deadlines • Failure to complete controlled assessment
Head of Year	<ul style="list-style-type: none"> • Failure to attend class detentions • Failure to comply with strategies/consequences as set by class teacher/form teacher • Persistent refusal to comply with uniform policy

	<ul style="list-style-type: none"> • Persistent inappropriate language • Persistent lateness • Persistent poor behaviour in the school community • Persistent refusal to hand over phone • Persistent truancy • Misbehaviour outside school (in uniform) • Smoking (including e-cigarettes) • Persistent refusal to follow teacher and/or support staff instruction • Unacceptable hurtful behaviour to others/violence • Poor behaviour of pupils, before, during and after school in public areas • Leaving school grounds without permission • Possession of indecent material/abuse of internet • Selling • Bullying
Vice Principal	<ul style="list-style-type: none"> • Failure to comply with strategies/consequences set out by Year Head • Physical Assault on pupil • Vandalism • Verbal abuse of staff and pupils • Threatening behaviour towards staff • Persistent Bullying • Distribution of indecent material • Serious immoral conduct including abuse of the internet • Publication of malicious, threatening or offensive material on internet/mobile • Recommendation to Principal re: Governors Disciplinary Committee • In the event of a long suspension – recommendations for final warnings to be issued/alternative provisions to be made
Principal	<ul style="list-style-type: none"> • Failure to comply with strategies laid down by Vice Principal • Serious verbal abuse of staff • Physical assault on member of staff • Interfering with safety equipment e.g. fire alarm • Possession of illegal substances/dangerous weapons • Parental confrontation of staff

15.0 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

YPP/HUB

Social Services

Autism Advisory and Intervention Service

HOPE Counselling

CAMHS

REACT

Counselling

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

Reach Mentoring

The school Reach mentoring Programme runs every Wednesday and Thursday.

Training Needs

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

16.0 Monitoring and Review

There may be minor variations to this policy where in the Principal's judgement it is in the best interests of the school.

Evaluation- This policy will be reviewed as part of the school's three-year review cycle.

RECORD OF POLICY AMENDMENTS

The following table outlines any significant changes/amendments made to this procedure since it was ratified by the Board of Governors on:

DATE OF REVIEW OR AMENDMENT	SUMMARY OF CHANGED / AMENDMENTS TO PROCEDURE	AMENDED BY