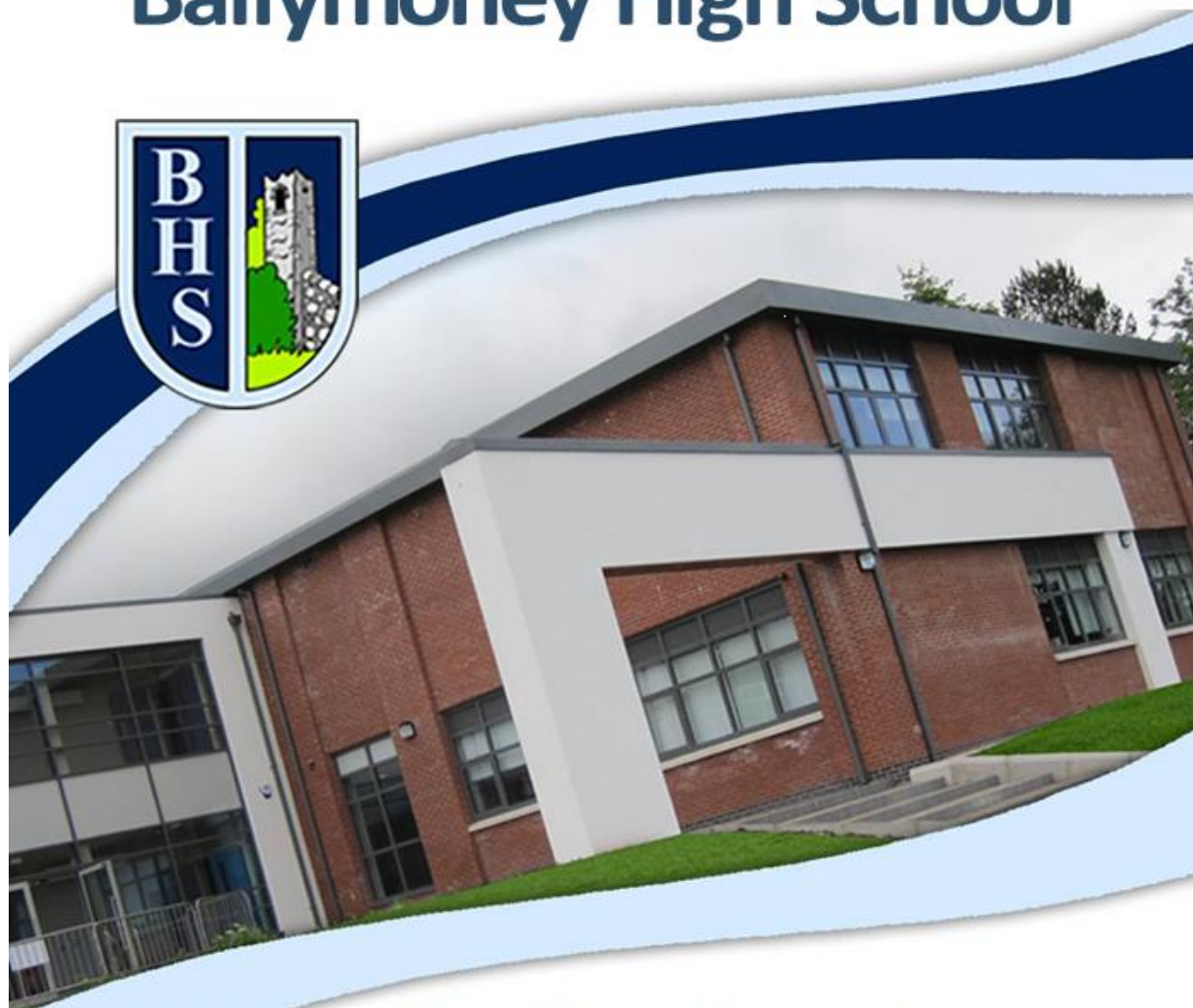


Ballymoney High School



Interim Positive Behaviour Management Policy 2022

Ratified by the Board of Governors

Signed: _____

(Chairman of the Board of Governors)

this policy is in effect but is currently underreview

INTRODUCTION

We wish to create a positive ethos which fosters effective teaching and learning and where pupils are enabled to achieve their full potential. Through positive reinforcement, praise and rewards systems pupils are encouraged to work to the best of their ability, to strive for high standards and to take advantage of all the opportunities available to them.

The school promotes dignity and respect for all and is a well-structured environment where individuals enjoy the right to be safe, happy and protected and where they gradually achieve a sense of self-worth. To this end, all members of the school community are encouraged to accept their responsibilities, to show tolerance for one another, to show respect for staff and property, to learn the value of good discipline, in which there is a balance of care and control, and gradually to develop self-discipline. All pupils are encouraged to make wise life choices based on an understanding of the consequences of their decisions.

We want to establish a community where pupils, teachers, parents, the Board of Governors and support staff enjoy good quality relationships, a sense of belonging and a shared commitment to the values and goals of the school. Pupils and staff have a direct input into drawing up the behaviour management policy and procedures to ensure a sense of ownership and other members of the school community are consulted on aspects of the policy and procedures.

The school is committed to:

1. the promotion of good behaviour
2. positive behaviour management
3. a clear and fair system of procedures and restorative action to deal with inappropriate behaviour

While points 2 & 3 are dealt with separately in the policy, they are naturally intertwined. The procedures and restorative action used to deal with inappropriate behaviour, including consequences for actions, are an essential component of positive behaviour management.

The purpose of the Positive Behaviour Management Policy is to:-

- consider the factors which promote good discipline
- identify and understand the causes of indiscipline in young people
- offer advice to staff on positive behaviour management at all stages of the Code of Practice and provide support in its implementation
- detail procedures to deal with pupils who pose behavioural problems
- outline the specific roles and responsibilities of subject teachers, Form Tutors, Heads of Year and Senior Management , including Vice-Principal and Principal

- outline the role of parents
- outline the role of outside agencies.

TABLE OF CONTENTS

School Values	6
<i>REACHing in Action</i>	6
In the classroom	6
In the Corridors	6
Whilst Representing the School	6
Rights and Responsibilities	7
Expectations	7
The Promotion of Good Behaviour	8
Positive Behaviour Management	10
Types of Difficult Behaviour	13
<i>Identifying and addressing the underlying cause of the misbehaviour</i>	13
SIMS.....	14
<i>CREDITS AND rEWARDS</i>	17
CREDIT SYSTEM	17
<i>Managing the behaviour lesson by lesson and day by day</i>	18
<i>Stepped Approach</i>	19
Step 1: Verbal warnings.	19
Step 2: On-going misbehaviour.....	19
Step 3: Persistent Misbehaviour.	19
Step 4: Refusal to Cooperate	20
Critical Incident- Immediate Ejection from Lesson.....	20
Referral of Inappropriate Behaviour	22
<i>Ballymoney High School Behaviour Model</i>	26
General Classroom management.....	28
Sanctions within the Behaviour Model	28
Level 1	29
Level 2	31
Level 3	33
Level 4	34
Level 5	35
<i>monitoring -outside of the behaviour model</i>	37

<i>School Rules</i>	37
Non-Compliance with School Rules	37
Smoking/ Vaping	38
Refusal to comply with permitted Uniform	39
Refusal to comply with Mobile Phone Restrictions	41
Dealing with Whole Class Discipline Problems	43
Monitoring by Parental Request	43
Isolation from Peers	43
Suspension	44
Serious Breaches of Discipline	44
<i>General Good Order & Routines</i>	45
All Staff - Every Day	45
Duty Staff Supervision	45
<i>Roles and Responsibilities</i>	46
The Role of the Subject Teacher	46
The Role of the Form Tutor	48
The Role of the Head of Year	49
The Role of Senior Management, particularly the Senior leader incharge of pastoral care, Vice-Principal and Principal.....	50
<i>Training</i>	51
<i>Communication to the wider school community</i>	51
<i>Monitoring and Review of the policy</i>	52

SCHOOL VALUES

As part of the consultation on our School Vision the Staff, Pupils and Governors of Ballymoney High School agreed to change our Mission Statement to “Giving you the opportunity to *reach* your Potential” centred around the values; Respect, Equality, Aspire, Commitment and Honesty. These values are linked to exemplar behaviours which we as a school aim to demonstrate and encourage.

This policy aims to promote positive behaviour through encouraging the portrayal of these behaviours within different school situations.

REACH IN ACTION

Our School Values are represented by the acronym REACH. We have agreed these as a school and employ these values in our classroom, corridors and whilst representing the school at public events, sporting events and in the community in general.

As a school we see these values being acted on in the following ways.

IN THE CLASSROOM

Respect	Equality	Aspire	Commitment	Honesty
Yours and others learning by: <ul style="list-style-type: none"> • Responding quickly to instructions • Being on time 	Ensuring yours and others learning is allowed to happen	Trying your best in all opportunities	Being resilient and learning from mistakes.	Being willing to admit you are struggling.

IN THE CORRIDORS

Respect	Equality	Aspire	Commitment	Honesty
Show it through: <ul style="list-style-type: none"> • Being courteous • Walking on the right 	Looking out for your peers.	Helping ensure the School building is kept in the high standard we expect	Getting to where you are going as efficiently as possible.	Being honest in word and deed

WHILST REPRESENTING THE SCHOOL

Respect	Equality	Aspire	Commitment	Honesty
Demonstrate it through: <ul style="list-style-type: none"> • Wearing your Uniform correctly • Using appropriate language at all times. 	Treating others as you would like to be treated.	Doing the best you can	Giving your efforts until the end	Take responsibility for choices

RIGHTS AND RESPONSIBILITIES

While promoting the rights of each individual involved with the school it is crucial that individuals understand their collective rights and responsibilities in promotion of the Positive Behaviour Management Policy.

RIGHTS

- To be treated with RESPECT
- To be in a safe, healthy and secure environment
- To expect a broad and balanced curriculum delivered through high quality teaching
- To be consulted on matters which impact on them
- To have their achievements acknowledged

RESPONSIBILITIES

- To RESPECT others
- To RESPECT the school environment
- To be aware of and consistently follow agreed procedures and rules
- Model and promote high standards of behaviour.
- Encourage and support each other.
- Keep the school informed and updated of relevant information

EXPECTATIONS

Accompanying rights and responsibilities there are certain behaviours expected from all at the school to ensure Behaviour is managed positively

- Order is maintained in the corridor by walking on the right hand side
- Any noticeable concerns are reported to an appropriate person as promptly as it is safely possible
- Pupils do not enter a room without permission to do so
- Out of bounds areas are respected
- Pupils attend their lessons as promptly as is safe to do so
- All students will carry a bag, pencil case and homework diary

THE PROMOTION OF GOOD BEHAVIOUR

The school will seek to promote the good behaviour of pupils by:

- close liaison with primary schools during the transition from primary to secondary school and identification of any difficulties or concerns as early as possible (eg. visits to primary schools by SENCO and HOY 8, gathering of relevant information; analysis of PS reports; informing staff as appropriate with regards to information impacting on a child's learning both in and out of school.
- investing in a thorough Induction Programme in Year 8 to ensure pupils settle well (Induction Evening, Welcome Booklet, Induction programme), and ensuring pupils arriving into other year groups receive appropriate induction.
- Providing, and constantly reviewing, the curriculum as appropriate to the needs of pupils and in line with current developments (regular HOD, subject departments, Curriculum Committee)
- Encouraging pupil learning through use of appropriate teaching strategies and resources in an effective learning environment.
- Identifying learning difficulties as early as possible and ensuring pupils receive appropriately differentiated programmes (ref. Special Needs Policy)
- Providing a well-structured pastoral system in which heads of year and class tutors are available to advise and assist all pupils, including those experiencing difficulties of any kind (ref. Pastoral Care Policy)
- Establishing good working teacher/pupil relationships based on mutual respect (ref Pastoral Care Policy)
- Addressing the issue of bullying and the safety of children at school (ref policies on Bullying, Child Protection, Health, Drugs and RSE Education)
- Rewarding good progress, behaviour and attendance (Rewarding Positive Behaviour)
- Providing a wide range of extra-curricular activities, including school trips.
- Promoting good attendance and punctuality to school (ref. Attendance Policy)
- Providing a House System, and inter-house competitions which encourage high standards in class and in extra-curricular activities. (House Policy)
- Providing the best possible accommodation and facilities for pupils (suitable classrooms/teaching areas and resources; cloakroom and playground facilities)
- Having a positive beginning (eg Assembly; weekly Year Assembly; Registration - extended on three mornings per week; distribution of target setting reports), and ending (eg supervision of bus lines; extra-curricular provision; counselling facility; discussion and signing of reports), to each day
- Providing opportunities for pupils to Lead with a view to enhancing their personal and social development (eg. prefects; peer mentors; school council; form and team captains; house captains etc.
- Ensuring pupils are aware of the standards of behaviour and work expected of them (assembly, year assembly; extended registration; subject classes; guidance facility; counselling of individuals and groups, promotional poster displays)
- Modelling and Teaching appropriate behaviours (subject classes; personal development programmes; skills tutorial lessons, Guidance Facility; through pastoral work by Class Tutors & Heads of Year)
- The use of clear, fair, positive rules with known consequences for significant rule-breaking (rules generated by pupils, explained, and discussed, at beginning of each term and as necessary - shortlist of rules & corresponding rights & responsibilities within the classroom posted in all classrooms)
- Careful classroom observation to identify triggers which initiate poor behaviour

- Recording where appropriate behaviours in breach of the School Values.
- Using Personal Development programmes, where appropriate, to tackle, (either directly or indirectly), potentially difficult situations (ref. PD programme for Key Stage 3 and Learning for Life & Work programme for Key Stage 4))
- Developing a sense of ownership of school amongst students (e.g. through the pastoral system; house system; school council; extra-curricular opportunities; REACHing)
- encouraging staff to share information, experiences and expertise - ensuring shared values and practices (Pastoral Committee Meetings; Pastoral Year Team Meetings; HOD Meetings; Departmental Meetings; Core Group Meetings) and to set a positive example by their own conduct
- ensuring consistency as far as possible within subject departments (regular department meetings - sharing of information/resources/advice/support)
- Providing Continued Professional Development and support in general classroom management and positive behaviour management at each of the stages of the Code of Practice (Inset provision; full staff consultation on discipline; appendices to policy for reference; opportunity for ongoing discussion in pastoral teams each school term)
- providing adequate training and advice for substitute, temporary teaching staff and support staff in relation to the care and control of young people
- promoting strong links with parents so that school and parents can co-operate fully in ensuring pupils' progress and happiness enlisting the help of outside agencies (e.g. Educational Psychologist, Education Welfare Officer, Social Services, School Counsellor, Youth Worker, School Nurse, PSNI), to help pupils who experience difficulties

POSITIVE BEHAVIOUR MANAGEMENT

The vast majority of pupils work hard and behave well. However, while attention to the above should ensure a generally well-disciplined environment with few discipline problems emerging, there is a process of positive behaviour management in place designed to respond, as appropriate, to the needs of the individual pupil.

The emphasis is on **Positive Behaviour Management:** on preventing indiscipline occurring; dealing with it firmly, fairly, consistently and compassionately when it does arise; and on encouraging the development of self-discipline.

Behaviour management is an integral part of classroom management and part of the daily school routine. This becomes a challenge for the teacher when, together with the demands of teaching the subject, there are a wide variety of behaviours to manage simultaneously, ranging from relatively minor to disruptive. It is necessary therefore to consider different types of behaviour and the variety of causes.

POSITIVE BEHAVIOUR

CREDITS AWARDED

Character
Responsibility
Effort
Determination
Involvement
Targets achieved
Self-management



YOUR CHOICE

NEGATIVE BEHAVIOUR

RECORDED ON SIMS

1

S
T
E
P
S

Verbal warnings.
Inappropriate behaviour is having an impact on others

2

On going misbehaviour.
Pupil shows no signs of responding to intervention by the teacher

3

Persistent Misbehaviour
Teacher will have adopted several restorative strategies or sanctions

4

Refusal to Cooperate
Learning for the rest of the class impossible, sent to Year Head

BHS Positive Behaviour Model

The staff, pupils, parents and governors of Ballymoney High School have agreed the above model were pupils have the 'CHOICE' to follow a pathway of credits and rewards or that of 'Steps'.

The BHS Positive Behaviour Model alongside the 'Our Behaviour is Our Choice',

TYPES OF DIFFICULT BEHAVIOUR

Pupils can be disruptive for a variety of reasons. Some may be bored, some immature or under-developed, some have difficulty controlling aspects of their emotions and behaviour, some simply because they have the opportunity. Often the type of misbehaviour is not serious and can be easily resolved in the early stages.

However, some children may have significant background, medical, personal or social problems. Some may have suffered a recent trauma, for example, loss or bereavement, family break-up or strife, bullying at school or break-down in relationships with friends, neglect, abuse, depression, worry about work or fear of failing. Many may have a combination of problems with a complex mix of causes. A small percentage may have deep-seated problems which are beyond the scope of the school and some may have problems of such a complex nature that they are deeply troubled.

Pupils often manifest the problem in a variety of ways. They may appear anxious, they may cry, they may be giddy and over-excited or excessively shy and withdrawn, they may fall behind with their work or they may become sad and withdrawn. They may also display more difficult behaviour, such as attention-seeking, loud, aggressive or defiant behaviour and become increasingly demanding and disruptive within the classroom.

The three essential elements of Positive Behaviour Management are:-

- (a) identifying and addressing the underlying cause of the misbehaviour**
- (b) managing the behaviour on a day to day basis**
- (c) teaching children to repair and rebuild**

IDENTIFYING AND ADDRESSING THE UNDERLYING CAUSE OF THE MISBEHAVIOUR

There is always an underlying cause for misbehaviour and addressing the underlying cause is vital, whether the issue is one that can be fully resolved, helped in the short term, or referred to the appropriate professional. In some situations, the child can be helped by simply having the cause acknowledged. While the cause may be a minor matter such as a fall-out between friends, it may be more serious and require time and sensitivity to unravel. Pupils are more likely to talk about their problems in an environment where they feel safe and where relationships are good. In school, they have the support of the pastoral staff, system, procedures and curriculum as detailed in the Pastoral Care Policy. Teaching staff focus on promoting positive behaviour in the first instance, on preventing indiscipline occurring (Level 0) and on positive behaviour management at 1 & 2 stages 1 and 2 of the Code of Practice. Where this is inadequate, the help of outside agencies is enlisted to help identify the cause and procure appropriate help, as outlined at Stage 3.

Although efforts are made to identify and deal with the underlying cause of the misbehaviour, this may not always be possible, or possible only to a limited degree.

During the process, and whatever the degree of success, teachers seek to **manage** misbehaviour in class on a day to day basis, as far as is possible, and require clear procedures and the support of Senior staff in carrying out this function. It is also important to remember that often the simple fact of school routine, defined boundaries, good order and the ordinary day to day procedures of school life are frequently, in themselves, restorative for children

who have been experiencing difficulties.

Key to identifying and addressing misbehaviour is having systems in place to monitor behaviour. As a school we have engaged with the SIMS Behaviour Module.

SIMS

The behaviour module in SIMS is used to record Attendance, Behaviour and Credits at Ballymoney high School. The system works best when the system is used efficiently and consistently by all staff encountering events. It is therefore an expectation that where staff will record relevant events an incidents for the benefit of staff, pupils and parents.

Monitoring attendance via SIMS allows for the teacher in charge of attendance to monitor accurately pupils who are regularly late or absent, thus being enabled to identify further identify patterns in late coming or absenteeism.

Recording Credits on SIMS allows for a centralised area for pupils to have their successes recognised. It also allows for pupils and parents to be well informed of positive behaviours through monitoring credits via the SIMS Parent and Student App. Credit awards and incentives are highlighted within the Credists and Rewards Section of this policy.

Monitoring behaviour on SIMS allows for staff to be able to centrally record each incident which has been percieved as an issue; either dealt with by said staff themselves or recorded to accrue relevant behaviour points and be there are evidence in support of further support being required. Some low level misdemeanors which are becoming habitual for pupils will be monitored via the SIMS Behaviour Module and sanctioned when they reach a certain level. Further details on this can be found in the Dealing with Negative Behaviours Section.

BEHAVIOUR INCIDENTS

When recording on SIMS behaviours acruce a particular amount of behaviour points. These are outlined below. Heads of Year and Form Teachers will monitor behaviour points and act based on their accrual or trends being identified.

Description	Points
No Homework	1
Late to Class	1
Unprepared	1
No Schoolbag or basic equipment	1
Uniform Issue	1
Extra Work Given	1
Moble Phone Issue	1
Smoking	2
Not Attending Changeover	1
Step 1	1

Step 2	2
Step 3	3
Step 4	4
Critical Incident	4
Breaktime Detention	0
Lunchtime Detention	0

Furthermore to accruing points for particular incidents; incidents which are becoming habitual and detrimental to a student developing positive behaviours will be dealt with as outlined below. This is where students are repeating the same behaviour on a number of occasions.

Monitoring	Sanction	Investigated by
3 No Homeworks	After school detention	HOY
3 Unprepared	Referral to HOY	HOY
3 Uniform Issue	Afterschool Detention	HOY
1 Smoking	Afterschool Detention	HOY

This is not an expansive list and specifics around mobile phones, smoking and Uniform issues can be found later in this policy. There are also further aspects like punctuality which are dealt with within the Attendance policy.

The stepped system exists as a monitoring system of behaviour and issues will be dealt with as they arise with the classroom teacher, Form Teacher and Head of Year as a pupil moves through the levels of the behaviour model.

BEHAVIOUR POINTS

The focus of our Positive Behaviour Policy is to reward and recognise good behaviour, as well as effectively dealing with and supporting pupils that present consistent misbehaviour. As a school community we believe it is essential to communicate to all pupils and their parents / guardians that acting responsibly and conducting themselves appropriately at all times is something we expect from all students at Ballymoney High School.

At the same time it is also important to make clear the consequences for consistent unacceptable behaviour.

One of the main ways this will be done is by taking into account the number of behavioural points accrued by individual pupils over the course of a school year. If a pupil has amassed 30 behavioural points or more by the summer term, he/she will not be allowed to participate in end of term excursions or other activities.

The Head of Year, SLT Link, Vice Principal and Principal will continue to review this policy on a yearly basis and may decide to increase / decrease the threshold of behavioural points for these end of term events.

CREDITS AND REWARDS

Rewards, praise and encouragement are amongst the most powerful aids to promoting a positive school ethos, maintaining high standards of behaviour and encouraging pupils to meet their personal targets. At Ballymoney High School we put a strong emphasis on celebrating the success of our pupils. School assemblies, pupils notices and display boards are among the mechanisms to share and celebrate success.

Ballymoney High School has high expectations of all its pupils and these expectations are clearly modelled for, explained to and revisited with pupils. We believe that one of the most effective ways of helping pupils to reach their full potential is to reward them when they meet expectations, make positive choices or for their personal achievements.

It is considered each staff member's responsibility to praise pupils whenever possible. This may be during lessons, when marking pupil work or other assessments, when displaying pupil work, when providing feedback on progress or at any time outside of the class setting. Hard working pupils should be recognised for their efforts as equally as the high achieving pupils or with behavioural or learning difficulties.

All staff are expected to be familiar with, and apply fairly and consistently, the school reward systems.

CREDIT SYSTEM

An updated system for allocating, recording and monitoring Credits is to be introduced in September 2020. The previous system recognised that pupils valued being able to “carry” their credits on a card and being able to know exactly how many credits they had at any one time. This method was much more successful than the previous system of credits being solely on SIMS as pupils were unaware of the amount of credits they had accrued. With the launch of the SIMS Student app, it will be feasible for Credits to be recorded electronically and the pupil have an accurate up to date record of their awarded credits on their app.

Credits can be awarded by all members of staff in school and they can be awarded for a variety of reasons but mainly within the following areas which make up the acronym CREDITS.

Character

Responsibility

Effort

Determination

Independence

Targets Achieved

Self-management

Some examples of this might be:

- Producing an excellent piece of work
- Consistently producing good work
- Making valuable contributions in class

- Showing improvement in work or presentation of work
- Working well as a team
- Being kind and helpful to others
- Being an active member of the school community
- Extra-curricular activities
- Looking after the school environment

Class tutors will also regularly award up to 5 CREDITS per month to their form class for:

- Punctuality
- Homework diary signature
- Attendance
- Positive class tracking
- Uniform

In addition to the pupils receiving prizes, each CREDIT achieved is equal to one House Point. The teacher responsible for CREDITS totals these House Points in order for the CREDIT trophy to be presented to the House with the highest number of CREDITS at the June Celebration of Success assembly.

As credits are received, the following rewards will be triggered:

Number of Credits	Certificate	Reward
160+ Credits	Bronze Certificate	Notebook or colouring pencils or felt tip pens
180+ Credits	Silver Certificate plus silver pencil	1x cinema ticket or non-uniform day for self & 2 friends
200+ Credits	Gold Certificates plus gold merit badge	USB pen or 2x cinema tickets
220+ Credits	Special Principal's Award	Special Outing

MANAGING THE BEHAVIOUR LESSON BY LESSON AND DAY BY DAY

It is important that, while everything reasonable is done to help a pupil experiencing problems, the work of the teacher is not disrupted to the extent that the education of the other pupils in the class is adversely affected, in the process.

In the minority of cases where work or behaviour fall below acceptable standards, disciplinary action may be taken in keeping with the Code of Practice for Special Educational Needs and the NEELB Plan to Promote and Sustain Good Behaviour in Schools.

The information and infographics which follow, aim to highlight who is the initial respondant to inappropriate behaviour.

STEPPED APPROACH

The 'Stepped Approach' to classroom management is a method of ensuring that there is a **consistent, common** approach across the school. The steps are clearly displayed and pupils and teachers are familiar with each of the steps, the classroom rules and boundaries. Each pupil enters the room with an expectation that they will follow the agreed classroom rules, expectations and procedures and are not preventing learning taking place in the classroom or disrupting the flow of the lesson. At this stage pupils who are making the right choices are rewarded in terms of positive reinforcement, praise or on occasion credits or similar class rewards.

If a pupil begins to disrupt learning taking place by displaying behaviour considered to not promote a positive learning environment a teacher may initially ask for compliance and due attention to be given; if the pupil continues to display inappropriate behaviour they should move upwards through the steps as appropriate to any given situation. In structuring the system in such a way it gives students an opportunity to comply before their behaviour negatively impacts on their Behaviour Report.

At each step a pupil has the choice to display appropriate behaviour in the classroom and avoid moving upwards through the scale; or to continue to display inappropriate behaviour for learning and face the consequences of what each step brings. The language of the steps indicates to pupils that their behaviour is unacceptable. The aim of the 'Stepped Approach' is that each classroom has similar expectations; ensuring consistent demonstrations of appropriate behaviour as well as consistent sanctions being given.

When a class is over the teacher (or other appropriate person) will record the step reached onto the behaviour module of SIMS. This can be recorded simply as a Step allocated to a pupil or if the staff member wishes to elaborate; there may be more detail given in the comments area of the behaviour module. Each pupil's behaviour profile will be monitored by Classroom Teachers, Form Teachers and Heads of Year on a regular basis to monitor any trends and intervene early when it is appropriate. It is considered best practice for a Form Teacher to monitor pupils on a daily basis and discuss issues arising with individual pupils during form time. If on-going patterns emerge the Form Teacher may liaise with the Head of Year to discuss further support for the pupil.

It is not considered to be appropriate for a pupil to be able to go down through the steps within a lesson; this is to assist in building an accurate representation of a pupil's behaviour.

STEP 1: VERBAL WARNINGS.

Pupils' behaviour is seen to be inappropriate if it is having a negative impact on others' learning.

STEP 2: ON-GOING MISBEHAVIOUR.

If a pupil continues to make inappropriate choices and shows no sign of responding to attempts by the teacher to help improve their behaviour, then a 'Step 2' will be recorded on SIMS. A teacher may choose to issue an appropriate further sanction e.g. Move a pupil's seat, Reflection time at the end of a lesson, break/lunch detention etc.

STEP 3: PERSISTENT MISBEHAVIOUR.

If a pupil persists in making inappropriate choices despite a number of interventions by a teacher, a step 3 may be recorded. If a step 3 has been recorded, it is expected that the classroom teacher will have applied some of but not limited to the following sanctions;

- Pupil's seat moved
- Reflection time at the end of a lesson
- Extra work/ work not completed in class asked to be completed at home
- Break and/or lunch detention

STEP 4: REFUSAL TO COOPERATE

If the behaviour of a pupil is to the extent that learning of the rest of the class cannot happen, a pupil will be asked to go to their Head of Year. In the event that their appropriate Head of Year cannot be found, a pupil should be sent to the appropriate SLT link teacher. At this point the HOY or SLT link may decide to keep the pupil from returning to class for the rest of the day's lessons or that it may be appropriate for the pupil to return to class following a period of "cooling off".

Further to this a range of sanctions may also be employed i.e. After school detention, Lunch Detention, Withdrawal of Break and Lunchtime privileges.

CRITICAL INCIDENT- IMMEDIATE EJECTION FROM LESSON

In the instance that a pupil displays completely unreasonable behaviour; behaviour which does not fall into the 'Stepped Approach'. It may be reasonable to have them sent straight to their Head of Year or Appropriate SLT Link.

Step 1

- Verbal Warnings

Step 2

- Ongoing Misbehaviour

Step 3

- Persistent Misbehaviour

Step 4

- Refusal to Cooperate

Critical Incident

- Behaviour which is completely unacceptable for the classroom.

REFERRAL OF INAPPROPRIATE BEHAVIOUR

Staff are expected to deal with behaviour within their classroom as laid out in the Positive Behaviour Management Policy and Individual Education Plans (Where appropriate). It is expected that where a member of staff has an incident which they deem to fit into the “Stepped approach to Classroom Management”, these are recorded onto the Behaviour Management Module on SIMS. The structure below aims to outline what behaviours should be dealt with by particular members of staff.

Late to class
 Lack of Equipment
 Appropriate wearing of uniform
 Eating, chewing or drinking in class
 Incomplete/ Late Homework
 Throwing items in class
 Time wasting/ avoiding work
 Inappropriate language
 Distracting others
 Failure to complete classwork
 Defacing classroom furniture or work books
 Poor Level of work
 Forgotten books
 Disruption of lesson
 Mobile phone out in class

Class Teacher

Late to registration
 Monitoring pupils persistently not making it to Registration.
 Lack of Schoolbag or equipment in registration
 Appropriate wearing of uniform in registration
 Eating, chewing or drinking in registration
 Poor behaviour of pupils; before, during or after school in public areas of the school
 Consistent poor behaviour in a number of classes.
 Low level Bullying behaviour*
 Disrupting Form time.

Form Teacher

Bullying Concerns*
 Fighting between pupils
 Ongoing uniform issues
 Ongoing poor behaviour of pupils, both in the classroom and in public areas of the school.
 Truancy
 Persistent ongoing disruption of lessons
 Smoking/ Vaping in school or whilst in uniform
 Persistent ongoing refusal to complete homework
 Refusal to comply with Sanctions set by CT or FT

Head of Year

An overarching principle of behaviour incidents is that they are recorded onto the SIMS behaviour module; appropriate "Steps" against them or by selecting the specific inappropriate behaviour

The senior link teacher will act in a support role to both the Head of Year and/or the Vice Principal

Senior Link Teacher

Dealing with serious altercations between pupils
 Ongoing persistent behaviour issues
 Critical incidents (Red Forms)
 Verbal abuse of staff
 Serious Damage to property
 Pupils suspected to be in possession of prohibited items
 Pupils suspected to be under the influence of a banned substance

Vice Principal

In the absence of the Vice Principal, the principal will fulfill the Vice Principal's roles.

Principal

*Refer to Anti-Bullying Policy

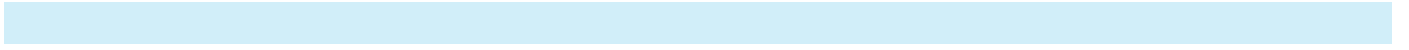
TEACHING PUPILS TO REPAIR AND REBUILD

Pupils who have suffered from Emotional & Behavioural Difficulties are vulnerable during, and after, the periods of disruption. The process of Behaviour Management will encourage them to set achievable targets, support them in so doing and ensure the process is carefully monitored and reviewed, as necessary. Adequate follow-up when support is reduced or withdrawn is crucial. Occasionally, even when children have appeared to respond positively to behaviour support, they regress soon afterwards when the specific environment created and/or arrangements made, are withdrawn, or indeed when another crisis comes along. Care must be taken therefore not to 'abandon' pupils too early in the process, and to encourage them to move forward, take responsibility for their actions and so change their behaviour. Pupils must repair relationships that have been damaged - with other pupils and teachers - if they are to move forward and build positively on what they have achieved. The quality of their progress depends on the gradual change in their thinking.

When working with pupils moving through stages of support care will be taken to: -

- expect progress - avoiding a 'this will never work' attitude
- avoid unreasonable expectations of recovery (don't set too many targets too quickly - or focusing unnecessarily about one target when a series of others have been successfully met)
- set the targets on an individual basis, avoiding comparisons with other pupils
- set targets that are appropriate and gradually more challenging
- notice and praise good or improved behaviour
- discuss difficulties the pupil may be experiencing and offer advice/support
- follow through the processes begun (Review Periods on report as Appropriate)
- involve pupils, parents and teachers throughout the Education Planning process
- be measured, balanced and fair in all dealings with pupils
- be a consistent student
- support pupils in the process of repairing and rebuilding relationships following conflict or difficulty (Restorative Practice)
- recognise the value and necessity of routine and structure for pupils going through trauma or experiencing difficulty
- keep the focus on learning and moving forward

During the stage of repairing and rebuilding and throughout the whole process of behaviour management, sanctions will be used, where necessary, as part of teaching the student to deal with behaviours and emotions.

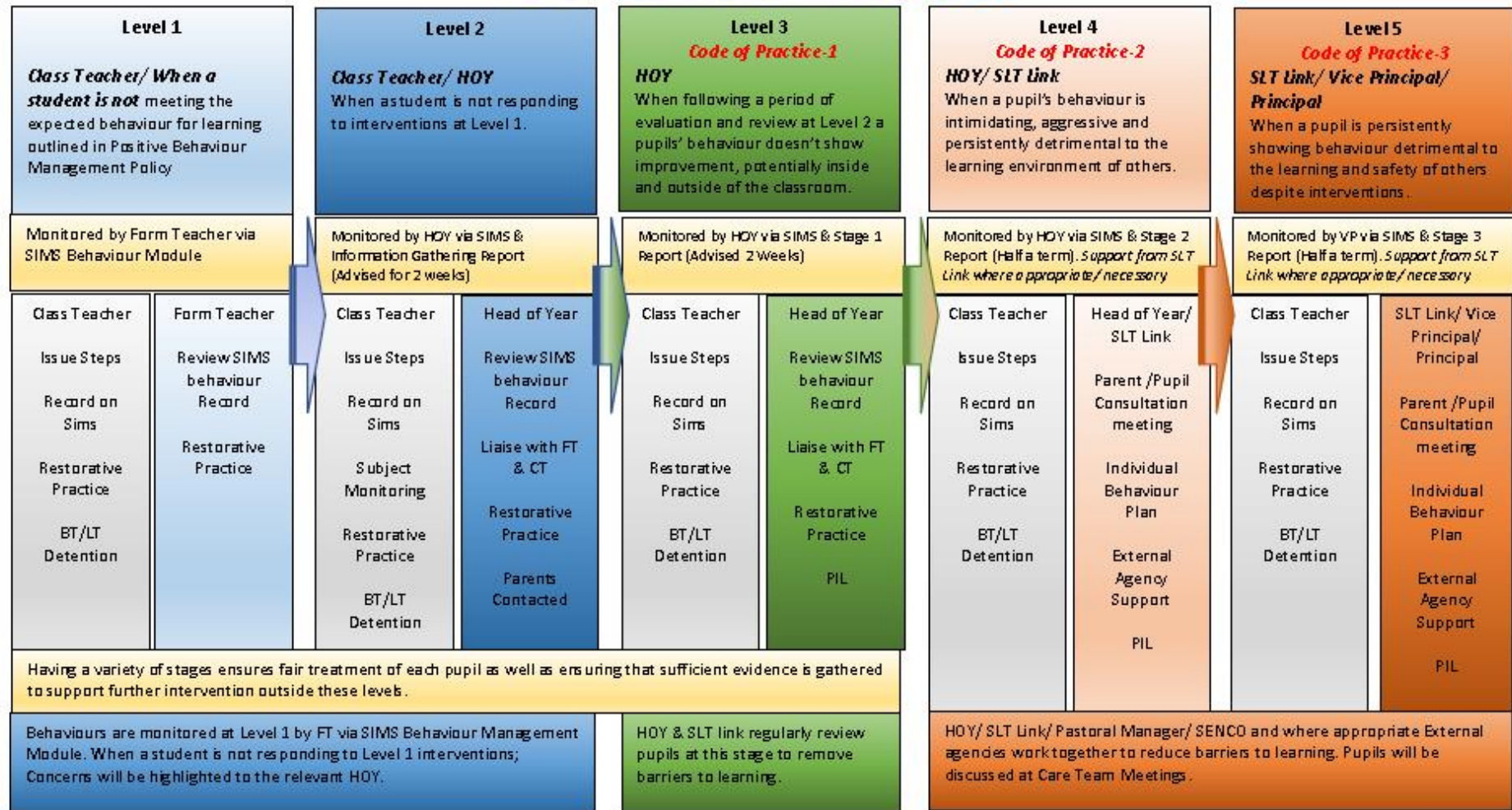


BALLYMONEY HIGH SCHOOL BEHAVIOUR MODEL

The 5 Levels in the Disciplinary Process

The school works through the following levels in the management of behaviour outlined below.

Behaviour Model



As pupils progress through the levels system at Ballymoney High School; Sanctions and Rewards will be issued by all levels of staff. The overarching goal of this is that pupils see structure and responsibility at all levels of management. Integral to these structures working is communication across all levels; where appropriate staff will aim to keep other relevant staff informed of developments in a Pupil's Behaviour plan.

GENERAL CLASSROOM MANAGEMENT

The graphic highlights how a pupil who's behaviour is persistently disrupting the learning of others is dealt with; the majority of pupils at Ballymoney High School will not need to enter the 5 staged process above as their behaviour has not been persistently at a low standard. Prior to the Behaviour model, subject teachers assume full responsibility for discipline & management in their classrooms. The focus is on prevention of situations that give rise to, or exacerbate, poor behaviour. Staff should ensure that: -

- they have displayed and apply the school 'stepped approach' to classroom management.
- they are self-reflective and constantly looking for ways to improve learning and teaching styles and strategies
- lessons are carefully planned and appropriately differentiated
- resources are fully utilized
- practical classroom management techniques are employed.
- they understand their departmental and whole school approach to rewards, rules, assessment, marking and homework & liaise with HODs at this stage.
- they communicate calmness and fairness
- pupils in their classes are as well-motivated as possible
- pupils are made aware of expectations and boundaries within the classroom
- they praise the work of their students - ensure encouragement is part of the lesson plan
- they give respect to their students at all times, verbally and non-verbally, expecting the same in return
- they listen to and value the ideas of their students
- they express criticism fairly, honestly and sensitively with constructive advice on how to improve
- they seek to develop skills of peer negotiation, mirroring, rehearsal and reframing.
- they display their students' work in the classroom and around the school
- they value the individuality of their students
- they provide opportunities as far as possible for their students to take on responsibilities
- pupils are aware of what to do if they do not understand
- they are consistent in their approach to behaviour issues but confident and sensitive enough to deal with each case on an individual basis

SANCTIONS WITHIN THE BEHAVIOUR MODEL

It should always be made clear to pupils that there are consequences for actions and that resisting the necessary boundaries in school, will inevitably lead to consequences. **Such consequences should always be measured and fair** and focus on criticism of the problem or behaviour, not the child.

Care should be taken to: -

- develop a positive language for correction (avoid humiliation, sarcasm, unnecessary put-downs, outbursts of unreasonable anger, aggression)
- follow planned procedures rather than reactive responses
- deal calmly with students, especially those who are argumentative or challenging

- **avoid unnecessary conflict & confrontation with students**
- understand how, and when, to diffuse the situation, when to use humour, when to tactically ignore and when challenge is appropriate.
- ensure that the sanction is appropriate to the behaviour issue and is not unreasonable or excessive
- avoid hasty referrals which diminish & disempower the pastoral system.

Sanctions are valuable in emphasizing that we, as a staff, mean what we say, and that we are not prepared to accept uncooperative or disruptive behaviour or repeated contravention of school rules. They teach young people that there are consequences for all our actions, even when we are sorry and have sought to put things right. Properly applied, they ensure that justice is seen to be done - which is important to the vast law-abiding majority.

LEVEL 1

An individual pupil quickly moves to Level 1 if he/she is persistently not working well or is beginning to disrupt in one or more subjects. The Key Structure for support and monitoring of behaviour at this level is the Form Teacher, who will be key to early identification of undesirable behaviours as outlined in their role.

When dealing with a pupil the **FORM TEACHER** will

- Review Behaviour reports on SIMS during registration with the pupil
- Discuss with pupil issues that they may be having in a particular class, with a particular pupil, or teacher
- Suggest actions the pupil may take to ensure behaviour is appropriate for classrooms at Ballymoney High School.
- Liaise with subject teachers to discuss issues and support where possible.

The **SUBJECT TEACHER** will continue to: -

- check if the pupil is coping with the level of work in the class
- review the range of learning and teaching strategies currently in use
- take practical classroom management steps e.g. seating plans.
- Ensure that the pupil is aware of the 'stepped approach' to classroom management and is aware of the consequences of making negative choices at each step.
- speak to the pupil to establish, if possible, the root cause of the poor work or behaviour. (Do this as privately as possible e.g. ask the pupil if there is something wrong, or to explain his/her behaviour and consider the consequences, point out your responsibility to him/her and to the whole class, offer a fresh start in the next lesson but point out that a change is expected)

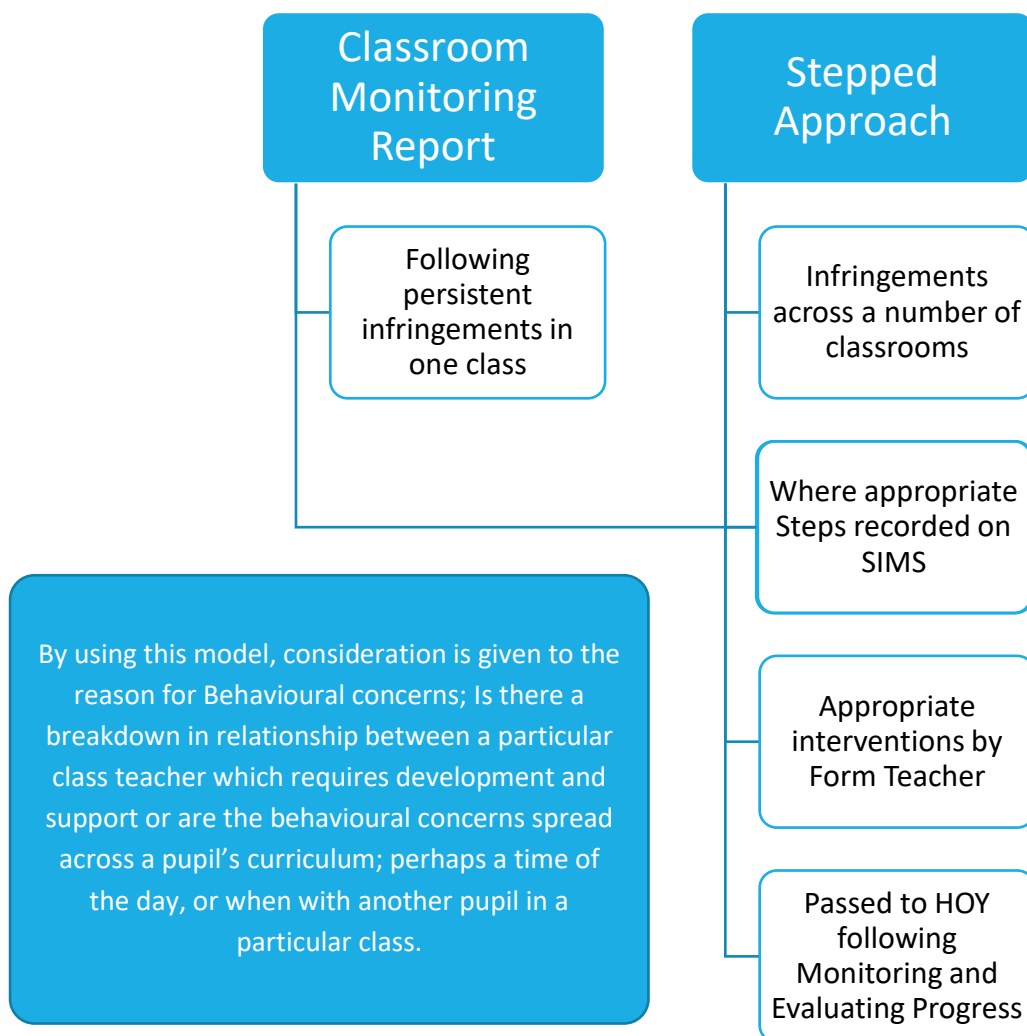
- agree with the pupil how the matter might be resolved and monitor the situation ensuring the pupil is aware of teacher expectations, the rules of the classroom and the reasons for them

*General class reminders may also be used effectively by the subject **teacher at any stage, and particularly at Level 1 when low-level misbehaviour is likely to be temporary and easily resolved.***

As soon as it becomes apparent however, that a more persistent problem may be developing, the subject teacher must begin a record, using the Subject Monitoring Form. This will record the **nature of the issue**, the **targets set** and how the **pupil responded**, with **dates**. *It is key at this stage also to continue to update SIMS Behaviour Management with any behaviour deemed to be within the “Stepped Approach”.* At this stage, teachers may liaise with the Form Teacher for further information or to gain a broader picture of the class/pupil or for information, advice or support.

Depending on the nature of the behaviour, teachers may reach a point where they know their efforts are meeting with no genuine response. The pupil may be maintaining the difficult behaviour or appearing to deteriorate, while the work of the teacher and other pupils in the class may also be adversely affected. It is key that appropriate time is given for any class teacher intervention to impact on a child's behaviour whilst doing what is appropriate to prevent impact on the rest of the class. It is therefore appropriate that prior to a Classroom Monitoring Report being passed onto the relevant Head of Year; **10 sessions are recorded**.

The diagram below aims to outline how the “Stepped Approach” and “Level 1 interventions compliment each other in giving a full picture of a pupil’s behaviour, to best inform decisions around behaviour.



The time-scale over which a pupil might remain at Level 1 will vary depending on the extent of the problem and their response to interventions.

As outlined in the "Stepped Approach"; There may also be occasions when immediate referral is considered necessary because of one serious incident. In this case the **Critical Incident Form** should be used to record the incident, and passed immediately to the Head of Year.

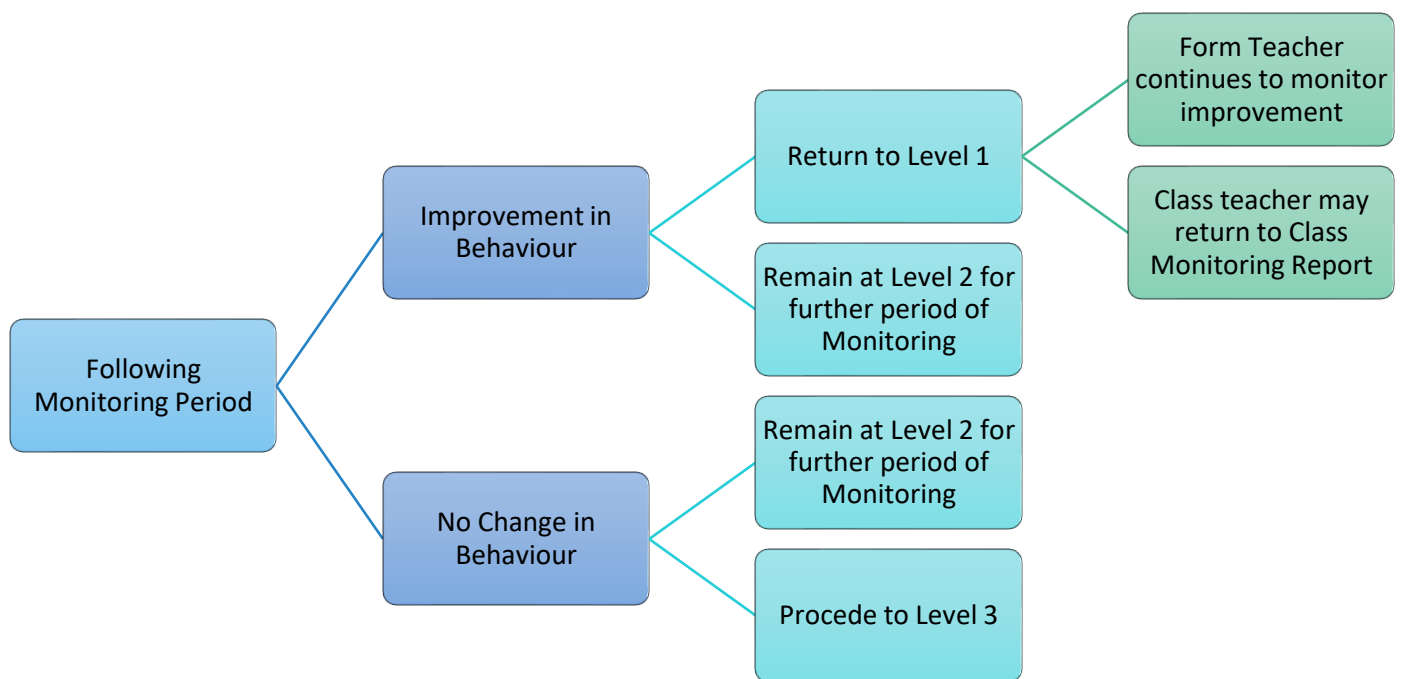
LEVEL 2

Heads of Year provide guidance and support for **all** pupils in their year group. Prior to HOY intervention regarding ongoing behavioural issues the Form teacher should have engaged the pupil to attempt to intervene and improve behaviour issues. When a pupils behaviour profile has reached the level where a Head of Year is involved, with the support of the Form Teacher they may initially: -

- discuss the situation carefully with the teacher/s concerned and check progress; through the use of an **Information Gathering Report**. In doing so this formalises the monitoring of a pupil's behaviour for the pupil and gives a visual reminder that it is taking place. This information gathering report should be monitored over 2 weeks to allow sufficient time for pupil's behaviour to display changes in classes where there has been issues. (2 weeks will allow for single period subjects to be addressed at least twice) *This report is distributed by the Form Teacher in the morning, where the previous day's report is also collected by the form teacher for review with HOY following the period of monitoring.*

- discuss the situation with the Form Tutor, if this has not already been done -establish what input he/she has had to date and any further planned input
- Discuss issues and interventions with the pupil; identifying key areas where issues are arising and placing sanctions and/or rewards around these behaviours.
- Support the pupil with issues identified as barriers
- Liaise with parents; both to keep informed and seek support.
- Use Restorative Practice where appropriate

Monitoring at Level 2 will be reviewed with the pupil on a Bi-weekly basis. (i.e. following a period of being monitored for 2 weeks/ 10 school days). At this point behaviour will be evaluated and the best course of action for the individual involved will begin. It is hoped that through monitoring behaviour, trends can be identified and structures put in place to encourage positive behaviour prior to there becoming a need to proceed to Level 3.



EVALUATING A PUPIL'S BEHAVIOUR

Upon evaluating a pupils behaviour following a period of review consideration will be given to the following evidence.

1. Monitoring Reports
2. Behaviour Module SIMS

Upon collating this evidence the Head of Year may liaise with the Form tutor or class room teacher(s) to make a decision on the best course of action going forward (as outlined in the image above)

An improvement in behaviour may not mean there are no behaviour incidents over the monitoring period; an improvement could be established by reducing the amount of incidents or the "Step" they reach within the classroom.

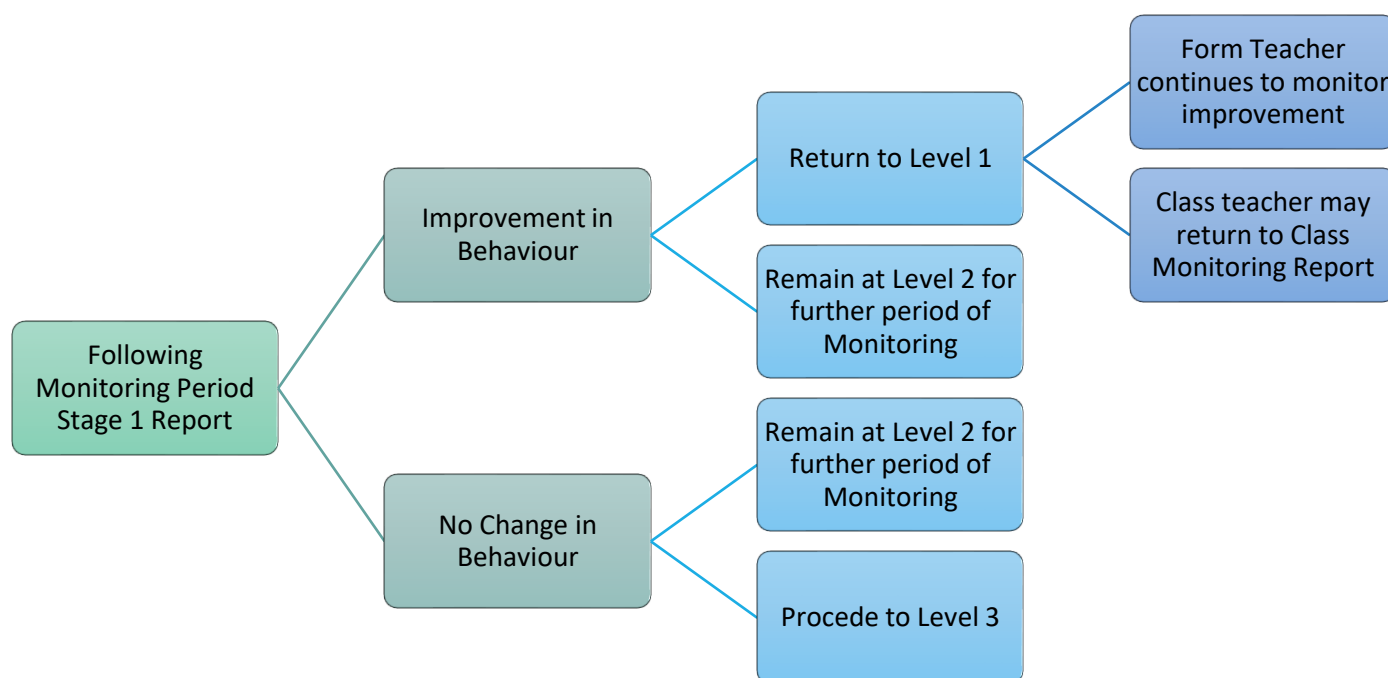
Where an improvement is being displayed but not significant enough to remove from this level of monitoring, another 2 week period will proceed. When there is no significant improvement over a 2 week period, a further 2 weeks will also proceed. Prior to both these courses of action an evaluative discussion, either in person or over the phone with the pupil's parent is necessary. A period of monitoring should last for 2 weeks, but it is advised that a minimum of 4 weeks of monitoring (up to a maximum of 6 weeks) are completed prior to moving to Level 1 or Level 3.

LEVEL 3

If following a minimum of 4 weeks and a maximum of 6; a pupil's behaviour continues to be a concern, they will proceed to Level 3. At this stage a Head of Year may undertake the following, to support the pupil's behaviour:

- Monitor a pupils behaviour via Stage 1 Report. It is called so, as at this point a pupil is perceived as being on Stage 1 of the Special Needs code of Practice. As a starting arrangement, the report is handed out in the morning and returned to the Head of Year in the afternoon, at an agreed meeting point. Pupils should not be encouraged by the HOY to leave class early to return the reports to them.
- Contact parents by telephone or letter outlining the difficulties and explaining that further monitoring is now required and highlight the progression to Stage 1 on the Special Needs Code of Practice.
- Maintain a solution-focused approach rather than a problem focused approach.
- Use sanctions where the pattern of work and behaviour is poor during the monitoring period, or for an individual incident which gives cause for concern, (e.g. extra work; detention at break or lunch-time; detention after school; withdrawal of privileges) –sanctions are applied to emphasize the consequences of poor choices and will be applied sparingly, flexibly and sensitively, during the monitoring stage.

Sanctions will be administered as appropriate and when necessary suspensions and withdrawals may be merited at this Level of Behaviour monitoring; Extremes of behaviour do not automatically lead to monitoring moving to the next stage although they may provide evidence to support why this may be appropriate.



LEVEL 4

At this stage a pupil's behaviour has been persistently detrimental to the learning environment of others. At this point they will have evidence gathered from an Information gathering report for a period up to 6 weeks, as well as a period on stage 1 report of up to 6 weeks. This should provide evidence to be able to identify triggers, issues, detrimental relationships and bad habits and allow for putting together a detailed, specific plan for moving forward.

This is known as a **Stage 2 Individual Behavioural Plan**. The pupil, parent and Head of Year will discuss the situation and agree targets for improvement. **Care will be taken to ensure the pupil and the parent/s are actively involved in identifying the issues to be addressed and in setting the targets.** The SENCO & Senior Link Teacher will be informed of the interviews, and, if required, will be directly involved at this stage. The plan will detail the roles and responsibilities of all parties: pupil; parent; Subject Teachers; Head of Year; Classroom Assistant; and Senior Link Teacher. The targets will be set out on an **individual report** which the pupil will carry each day and which will have three purposes: **to remind the pupil of the agreed targets; to support the pupil in the achievement of the targets; to allow continuous monitoring throughout each school day.**

The Stage 2 Education Plan will normally run for a half-term period, (except where serious breaches of discipline occur, before it is reviewed. However, the target-setting report may be reviewed at fortnightly intervals, for example, it may be adapted as targets are achieved or new targets emerge. The aim is to gradually reduce the targets that need to be formally identified, as the pupil takes more responsibility for his/her own progress. To draw a successful programme to a conclusion at this stage, the pupil may eventually use a self-assessment report which can be discussed with the Head of Year at the end of each week. It must be remembered that the pupil may be vulnerable at this stage - expectations that are set too high, and/or too quickly, may lead to disappointment and may undermine future work.

The Head of Year may withdraw the pupil from one or more classes for short periods where his/her behaviour disrupts the education of other pupils.

Upon commencement of an Education Plan, a pupil will be referred to the Senior teacher for Student Support or Vice-Principal; Where appropriate external support can be discussed and put in place to support the pupil in getting off report. A pupil at this stage may also be discussed at a Care team meeting in order to assess whether intervention from outside agencies is appropriate at this point in time.

Where it becomes apparent following a 2nd review that difficulties persist which are beyond the scope of the school, the pupil moves to Level 4 in the Model and Stage 3 on the Special Needs Code of Practice, further assistance is sought for example through the EA Extended Behaviour support team or Educational Psychology (These agencies may have become involved at Level 4 depending on individual circumstances), school will aim to identify such pupils and make such referrals by the end of Year 10, if access to outside agencies is to have a restorative effect.

Evidence based decision making is important throughout the entire Behaviour Model, although when a pupil has reached this stage in the process documents become not only important evidence but legal documents as pupils are considered to be on the Special Needs Code of Practice. The evidence gathered at this stage is used to support interventions from outside agencies and thus it is vital that information is kept accurately, efficiently and according to this policy.

LEVEL 5

At this stage a pupil has persistently shown detrimental behaviour to the learning and safety of others despite interventions for at least one whole school term. A pupil at this point in the Behaviour Model has struggled to react positively to any intervention put in place thus far. At this point external agencies are likely to already to be involved in some capacity.

The procedure at this level mimics what occurs at Level 5, the difference being that the monitoring, evaluating and reviewing process is administered by the Vice Principal.

REVIEW MEETING

Parents and pupils attend a further meeting with the Vice-Principal and the Head of Year. The Principal may also attend at this stage.

- The Education Plans and Behaviour Support Programmes to date will be discussed & future arrangements agreed
- The pupil will be referred for assessment to either the **Educational Psychology Service** or the **Education Welfare Service**
- A new **Education Plan at Stage 3** will be agreed and drawn up by the Vice Principal. Subject teachers will be provided with copies, including the updated details of progress or otherwise, and details of their role in the classroom.
- School, through its pastoral system will continue to monitor the Education Plan at Level 3 and to support the pupil on report - provided the pupil and the parent/s give their full co-operation. Full records will be maintained throughout the process.
- Where appropriate, a pupil may be asked to sign a written undertaking regarding future standards of

work and behaviour.

SCHOOL GUIDANCE WITH SENIOR TEACHER AND OR COUNCILLOR

During the process of assessment, pupils may be referred to the Pastoral Manager or Vice Principal for one to one guidance sessions (if this has not already happened at the end of Level 2). Pupils have the opportunity to focus on techniques for managing their behaviour in class and, where possible more therapeutic intervention, addressing the underlying cause of their misbehaviour will be undergone. Advice from outside agencies is sought as necessary.

EXTERNAL SUPPORT

During or following the assessment process, pupils may also be referred to the

- Child Adolescent and Mental Health Service
- Youth Service
- Social Services
- Medical Services
- PSNI
- Outreach Support Service linked to the Sunlea Guidance Centre
- New Life Counselling Service

Where possible, the Educational Psychologist, Education Welfare Officer, Outreach Teacher (Behaviour Management Support), EA Extended Behaviour Support and the School Counsellor will liaise closely with senior staff both prior to, and following, referral. This will normally be facilitated by monthly care teams meetings but is not limited to these.

Where it becomes apparent that, despite support and having moved to at least level 4 on the behavior model, consideration will be given to application to:-

- Sunlea Guidance Centre, with a view to a placement for short or longer periods, as appropriate. In the case of short-term placement, the repair and rebuild programme must be carefully planned between the school and the Guidance Centre
- EOTAS scheme, (Education Other Than At School)- Year 11 and Year 12 pupils only.

In cases of pupils with severe emotional and behavioural difficulties and/or in cases where the school has done all in its power, without success, to bring about change, the school will make application to the EA for **Statutory Assessment**. This application will be supported by documentation from the previous stages and the report of the Educational Psychologist. While this procedure is in process, the school will maintain the Education Plan with Stage 3 resources, **provided this is sustainable**.

A Statement of Special Educational Need will be prepared by the Education Authority (EA) who will then assume

responsibility for future decisions relating to the pupil's education and school placement, and for extra resources that may be required.

PROVIDED THE ABOVE PROCEDURES HAVE BEEN GENUINELY APPLIED, THE SCHOOL MAY RELUCTANTLY, BUT REASONABLY, DECIDE THAT IT CANNOT MEET THE NEEDS OF AN INDIVIDUAL PUPIL WHO HAS BEEN REPEATEDLY UNRESPONSIVE TO INTERVENTION. IN SUCH CASES THE BOARD OF GOVERNORS WILL APPLY TO THE EA TO MAKE ALTERNATIVE PROVISION FOR THE PUPIL.

MONITORING -OUTSIDE OF THE BEHAVIOUR MODEL

MONITORING AND TARGET SETTING FOR IMPROVEMENT AT KEY STAGE 4

Pupils in years 11 & 12 often experience additional pressures while working towards external examinations. Level 3 intervention procedures are also in place for all such pupils. Heads of Year, following assessment windows may decide to monitor individuals based on poor attainment and attitude being prevalent issues in their academic report. This complements the school's target-setting and mentoring arrangements. Pupils may be:-

- interviewed by the Head of Year
- interviewed by Principal, Pastoral Manager, Vice-Principal and Head of Year with parent present
- encouraged to set targets for improvement for one or more subjects.
- encouraged to set targets across all subjects.

Through a combination of support and challenge, pupils will be encouraged to take responsibility for their own progress. The aim is that they achieve the best of which they are capable, while being realistic about what is possible.

SCHOOL RULES

The School Rules are regularly reviewed and updated to ensure they are relevant. A copy of these rules is sent home at the start of each school year to ensure awareness. It is expected that by choosing to attend Ballymoney High School, pupils are agreeing to adhere to this set of rules. It is also assumed that parents and pupils understand the importance of these rules in ensuring the welfare, health and safety and promotion of good behaviour within school.

NON-COMPLIANCE WITH SCHOOL RULES

The following aims to outline how breach of particular school rules or behaviours should be consistently dealt with by members of staff; outlining procedures in place to encourage compliance as well as sanctions incurred for continued Non-Compliance. The sections outlined have been identified as key areas of concern and will be reviewed regularly to ensure relevance.

FACIAL PIERCINGS

Facial piercings are forbidden for all pupils (nose, eyebrow, chin, lip, tongue or any other facial area). If a pupil presents at school with a facial piercing they will be asked to remove this immediately. Failure to do so will be recorded on SIMs and the pupil referred to their Head of Year. Parents / Guardians will then be contacted to discuss resolution of the matter.

Optional Path to Resolution:

A pupil with a facial piercing will be permitted to wear a **clear-stud (no other stud is acceptable)** to maintain the piercing-hole that has been created outside of the regular school term.

If a pupil refuses to comply with these rules and continues to wear the facial piercing the matter will be referred to the Principal.

SMOKING/ VAPING

As outlined in the school rules:

Pupils are not allowed to smoke cigarettes, ...or have either in their possession, whether on the school premises, on the way to and from school, on school trips, or at any time when pupils are in school uniform or involved in curricular or extra-curricular activities.

NB: *Ballymoney High is a no-smoking environment. This means there shall be no smoking in any part of the school premises, inside or outside. The school premises constitutes all parts of the school building and grounds beyond the limits of the car parking area.*

Smoking in Public Buildings is an **offence**. Pupils who are found to be in breach of this rule shall be dealt with consistently by dealing with the repeated offences in the following way. For the purpose of this document the term “smoking” will encompass the use of cigarettes, possession of smoking paraphernalia (Papers, tobacco, filters) use of Electronic Cigarettes and possession of paraphernalia surrounding these devices. The guidance below outlines how the staff at school will deal with issues of suspected smoking and/or smoking itself.

IF SUSPECTED TO HAVE BEEN SMOKING

- Pupil will be encouraged to hand over relevant items in their possession to any appropriate member of teaching staff, If the suspicion is correct they would move to the sanction for first offence.
- Parents to be advised of scenario around why their child is suspected to have been smoking.

CONFIRMED SMOKING INCIDENT

When a pupil is found to have been smoking the following sanctions will be applied.

- Items to be confiscated and kept in school office for collection by Parent/ Guardian.
- Parent/ Guardian informed that cigarettes or device are available to collect.

- Recorded on SIMS Behaviour Module
- Afterschool Detention

The incidents will be recorded on SIMS and therefore the amount of Smoking incidents can be monitored. When a pupil has had 3 confirmed smoking incidents the sanctions change to involve outside support.

FOURTH OFFENCE

- Items to be confiscated and kept in school office for collection by Parent/ Guardian.
- Parent/ Guardian informed that cigarettes or device are available to collect.
- Afterschool Detention
- Recorded on SIMS Behaviour Module
- Referral made to School Nurse regarding supporting Pupil no longer smoking.

FIFTH OFFENCE

- Items to be confiscated and kept in school office for collection by Parent/ Guardian.
- Parent/ Guardian informed that cigarettes or device are available to collect.
- Afterschool Detention
- Recorded on SIMS Behaviour Module
- Referral made to appropriate Council Representative regarding awareness of legal issues regarding smoking in a Public Building. It may be appropriate for Council Representative to impose a financial fine in accordance with Smoking (Northern Ireland) Order 2006.

REFUSAL TO COMPLY WITH PERMITTED UNIFORM

As outlined in the school rules

... The blazer is compulsory throughout the year and a school pullover is required to be worn throughout the first two terms for all pupils. Outdoor coats, if required, must be plain black or navy and must not be worn inside the building. No hoodies are permitted and are not an acceptable outdoor coat with school uniform. Any non-uniform coats, hoodies, scarves, etc which are brought to school will be confiscated during the school day.

Uniform is something which helps us demonstrate Respect for ourselves, our peers and our schools. Wearing it appropriately is important. We expect every pupil to wear a jumper for at least the first 2 terms of the school year. We also expect pupils to refrain from wearing anything other than a school jumper directly below their blazer. Where any member of staff finds a pupil in breach of this rule they will ask for it to be removed (depending on the circumstances, they may confiscate said item and send it to the appropriate Head of year) The guidance below outlines how we as a school aim to ensure uniform is worn appropriately as well as how we aim to consistently deal with persistent refusal to comply with our uniform policy.

MORNING DUTY STAFF

Duty staff around the school are expected to ensure that pupils have removed any non-regulation items prior to pupils going to form class. Duty staff may ask for a pupil to take the item off but will not confiscate it at this point.

FORM TEACHERS

Form teachers will hold key responsibility for ensuring their form class are wearing appropriate school uniform. When each pupil gets to registration, the form teacher should as part of their role ensure that each student is wearing their uniform appropriately and encourage pupils to comply with the uniform policy. If someone is seen to be wearing a non-regulation item they will be asked to hand it over to the form teacher for collection at a later point in the day. This may be the office or the form teacher's room (At the discretion of the individuals concerned.)

BREAK AND LUNCH TIME STAFF

Duty staff at break and lunch will permit pupils to wear a regulation Coat over their blazer, when this is appropriate i.e. Weather dictates that wearing a coat is appropriate. If a student is found to be wearing a non-regulation item they will have it confiscated and placed in an office for collection later in the day.

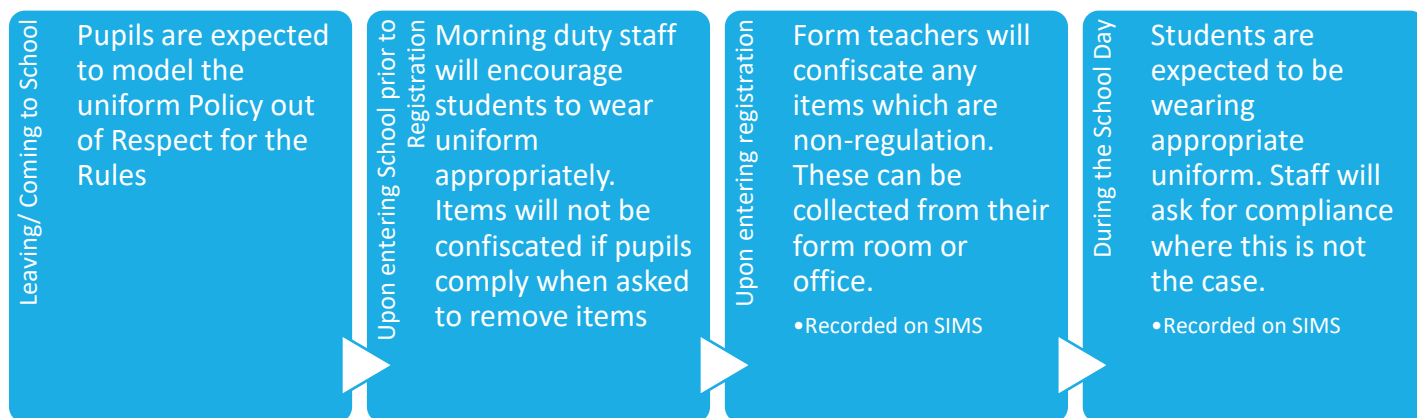
EXPECTATIONS FOR COMING TO AND LEAVING SCHOOL PREMISES

Although it is not possible to control, it is expected that students adhere to the uniform policy whilst coming to and leaving school. This demonstrates respect for School rules and prevents further sanctions (particularly in relation to coming to school).

CLASS TEACHERS

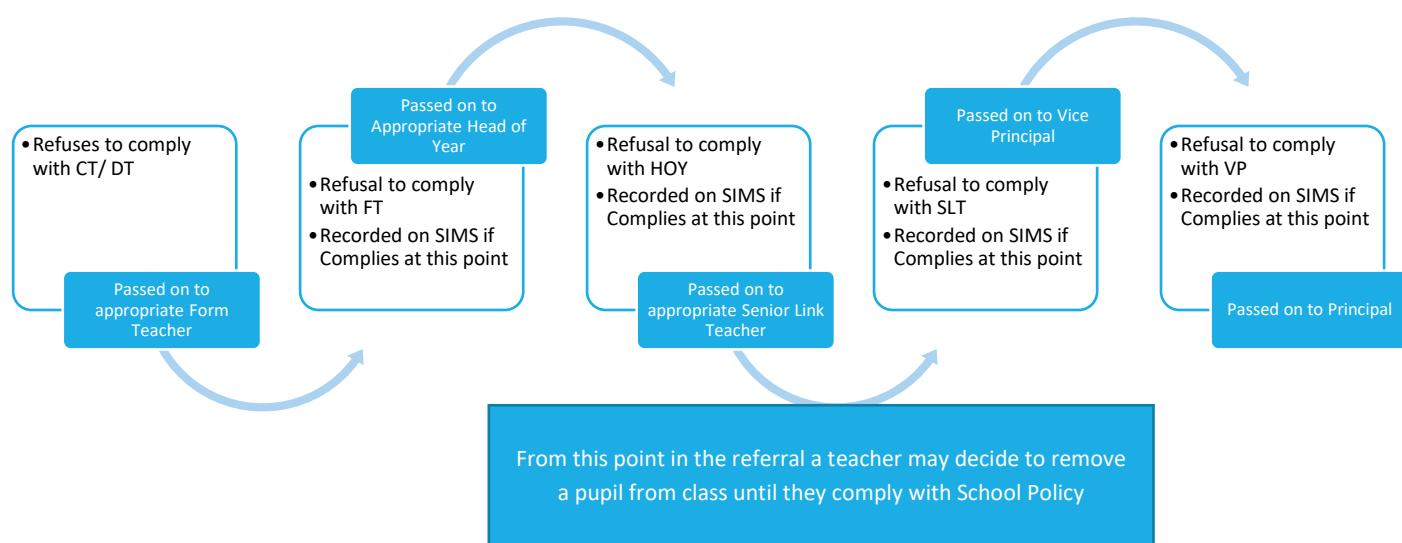
Class teachers are responsible for ensuring proper uniform is worn throughout the school day, particularly following break and lunch time. At this time staff will again ask for any non-regulation items COATS to be removed and put in a school bag, it may also be appropriate to confiscate them for collection later. Non-compliance will lead to a behaviour incident being recorded on SIMS and being asked to go to the appropriate Form Teacher.

The infographic below should highlight how the uniform policy is managed.



Where a pupil has persistently worn a non-regulation item to school and had this recorded 3 times they will be issued with an after school detention.

Where a pupil refuses to comply with a member of staff on one particular incident the following referral system will apply.



Referral System for School Rule Breaches 1

REFUSAL TO COMPLY WITH MOBILE PHONE RESTRICTIONS

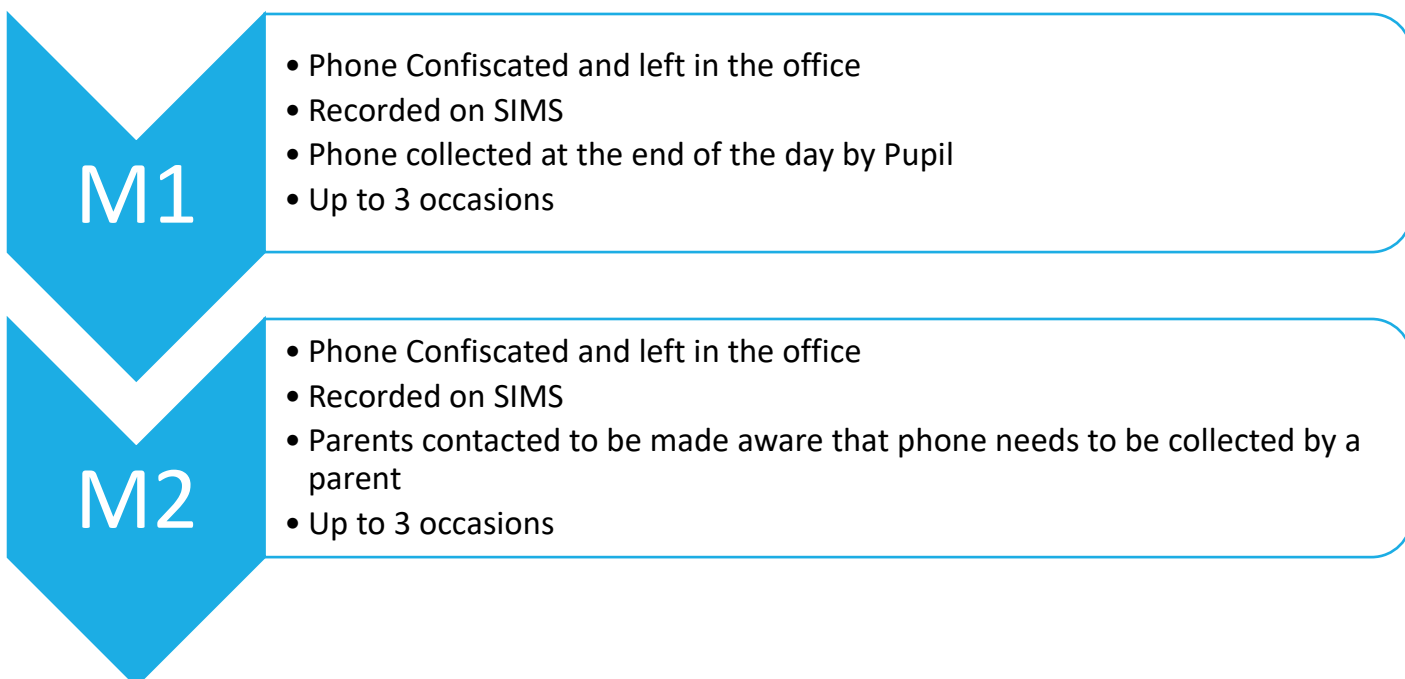
As outlined in the school rules

*We permit pupils to bring **mobile phones** to school (under their own responsibility) for legitimate contact home before or after the school day. **To avoid their misuse in phoning, texting, or photography, mobile phones will not be permitted to be brought out or used during the school day unless where they are being used as part of a lesson or to assist with a behavioural or pastoral incident.** At all other times a phone must remain on **SILENT and OUT OF SIGHT.***

The no phone rule between registration and 3:25 rule has remained in place following review, as a result of the serious implications phone use can have on Behaviour Management and Child Protection issues. It was felt that the risks of having phones outweighs the benefits of pupils having the privilege of using their phone during their free time.

It is acknowledged by the school that Mobile phones can be extremely powerful tool in terms of education. It is, however also acknowledged that as a school we have a responsibility to develop life skills; and being able to show restraint and discipline with regards to phone use is seen as part of this.

When a pupil is found to be in breach of mobile phone restrictions the sanctions below highlight how an issue will be dealt with. It is important that pupils are aware that any teacher at any time between Registration and 3:25 can enforce the rules with these sanctions.



If after following through with these sanctions better habits are not in place then a pupil will be expected to hand over their mobile phone to the school office in the morning and collect it in the afternoon.

Where a pupil refuses to hand over his/her mobile phone the referral of inappropriate behaviour system will apply.

Mobile phones are not permitted in school and the sanctions outlined above apply in any situation where a phone is seen to be in use. There are however a number of more serious breaches of mobile phone restrictions whilst in school, these include but are not limited to those outlined below. These will carry more serious sanctions in line with a critical incident.

- Photographing or Videoing another pupil or a staff member whilst in school without permission
- Sharing a photograph or video of another pupil or member of staff whilst in school, without permission
- Posting derogatory or inappropriate messages about a staff member on social media

DEALING WITH WHOLE CLASS DISCIPLINE PROBLEMS

Where a teacher experiences a problem with a whole class being noisy, unresponsive and/or disruptive, he/she should check with the Head of Year if the problem exists in other classes and if so, refer to the Head of Year; if not, analyse the problem. For example should lesson content or teaching methods be altered? Are teacher expectations too high? Consider classroom management and teacher's relationship with class.

The teacher should not be tempted to sanction a whole class. This is unfair to those in the class who are not involved in misbehaviour and produces resentment. Some pupils, with parental support, may justifiably refuse the punishment and thus the authority of the teacher & the school is undermined.

- discuss the problem with the head of year - providing him/her with details of the nature of the problem, steps taken to find and remedy the cause and the outcome.

The Head of Year may take some, or all, of the following steps:-

- offer professional advice to the teacher
- liaise with the Form Tutor for further details about the class
- give backing to the teacher in the short-term by speaking with the class (avoiding unnecessary accusation or aggression, which can be misinterpreted as bullying -but spelling out clearly what is expected of them and the consequences of ignoring this advice)
- More closely monitor the class through SIMS to determine which individuals are most responsible and how best to address the situation.
- discuss the situation with the relevant Head of Department
- consult with Vice-Principal/Teacher Tutor for beginning teachers and teachers in early professional development, if relevant
- move to Level 1 procedures, as above, once the specific pupils responsible for the misbehaviour are identified (if necessary)
- Use the Ballymoney High School Model of Behavioural mapping

MONITORING BY PARENTAL REQUEST

Parents may request that their children, in any year group, be monitored at any stage of the school year. In this case, the Head of Year will gather information from all staff asking for updated details of work, attitude and behaviour, report to parents accordingly and make arrangements for support, monitoring or corrective action, as necessary.

ISOLATION FROM PEERS

In certain circumstances, pupils may be withdrawn from class for a short period of time, in which time they work in a room on their own and do not mix with other pupils at break or lunch-time. Efforts will be made to ensure that Parents are notified when this action is taken and why it has become necessary, although some circumstances may dictate that this may not be feasible prior to this i.e. Situations requiring immediate intervention to prevent further issues developing. Restorative structures and resources will be key in ensuring effective and appropriate re integration into the classroom and playground. As resources are limited for providing for such pupils, those who are repeatedly withdrawn will quickly progress to the next stage of the disciplinary process. During the period that a child is withdrawn work will be provided so as the pupil's education is not impacted upon.

SUSPENSION

Pupils are suspended from school for up to five days in the first instance, but this may be extended. When a pupil is suspended, parents, the Chairman of the school Board of Governors and the Education Authority (EA) are notified in writing. Before re-instatement can be considered, suspended pupils and their parents will be required to attend a disciplinary meeting arranged by the Principal &/or Vice-principal and involving other pastoral staff as required.

In more serious cases the Principal may convene a Disciplinary Consultation Meeting which includes an officer of the EA and the chairman of the school Board of Governors. The outcome of this consultation may be to: -

- re-instate the pupil, following satisfactory resolution of the disciplinary issue, including undertakings regarding future standards of work and behaviour, and co-operation with relevant support strategies as appropriate
- transfer the pupil to another school, an Educational Guidance Centre or other establishment
- refer the matter to the EA Area Behaviour Support Team
- refer the matter to the Board of Governors and the EA Secondary Officer with a view to the pupil being expelled

SERIOUS BREACHES OF DISCIPLINE

While a pupil may be withdrawn from class or suspended from school due to misbehaviour over a period of time, the Principal may also withdraw or suspend a pupil for one serious incident at any point in their school career, irrespective of their previous behavioural and disciplinary record. Behaviour warranting suspension includes: - aggression; violence towards another pupil or member of staff; defiance; vandalism; bullying; theft; substance abuse; total disrespect for others; refusal to cooperate or to accept discipline. The same procedures for reinstatement will apply. NB. If a pupil engages in an act of violence against the person or property of a member of the school staff, or to an immediate member of a member of staff's family, at any time whether inside or outside school, disciplinary action will be taken against the pupil which may include consideration of the option to expel.

GENERAL GOOD ORDER & ROUTINES

In addition to procedures for dealing with individuals, good general whole school positive behaviour management is essential in a successful school. The school aims to create good order in corridors, playground, between classes, before school, at break and lunch-time. Areas of access are clearly outlined in the school rules which Form Tutors explain to their classes at the start of each year and at intervals throughout the year.

ALL STAFF - EVERY DAY

All staff have a duty of care throughout the school day, in teaching and non-teaching time. **It is vital** that every member of staff contributes to maintaining high standards of behaviour each day. Failure to do so leads to a rapid increase in rowdiness and reduced respect for authority, which inevitably extends into the classroom. All staff can make an effective contribution by:-

- taking an approachable and interested approach with pupils, especially when on duty in the early morning, break time and bus-time or incidentally while passing through corridors, playground or canteen at any time of the school day
- participating promptly & purposefully at the start of each school day to assembly or registration time.
- observing pupils and being alert for signs of bullying, isolation or distress
- encouraging prefects, peer mentors, etc., and supporting them in their roles around the school
- preventing rowdiness and loitering in the vicinity of classrooms between periods
- checking pupils whom they see misbehaving in corridors and the playground, or loitering in out of bounds areas (often a quiet word in passing is sufficient)
- reminding pupils about uniform, inappropriate jewelry, general appearance etc.
- reminding pupils about their responsibilities in looking after their property
- reminding pupils to be courteous and respectful in their language and movement around school.

DUTY STAFF SUPERVISION

Effective supervision by teachers on duty and other supervisory staff is crucial to the maintenance of discipline outside the classroom. Staff should:-

- arrive for their duty promptly and remain throughout
- be approachable
- enforce school rules consistently and firmly, but reasonably and without nagging or being unduly aggressive
- prevent undue rowdiness or rough play
- report concerns immediately duty ends - either to the relevant Form Teacher, Head of Year or the Senior Management Team
- Record (where appropriate) on SIMS

ROLES AND RESPONSIBILITIES

THE ROLE OF THE SUBJECT TEACHER

The role of the subject teacher is central to good school discipline and outlined at each of the stages detailed above. Every teacher has a right to his/her individual teaching style and indeed, this contributes to the richness of the educational experience for children, yet simultaneously general consistency is important to avoid pupils becoming confused by a variety of messages. In any lesson, how adults respond to pupils can either increase or decrease behavioural difficulties. Those who pay close attention to the advice on the promotion of positive behaviour management, and the procedures on managing behaviour effectively, should find that the great majority of pupils do not pose serious disciplinary problems. However, identifying difficulties early, far from being a sign of failure, is a key role of the professional teacher and can often make the difference between recovery for a pupil or the slippery slope to failure. The subject teacher's contribution and judgment is therefore highly valued and will be respected at all times. It is important that stress for the teacher is kept to a minimum and that they are given prompt and timely support as required.

However, the subject teacher is also asked to trust and respect the judgment of the Head of Year and Senior Leadership team as they apply the agreed procedures. A subject teacher should not place unreasonable demands for action on a Head of Year, or send a pupil to a Head of Year while he/she is teaching, except by prior arrangement (which may be part of the current plan in use for an individual pupil). In exceptional circumstances they should use the Critical Incident Form to inform the Head of Year or a Senior Teacher. A senior member of staff will promptly collect the pupil from class. In the majority of cases, cool-off time can be successfully achieved by moving a pupil to the front of the room or to a nearby resource area, if available or classroom, if previously agreed. The Critical Incident Form facility exists for staff peace of mind and the safety of other pupils, should the need arise, and therefore must be used sparingly lest it become unmanageable. The parents of these pupils will be contacted, therefore the teacher concerned should have completed the critical incident form as soon as is reasonable after the event. Very importantly, the class should have experienced minimal disruption and the teacher minimum stress through the operation of this system. Mutual respect and support are essential to make the system more effective on a consistent, long term basis. Failing to act or acting in haste serves to undermine the system.

DEVELOPING GOOD RELATIONSHIPS WITH PUPILS

- Get to know your pupils as individuals
- Take note of all information relating to them that might be relevant eg. home circumstances; sporting/dramatic achievements; achievements outside school; illness.
- Show respect to all pupils by your look, speech and actions. Be the role model for controlled behaviour
- Listen to children:-
 - look at them
 - use empathy
 - check out what they've said to make sure you understand
 - help them to put feelings into words when they find it difficult
 - ask questions
 - if necessary to confront them, do so in a caring way which is immediately supportive and non-threatening, but still very clear
- Celebrate successes with children
- use wall charts/ brilliant corner etc.

TEACHERS AND ASSISTANTS NEED TO:

- like pupils and enjoy their company
- believe in the value of the experiences they provide
- have a calm and relaxed manner
- be able to detach and reflect on situations
- be open, honest and willing to change
- feel and act positively and confidently

PUPILS WITH EMOTIONAL AND BEHAVIOURAL DIFFICULTIES ARE OFTEN VERY SENSITIVE TO THE QUALITY OF THEIR RELATIONSHIPS WITH TEACHERS AND SUPPORT STAFF. MANY OF THE PUPILS WHO MOST NEED A POSITIVE RELATIONSHIP ARE ONES THAT ARE MORE USED TO FAILING THAN SUCCEEDING. SUCH PUPILS ARE USED TO ADULT GOING OVER THE PROBLEM TIME AFTER TIME -THIS RESULTS IN THEIR BECOMING DEFENSIVE, MORE RELUCTANT TO CHANGE, THE PROBLEM GETS WORSE AND THE RELATIONSHIP BECOMES MORE NEGATIVE.

A key strategy that will help foster a positive relationship is to ensure that they experience success.

Focus on the solution rather than on the problem - this approach focuses on

- ✓ what is going well rather than what is not and looking for practical answers rather than dwelling on the problem.
- ✓ Set small achievable targets. Look for the times they have behaved well and were successful. Why was it like that, what were they doing? Ask where they are on the scale at present and what they need to do to get to the next stage?
- ✓ Pupils are more likely to succeed if they think teachers care.

THE ROLE OF THE FORM TUTOR

Form Tutors have a key role to perform in relation to positive behaviour management and general good order. An effective Form tutor can greatly **reduce the risk** of pupils in his/her registration class creating discipline problems by:-

- establishing a good relationship with pupils, getting to know them as individuals and by becoming familiar with their home back-ground. Having good personal knowledge of pupils and their backgrounds, (eg through induction process and the process of sharing of information), he/she can help the HOY in assessing appropriate remedial action. By forming good relationships with pupils and seeing them every morning - he/she is in a position to develop a counselling role in a natural unobtrusive way.
- explaining and discussing school rules with his/her class - explaining the need for such rules and so help them to voluntarily abide by them (if this is not done, rules may be viewed as petty restrictions imposed by authority and only worthy of defiance).

DURING FORM CLASS TIME

In the morning it is expected that form teachers are supporting their class in being Ready to learn and Prepared for the day ahead as well as encouraging their class to work towards achieving their potential. They should facilitate this by:

- Marking the role
- Remind pupils about specific announcements curtailing to them
- Distributing materials in the class folder to appropriate pupils.
- Discussing and awarding Credits
- Discussing and reviewing Behaviour incidents with individuals (Sanctioning where appropriate)
- Signing notes for pupils who need to leave school early for an appointment; these notes should be previously signed by a parent and left in the office.
- Collecting notes to explain pupil absence; these should then be updated on lesson monitor, to ensure information is kept up to date.
- Ensuring Uniform is being appropriately worn (Remove and record any non-regulation items to be collected at the end of the school day)

- Collecting and distributing information gathering reports from pupils on stage 2 of the behaviour model. A form teacher may also feel it is appropriate to discuss these reports with their class member; this is not a requirement each day as with Stage 1 report and the Head of Year. These reports serve primarily as a visual reminder to the pupil that their behaviour is being closely monitored and information about such behaviour will be passed onto their parents.

DURING THE SCHOOL DAY

Although the time a pupil spends with their form teacher is primarily in the morning, the Form Teacher will support individuals in their form class throughout the rest of the day by:

- Being available to discuss behaviour concerns of members of her class with other teachers
- Encouraging positive behaviour.
- Providing a “Safe place” for members of their form class

As a School we value the role of the Form Tutor and aim to allow for them to remain with his/her class throughout their time at school and is therefore constant regardless of what stage a pupil has reached on the code of practice. They can therefore play an important part in helping solve any problems which may arise

THE ROLE OF THE HEAD OF YEAR

The Head of Year holds a key middle management position in the school and can exert a major influence on the discipline in a year group by:-

- establishing good relationships with pupils in the year and earning a reputation for firmness and fairness
- taking an interest in all the work and activities, **especially successes**, of pupils and taking every opportunity to promote good discipline within the school
- coordinating the work of the pastoral year team in relation to: - attendance; punctuality; management of registration; uniform; general discipline etc.
- managing the work of the pastoral year team in relation to strategic planning, eg. policy making and the consultation process
- building good relationships with the staff as a whole, showing willingness to give support and advice as necessary in matters relating to their year group
- acting promptly and properly in the application of school policy and procedures in relation to individuals and classes
- identifying pupils or groups within their year group who pose disciplinary problems (liaison with Pastoral Manager; Vice Principal; Educational Psychologist; SENCO; Class Tutors; parents; subject teachers, other Year Heads etc., as relevant)
- taking positive preventive action and using positive behaviour management in dealing with pupils and groups in accordance with the EA Code of Practice and as detailed above
- building good relationships with parents. Please note that we will only discuss supports and sanctions with the parent of their child (in compliance with GDPR).

- keep class tutors, subject teachers, the Senior Teacher in charge of Pastoral and the Vice-Principal informed of all action taken and draw support from the latter senior staff.
- maintain careful records, file relevant documents and enter important information on SIMS Behaviour Management.
- ensure work begun is followed through efficiently
- Implement school 'Behaviour Mapping' system with groups or individuals

THE ROLE OF THE SENIOR LEADERSHIP TEAM

The following points refer to the Senior Leadership team but are particularly relevant to the Senior Teacher in charge of pastoral care, Vice Principal and Principal

- To draw up a whole school policy on discipline in consultation with all staff and ensure it is critically monitored, discussed, reviewed and revised, as required
- To co-ordinate the work of the Pastoral Committee and Pastoral Year Teams in relation to policy and practice
- To liaise closely with the SENCO so that pupil's learning needs and behavioural difficulties are adequately provided for in the Education planning process at all stages of the Code of Practice
- To maintain an overview of all children at various stages of the Code of Practice
- To ensure pupils, staff and parents are aware of school rules and procedures and to review these in consultation with staff as required
- To draw up duty lists and provide clear written instructions as to the duties to be carried out
- To provide a lead to staff in enforcing discipline and good order in corridors and playground
- To provide support for staff on duty
- To be alert to the development of undesirable behaviour and to organise concerted staff action to eliminate it
- To support the work of subject teachers and class tutors at Levels 4 and 5 and especially Heads of Year at Stage 3, and to deal, in consultation with parents and outside agencies, with disciplinary matters which are referred at Stage 3 of the Code of Practice.
- To provide additional support for new members of staff and beginning teachers in relation to pastoral care and discipline
- To provide support to any member of staff who may be experiencing stresses or difficulties in maintaining discipline and ensure they receive necessary assistance, and sensitive support, as quickly as possible
- To ensure substitute teaching staff and student teachers are adequately briefed and supported in relation to school organisation, pastoral care and disciplinary procedures
- To communicate with staff and inform them fully of progress in dealing with pupils who are experiencing difficulties or who pose disciplinary problems
- To provide, or organise, CPD for staff as appropriate

- To manage Disciplinary Meetings and liaison with the Board of Governors and the North Eastern Education and Library Board
- To foster and maintain close links with parents and ensure they fulfil their responsibilities.
- To foster close links and effective working relationships with outside agencies
- To monitor and regularly review other related school policies: e.g. Bullying; Child Protection; Personal Development; Relationships & Sexuality /Drugs/Healthy Eating/Physical Activity; Home/School Links; Attendance; Rewards; Pastoral Care Policy etc., and associated procedures such as Detention arrangements; monitoring and target setting procedures; award of credits etc.
- To arrange for a review of any part of the curriculum which appears to be contributing to the creation of disciplinary problems
- To ensure that Support Assistants, Office and Ancillary Staff understand the school's disciplinary procedures, and pastoral care arrangements, and are fully supported in their implementation
- To be committed to creating an environment which facilitates and encourages quality teaching and learning and the ongoing process of school improvement.

This is the full working document for teaching staff - parents are provided with a short form of the policy, a copy of which is included in staff pastoral files.

TRAINING

- Staff new to the school (including those on initial teacher training) will receive a copy of the Behaviour Management policy and, if appropriate, training on Positive Behaviour Management policies practiced. In addition staff who are in their Induction year or the early stages of their development will also receive additional coaching/mentoring on key Positive Behaviour Management strategies and encouraged to avail of relevant Induction courses in this area.
- Update training/coaching/mentoring on Positive Behavior Management issues will be provided to staff regularly, including advice on how to deal with individual pupils, refreshers on different strategies and techniques.
- Coaching/mentoring of staff who assume the role of Head of Year or Pastoral Manager.
- External INSET when available.

COMMUNICATION TO THE WIDER SCHOOL COMMUNITY

- The Positive Behaviour Management policy and school rules are sent in hard copy to parents annually and placed on the school website.
- Posters highlighting aspects of the Positive Behavior Management policy are displayed in each

classroom as reminders to pupils. Staff encouraged to remind pupils about issues relating to the Positive Behaviour Management policies in lessons, assemblies and in the general school environment so that good order and respectful relationships can be maintained.

- At the beginning of each new year all Heads of Year present a powerpoint highlighting the main aspects of the Positive Behaviour Management policy. Each year group follows a similar structure so that the message is consistent across the school.
- All newcomers to the school- pupils, parents and staff are given a copy of the Positive Behaviour Management policy .
- At various key events such as Induction evening and Parents evenings key issues relating to Positive Behaviour Management are highlighted.
- On regular basis views on aspects of policy and practice are sought from members of the whole school community.
- Copies of the Positive Behaviour Management policies will be shared with the Board of Governors on a bi-annual basis for ratification. (Where significant changes are made to the policy, policy will be shared with the Board of Governors at the time of review even if this does not fit into the bi-annual cycle.) Key issues relating to Positive Behaviour Management may, when appropriate, be shared through the Child Protection and safeguarding report shared with the Board of Governors annually.
- Ancillary staff are made aware of sections of the policy which are relevant to them carrying out their role and encouraged to report concerns to Heads of Year or Senior staff.
- All support agencies such as the Youth Service, Education Welfare Service and Educational Psychology are made aware of the policy and practice within the school so that they can complement further implementation of the Positive Behaviour Management policy.

MONITORING AND REVIEW OF THE POLICY

The Positive Behaviour Management policy and practices will be monitored and evaluated on an ongoing basis.

- Annually the Positive Behaviour Management policy, alongside other Safeguarding policies, will be reviewed and updated accordingly by the Vice Principal, Senior Teacher for Pastoral Care and Principal. (This occurs usually prior to the end of the year SLT self-evaluation meeting where a report on Safeguarding policies and practices, including the

Positive Behaviour Management policy, are shared and discussed at Senior Management level. This review incorporates, where appropriate, any feedback or evidence sought throughout the year from various members of the wider school community in the ongoing review process.)

- The Chair of the Board of Governors is a representative on the Care Team and will be updated on individual cases and practices on a more regular basis- including the policy on practice.
- The views of pupils, parents and staff will be regularly checked and policy and practice reviewed in the light of responses.
- Pastoral Year Teams and the Pastoral Committees will have opportunity to feedback to SLT any issues relating to policy and practice.
- The number of and the types of incidents will be monitored so that any emerging patterns or issues are identified and responded to.
- Personal Development and Tutorial programmes will be reviewed regularly to ensure that issues relating to managing emotions and behaviour are addressed.

Policy last updated: June 2022

Ratified by Board of Governors

