

BROWNLOW INTEGRATED COLLEGE

POSITIVE BEHAVIOUR POLICY



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The Education Reform Order (N.I.) 1989 requires schools to prepare a written statement on discipline.

In Brownlow College we believe in respect for the individual and the community. We see the school as an extension of the family in which each pupil can develop a sense of their intrinsic worth and the value of tolerance and service to others.

In order to achieve this we feel it is important to promote and maintain an orderly and secure atmosphere both inside and outside school so that academic progress is not hindered.

The Education Reform Order (N.I.) 1989 requires us to:

- promote, among pupils, self-discipline and proper regard for authority;
- encourage good behaviour on the part of the pupils;
- secure that the standard of behaviour of pupils is acceptable and
- otherwise regulate the conduct of pupils.

SCHOOL RULES

Remember the 3 'R's

Respect Yourself

Respect Others

Respect the Property

The policy is based on the premise:

**Teachers have the right to teach
Pupils have the right to learn.**

OUTSIDE THE CLASSROOM

1. The school will open at 8.45 am and pupils must be in school by 8.50 am.
2. Corridor movement: Pupils should walk along the left-hand side of the corridors.
3. Pupils should line up quietly in single file outside the classroom.
4. All pupils must stay in school grounds at lunch time (Lunch 1.15 pm. - 1.45 pm.)
5. Pupils must enter and leave school by the Concourse area door.

CLASSROOM RULES

1. Come to the lesson on time, properly dressed and equipped.
2. Listen to your teacher and quietly follow any instruction given.
3. Complete your homework neatly and present on time.
4. Keep hands, feet and objects to yourself.
5. No teasing, name calling or use of bad language.
6. No chewing GUM in school.
7. Come to lesson in correct uniform.

PERSONAL BEHAVIOUR AND APPEARANCE

All rules apply to pupils on the way to and from school.

1. School uniform should be worn at all times (including external exams) and each item marked with the pupil's name.
2. Only the following jewellery is permitted:-

GIRLS

1 ring
1 watch
*1 pair of ear studs

BOYS

1 ring
1 watch
*1 pair of ear studs

*NB. Please note only one stud per ear (studs should be plain small gold/silver or clear diamond).

3. Anything that may detract from the general appearance of the pupils will not be permitted. Ear studs are permitted; other body piercing are not.
4. Pupils should refrain from foul or bad language.
5. Smoking is forbidden at all times whether on the premises, on school transport or in uniform. **(Please note that smoking in any public building is prohibited by law and can be subject to legal procedures).**
6. No illegal substances or objects are allowed on the premises at any time.
7. No illegal substances or objects should be in the possession of pupils either inside or outside the school while in school uniform or while on school business.
8. Pupils are expected to respect others in the community and their property at all times whether inside or outside the school campus and whether they are in school uniform or on school business or not.
9. No pupil should leave school at any time without permission from either the Headmaster or the Vice Principal.
10. Mobile phones are **NOT** to be switched on during class time. Misuse of any technological equipment is unacceptable and will be subject to school sanctions.
11. Pupils are **NOT** allowed to sell any items for personal gain.
12. Pupils are **NOT** allowed sugared drinks, except for medical reasons. The school have provided a water facility. Any unauthorized sugared drinks will be confiscated and disposed of.

ROLE AND RESPONSIBILITIES OF STAFF

Classroom teachers are responsible for behaviour in their own classroom within the framework of the school's Positive Behaviour Policy.

All staff will maintain a consistent and fair approach to good discipline by:

- punctuality to class, assembly, duties, training and meetings;
- setting an example through clear organisation of all teaching and learning tasks;
- implementing appropriate teaching strategies to enable all pupils to achieve their potential;
- fostering mutually respectful relationships between pupils, parents and staff;
- rewarding good behaviour and learning achievements;
- adopting constructive, effective and fair sanctions;
- maintaining high expectations of all pupils;
- providing support through the pastoral system; and
- promoting a positive image of the school.

It is equally important that where sanctions are used that they:

- are immediate and discrete;
- appropriate and related to the offence;
- defuse, rather than escalate the situation;
- separate the behaviour from the pupil;
- help to keep self-esteem intact for both pupil and staff;
- take account of any special considerations;
- are only applied to those who have infringed the expectations; and
- follow the defined referral system.

POSITIVE CLASSROOM MANAGEMENT

PREVENTATIVE STRATEGIES

- Have an aesthetically pleasing and functional classroom.
- Prepare and utilise appropriate materials.
- Arrive at class on time.
- Plan interesting lessons – so far as is possible.
- Set differentiated tasks as appropriate.
- Plan appropriate seating arrangements.
- Plan for the language of discipline – what you say and when.
- Have clear routines.
- Have clear, fair positive rules and known consequences for significant rule breaking.
- Acknowledge 'on task' activities and behaviours positively.

CORRECTIVE STRATEGIES

Actions to take when disruptive behaviour occurs. Least to most intrusive:

- Tactical ignoring (where appropriate).
- Proximity praise.
- Simple, brief directions (finish with 'thanks' or 'please').
- Non verbal reminders (the look or sign).
- Rule reminders (simple reminder or restatement).
- Choices (simple, deferred, deferred with consequence).
- Description of reality.
- Redirect (instead of arguing).
- Make consequences clear (with choice).
- Direct student to work aside from peers (in the classroom).
- Time out or exit (for dangerous behaviour/continual disruption or safety issues).

LEVELS OF BEHAVIOUR

The list below, although not exhaustive, recognises some of the inappropriate behaviour that staff may be required to manage. Although listed in levels, overlaps between levels are possible depending on the seriousness of the circumstance(s) eg Bullying may be classified under level 1, 2 and 3.

LEVEL 1	LEVEL 2	LEVEL 3
Behaviour which should generally be dealt with in class by the classroom teacher or on the spot by the member of staff who first encounters the behaviour. (eg form teachers or duty teacher).	Behaviour which should generally be managed by the Head of Department/Head of Year/Behaviour Support Coordinator/SENCO in consultation with the member(s) of staff already involved in the process.	Behaviour which should generally be managed by SLT/Vice-Principal/Principal/outside agencies and/or BOG in consultation with member(s) of staff already involved in the process.

Low level disruption such as:	Persistent level 1 behaviour or more disruptive behaviour such as:	Persistent level 2 behaviour or serious disruptive behaviour such as:
Late to class		
Incorrect uniform		
Wearing nail polish and makeup.		
Wearing jewellery other than that permitted.		
Failure to do homework		
Failure to bring books/equipment.		
Failure to complete classwork.		
Talking out of turn/shouting in class.		
Answering back	Any other persistent misbehaviours	
Inappropriate questions		
Spitting	Selling Goods	Persistent sale of goods
Eating/drinking in class		
Eating/drinking in corridors		
Running in corridors		
Refusing to cooperate	Attendance/punctuality	Persistent non attendance
Not staying in seat	Aggressive behaviour or body language.	Aggressive behaviour or body language.
Impolite/rudeness to peers	Running out of school	Physical abuse to staff
Impolite/rudeness to staff	Rudeness to staff	Offensive gestures to staff
Unacceptable language	Unacceptable language	Verbal abuse of staff
Throwing things	Throwing things	Throwing things
Fighting	Fighting	Fighting
Out of bounds	Out of bounds	Out of bounds
Insolence	Extreme insolence	Threatening behaviour to staff
Defiance	Extreme defiance	Child protection issues
	Smoking	Drugs, illegal substances etc. witnessed or suspected.
Bullying	Bullying	Serious Bullying
Any other minor behaviour	Truancy	Truancy
	Stealing	Stealing
Attendance/Punctuality		Other illegal acts.
	Vandalism	Vandalism

ROLES AND RESPONSIBILITIES OF PARENTS

We see parents as partners in fostering good pupil conduct by:

- supporting the school's Positive Behaviour Policy;
- maintaining communication with the school through Student Planners and providing absence notes, attending Parents' meetings and keeping appointments made;
- fostering mutually respectful relationships between pupils, parents and staff;
- sending their children to school on time every day, in uniform, with their homework completed and with all the necessary equipment; and
- referring any concerns to the school.

NOTE: The support and co-operation of the parents is essential for the successful implementation of the Positive Behaviour Policy.

ROLES AND RESPONSIBILITIES OF PUPILS

We expect the pupil to:

- come to school prepared and ready to learn;
- bring with them a pen, pencil, ruler and Student Planner;
- respect the rights of teachers to teach and pupils to learn;
- attend regularly and punctually in correct uniform with homework completed and all necessary equipment for class;
- deal with conflict in a non-aggressive manner (Peer Mediation is always available);
- accept correction and direction;
- treat fellow pupils and adults with respect;
- respect the school environment;
- respect the property of others; and
- maintain high standards of behaviour and uniform in public;

REWARDS AND SANCTIONS

REWARDS

We believe that rewards play an equal part with sanctions in the Positive Behaviour Policy. This is based on the encouragement of good behaviour through the maintaining of a Rewards System throughout the school. The Rewards System seeks to reward good behaviour as much as address poor behaviour. We believe pupils derive satisfaction from personal achievement in school and seek to create opportunities for each pupil to achieve success. A range of opportunities are available to gain reward recognition, from attendance, uniform and manners to work and actions. Tangible rewards also play their part. In recognition of this, the following may be implemented:-

1. Term treats, e.g. sports activities/fun and games, video, bowling, Cascades, local visit.
2. End of Year Trips.
3. Full attendance, rewarded on Prize Day.

SANCTIONS

1. The school operates a system of reporting misdemeanour through Yellow and Blue Slips. Yellow Slips are passed from subject teachers to the Year Head through the form teacher. The Blue Slips are passed from the subject teacher to the Vice Principal.
 - 1.1 One homework not done results in lunch detention.
 - 1.2 Repeated failure to complete homework may result in an after school detention.
 - 1.3 Disruptive behaviour which prevents the smooth running of the class (*Yellow Slip*).
 - 1.4 Disruptive behaviour in the corridors which may be harmful to themselves and others (*Yellow Slip*).
 - 1.5 Personal behaviour (and appearance) which reflects badly on the school (*Yellow Slip*).
 - 1.6 Items of uniform not worn (*Yellow Slip*).
 - 1.7 Three yellow slips constitutes an after school detention.

DETENTIONS

Lates: All pupils who arrive to school after 8.50am without a valid reason, acceptable to the duty leader or Principal, will be in break-time detention on that day with a member of the duty team. Failure to attend will result in a Yellow Slip.

Homework: All pupils who do not complete a homework can be placed in a lunch-time detention from 1.15pm – 1.30pm. This will be taken by the Vice Principal daily. Pupils who regularly fail to complete homeworks can face an after school detention which may lead to a parent-teacher conference.

Discipline: All classroom teachers are responsible for their classroom management and sanctions. Discipline misdemeanours are recorded on a yellow slip noting the date, incident and action taken by the classroom teacher. However for serious offences or for 3 yellow slips pupils will be in an after school detention held on a Tuesday or Thursday.

IMPLEMENTING THE POLICY

1. SANCTIONS

Application of the sanctions below depend upon the seriousness of the unacceptable behaviour. Examples of sanctions to be used according to the degree of unacceptable behaviour. (Please note Preventative and Corrective Strategies pages 5&6).

- Verbal reprimand
- Point taken away (Rewards Register)
- Appropriate number ticked on Rewards Register
- Move place in class
- Removal to nearby classroom under supervision
- Punishment task
- A Misdemeanour Report (Yellow Slip) written (with staff action noted).

If the above fail to modify behaviour, then the following sanctions may be implemented:-

- Internal school detentions at break for lates or at lunchtime for homeworks not done or at behest of SLT or Year Heads.
- After school Detention (three Yellow Slips or numerous homework not done)
On daily report to Form teachers (White) - Level 2
- On daily report to Head of Year (Yellow)- Level 3
- Contact with parent/guardian
- Meeting with parents
- On daily report to S.L.T (Blue) – Level 4
- On daily report to Vice Principal (Blue) – Level 4
- Temporary change of class
- Temporary change of year group
- Written contract between pupil, parent and school.
- Internal suspension
- External suspension
- Referral to BOG's

Parents will be informed when a pupil goes on report and will be involved in the monitoring process.

2. FORMAL SUSPENSION

Formal suspension is appropriate for very serious mis-behaviour in or out of school, for example, extreme defiance of authority, causing danger or damage to self, others or property, or behaviour leading to serious damage to the school's reputation. Suspension may also be imposed for a cumulative number of misdemeanours acquired during a set period of time. Formal suspension is for up to five days according to regulations. There is provision for further extensions. A pupil who has been suspended is placed on Daily Report for a week on return to school and a "Back to School" parental meeting is expected with the Principal or Vice-Principal.

3. EXPULSION

Extremely serious misbehaviour will result in the Board of Governors' recommending expulsion under procedures currently recommended by the S.E.L.B.

Disruptive behaviour over a period of time may result in expulsion under procedures currently recommended by the S.E.L.B.

Summary of the school's Discipline Procedure

Level 1	Detention will be set as a result of Yellow Slips being given for persistent infringement of school rules.
Level 2	Pupil on daily report to Form teacher if there is no improvement in area of concern.
Level 3	Pupil moved onto daily report to Year head when no significant improvement has been made while on Level 2 report.
Level 4	Pupil placed on school's Special Needs Register at Stage 2. Pupil is referred to Senior Leadership Team if there is further deterioration in behaviour and attitude. Individual Behaviour Plan implemented. <u>Pupil must meet the targets set on this plan.</u> The plan is administered daily by members of Senior Leadership Team and reviewed fortnightly by a senior manager with pupil and parents/guardians .
Level 5	Following a number of suspensions and consistent breaches of school rules, pupil will be referred to other institutions or outside agencies for assessment. Alternative education and expulsion are possibilities at this stage.

The levels within the school's discipline procedure link closely to the Code of Practice for Special Educational Needs. (see page 9)

CODE OF PRACTICE

The following guidelines refer to the five stages in the Code of Practice for Special Educational Needs in relation to emotional and behavioural difficulties.

STAGES

Stage 1

Subject Teachers' Expression of Concern Report submitted to SENCO. CP1A Form completed. Any referral for misbehaviour including Yellow Slips. Then pupil on report to Form Teacher. Most referred pupils will not proceed beyond Stage 1. If a pupil does not respond then a Stage 2 referral can be made.

Stage 2

An Individual Behaviour Plan (IBP) is put in place and pupil is placed on the Special Needs Register. On report to Year Head. At the IBP Review, pupil may be taken off Stage 2, remain at Stage 2 or move to a Stage 3 Individual Behaviour Plan.

Stage 3

No significant improvement at Stage 2 I.B.P. review. Pupil is still displaying behavioural problems in school, e.g.

- a pupil who has been on Stage 2 on several occasions in one school year;
- repeated defiance regarding school rules;
- an emerging pattern of seriously unacceptable behaviour;
- emotional needs which overlap with learning needs and warrant
- Stage 3 intervention;

In response to the above

- a Stage 3 IBP is put in place. An application is made for an informal assessment to the Educational Psychology Department using Form EPS. The assessment is carried out and a report presented.
- Other agencies may become involved, e.g. Behaviour Management Team, Children's Order Team, Social Services.
- The Stage 3 IBP is reviewed. It may be decided to move back to Stage 2 or move on to Stage 4.

Stage 4

At Stage 4 an application for Formal Assessment may be made. This may lead to a Statement of Special Educational Needs being issued. A Stage 4 IBP is written and reviewed concurrently with the Formal Assessment process. After Formal Assessment it may be decided to move on to Stage 5. If not moving to Stage 5, then the pupil moves back to Stage 2 with Outside Agency support continuing

Stage 5

A Statement of Educational Needs is put in place.

DISCIPLINE PROCEDURE

The following referral system is in operation:-

SUBJECT TEACHER

Responsible for discipline in his/her own classroom and adjacent corridor.

FORM TEACHER

To monitor behaviour of his/her form class throughout the school.

YEAR HEAD.

Monitors behaviour of his/her Year group. Liaises with parents regarding detention and other matters.

SENIOR MANAGEMENT TEAM

Monitor behaviour of lower and upper school and liaise with Year Heads and parents accordingly.

VICE PRINCIPAL

Monitors behaviour of all pupils and liaises with all teachers in the referral system.

HEADMASTER

Overall responsibility for discipline in the school. Can suspend pupils, and in extreme cases, recommend expulsion to the Board of Governors.

BOARD OF GOVERNORS

Can review behaviours of pupils and in extreme cases recommend expulsion.

INFORMING PARENTS

This Policy is brought to the attention of parents and pupils on Open Night and reinforced on Parents' Nights. On the occasion of registration with the school, parents are asked to sign this policy agreeing to work in partnership. Pupils also sign this policy at the beginning of their first year.

I have read and accept this Positive Behaviour Policy.

Signed: _____ Parent/Guardian

Signed: _____ Pupil

Date: _____

GLOSSARY

BOG	Board of Governors
IBP	Individual Behaviour Plan
SENCO	Special Educational Needs Coordinator
SLT	Senior Leadership Team
Yellow Slip	Record of misdemeanor and action taken