**BROWNLOW INTEGRATED COLLEGE**

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**POSITIVE BEHAVIOUR POLICY**

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The Education Reform Order NI 1989 requires schools to prepare a written statement on discipline.

In Brownlow Integrated 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 safe atmosphere both inside and outside school, so that academic progress is not hindered.

The Education Reform Order NI 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**

The school rules in Brownlow Integrated College are based on respect:

* **Respect yourself**

* **Respect others**
* **Respect property**

Every effort will be made to ensure that:

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

High levels of behaviour is expected from pupils at all times. This includes travelling to and from school, on school trips and whilst on school premises.

**Outside the Classroom**

***Pupils MUST:***

1. Arrive in school by 8.50 a.m.
2. Walk along corridors in an orderly manner
3. Line up quietly in single file outside the classroom. until permitted entry by the teacher
4. Remain in the school grounds during the school day unless permitted otherwise
5. Enter and leave school by the concourse area door unless permitted otherwise

**Inside the Classroom**

***Pupils MUST:***

1. Arrive to lessons on time, properly dressed and equipped
2. Listen to the teacher and follow instructions given
3. Complete homework neatly and present it on time
4. Keep hands, feet and objects to themselves
5. Not tease, name call or cause upset to another person
6. Not use foul, offensive or aggressive language
7. Not chew gum in school
8. Stand behind their seats until greeted by a teacher

**Personal Behaviour and Appearance**

Pupils’ appearance and behaviour should not bring the school into disrepute. Therefore, school rules will apply to pupils on the way to and from school.

1. School uniform MUST be worn at all times (including external exams)
2. Pupils are only permitted to wear the following items of jewellery:

* 1 ring
* 1 watch
* 1 pair of stud earrings (only one earring is allowed in each lobe, studs must be plain gold, silver or clear diamond)

1. Anything that may detract from the general appearance of pupils will not be permitted to be worn in school. Ear studs are permitted; other body piercing are not (please refer to School Uniform Policy)
2. Pupils should refrain from foul, offensive or aggressive language
3. Smoking is forbidden at all times whether on school premises, school transport or in uniform. **(Please note that smoking in any public building is prohibited by law and can be subject to legal proceedings)**
4. No illegal substances, objects or offensive weapons are allowed on school premises.

(\***Please note pupils must follow guidance on taking medication in school. Under no circumstances should pupils give medication to another pupil**).

1. No illegal substances, objects or offensive weapons should be in the possession of pupils either outside the school while in school uniform or while on school business
2. Pupils are expected to respect others in the community and their property at all times, whether inside or outside the school premises, regardless if they are in school uniform or on school business
3. No pupil should leave school at any time without permission from either the Principal or Vice Principal
4. Mobile phones are **NOT** to be switched on during the school day (Please refer to mobile phone policy)
5. Pupils must not misuse any technological equipment (Please refer to ICT policy)
6. Pupils are **NOT** allowed to sell any items for personal gain
7. Pupils are **NOT** allowed to have sugared or fizzy drinks in school, except for medical reasons
8. Pupils must show respect to all employees of Brownlow Integrated College at all times, whether in school or in the wider community

**ROLES AND RESPONSIBILITIES OF PUPILS**

High standards of behaviour are necessary if pupils are to achieve their full learning potential. We therefore expect pupils to:

* come to school prepared and ready to learn
* bring with them a pen, pencil, ruler and student planner
* respect the rights of pupils to learn and teachers to teach
* attend school regularly and punctually in correct uniform with homework completed and all necessary equipment for class
* deal with conflict in a non-aggressive manner e.g. peer mediation
* accept correction and direction
* treat fellow pupils and adults with respect
* respect the school environment
* respect the property of others
* maintain high standards of behaviour and uniform in public
* ensure they do not bring the school into disrepute
* respect the learning environment

**ROLES AND RESPONSIBILITIES OF PARENTS**

In Brownlow Integrated College we work in partnership with parents and value their support in fostering positive behaviour in pupils by:

* supporting the school’s Positive Behaviour Policy
* encouraging high standards of behaviour in pupils
* maintaining communication with the school through student planners, providing absence notes, signing daily report cards, 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
* referring any concerns to the school
* treating staff with respect when dealing with them either by phone or in person

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

**ROLES 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 members of staff are expected to:

* be punctual to class, assembly, duties, training and meetings
* monitor corridor behaviour between classes
* be organised for class and plan appropriate learning activities and tasks
* implement appropriate teaching strategies to enable all pupils to achieve their potential
* foster mutually respectful relationships between pupils, parents and staff
* reward good behaviour and learning achievements
* adopt constructive, effective and fair sanctions
* maintain high expectations of all pupils
* provide support through the pastoral system
* promote a positive image of the school
* behave in a professional manner
* maintain a consistent and fair approach to good discipline by adhering to college procedures

**POSITIVE CLASSROOM MANAGEMENT**

**Preventative Strategies**

When teachers create a positive learning environment that is stimulating and engaging for pupils it can help prevent unwanted behaviour. Other preventative strategies can include:

* Creating an aesthetically pleasing and functional classroom
* Preparing and utilising appropriate learning materials
* Arriving to class on time
* Planning interesting lessons
* Differentiating tasks as appropriate
* Planning appropriate seating arrangements
* Having high expectations for behaviour
* Having clear routines
* Having clear, fair, consistent rules and known consequences for rule breaking
* Acknowledge ‘on task’ activities and behaviours positively
* Establishing a mutually respectful rapport with pupils

**Corrective Strategies**

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

* Use pupils’ name
* Tactical ignoring (where appropriate)
* Proximity praise
* Simple, brief directions (finish with ‘thanks’)
* 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
* Speak to pupil outside the classroom door

**REWARDS**

We believe that rewards are essential in acknowledging and encouraging positive behaviour. We believe pupils derive satisfaction from personal achievement in school and we therefore seek to create opportunities for each pupil to achieve success. A range of opportunities is 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: -

* Term treats, e.g. sports activities/fun and games, video, bowling, Cascades, local visit.
* End of Year Trips.
* Full attendance, rewarded on prize day.
* The best annual attendance by a class to be rewarded.
* Non school uniform days.
* Individual rewards to students.
* Homework occasionally frozen.

Regular discussion with the Student Council will identify future meaningful and enjoyable rewards.

**LEVELS OF MISBEHAVIOUR**

The list below, whilst not exhaustive, lists 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) e.g. fighting is categorised as level 2, however it could be categorized as level 3 depending on the seriousness of the fight and injuries sustained.

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| **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/duty teacher/SENCO.*  *Form Teacher (yellow report).* | *Behaviour which should generally be managed by the Head of Department/Head of Year/Behaviour Support Coordinator/SENCO*  *Year Head Amber Report* | *Behaviour which should generally be managed by SLT/Vice-Principal/ Principal/outside agencies and/or BOG*  *SLT (RRAP) Red Report* |
| 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 | Selling Goods | Physical abuse of staff / pupil |
| Incorrect uniform | Fighting | Offensive gestures to staff |
| Wearing nail polish or excessive makeup | Foul or offensive language. | Aggressive language or behaviour to staff |
| Wearing jewellery other than that permitted | Leaving school without permission | Threatening / intimidating behaviour to staff |
| Failure to do homework | Rudeness to staff | Child protection issues |
| Failure to bring books/equipment/ PE kit | Smoking | Possession or use of illegal objects e.g. fireworks / bangers |
| Failure to complete classwork | Throwing objects | Possession or use of drugs or illegal substances |
| Talking out of turn/shouting in class | Truancy | Possession or use of prohibited objects |
| Answering back to a member of staff | Disruptive behaviour in class | Bullying |
| Inappropriate questions |  | Stealing |
| Eating/drinking in class |  | Vandalism |
| Eating/drinking in corridors |  | Other illegal acts |
| Running in corridors |  |  |
| Refusing to cooperate |  |  |
| Not staying in seat |  |  |
| Impolite/rudeness to peers |  |  |
| Impolite/rudeness to staff |  |  |
| Using foul language |  |  |
| Out of bounds |  |  |
| Insolence |  |  |
| Defiance |  |  |
| Any other minor misbehaviour |  |  |

**SANCTIONS**

The school operates a system of reporting misdemeanours through coloured slips. If a pupil

engages in level 2 misbehaviour the teacher witnessing the behaviour should complete a yellow

slip and pass it to Form Teacher, who in turn forwards it to the Year Head. The Year Head should

keep a record of all yellow slips received for each pupil.

***Parents will be informed when a pupil goes on report and will be involved in the***

***monitoring process.***

Break time detention

Pupils may be asked to compete a break time detention for level 1 misbehaviours. This may

include not completing a home work or answering back in class.

Lunch time detention

Pupils may be asked to compete a break time detention for level 1 misbehaviours. This may

include not completing work in class or being rude or disrespectful to staff.

After school Detention

Pupils who engage in persistent level 1 behaviour or level 2 behaviours will be required to stay

for after school detention.

All pupils who arrive to school after 8.50am without a valid reason acceptable to the duty leader

or Principal, will be marked in the Late Book. Three late arrivals will lead to an afterschool

detention.

Suspension

Formal suspension is appropriate for very serious misbehaviour in or out of school, for example, extreme defiance of authority, causing danger to self or others, damage to 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 a Risk Reduction Action Plan for one week, on return to school and a “Back to School” parental meeting is expected with the Principal or Vice-Principal.

Referral to the Board of Governors

If pupils are consistently engaging in disruptive or inappropriate behaviours they will be asked, along with parents / guardians to appear in front of the disciplinary committee of the Board of Governors. Pupils will be put on daily report and their behaviour will be reviewed monthly for a period of three months. If there is no significant improvement the pupils will be asked to appear in front of the Board of Governors. Pupils will be put on report for a further 4 weeks. If there is no significant improvement in behaviour the Principal may recommend to the Board of Governors that alternative school placement is sought.

Expulsion

Extremely serious one off misbehaviour may result in the Board of Governors’ recommending expulsion under procedures currently recommended by the EA. (This would be for gross misconduct or criminal acts or offences)

Disruptive behaviour over a period of time may result in expulsion under procedures currently recommended by the EA.

Restorative justice

On occasion, other sanctions may be imposed rather than those listed above. Pupils may be requested to help with stacking chairs in the canteen, lifting rubbish or helping a member of staff to make amends for any wrong-doing.

Pupils are supported and encouraged to recognise and accept the consequences of their misbehaviour. They are also encouraged to apologise, where necessary for their actions.

The school works closely with the PSNI and REACH to educate pupils about choice and consequence in order to support pupils in making appropriate decisions and reduce the risk of them engaging in anti- social or illegal behaviours.

**IMPLEMENTING SANCTIONS**

It is important that when and where sanctions are used they:

* are immediate and discrete
* are appropriate and related to the offence
* defuse, rather than escalate the situation
* separate the behaviour from the pupil
* give pupils time to cool down before addressing behaviours
* 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 expectations?
* follow the defined referral system.

**DISCIPLINE PROCEDURE**

The following referral system is in operation :-

**SUBJECT TEACHERS** Responsible for discipline in their

own classroom and adjacent corridor.

**↓**

**FORM TEACHERS** To monitor behaviour of their form

class throughout the school.

**↓ SENCO**

**YEAR HEADS** Monitors behaviour of their year group.

**SENCO** Liaises with parents regarding detention

**↓**

and other matters.

**SENIOR LEADERSHIP** Monitor behaviour of lower and upper school,

**TEAM** liaise with Year Heads and parents.

**↓**

**VICE PRINCIPAL** Monitors behaviour of all pupils, liaises

with all teachers in the referral system.

**↓**

**SENCO** Liaise with Behaviour Support and a range of

outside agencies to support pupil. Liaise with

Pastoral Care Director where appropriate.

**PRINCIPAL** Overall responsibility for discipline in the

school. Can suspend pupils, and in

extreme cases, recommend expulsion to the

**↓**

Board of Governors.

**SUB COMMITTEE OF** Review pupil behaviours of pupils and invite pupil

**BOARD OF GOVERNORS** and parent to meet and discuss strategies for improvement which is monitored monthly.

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**BOARD OF GOVERNORS** Can review behaviour of pupils and in extreme cases recommend expulsion.

**Summary of the school’s Discipline Procedure**

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| ***Level 1***  ***(monitor list)*** | Detention will be set as a result of **Yellow** Slips being given for persistent infringement of school rules. |
| ***Level 2***  ***(Form Teacher)*** | Pupil on daily report to **Form teacher** if there is no improvement in area of concern – referred to SENCO to be placed on monitor list. |
| ***Level 3 (Individual behaviour Plan)*** | Pupil moved onto daily report to **Year head** when no significant improvement has been made while on Level 2 report. IBP implemented by SENCO. Pupil placed on school’s Special Needs Register at Stage 2. |
| ***Level 4***  ***(Risk Reduction Action Plan)*** | Pupil is referred to **Senior Leadership Team** if there is further deterioration in behaviour and attitude. Placed on Stage 3 of the Code of Practice (possible referral to Behaviour Support Team).  **I**ndividual **B**ehaviour **P**lan implemented. Pupil must meet the targets set on this plan. The plan is administered daily by members of the Year Team, Form Teacher, Head of Year and SENCO/SLT.  Following a number of suspensions and consistent breaches of school rules, pupil will be referred to other institutions or outside agencies for assessment. |
| ***Level 5***  ***(Risk Reduction Action Plan)*** | **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**

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| ***Stage 1***  ***Monitor List***  ***Form Teacher*** | 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***  ***(IBP)***  ***(Year Head Report)*** | 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***  ***(RRAP)***  ***(SLT Report)*** | 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 RRAP 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. | |
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|  |  | The Stage 3 RRAP is reviewed. It may be decided to move on to Stage 4 pending Educational Psychology Report recommendations. | |

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| ***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 RRAP is written and reviewed concurrently with the Formal Assessment process. After Formal Assessment it may be decided to move on to Stage 5. If not moving to Stage 5, then the pupil moves back to Stage 3 with Outside Agency support continuing. | |
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| ***Stage 5*** | A Statement of Educational Needs is put in place. | |

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| ***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. |

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I have read and accept this Positive Behaviour Policy.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pupil

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GLOSSARY**

**BOG Board of Governors**

**EA Education Authority**

**IBP Individual Behaviour Plan**

**RRAP Risk Reduction Action Plan**

**SENCO Special Educational Needs Coordinator**

**SLT Senior Leadership Team**

**Yellow Slip Record of misdemeanor and action taken**