



Glengormley High School

Positive Behaviour Policy: The Glengormley Way

March 2019

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POSITIVE BEHAVIOUR POLICY

Rationale

Since 1998 schools in Northern Ireland have been required to have a Positive Behaviour Policy which: 'ensures that policies and procedures designed to promote good behaviour and discipline are pursued at the school.'

The policy has been informed and guided by the following legislation and associated publications:

Legislation	Guidance / Publications
The Education (NI) Order, 1998	Pastoral Care in Schools: Promoting Positive Behaviour (2001)
Welfare and Protection of Pupils Education and Libraries (NI) Order, 2003	Towards a Model Policy in Schools on the Use of Reasonable Force (2002)
The Education (2006 Order), (Commencement No 2) Order (NI), 2007	Suspension and Expulsion Procedures (2004) Safeguarding and Child Protection for Schools - a Guide for Schools (2017)

Consultation

Pupils, parents, carers, staff (teaching / non-teaching) and Governors have been involved in the consultation process.

The findings have been used to guide and inform the delivery, development and review of this policy, and to inform the school development plan.

Pupil Participation

Through the School Council pupils have played an active role in the development of this policy, particularly in the decision making processes of sections relevant to them e.g. rewards and sanctions, class plan for learning etc.

The Glengormley Way: A Value Driven Approach

Schools are value driven organisations and it is their values which determine the degree to which young people aspire and achieve within a safe, respectful, supportive and caring environment. In Glengormley High School we aim to provide a welcoming, safe and caring environment where everyone is respected, valued and encouraged to achieve their full potential. This vision is realised through implementation of 'The Glengormley Way' – in which all pupils seek to 'Be Safe, Ready and Respectful', and where staff recognise the need for 'unconditional positive regard'.

We set high standards of learning and teaching, celebrate success and strive to promote partnerships between school, parents and the community in order to prepare our young people for adult life.

The values set out below are those, which enable us to create and maintain an open, positive environment, which is welcoming and celebratory.

1. SAFE
2. ASPIRING
3. REFLECTIVE
4. RESPONSIBLE



Through the outworking of these values the school actively promotes the following:

- Social, Emotional Well-Being
- Sound Positive Relationships
- Integration, Inclusion and Diversity
- A Sense of Belonging
- A Stimulating Working Environment
- An Effective Classroom Climate for Learning & Teaching

These shared values have guided and informed our ethos, vision, statement of principles, class plan for learning and the rights and responsibilities of all members of our school community.

Our Ethos and Vision

Our shared vision is based on our 4 core values which work together to create and maintain effective working partnerships. The well-being and welfare of each member of our school community is of paramount importance in creating and sustaining a **SAFE**, inclusive and nurturing environment, which fosters the sense of belonging needed for everyone to feel valued and have a voice.

Working together, parents, carers, learners and staff, strive to identify and meet the physical, emotional and learning needs of all our students, preparing them for success in their adult and working lives. Staff are committed and enthusiastic, effectively using flexible teaching methods to address individual needs, reducing barriers to learning and enabling all students to reach their full potential. Positive relationships based on openness, mutual respect and trust are fostered among and between the members of our school family, which leads to an ethos of shared values and **ASPIRATION**.

We work collaboratively with our young people to develop their full potential by enabling them to, take **RESPONSIBILITY** for future outcomes and **REFLECT** upon the effectiveness of their progress, thereby enabling them to achieve personal fulfilment.

The Governors Statement of Principles

Since 2001 Governors are required to make and keep under review a written Statement of Principles

The Governors' Statement of Principles is set out below. These principles reflect our shared values and outline the behaviour expected of every member of our school community; pupils, parents, guardians, carers, and Governors.

All members of the Glengormley High School Community are:

- ✓ Considerate towards the needs of every individual and supportive of the whole school as a learning community.
- ✓ Expected at all times to behave towards one another in a mutually respectful, safe, thoughtful and mannerly way.
- ✓ Are invited to engage in the consultation process, to ensure that their views are heard and responded to in a timely manner.

Every member of the Glengormley High School Community will:

- ✓ Have their right to a safe, supportive and inclusive environment in which to work met.
- ✓ Be nurtured and supported during stressful times, through for example bereavement, abuse, separation, unemployment etc in a caring and sensitive environment.
- ✓ Act as an ambassador for our school and at all times uphold the high standards of behaviour set out in this statement of principles.

Bullying behaviours of any kind by any member of our school community to any member of our school community are unacceptable and will not be tolerated. They have no place in our school.

The Governors will continue to keep the above Statement of Principles under review

AIMS & OUTCOMES FOR LEARNERS

This Policy seeks to address the following 3 overarching aims:

1. **Promote positive attitudes and create sound working relationships**
2. **Maintain an orderly and safe environment and keep unacceptable behaviours to a minimum.**
3. **Create a climate conducive to effective learning and teaching.**

Details of how these aims will be met together with the impact for our learners is found in the tables which follow.

TABLE 1

AIM: TO PROMOTE POSITIVE ATTITUDES AND CREATE SOUND WORKING RELATIONSHIPS

<p>Staff & students actively work together to promote positive attitudes & sound relationships by creating an ethos which is consistently:</p> <ul style="list-style-type: none">• Safe, caring and supportive• Welcoming, nurturing and open• Fair, consistent and responsible• Motivational, aspirational, and reflective• Valuing and affirming	<p>OUTCOMES:</p> <p>Learners demonstrate high levels of:</p> <ul style="list-style-type: none">• Attendance• Confidence & Responsibility• Aspiration and Motivation• Mutual respect• Achievement• Participation and engagement in a wide range of school activities <p>Working relationships are:</p> <ul style="list-style-type: none">• Positive• Supportive• Open• Based on mutual respect <p>An agreed whole school reward system is in place. It is:</p> <ul style="list-style-type: none">• Implemented fairly and consistently• Motivational and affirming• Celebratory	<p>SOURCES OF EVIDENCE INCLUDE THE FOLLOWING</p> <ul style="list-style-type: none">• Attendance (SIMS)• Behaviour Management Module (SIMs) Logs• Assessment Monitor (SIMs) Logs• Observations - Dept./PRSD• Attendance at Parent interviews• Involvement in school activities• Baselining Audits/surveys	<p>TIMESCALE</p> <ul style="list-style-type: none">• M• HT• HT• T• T• T• T			
SAFE	ASPIRING	REFLECTIVE	RESPONSIBLE:	Be Safe	Be Ready	Be Respectful

:

TABLE 2

AIM: TO MAINTAIN AN ORDERLY & SAFE ENVIRONMENT AND KEEP UNACCEPTABLE BEHAVIOURS TO A MINIMUM

<p>Staff & students actively work together to create an orderly & safe environment in which unacceptable behaviours are kept to a minimum by:</p> <ul style="list-style-type: none">• Promoting good behaviour• Having high expectations• Setting high standards• Identifying individual learning needs and appropriate levels of individual support• Staff responding to individual learning needs	<p>OUTCOMES: Learners feel safe. They demonstrate high levels of:</p> <ul style="list-style-type: none">• Compliance based on a shared understanding of what behaviour is acceptable & what is unacceptable• Responsibility for their behaviour <p>In the classroom:</p> <ul style="list-style-type: none">• The flow of the teaching is maintained• Access to learning is sustained• High standards of behaviour are maintained <p>Across the school community:</p> <ul style="list-style-type: none">• Learning needs are met• Appropriate interventions are in place & implemented consistently• Targets and strategies are agreed and kept under review• Individual progress is tracked, monitored and assessed	<p>SOURCES OF EVIDENCE INCLUDE:</p> <ul style="list-style-type: none">• Pastoral Records• Dept./PRSD Observations• Behaviour Management records• HOD evidence folders• IEP/IBP reviews• SENCO records	<p>TIMESCALE</p> <ul style="list-style-type: none">• M• T• Ongoing• HT• T			
SAFE	ASPIRING	REFLECTIVE	RESPONSIBLE:	Be Safe	Be Ready	Be Respectful

TABLE 3

AIM: TO CREATE A CLIMATE CONDUCIVE TO EFFECTIVE LEARNING & TEACHING

Staff & students, actively work together to create a climate conducive to effective learning & teaching by promoting in every classroom an ‘I can do’ and other inclusive attitudes which encourage: <ul style="list-style-type: none">• A shared understanding of the behaviours which foster learning• Motivation and aspiration• Co-operation and commitment• Reflection• Achievement and celebration	OUTCOMES: <p>An agreed Class Plan for Learners is displayed and implemented in every classroom.</p> <p>Through consistent implementation of this plan learners:</p> <ul style="list-style-type: none">• Demonstrate good learning behaviours (individually/class)• Reflect and develop increased self-awareness• Take responsibility for their learning behaviours• Show purpose• Are engaged, supportive and participate <p>Together staff and pupils:</p> <ul style="list-style-type: none">• Acknowledge• Affirm and• Celebrate individual achievements.	SOURCES OF EVIDENCE INCLUDE <ul style="list-style-type: none">• The GHS Way – visible in every classroom• ‘Recognition Boards’ used to promote behaviour for learning• Data obtained from a pupil self-assessment on levels of attainment for key learning behaviours.• PRSD reviews• HOD observations• Reward records.• Feedback from HODs	TIMESCALE <ul style="list-style-type: none">• T• T• T• Y• T• T• M			
SAFE	ASPIRING	REFLECTIVE	RESPONSIBLE:	Be Safe	Be Ready	Be Respectful

Tracking and monitoring procedures are in place to enable the effectiveness of the outcomes for Learners to be assessed and evaluated.

Pupils will be involved in the tracking, monitoring and assessment of their progress.

The Class Plan for Learning

The 'Glengormley Way' – Class Plan for Learning, outlines our expectations to promote positive behaviour for learning. This is put into action to protect everyone's right to learn and ensure that everyone in the classroom and in the wider school environment behave in a responsible manner.

The Glengormley Way Positive Behaviour for Learning		
Be Ready	Be Safe	Be Respectful
Be ready to learn by showing the confidence, aspiration, resilience, motivation, curiosity and self-discipline to... <ul style="list-style-type: none">• Attend school every day• Arrive to lessons on time• Have the correct equipment and your planner• Be dressed in the correct school uniform	Be safe by showing the confidence, aspiration, resilience, motivation, curiosity and self-discipline to.... <ul style="list-style-type: none">• Move quietly and calmly around the school buildings• Make good choices to protect your health and well being• Behave in a mature way• Use equipment confidently, safely and as it should be used	Respect yourself and your learning by... <ul style="list-style-type: none">• Doing your best and not fearing getting it wrong• Showing resilience and motivation to complete tasks• Taking care over the presentation of your work Respect others by... <ul style="list-style-type: none">• Showing responsibility in responding quickly to instructions or listening to others• Using positive and appropriate language at all times• Showing compassion to others and treating everyone equally Respect our community by... <ul style="list-style-type: none">• Putting litter into bins• Looking after school property
You will be recognised by... <ul style="list-style-type: none">• Receiving Positive Points for displaying good character, effort and attendance• Receiving, class recognition, positive notes, phone calls and text messages home• Receiving prizes / awards for positive / exemplary behaviour, attendance or punctuality		

Consistently implementing '**The Glengormley Way**' in every classroom will encourage a safe and organised classroom environment in which all our learners can and will:

- Aspire to achieve within their capabilities
- Take responsibility for their learning behaviours
- Reflect on their learning
- Develop the behaviours which facilitate effective learning
- Develop mutually respectful working relationships based on openness and trust.
- Be rewarded for their effort and progress
- Have their achievements recognised and celebrated
- Be appropriately supported to ensure individual barriers for learning are overcome.

Focus on promoting key behaviours for learning

The key behaviours which facilitate effective learning within the classroom include the following:

- Meeting deadlines
- Staying on task
- Following instructions
- Being able to work effectively as members of a team

Consistent implementation of '**The Glengormley Way**' will embed these and other important behaviours for learning in every classroom and ensure:

- The flow of the teaching is maintained
- Learning is promoted and sustained
- Confident, motivated learners participate, engage and achieve

RIGHTS AND RESPONSIBILITIES

Every member of our school community has the **RIGHT** to:

- Be safe (emotionally and physically), respected and valued.
- Expect a broad and balanced curriculum to be delivered through high quality teaching.
- Be encouraged, supported and have their concerns dealt with appropriately.
- Access a pleasant, well managed and well-resourced environment.
- Be consulted on school matters which impact upon them and be involved in key decisions which affect them.
- Contribute actively to the formulation and review of school policies.
- Access opportunities for appropriate professional and /or personal development.
- Be informed of issues promptly such as behaviour, illness, injury attendance etc.
- Have their achievements acknowledged and affirmed.

Every member of our school community has the **RESPONSIBILITY** to:

- Respect and value each other.
- Respect the school environment and treat it well.
- Behave in a safe and appropriate manner towards everyone, meeting the clear expectations set out in the Glengormley Way for attendance, punctuality and preparation.
- Be aware of and consistently follow agreed procedures.
- Work together for the good of all.
- Model and promote high standards of behaviour.
- Encourage and support each other, seeking help when required.
- Play an active role in the life of the school.
- Keep the school informed and updated e.g. change of address, circumstances, medical needs etc.

Our Rights are only met when everyone accepts and follows through on their Responsibilities

ROLES AND RESPONSIBILITIES

By every member of our school community fulfilling their role and working collaboratively, we will create a safe, calm and ordered environment in which strong relationships are built, everyone is engaged in the life of the school and success at all levels is affirmed and celebrated.

The Role of the LSCO is:

To liaise and communicate with staff and parents in line with the school's system for behaviour management.
Support the teachers in setting, reviewing and implementing IBP targets at review meetings.
Access relevant external and additional resources in order to meet children's more complex behaviour needs.

The Role of the SLT is:

To support staff in managing pupil behaviour by ensuring that clear systems for monitoring and managing behaviour, attendance etc are in place and implemented.
Ensure good practice is developed and shared.
Ensure a high quality curriculum is in place which motivates all pupils and meets their individual needs.

The Role of the Teacher is:

To create a consistent and safe learning environment
Teach positive behaviour through the language of choice and focus on the Glengormley Way
Teach respect by treating children with fairness and consistency
Provide opportunities for learning by setting suitable challenges, reducing barriers to learning, accepting diversity and difference
Contribute to, support and adhere to school policies and practices

The Role of the Principal is to ensure the health, safety and welfare of all children in the school by:

Monitoring and implementing strategies which secure high standards of behaviour and attendance
Supporting staff in the implementation of the policy
Reporting to Governors on the effectiveness of the policy
Making informed decisions about suspensions and expulsion as appropriate

The Role of The Governors is:

To monitor the effectiveness of the school's Positive Behaviour Policy
To play an active role in the life of the school
To support the Headteacher e.g. monitoring behaviour, attendance, suspensions and the support provided

The Role of the Pupil is:

Adhere to the expectations outlined in The Glengormley Way.
Respect themselves, others and the school environment.
Work to the best of their ability
Seek support when required
Contribute to the consultation process.

The Role of Parents / Guardians / Carers is to :

Support the school by adhering to procedures and policies
Have high expectations and standards of behaviour for their child
Ensure that their child maintains high standards of attendance and punctuality
Contribute to the consultation process

REWARDING POSITIVE BEHAVIOUR

At Glengormley High School we encourage and incentivise pupils to be self-motivated and to achieve as much as they can. In terms of discipline we want pupils to understand the consequences of their actions, the reason for consequences and the way they may be able to put things right.

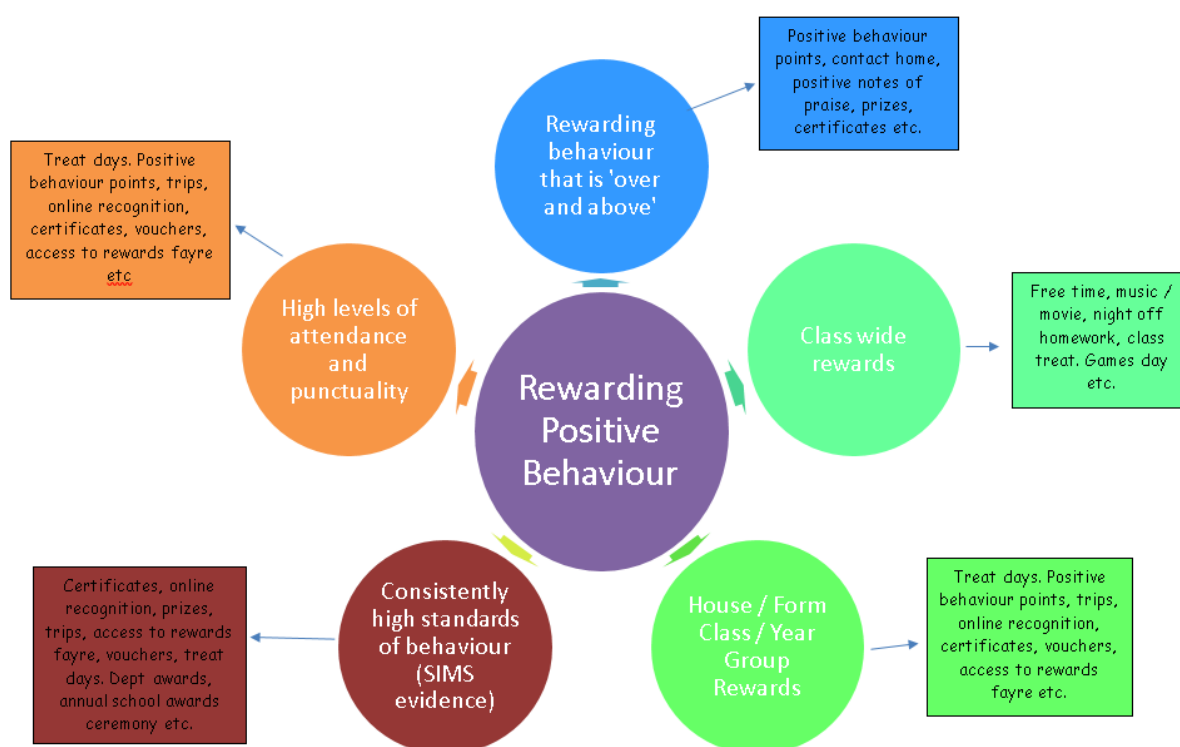
As a Pivotal Behaviour School we aim to recognise and reward students who demonstrate behaviours conducive to learning and also behaviour which is 'over and above' the norm. Students are recognised and rewarded individually and in groups (classes, year groups, houses etc). Our focus is placed on the students who consistently meet the expectations of 'The Glengormley Way'.

We prioritise positive behaviour. Our staff have dedicated time on a Friday afternoon to recognise and reward students by:

- Making positive phone calls
- Sending positive texts / emails / letters
- Sending postcards / positive notes home
- Logging positive behaviour points on SIMS
- Planning / organising class wide / individual rewards
- Creating and sending out certificates

We have a wide system of rewards linked to attendance, punctuality, attainment, endeavour and excellence. At Glengormley High School we provide opportunities for every child to succeed and be rewarded at their own level. Every child matters and we seek to reinforce our values and beliefs through rewarding positive behaviour. This enables us to create an inclusive, positive and nurturing environment that motivates children to strive for their best.

The Glengormley High School Rewards System



5 Stage Behaviour Management Framework

While our focus is placed on acknowledging the students who are consistently following 'The Glengormley Way', less desirable behaviour is managed through implementation of the 5 stage Behaviour Management Framework (for full details see appendix1).

Stage 1 Class Teacher / Form Tutor Given when a student is: Not meeting the expected behaviour for learning as outlined in the Glengormley Way / Positive Behaviour Policy.	Stage 2 Class Teacher / Form Tutor Given when a student is: Repeating a stage 1 offence Showing a lack of significant improvement following intervention at stage 1.	Stage 3 HOY / HOD Given when a student is: Showing a lack of significant improvement following interventions at stage 2. Displaying more serious behaviour (inside and outside classroom)	Stage 4 HOD /HOY/ SLT LINK Given when a student is: Persistently repeating offences at stages 1-3. Demonstrating behaviour which is dangerous, intimidating, bullying and seriously hindering the learning of others.	Stage 5 SLT LINK /VP / Principal Given when a student is: Persistently displaying behaviour at stages 1-4. Lack of improvement despite stage 4 interventions. Failure to comply with stage 3-4 intervention
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Restorative conversations form an essential part of the Behaviour Management Framework. Stepped consequences (sanctions) are applied to facilitate a reduction in disruptive behaviours so that the flow of teaching and learning is facilitated. The 5 stage process provides clear and consistent guidelines to deal with inappropriate behaviour that can detract from learning, whilst encouraging acceptable and appropriate behaviours.

The 5 stage process is applied to ensure:

- Behaviour Management strategies are fair and consistent
- Behaviour Management strategies are applied as soon as possible after the offence
- Sanctions are appropriate and in line with the offence
- Behaviours are separated from the pupil
- Strategies defuse and do not escalate the situation
- Strategies take account of age, maturity, SEN and any other relevant circumstances
- Young people are given the tools to understand and process their behaviour through a range of restorative approaches from stages 1-5.

Sanctions will never:

- Be applied to entire classes
- Be used to degrade pupils or cause them humiliation
- Involve physical force

Glengormley High School promotes a model of inclusion and only serious misdemeanours will result in the Principal determining whether suspension and/or expulsion from school is warranted. This will be in line with DENI guidelines. Each case will be considered carefully before action is taken. It is important, however, to state that the following behaviours are not acceptable in our school community and could fall into the 'serious' category. These behaviours are likely to be dealt with at stage 4-5 of the Behaviour Management Framework and if appropriate may warrant suspension by the Principal.

<ul style="list-style-type: none"> • Bullying • Stealing • Fighting • Physical Assault • Inappropriate Language • Verbal Abuse 	<ul style="list-style-type: none"> • Cyber abuse / bullying • Vandalism • Using an illegal substance • In possession of an illegal substance • Dangerous / risk taking behaviour • Intimidating / threatening behaviour
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Through the tracking and monitoring procedures the school identifies those pupils whose behaviour is significantly blocking their own learning, or that of others, so that additional support provisions can be put in place to reduce their barriers to learning.

The support procedures once implemented are tracked and monitored to ensure that the support provided is reducing the identified barriers.

SUPPORT PROCESSES TO REDUCE BARRIERS TO LEARNING

Building Relationships

We believe that a successful school environment is one where there are strong interpersonal relationships between all the members of the school community. We aim to create an emotionally mature community with high quality relationships at its core. In order to support the development of this, all students have a form tutor who they have contact with twice each day for registration periods. They are also taught a programme of Personal Development by their tutor to explore, key issues, develop listening skills and emotional intelligence.

Restorative Approaches

When expectations are not met, or conflict develops, we endeavour to try and address this through a restorative approach, which aims to put right whatever harm has been caused, enabling relationships to be mended, and possibly improved, and all those involved to be able to move forward successfully. This is not a 'soft' option. It requires all those involved to be honest about what has taken place, take responsibility for and consider the impact of their actions.

This approach may be used in conjunction with appropriate consequences (sanctions outlined in the Behaviour Management Framework) in order to meet the school's need to assure the safety of everyone within the community, maintain an effective learning environment, and/or address on-going issues, in which a previous restorative approach has not been fully successful.

Consistency and Clear Expectations

As a Pivotal Behaviour School we focus on unconditional positive regard and a consistency of approach in promoting positive learning behaviours. We actively affirm these within and outside the classroom. Every member of staff works to a behaviour blueprint (appendix 1) which provides a clear structure to manage behaviour effectively within the classroom.

Restorative practice is a key element of the Behaviour Management Framework across stages 1-5. We recognise the importance of pupils reflecting on their behaviour, learning from it and maintaining positive relationships.

Other Support Strategies

A wide range of appropriate support strategies which seek to reduce barriers to learning are available and include the following:

Working closely with pupils, parents/carers and LSCO, one or more of the following interventions may be implemented to reduce individual barriers to learning.

- Mentoring
- Access to literacy and numeracy support
- TA Support
- Restorative Panel Meetings
- Target setting meetings
- Referral to Home School Attendance Officer
- Reduced timetable
- Risk Reduction Plan when appropriate
- Through Stage 3 of the Code of Practice referral may be made to external support agencies (e.g. Educational Psychology, Behaviour Support Service, Education Welfare, Counselling, CAHMS, Youth Service etc.)
- Alternative Curriculum Provision made
- An Individual Education Plan may be put in place – stages 1-5 as appropriate (see Special Needs Policy for further details) and/or
- An Individual Behaviour Plan – stages 1-5 as appropriate (see Special Needs Policy for further details)

TRACKING AND MONITORING

The Behaviour Management and Achievement module on SIMS is used to inform the effective implementation of 'The Glengormley Way', rewards, sanctions and attendance systems.

Positive outcomes and procedures for the use of SIMS

- Data is used to reflect on the impact of behaviour management practice on pupil behaviour (frequency of negative behaviour for individual students).
- Patterns of behaviour are analysed so that appropriate actions can be taken.
- Both individuals and classes can be rewarded for positive behaviour through the SIMS achievement module.
- Pupil tracking is done from individual to whole school level e.g. behaviour, attendance, achievement.
- Consistency of approach amongst staff can be monitored and maintained.
- Consistent communication with parents/carers and promotes good relationships.
- Pupils are more likely to respond to positive behaviour prompts because they know that the monitoring process is fair and consistent; they are motivated to demonstrate positive behaviour and good attendance.

Monitoring Positive Recognition Friday's

Staff are given set time on Friday afternoons to acknowledge and reward positive behaviour. This is carried out via phone calls, text messages, positive notes etc. Heads of Department monitor the use of this time via a log sheet. This sheet is collated at the end of each month and forwarded to SLT for monitoring and review.

Questionnaires / Surveys / Pupil Self Evaluation

Questionnaires / Surveys are used to gather the views and opinions of pupils on the implementation of the policy.

Pupils actively engage in a process of self-evaluation to determine how well embedded the policy is in the classroom (The Glengormley Way, Recognition Boards etc).

The data from questionnaires / surveys and pupil feedback is used to evaluate the implementation and effectiveness of the policy.

HOD quality assurance folders - IEP/IBP reviews - LSCO records

HOD quality assurance folders are used to determine that individual learning needs are being met and that appropriate interventions are in place & implemented consistently across departments.

For students with IEP / IBPs, targets and strategies are agreed and kept under review. The progress of every individual will be tracked, monitored and assessed using SIMS online tracking, the Behaviour Management Module and LSCO records.

CONSULTATION AND REVIEW

The policy has been developed in accordance with DE guidelines, including a consultation process with parents, pupils, staff and Governors.

Using performance and other data the SLT will instigate an **annual review** of the policy to ensure that:

- Consultation requirements have been met.
- Pupil participation is being developed and implemented.
- The outcomes identified for Learners are being met.
- Support provisions are in place and brought up to date if required e.g. New Department of Education requirement / legislation if required, following Department of Education Circulars relevant to current policy.

The findings will be presented in a “succinct report” to inform the Governors “of how they are fulfilling their own responsibilities in this regard.”

APPENDICES

APPENDIX 1

1. Behaviour Management Framework
2. Pivotal Behaviour Blueprint

Our Value Message:

Unconditional Positive Regard

Rules

1. Be READY
2. Be RESPECTFUL
3. Be SAFE

Visible Consistencies

1. Meeting and Greeting
2. Raised hand for Silence
3. Calmly & Slowly use stepped boundaries.
4. End and Send
5. Personally follow up & engage in reflective dialogue every time.

Over & Above Behaviours

1. Positive Points
2. Notes/Texts/Phone Calls
3. Prizes & Awards

Relentless Routine

1. Listening

2. Follow Instructions

3. Cooperation

Stepped Boundaries

1. Reminder of 3 simple rules (Ready/Respectful/Safe) delivered privately.
2. Caution (clear verbal caution delivered privately.
3. Last Chance
4. Time Out (few mins with the teacher next door to think)
5. Repair/Follow Up

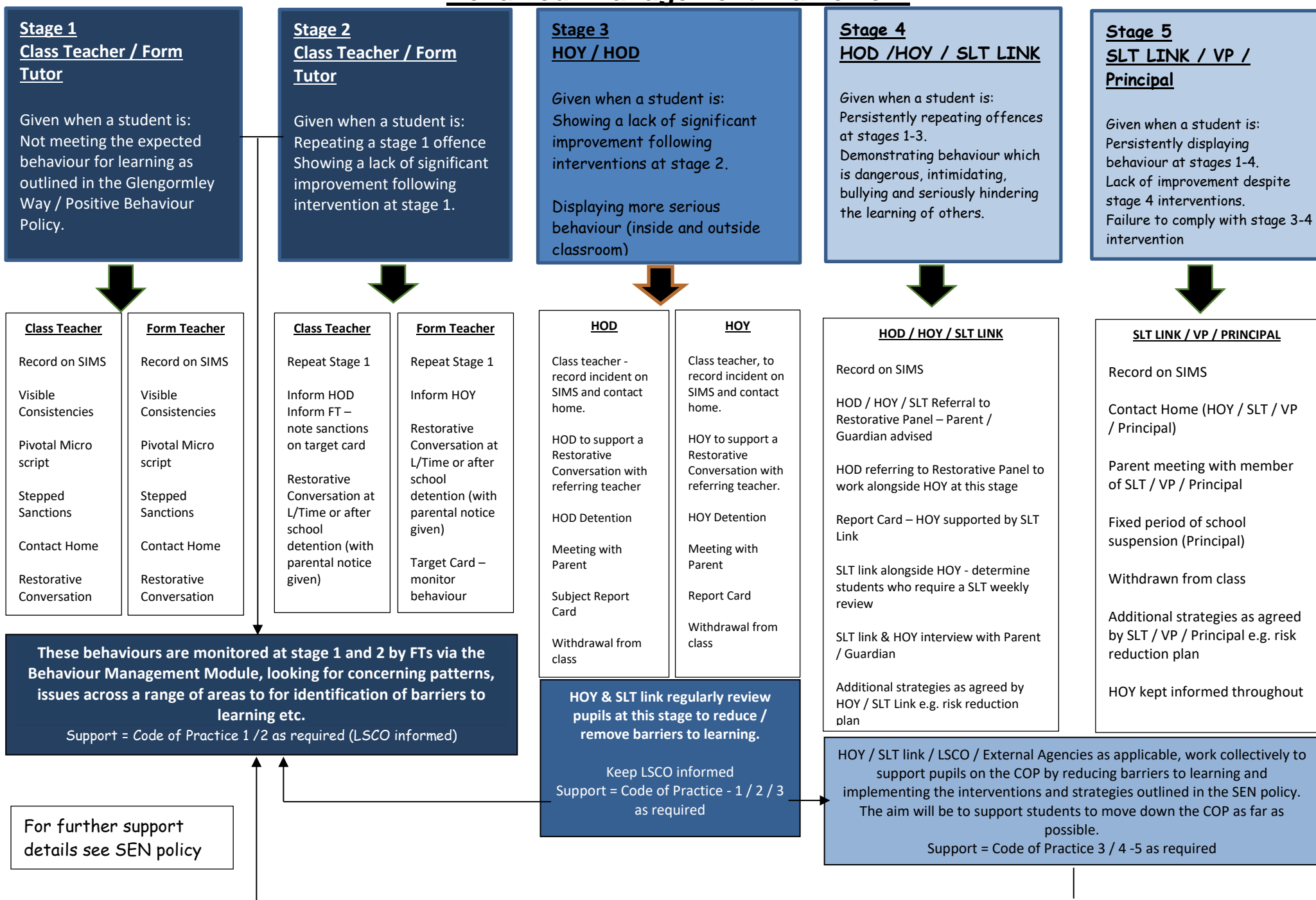
Micro scripts & Mantras

1. I noticed you are...
2. It was the rule about (being respectful) that you broke.
3. You have chosen to...
4. Do you remember last week when you...
5. That is who I need to see today....
6. Thank you for listening...

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected?
5. How have they been affected?
6. What should we do to put things right?
7. What have we learned?

Behaviour Management Framework



APPENDIX 2

Linked Policies

The Positive Behaviour Policy works in conjunction with the following suite of linked safeguarding policies:

- The Anti-Bullying Policy – when socially unacceptable behaviours become bullying behaviour
- The Special Needs Policy – to ensure that behavioural barriers to learning are reduced through providing a range of supportive strategies and interventions
- Safeguarding and Child Protection Policy

And with associated policies including:

- Attendance
- E-Safety
- Safe Manual Handling

APPENDIX 3

SUSPENSION

Should suspension of a pupil be deemed necessary the following procedures under the existing legislation will be adhered to:

- A pupil will be suspended only by the Principal;
- An initial suspension will not exceed 5 days;
- A pupil will only be suspended for a maximum of 45 school days in a school year;
- The Principal will not extend a period of suspension without the prior approval of the Chair of the Board of Governors; and
- The Principal will give written notification of a suspension to the parent of the pupil, the Chair of the Board of Governors, the Education and Library Board in which the school is located

It is essential that schools operate within the statutory framework and guidelines issued by the Department and the employing authorities.

“Suspension and Expulsion Procedures” DENI 2004

This school will also consult the Education Authority’s current scheme - see extracts below

DISABILITY

“It is unlawful for a school to discriminate against a disabled pupil by suspending or expelling him or her for a reason relating to his or her disability (Article 14(3) of SENDO). A school discriminates against a disabled pupil if, for a reason which relates to his or her disability, it treats him or her less favourably than it treats or would treat others to whom that reason does not or would not apply; and it cannot show that the treatment in question is justified.

STEPS TO BE FOLLOWED PRIOR TO SUSPENSION

The school’s policy describes the standards of behaviour expected from pupils and outlines the procedures and sanctions to be adopted when these guidelines are not adhered to. A decision to suspend a pupil will only be taken by the Principal in response to a serious breach, or persistent breaches of the school’s policy.

(FOR THE SUSPENSION AND EXPULSION OF PUPILS IN CONTROLLED SCHOOLS, Education Authority, April 2015)

EXPULSION

Should expulsion of a pupil be deemed necessary the following procedures will be adhered to:

- The pupil has served a period of suspension* see below;
- A consultation has taken place between the Principal, the parent of the pupil, the Chair of the Board of Governors, an authorised officer from the relevant Education and Library Board. The consultation will include consultations about the future provision of suitable education for the pupil concerned;
- The decision to expel the pupil is made by the appropriate 'expelling authority' which is the relevant Education and Library Board in the case of pupils attending controlled schools;
- Where a final decision has been taken to expel a pupil the Principal will notify the parent(s) of their right to appeal that decision to an independent appeal tribunal established by the Education and Library Board and the arrangements and timetable for doing so.

(SUSPENSION and EXPULSION Procedures, DENI 2004)

**SCHEME FOR THE SUSPENSION AND EXPULSION OF PUPILS IN CONTROLLED SCHOOLS,
Education Authority, April 2015 - see extracts below**

"Expulsion should be used only in response to serious breaches of a school's discipline policy and only after a range of alternative strategies to resolve the pupil's disciplinary problems have been tried and proven to have failed; and where allowing the pupil to remain in school would be seriously detrimental to the education or welfare of other pupils and staff, or of the pupil himself or herself. However, there may be circumstances where it is appropriate to expel a pupil for a first or 'one off' offence*. These might include serious actual or threatened violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an offensive weapon."

APPENDIX 4

USE OF REASONABLE FORCE/SAFE HANDLING

“3.1 The behaviour of the vast majority of pupils in a school will never require any form of physical intervention. However, a small number of pupils may exhibit disturbed, or distressing behaviour, which may require some form of physical intervention by staff. In order to minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, the school should carry out a risk assessment under two headings:

- Environmental Risk Assessment; and
- Individual Risk Assessment.

DEFINITION OF REASONABLE FORCE

4.1 The Education (NI) Order 1998 (Part II Article 4 (1)) states:

‘A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- a. committing any offence;*
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or*
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.’*

Based on this legal framework, the working definition of ‘reasonable force’ is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

“Towards a Model Policy in Schools on the Use of Reasonable Force”, DENI Guidance, 2002

See also:

Regional Policy Framework on the Use of Reasonable Force/Safe Handling DENI, 2004