



Cookstown High School

Positive Behaviour Policy

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Rationale

At Cookstown High School we aim to create a calm and caring community where teachers teach and pupils learn so that each pupil has the opportunity to fulfil his/her intellectual, physical, spiritual, social and emotional potential.

We aim to establish a community where pupils, teachers, support staff and parents enjoy a sense of belonging and all have an important part to play. This policy and consequent practices apply to pupils engaged in any school activity and when out of school while in full or part school uniform.

It is understood that good behaviour is encouraged when there is a clear awareness of standards, expectations and responsibilities amongst all in the School community. It is believed that the consistent and fair application of agreed procedures will reduce instances of inappropriate behaviour. It is also seen as important that a high standard of behaviour is instilled through praise and encouragement as well as through the example set by all members of staff. Good relationships are at the heart of our school community. School encourages all members of our community to show respect for themselves and for others at all times. Bullying of any form is not tolerated. The School's Anti-Bullying policy makes clear our expectations and procedures.

PROMOTING POSITIVE BEHAVIOUR

All members of staff have the responsibility to promote good behaviour amongst pupils through acknowledging pupils' active participation in the life of the School and all of their attainments within and beyond the school day.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

In the event of behaviour which is contrary to the values of School or is in contravention of the Behaviour Code, sanctions, which are not necessarily punitive, will be applied. The rationale behind the use of sanctions is to intervene at an early stage in an attempt to educate pupils in personal responsibility, to encourage self-discipline and to change future behaviour. Sanctions operate successfully when

- All pupils are aware of the School's expectations and their own responsibilities
- All staff take responsibility for the monitoring of pupil behaviour and use consistently an agreed hierarchy of sanctions
- The response is to the behaviour and not a comment on a pupil but an opportunity for restitution is provided.

The appropriateness and effectiveness of sanctions will be reviewed annually by staff and pupils through the Behaviour Committee and the School Council.

Ethos

Cookstown High School strives at all times to maintain a harmonious community atmosphere and so expects:

- Respect for self;
- Respect for others;
- Courtesy and good manners;
- Respect for school property;
- Commitment to consistent hard work;
- A high standard of appearance, punctuality and attendance;
- Everyone to work collaboratively and harmoniously with their peers and staff.

Aims and objectives

- To have a well ordered pleasant school where pupils and staff are happy;
- To promote high quality learning, teaching and academic achievement;
- To promote good citizenship and a sense of community;
- To provide guidance on the promotion of positive behaviour amongst pupils and between pupils and members of staff
- To provide a procedure for responding to situations where behaviour is inappropriate.

- To deal with problems firmly, fairly and as consistently and sympathetically as possible;
- To enhance the pupils' self-esteem, encourage self-respect and respect for others;
- To encourage pupils to develop independence by accepting responsibility for their own behaviour and to promote an atmosphere of tolerance and respect for the rights ideas and feelings of others;
- To promote self-discipline and self-control;
- To develop interpersonal skills which will help pupils to work co-operatively, give them the ability to solve problems, develop relationships and resolve conflict appropriately.
- To contribute to a sense of order and create a safe and secure environment for all in School.

Roles and responsibilities

Staff

All school staff, both teaching (including substitute teachers) and support staff, have the authority and responsibility for dealing with unacceptable behaviour, whether or not a member of staff has teaching or supervisory responsibilities for particular pupils.

All staff will endeavour to maintain a consistent and fair approach to supporting good behaviour by:

- Fostering mutually respectful relationships between pupils, parents and staff;
- Following clearly defined procedures;
- Rewarding good behaviour and learning achievements using SIMS;
- Adopting constructive, effective and fair sanctions;
- Implementing appropriate teaching strategies to enable all pupils to achieve their potential;
- Maintaining high expectations of all pupils;
- Providing support through the pastoral system.

Pupils

The school expects that pupils will:

- Respect and follow the rules of the school;
- Attend regularly, arrive in school/class on time and remain all day;
- Adhere to rules regarding uniform and appearance,
- Have homework completed, be prepared with all necessary equipment for class and to engage fully in learning;
- Always produce their best work and allow others to do the same;
- Always carry the school homework diary;
- Respect the rights of teachers to teach and pupils to learn;
- Listen carefully and follow directions the first time they are given;
- Show respect and tolerance to others;
- Deal with conflict in a non-aggressive manner;
- Accept correction and direction;
- Respect the school's property and environment and the property of others;
- Not engage or be in the company of those engaging in smoking or related activities, drink alcohol or take any illegal substances in school or whilst in uniform;
- Not bring into school any item which could, in the judgement of the school, endanger the safety of self or others;
- Follow the school procedures regarding mobile devices and acceptable use of the internet.
- Not gamble in school.

Parents/Guardians/Carers

The school sees parents/guardians as important partners in encouraging good pupil behaviour. Parents/Guardians can help by:

- Fostering mutually respectful relationships between pupils, parents and staff;
- Sending their children to school on time, every day, in the correct uniform, with their homework completed and with all the necessary equipment;
- Supporting the school in its high expectations of pupil behaviour and high standards of achievement;
- Maintaining regular communication with the school, including providing absence notes, attending parents' meetings, keeping appointments and signing the homework diary every week;
- Informing the school of concerns which may affect their child's learning;
- Encouraging and supporting their children's academic progress;
- Providing the school with feedback on how policies and practices might be made more effective.

School standards, expectations and rules

On the occasion of registration with the school, parent and pupils are asked to sign, agreeing to accept the school's standards, expectations and rules. Thereafter, following suspension or involvement in serious disciplinary matters, the pupil and parent may be asked to reaffirm their support for these by signing an agreement. Following a period of suspension, a Risk Assessment will be agreed to minimise the risk of the pupil re-offending in a similar fashion. A pro forma for the Risk Assessment is included in the Appendix 2.

Rewards and Achievements

Pupils' achievements are recognised in a number of ways, including in Assembly announcements, use of the school web site, social media and wider publicity and in events such as Prize Day and the Key Stage Three Celebration Event.

The school operates a system of achievement points to encourage good citizenship and hard work. Pupils may earn achievement points in a variety of ways, including:

Achievement
Excellent Effort
Good contribution
Helpfulness
Marked Improvement
Outstanding work
Good practical work
Extra-curricular (other)
Music Endeavour
Sporting Endeavour

These reward points are recorded on SIMS and will be used to reward pupils appropriately.

School also operates a House System where pupils are rewarded house points for achievements and participation in house events and competitions. Pupils are placed into one of four houses (Lissan, Coolnafranky, Drum and Killymoon) when joining the school.

Behaviour Points

Points are also given in response to inappropriate behaviour. This behaviour may include:

Behaviour	
Disruptive behaviour	Lack of effort in class
No Books/Equipment	Lateness
Lack of respect	Using mobile phone
Deadlines not met	Uniform infringement
Late Homework	Eating in class
Incomplete homework	Failure to produce absence notes
Not following instructions	
Excessive Talking	

The accumulation of behaviour points is monitored by Form Tutors and Heads of Year, and sanctions are given as appropriate.

Sanctions

Examples of sanctions that could be used are:

- Verbal reprimand;
- Move place in class;
- Punishment task/extra work;
- Removal to nearby classroom (CL);
- Detention at break or lunchtime organised by subject teacher/CL;
- Use of departmental reporting system/subject report, with subject specific targets;
- Whole School Detention after school;
- Behaviour Report;
- Education/Behaviour Plans;
- Referral to Pupil Support;
- Meeting with parent/guardian;
- Uniform report;
- Attendance report;
- Lunchtime reporting;
- Target setting;
- Change of timetable/class;
- Removal of privileges such as out of class activities;
- Withdrawal from the school canteen for a specified period of time;
- Parental supervision in class;
- Placed into parental responsibility at break and lunch time;
- Suspension;
- Interview with representatives of the Board of Governors;
- Expulsion.
- Removal of privileges such as attending the Sixth Form Formal, going to the Leisure Centre for lunch (Year 12)

Stage 1 Report

If we have concerns about a pupil's progress or behaviour, or they gained too many behaviour points they may be put on to Stage 1 Report for a minimum of 6 weeks. This gives parents, Form Tutors and Heads of Year an opportunity to monitor progress.

After school detention

- A HOY will authorise a detention in response to serious incidents of poor behaviour or infringements of school regulations, with the aim of supporting the pupil towards positive behaviour.
- After school detention will be given if a pupil does not attend a break/lunch detention.

Special Detention

If a pupil receives three Whole School Detentions or does not attend a Whole School Detention (apart from deferral by arrangement with the Principal, Vice Principal or a Senior Teacher) they must attend a Special Detention after school on a Friday. Failure to comply with the detention regulations can result in suspension.

Pupil Support

A placement in Pupil Support may be considered by the school to be appropriate on a short, medium or longer-term basis. It may be used to support a pupil who works better in a more secure and smaller learning environment or as an opportunity to reflect for a pupil who has not been able to maintain an acceptable standard of behaviour. While in Pupil Support, pupils will be expected to continue with their learning and they will have supervised social time and breaks. Pupil Support is supervised at all times.

Pupil Support is part of school management procedures and it is not open for pupils or parents to decline a placement Pupil Support nor is it an option which may be chosen in preference to another sanction such as detention.

Suspension

This may be considered appropriate for serious misbehaviour in or out of school, for example causing danger or damage to self, others or property, continued or serious defiance of authority or damage to the school's reputation.

Suspension is for up to five days initially according to the regulations; there is provision for extension. Parents/Guardians will be notified in writing and asked to come to the school to discuss the matter and reaffirm their support for the school's standards, expectations and rules by reviewing and resigning an agreement. The pupil will also be asked to sign that agreement. Failure to co-operate with the school following a suspension might lead to further suspension. In cases where the member of staff does not believe the pupil intends to comply with school upon their return the period of suspension may be extended.

Pupils will be supported on their return through the school pastoral structure and by the completion of a Risk Assessment (see Appendix 2) to help manage their return to school.

Suspension is a serious sanction which forms part of a pupil's school record and could, in certain circumstances, be referred to in references or other information which is regularly requested by colleges, universities and employers. Suspension is carried out in line with the relevant regulations and is reported to the Education Authority and the Board of Governors.

Further information on suspensions may be found in Appendix 1 at the end of this document.

Parental supervision

Where the school feels that, due to circumstances surrounding the behaviour of a pupil, it can no longer take responsibility for the behaviour of a pupil, parents will be asked to come into school to supervise that pupil in class, in detention, in Pupil Support or take responsibility for that pupil over breaks and lunchtimes. In extreme circumstances parents may take their children home to defuse a situation and enable the pupil, upon reflection, to become more settled. This may also apply to sitting examinations.

The school believes that this approach has much value in that it keeps a young person in school yet sends a clear signal that parents support the school and both care enough about their education to establish these arrangements.

Interviews with representatives of the Board of Governors and an officer of the Education Authority

Where a young person has failed to respond positively to continued interventions made by the school, parents and other relevant outside agencies, it may be necessary for that young person and parents to meet with the Board of Governors to consider their future at the school.

Expulsion

This may be considered for continued or serious misbehaviour which disrupts the life of the school or which is threatening to other people. In such circumstances the Scheme for Suspension and Expulsion of Pupils in Controlled Schools April 2015 will be followed.

Special Needs Code of Practice

Under the Code of Practice continuing poor behaviour is considered to be a special need.

The following guidelines refer to the first three stages of the Education Authority Policy for Special Educational Needs which is in line with the Code of Practice (1998).

Stages

- Stage 1** The pupil will be on an Education / Behaviour Plan drawn up in consultation with the parent, pupil and Head of Year. This plan will be followed for a minimum of 6 weeks. At the Review the pupil may be taken off Stage 1, remain at Stage 1 or move to Stage 2.
- Stage 2** If there is no significant improvement at the 6 week review of Stage 1 and the pupil is still displaying behavioural problems the pupil will be moved to Stage 2. He/she will follow this Education/Behaviour plan for a minimum of 6 weeks. At the Review the pupil may be taken off Stage 2, remain at stage 2 or move to Stage 3.

- Stage 3** A move to stage 3 could occur when:
- There is no significant improvement at the 6 week review of Stage 2 and the pupil is still displaying behavioural problems;
 - A pupil has been on Stage 2 on more than one occasion;
 - There have been frequent, short term referrals to Pupil Support;
 - There has been repeated defiance of the school rules;
 - There is an emerging pattern of unacceptable behaviour;
 - There are emotional needs which warrant Stage 3 intervention;
 - There are learning needs which warrant intervention.

At Stage 3 the Education Authority will be involved.

Other aspects of the School Positive Behaviour policy

The school has specific rules on a wide range of aspects of school life, examples of these include use of mobile phones, attendance at the Sixth Form formal, Year 12 receiving a pass allowing them to go to the local Leisure Centre at lunch time or acceptable attitudes on the sports field. The principles and practices set out in this policy also apply to these and when pupils reach the stage where these specific rules apply they will be informed of the details.

A pupil's behaviour record may also be considered when requesting entry to Sixth Form.

Further details of aspects of this policy may be found in the homework diary.

If a parent or pupil wishes to discuss this policy, provide suggestions for improvements or seek clarification please contact the Vice-Principal Pastoral or appropriate Head of Year at the school.

Important note: All members of staff, teaching and non-teaching, have the authority to insist that pupils keep to the school rules and to report those who do not do so.

The ability of the school to ensure good order and implementation of this policy is not dependent upon the cooperation of pupils or parents/guardians.

Linked documents

This policy should be read in conjunction with:

- Anti-bullying Policy
- Pastoral Care Policy
- Child Protection and Safeguarding Policy.
- Online Safety Policy and Bring Your Own Device Policy

Appendix 1: Further details on suspension

Suspension of a pupil is a serious matter and will only be considered by the school when the school believes that other sanctions are not appropriate due to the nature of the offence committed.

Suspension becomes part of a pupil's school record. In certain circumstances this information might be used in references to other agencies or potential employers.

Suspension information is sent to the Education Authority.

Suspension can be for up to five days initially and thereafter, if circumstances warrant, may be extended.

Pupils are covered by these sanctions on the way to or from school, in the school grounds at any time, in the buildings themselves, when representing the school, at any school function or in any other way appearing in public while in school uniform.

Reasons why a suspension might be given

- Bullying
- Assaulting someone
- Verbal abuse or swearing
- Aggressive or threatening behaviour
- Continued flouting of school rules
- Refusal to follow the instructions of any staff member
- Refusal to accept other forms of sanction
- Defiance towards HOY or Vice Principal during a return to school meeting
- Malicious damage or behaviour; this includes vandalism
- Where a pupil is in possession of, or involved with, inappropriate sexually explicit material of any kind
- The possession of illegal substances or any substance or item judged to be a potential threat to the well-being of pupils, staff or premises
- The possession of any item judged to be intended for inappropriate use
- Any behaviour which is judged to be potentially illegal, such as theft or posing a danger to others
- Inappropriate use of a mobile phone during the school day; mobile phones should not be used between 9:25am and 3:55pm
- Where the Principal has cause for very grave concern due to the unacceptable behaviour of a pupil
- Where the Principal judges that a pupil is causing serious problems for organisation and discipline within the school
- Where the Principal judges that a pupil's continued presence is infringing the rights of other pupils to be taught and to learn
- Where the Principal judges that a pupil's presence is placing unreasonable physical or psychological demands on a member of staff, thereby infringing their rights to a safe, healthy working environment
- Inappropriate or unauthorised use of the school Internet
- Where expulsion is being considered

Early Study leave

March onwards is a time of very focused, serious work preparing for public examinations.

If, in the judgement of the school, a pupil in one of these year groups demonstrates by his or her behaviour that he or she is not interested, or is unwilling to participate fully in examination preparations and in so doing distracts staff or other pupils from their own work or causes a general disturbance around the school, then this pupil will be placed on early study leave initially. This may be extended by permission of the Chairman of Governors if the school still believes that, on balance, the pupil would, on returning, continue to disrupt the learning of others.

The school believes that if a pupil on study leave works to a revision programme at home, they will not be disadvantaged because the pupil will have sufficient notes and other materials by that stage for examination preparation work to be done successfully at home. Any further work which the pupil is not present for in school will be made available to them.

Examinations

A pupil will be suspended from admission to an examination session or removed from a session if the school judges, from past or current behaviour, that the pupil's presence is likely to undermine the authority of the supervisors, disrupt the examination for others or lead to a general lowering of the standards set by the school for examination participation.

In such circumstances the pupil will lose the opportunity to sit an examination*.

Such suspension will continue to apply unless a parent of the pupil attends to supervise the pupil.

This also applies to behaviour in and around the school before or after examinations, not wearing proper school uniform, not following the school rules on hair and jewellery and having mobile phones in the examination hall.

*A pupil may lose the opportunity to use Cookstown High School as an examination centre for public examinations. The pupil may be asked to find an alternative centre. Any additional resulting costs will not be met by the school.

Other consequences of suspension

A Risk Assessment will be prepared in respect of any pupil returning from suspension. Such pupils may not be permitted to participate in extracurricular activities during the time of the suspension and may not be permitted to participate in extra-curricular activities for a period of time thereafter.

Senior pupils will not be able to attend the Sixth Form Formal if they have been suspended in the 12 months prior to the date of the formal.

Year 12 pupils may lose their right to go to the Leisure Centre for lunch.

Appendix 2: Risk Assessment Pro Forma (for return to school after suspension)

Risk Assessment

Name Class: Date:

Other Support Involved:

Background Information:

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Targets to Address Risk/s:

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Management Plan:

<u>Do's</u>	<u>Don'ts</u>

Monitor, Review Date Set: E.g. HOY / FT / SENCO

Signed: _____ Date: _____