

OAKGROVE INTEGRATED COLLEGE

Positive Behaviour Policy





Positive Behaviour Policy



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Positive Behaviour Policy

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“Discipline in schools should respect children’s human dignity.”

Article 28 - UNCRC

1. AIMS

The aims of the College’s positive approach to behaviour and learning are as follows:

1. To promote effective teaching and learning within a positive and stimulating environment.
2. To promote mutual respect, self-esteem, self-discipline and positive relationships within the school community
3. To develop policies and procedures which promote and sustain positive behaviour management.
4. To promote a consistent whole school approach to positive behaviour management among staff and pupils, built on mutual respect.
5. To recognise and reward positive behaviour, thereby enhancing pupil self-esteem and confidence.

2. OBJECTIVES

The following objectives indicate how our aims may be translated into practice. They are not exhaustive:

1. **To promote effective learning and teaching within a stimulating school community through:**
 - Well planned lessons which challenge, stimulate and motivate all pupils.



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- Curriculum and lessons which take cognisance of the different needs and interests of pupils.
 - Activities which prepare pupils intellectually, socially and emotionally for life.
 - Displaying pupils' work inside and outside the classroom.
 - Bright, attractive, well arranged classrooms.
 - Promoting a safe and healthy environment.
- 2. To promote mutual respect, self-discipline, resilience and positive relationships within the school community through:**
- Developing and promoting an effective pastoral care system and programme.
 - Valuing each member of the school community.
 - Showing care and consideration towards others.
 - Providing pupils with an element of choice when their behaviour is challenging.
 - Promoting in pupils and staff the need to recognise and address relationships which have broken down and equip pupils with the skills to address these and to promote expected behaviour.
- 3. To develop policies and procedures which promote and sustain positive behaviour management through:**
- Effective classroom management techniques, consistent expectations and clear routines.
 - Creating and monitoring a positive working environment.
 - A Pastoral Policy which aims to provide a safe, caring and supportive school community.
 - A Child Protection Policy which aims to support each pupil's development through security, confidence and independence.
 - A Special Needs Policy which aims to create a safe and secure environment for pupils
 - A Health and Safety Policy which aims to secure the health, safety and welfare of all in the College.
 - A Drugs, Anti-smoking and Alcohol Policy which aims to keep the school free from any unauthorised substances and aims to help the pupils develop the skills needed to make appropriate choices.
 - A Homework Policy which aims to ensure that homework is an integral part of each pupil's learning experience.
 - A Use of Internet Policy which aims to promote the safe and appropriate use of the internet among pupils.

- The development of support structures which enhance behaviour management e.g. Vertical Tutor group, pupil mentors, pupil interviews, the management of inappropriate behaviour.
 - Involving Parent(s)/Guardian(s) as partners in the management and support of positive behaviour.
 - A Relationships and Sex Education Policy which helps young people to develop healthy and respectful friendships and relationships.
- 4. To promote a consistent whole school positive behaviour management approach among staff and pupils built on mutual respect through:**
- Providing a clear, concise Positive Behaviour Policy which outlines the school's regulations and expectations.
 - Identifying and addressing the main causes of unacceptable behaviour.
 - Outlining processes/procedures for dealing with departures from expected standards.
 - Identifying a range of sanctions.
 - Implementing firm, fair and positive approaches that help the pupil to move on from the incident.
 - Restorative practice - where there has been a breakdown in relationship, or when a member of the school community feels hurt, the situation is usually best resolved using restorative practice.
- 5. To recognise and reward positive behaviour thereby enhancing pupil self-esteem and confidence through:**
- Constructive and positive approaches to assessment, marking and evaluation.
 - Subject specific awards/rewards.
 - To recognise achievement each student in Keystage 3 and 4 will have a rewards table in their diary. This will lead to bronze, silver or gold awards.
 - Records of Achievement and Progress Files.
 - Reports to Parent(s)/Guardian(s).
 - Prize-giving events which recognise a wide variety of pupil contributions.
 - Recognition at assembly.
 - Publication of achievements etc. in the press, school magazine and in school.
 - Positive comments in homework diary.
 - Full attendance awards.



- Practical rewards – e.g. games days/ teambuilding activities/ activities suggested by students or student councils in recognition of positive contributions by pupils.

3. POLICY

Consistency of expectation and the giving of rewards and sanctions are vital to achieve an environment where all staff and students understand the standards required. The students at Oakgrove Integrated College are entitled to learn well. Therefore, we must help them achieve to the best of their ability.

In order to achieve the College's aim, the Behaviour for Learning Policy consists of three sections:

1. **Pupil Expectations**
2. **Rewards**
3. **Positive Choices**

3.1 Responsibilities of Students In and Out of Lessons (PRIDE)

Oakgrove students believe positive behaviour is a choice and pupils must ensure that they do not affect the education of others by poor choices concerning their behaviour. Each pupil strives to achieve the ethos of the school. To this end the pupils of Oakgrove College through pupil voice have developed the acronym PRIDE.

As students in Oakgrove Integrated College we should strive to have PRIDE:

Potential – We aim to do our very best to reach our full potential.

Resilience – We learn from our successes and mistakes. It is the ability to get up no matter how many times you get knocked down. As an Oakgrove student we should be able to keep going no matter how many trip-ups there are along our way.

Integrity – Honesty and truthfulness to oneself and the school community are essential. Integrity is doing the right thing even when no one is looking! As an Oakgrove student we should be trustworthy and do the right thing at all times.

Determination – Everything that we are involved in is approached with a determination to give 100%. As pupils of Oakgrove we must continue to strive to do our very best although it can be very difficult. As an Oakgrove student we should not give up no matter how many hurdles there are in our way.

Equality – We treat others as we would like to be treated. All individuals in our College are treated with the respect that is their right. As an Oakgrove student we should be able to see past a person's race, religion, gender background and get to know the person for who they are.

4. BEHAVIOUR FOR LEARNING

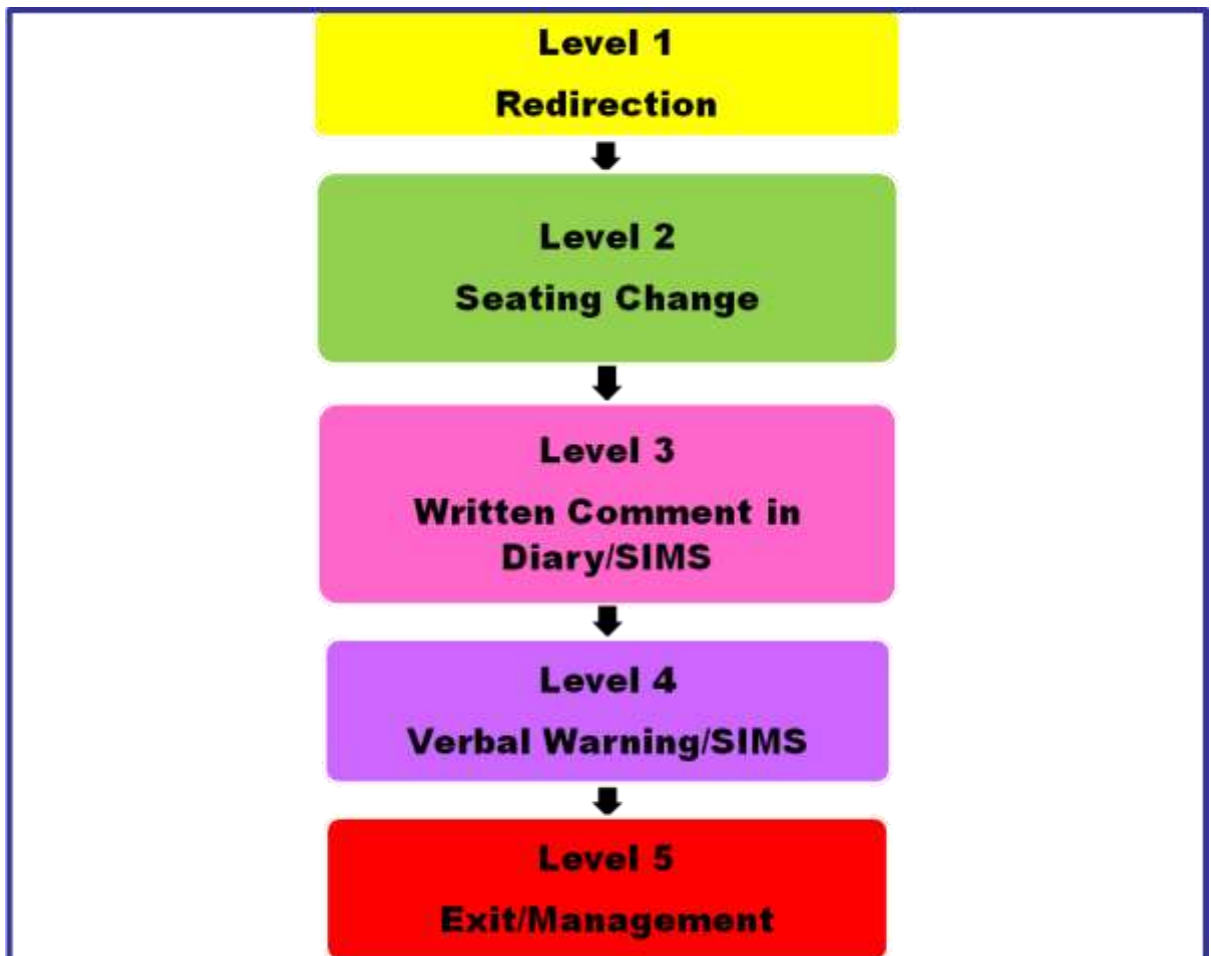
In Oakgrove Integrated College the focus is on high quality teaching and learning in which a positive climate and high standards of behaviour are fundamental.

In Oakgrove Integrated College there are high expectations of behaviour in the classroom. The College has a Behaviour for Learning Lesson View which contains 5 levels. This was developed in conjunction with staff and pupil voice (Student Leadership Team and Young Leaders).

The Learning Lesson View is a reminder to support pupils involved in low level disruption or off task behaviour to enable them to make the right choice and re-engage in their learning.

4.1 Behaviour for Learning Lesson View

Behaviour for Learning Lesson View:





4.1.1 Behaviour for Learning Lesson View Explained

Teachers are trained and encouraged to use restorative language whilst giving pupils confidence to make the right choice and avoid moving up the levels.

- **Level 1** – If a pupil is distracted or off-task in a lesson, the teacher will prompt the pupil to make the right choice and re-engage fully in the lesson.
- **Level 2** – The pupil concerned will be asked to move seat as he/she is disrupting the lesson. This allows time for the pupil to reflect and make the right choice for his/her learning.
- **Level 3** – A pupil chooses to move to this level if he/she continues with disruptive or off-task behaviour in the lesson. The classroom teacher will write a comment in the diary and in SIMS.
- **Level 4** – If the pupil persists in not engaging and is distracting from teaching and learning the teacher will inform him/her that it is a verbal warning and will encourage the pupil to make the right choice. It will be recorded in SIMS that a verbal warning has been given.
- **Level 5** – The pupil is clearly choosing not to put his/her learning first and has not made the right decisions. After the teacher has followed procedure, management is called and the pupil is removed from the lesson. Management will receive a “sent out of lesson” document from the teacher explaining the incident and home is later contacted. Further sanctions may be used by the Head of Year. Three exits from lessons will lead to a 1 day internal suspension. A restorative approach may be used at that time or at a later date so that the pupil may be re-admitted to the lesson.

4.2 Restorative Approach

When there has been a break down in relationship or when a member of the school community has been hurt the situation is usually best resolved using restorative approaches. This could involve peer mediation victim/offender mediation or group conferences. These procedures are supported by trained practitioners. All staff and sixth form students are trained in restorative practices. In each case the parties involved will use the restorative script:

- What happened?
- What were you thinking and feeling?
- Who has been affected and how?
- What do you need to feel better?
- What needs to happen now and what can you do to make this happen?

The restorative script is used to direct interactions.

4.3. Out of Class Expectations

We ask that students please:

- **Arrive punctually to lessons**
- **Do not eat in the corridors and respect the school environment**
- **Move around the building in a safe and calm manner**
- **Switch off mobile phones and place in your schoolbag from 8.45am until you leave school at the end of the day (any contact at home can be made via reception)**
- **Have a note to explain reason for being out of lesson**
- **Adhere to the school Uniform Policy**

All staff should actively reinforce the out of class expectations to ensure consistency is being communicated. **All staff should inform the Vertical Tutor or Head of Year in the first instance of behaviour infringements outside of lessons.**

4.4 Rewards

At Oakgrove Integrated College, we encourage a 'praise culture'. Good work, effort and behaviour are rewarded with verbal praise, note in diary, message on lesson monitor, text home, celebration event by Head of Year, Principal awards, praise postcards, reward stickers and certificates.

Praise postcards are awarded to students who perform above and beyond expectations.

Attendance and Punctuality certificates and Subject certificates will be awarded per term in Year assemblies.

Examples of behaviour that might be rewarded include:

- Consistent hard work and effort or an outstanding piece of work,
- Recognised progress in learning,
- Excellent student leadership/being a positive role model,



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- Excellent contribution in lessons,
- Positive attendance at a club,
- Representing the school in an event (e.g. history competition),
- Being very helpful (e.g. help in Common Ground (canteen), assisting another pupil),
- Significant improvement academically over a term,
- Significant contribution to a department over a term,
- Volunteering of time generously.

4.4.1 The Rewards Table

To recognise achievement each student in Keystage 3 and 4 will have a rewards table in their diary. Teachers will stamp or sign a section to recognise positive contributions by a pupil.

Award	No Points	Treat (example)
Bronze	30	In-house movie treat
Silver	60	Cinema visit
Gold	90	Fun day or trip

All pupils will receive a record card requiring thirty signatures/stamps from teachers to reach the bronze level award. They will receive a certificate, badge and a reward from the Head of Year. The awards could include a canteen treat, text to home, praise, movie or trip recognising the pupils' achievement.

The certificate will be awarded each term. In terms two and three, the silver and gold award will run concurrently to the bronze award. Displays will also highlight those who have successfully reached their targets. When each award has been awarded, Parents/Guardians will also sign the reward card so that they are kept aware of progress and achievement.

4.4.2 Keystage 4

Pupils' progress in subjects will be rewarded on a per term basis with a presentation of a subject certificate in a year group assembly.

4.5 Procedure for Dealing with Breaches of Positive Behaviour

We encourage and reward positive behaviour and effort. We recognise that the vast majority of pupils will comply with our expectations; however, it is necessary to offer clear guidelines on management of challenging behaviour. The College has developed a structure for applying consequences which are appropriate and fair for when students make the wrong choice. Staff will use positive behaviour management strategies, restorative language, and will encourage the pupil to make the right choice to prevent any escalation of poor behaviour.

The management of challenging behaviour is wholly consistent with the aims and ethos of the school. It is designed to support and encourage a disciplined environment within which effective teaching and learning can take place. It seeks to maintain positive behaviour, identify causes of unacceptable behaviour early and support the pupil to make better choices. It works in close partnership with Parent(s)/Guardian(s).



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In applying this policy and procedure, the Subject Teacher, Form Teacher, Year Head, Head of Care and Guidance, Vice Principal, Principal, Behaviour Support Panel and Board of Governors will have regard to any family, health or other extenuating circumstances affecting the student's behaviour.

Students who do not follow the school rule will be choosing a corresponding consequence.

Parent(s)/Guardian(s) play a vital role in the Behaviour for Learning Policy and we will keep them informed should their child be giving cause for concern via Pupils Diary, email, text, letter or telephone call.

4.5.1 Improving Pupil Behaviour

The aim of the Positive Behaviour Policy is to recognise the appropriate behaviour of the majority of pupils and to affect improvement where inappropriate behaviour is displayed. Therefore the individual circumstances and needs of the pupil are always taken into consideration and given priority. Pupils are challenged to recognise and accept that they must take responsibility for their own actions and to identify ways forward

When pupils show improvement the aim is to encourage and recognise this. The role of teachers and Parent(s)/Guardian(s) is of paramount importance in this respect. This can be achieved through:

- Verbal recognition, praise, helpful advice
- Targets for achievement agreed
- Recognition for when targets are met
- Invitation to pupil to take a certain role/responsibility
- Self monitoring
- Privileges restored
- Half termly – Review My Learning
- Invitation to pupil or the Parent/Guardian and pupil to discuss under-achievement or behavioural issues to agree strategies for improvement
- Continuous encouragement, support and approval.

4.5.2 Target Booklet and Pupil Contract

The Head of Year may, with consultation with the pupil and Parent/Guardian, support and improve behaviour in school by placing the pupil on Target Booklet. This encourages the pupil to take responsibility for his/her own behaviour. It also allows an opportunity for the pupil to be recognised and praised for the expected excellent behaviour in class. This document is checked each day by Form Teacher/Head of Year and is signed by the Parent/Guardian. Pupils will be placed on a Target Booklet for a minimum of 2 weeks. There are 3 levels of Target Booklet reflecting the seriousness of the procedures:

1. White – Report to Vertical Tutor
2. Yellow – Report to Head of Year
3. Red – Report to Head of Care & Guidance/Vice Principal

A pupil may be placed under a College contract where restrictions are put in place. This will be for a period of time during which, if the pupil's behaviour improves he/she will be removed from the contract, or, if it is not adhered to they will be invited before the Behaviour Support Panel.



4.5.3 Challenging Behaviour and Sanctions

Teachers will endeavour to keep problems and misdemeanours in perspective and make a clear distinction between minor and more serious problems, isolated and repetitive problems. They will also use their judgement based upon comparative incidents, the particular circumstances of the incident, the age of the pupils and the record of the pupils.

For the purposes of this procedure it is useful to distinguish between minor and major breaches of behaviour and each is considered separately below.

4.5.4 Minor Breaches of Positive Behaviour

“Minor breaches of Positive Behaviour” are those behaviours which, while unacceptable, do not pose a risk of harm to students themselves, other members of the school community or to school property.

1. Failure to produce homework of acceptable quality on time.
 - The subject teacher will record the failure to produce work, or the production of poor quality work, on Lesson Monitor, he/she may inform the Parent(s)/Guardian(s) via the homework diary.
 - If it is a recurring problem, Parent(s)/Guardian(s) will be informed by letter by the Head of Department.
 - If the student fails to produce more homework, the student may be placed on subject report by the Head of Department. The Parent(s)/Guardian(s) may be asked to come to the College for an interview.
 - By monitoring the class reports from Lesson Monitor, the Form Teacher/Year Head will note if there are concerns about more than one subject.

2. General behaviour:
 - A minor incident of misbehaviour will be dealt with by the member of staff witnessing or becoming aware of the incident who will speak with the student and may record the incident on the Lesson Monitor. An appropriate consequence (e.g. break time detention) may be imposed. Parent(s)/Guardian(s) can be informed through a note in the student's diary.
 - If a student repeatedly displays behaviour related to poor self organisation, classroom behaviour, etc, s/he may be placed on Target Booklet by the Year Head. A record will be kept of his/her performance. It should be signed daily by the Vertical Tutor and Parent(s)/Guardian(s).
 - If these incidents relate to only one subject, the student may be placed on Subject Report. This will be signed by the subject teacher. The Vertical Tutor will keep a record of students placed on subject report and liaise with the relevant Year Head.
 - If the student continues to display poor behaviour, the Principal may, if appropriate, treat the student as having committed a major breach of discipline and apply the appropriate procedures.

4.5.5 Major Breaches of Positive Behaviour

“Major breaches of Positive Behaviour” are those behaviours which pose a risk of harm to students themselves, other members of the school community or to school property. If a student's behaviour causes a major breach of Positive Behaviour, this will be recorded.

The following consequences are available. Any consequence may be imposed with or without other consequences having been imposed previously.



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- The class teacher may give the pupil work to do elsewhere and ask the Teacher on Duty to take the pupil from the room. In this case a Referral Form will document the reasons for this sanction being imposed. The Teacher on Duty will ensure that the incident is recorded in the student's records and will write a note in the student diary or ensure that the pupil's Parent/Guardian is contacted by phone.
- If a student behaves towards a member of staff outside of school in an unacceptable manner e.g. using either verbal or physical abuse, the Principal will be informed as soon as possible. Depending on the seriousness of the offence, appropriate action should be taken in line with this policy. The Parent(s)/Guardian(s) should be informed in writing.
- If the Principal, Vice-Principal, Head of Care and Guidance and/or Year Head considers it appropriate, the student may have privileges withdrawn.
- In consultation with the Year Head, the teacher concerned may send a Behavioural Concern Letter to the Parent(s)/Guardian(s).
- The Head of Year, becoming aware of the breach, may impose After-School Detention. The student's name will be entered in the detention book. The Parent(s)/Guardian(s) shall be informed in writing in advance of the date of any after school detention.
- If the Principal considers it appropriate, the Parent(s)/Guardian(s) may be contacted and a warning of suspension given.
- If the Principal, Vice-Principal, Head of Care and Guidance and/or Year Head considers it appropriate, the Parent(s)/Guardian(s) may be contacted and asked to come to the College to meet with the relevant college staff.
- If the Year Head considers it appropriate, an Internal Suspension may be imposed. The Year Head will notify the Parent(s)/Guardian(s) in writing of that decision. This will be sanctioned by the Principal, Vice Principal or Head of Care and Guidance.
- If a pupil commits a series of breaches of positive behaviour, and the Year Head, Head of Care and Guidance and Vice Principal consider it appropriate, the student may appear before the College Internal Behaviour Support Panel. The Panel, when meeting with a student and Parent(s)/Guardian(s), shall consist of the Head of Year, Head of Care and Guidance and a Vice Principal.

The second phase of the College's Internal Behaviour Support Panel may sit if the pupil's concerned behaviour has not improved. This will be attended by the pupil concerned, Parent(s)/Guardian(s), Head of Care and Guidance and Principal. A written record of the findings of the meeting will be kept by the Vice Principal / Principal.

4.5.6 Consequences for Behaviour Incidents

The Oakgrove "out of classroom expectations" and "Behaviour for Learning Lesson View" summarises the actions to be taken by staff when students choose not to adhere to the behaviour for learning policy. Where a student's behaviour does not meet expectations, the usual sanctions include a verbal warning, note in diary, contact with home and a break-time detention.

A detention is used most effectively as a deterrent. Any member of staff, as an additional sanction may set a Breaktime detention after a behaviour incident. Furthermore, a Head of Year or the Head of Care and Guidance may apply the extra sanction of a lunchtime detention. After school detentions and internal suspensions may also be applied in serious cases at the discretion of the Head of Year, Head of Care and Guidance, Vice Principal or Principal. A student should use the detention time to



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reflect on his/her behaviour and complete useful work. Written communication is made with Parent(s)/Guardian(s) for lunchtime, after school detentions and internal suspensions.

Where a student's behaviour is extreme, or is consistently poor, there is a stepped procedure to be followed. Any sanctions are discussed with the student and further consequences explained. All sanctions (except the verbal warning) are recorded on SIMS. To ensure consistency, the following procedures in relation to sanctions apply:

- 3 break time detentions will result in a lunch time detention at the discretion of the Head of Year.
- 3 Lunch time detentions will be followed by an After School Detention at the discretion of the Head of Year in consultation with the Head of Care and Guidance.
- 3 exits from lessons will lead to an After School Detention at the discretion of the Head of Year in consultation with the Head of Care and Guidance.
- 3 after school detentions will initiate an internal suspension where the pupil will with the Head of Year and appropriate work will be provided. The pupil's Parent/Guardian will be notified by letter. An internal suspension will be sanctioned by Head of Care and Guidance, Vice Principal and Principal.
- 3 internal suspensions result in a one-day suspension sanctioned by the Principal. The pupil's Parent/Guardian will be notified by letter.
- 3 suspensions will result in an appearance before the First stage of the Behaviour Support Panel attended by the pupil, Parent/Guardian, Head of Year, Head of Care and Guidance and the Vice Principal of the particular Key Stage.

4.5.7 Suspensions and Expulsions

The suspension of a student from school is a severe sanction which can only be proposed where a student's behaviour is presenting serious difficulties, and where suspension is considered to be in the best interests of the school and student.

1. If a student commits a major breach of positive behaviour and the Principal considers suspension to be appropriate, the Principal may suspend the student for up to and including five college days. A student may be suspended only by the Principal. No student may be suspended for more than 45 days in any college year.
 - 1.1 The Principal will notify the Parent(s)/Guardian(s) in writing of the decision and invite them to come to the college to discuss the student's behaviour.
 - 1.2 A record of the incident will be kept by the College.
 - 1.3 In no circumstances should a student be removed from College premises during the College day except into the care of Parent(s)/Guardian(s).
 - 1.4 The Principal will inform the Chair of the Board of Governors and the Education Authority of her decision in writing.
2. The Principal shall only extend the suspension with the prior approval of the Chair of the Board of Governors and shall in every case give written notification of, and reasons for, the period of extension, to the parent/guardian, EA, Chair of Board of Governors.



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3. Where a student's behaviour continues to cause serious concern and the Principal considers it appropriate, the Principal, with the prior approval of the Chair of the Board of Governors, may arrange a Consultative Committee Meeting to review the student's behaviour and to consider the future educational provision of the student. The Parent(s)/Guardian(s) will be informed in writing of the date of the meeting and of their right to attend. EA and other relevant external agencies will be invited to attend the Consultative Committee meeting to ensure that the future educational provision of the student is properly considered. The Chair of the Board of Governors (or a nominee) will also attend the Consultative meeting.
4. Having considered all appropriate matters including written/verbal reports, reports of the relevant outside agencies, the views of the student, the representations of the Parents(s)/Guardian(s) and the future educational provision for the student, the Consultative Committee may recommend that a meeting of the Board of Governors is convened to consider the expulsion of the pupil. In this event, the pupil's suspension will be extended until the meeting of the Board of Governors is convened; (or until the student has reached 45 days suspension in the academic year). The Chair of the Consultative Committee meeting will inform the Parent(s)/Guardian(s) in writing of decision of the Committee, the date of the meeting of the Board of Governors and of their right to attend that meeting.
5. At the meeting of the Board of Governors, the student's behaviour will be reviewed and a report from the Behaviour Support Panel and Consultative Meeting will be discussed. The Parent(s)/Guardian(s) will have the right to make oral/written representations to the Board. Having considered all appropriate matters, the Board of Governors may expel the student from the College.
 - 5.1 The Parent(s)/Guardian(s) will be notified immediately in writing of the decision of the Board of Governors and of their right to appeal the decision to the Education Authority's Suspension and Expulsion Tribunal. They will also be informed of the time limit set by the Education Authority for the lodgement of such an appeal.



Glossary of Definitions

In this policy the following definitions apply:-

“Chair of the Board of Governors” includes, when the chair is absent or otherwise unavailable, the member of the Board of Governors, for the time being, performing the duties of the Chair;

“Principal” means the Principal of Oakgrove College, and includes, where the Principal is absent or otherwise unavailable, the Vice Principal or other person, for the time being, performing the duties of Principal.

“The Behaviour Support Panel” means the teachers’ panel which meets regularly during college hours to consider disciplinary matters in the College.

"Behaviours which pose a risk of harm" are those behaviours which are detrimental to the physical, emotional and intellectual well-being of the student and of others.

“Detention” means the detention of a student within the college, under the supervision of a teacher, at a time when they would normally not be so detained.

“Break time detention” means the detention of the student during break time under the supervision of a teacher.

“After-school detention” refers to the detention of a student in the college for a period of up to one hour and a half after normal college hours, under the supervision of a teacher.

“Withdrawal of privileges” means the student not being permitted to take part in certain extra-curricular activities, not being permitted to take part in a non-uniform day, not being permitted to travel on certain college trips, or losing privileges which do not form a part of their statutory education.

"Internal suspension" means spending the day apart from peers under the supervision of a member of staff.



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“Suspension” means the enforced absence of a student from the college for a period of time.

“Expulsion” means the permanent removal of a student from the college.

“Parent(s)/guardian(s)” means those adults who are legal custodians of the student, and in the case of a student who has attained the age of 18, the student himself/herself.

“Lesson Monitor” refers to the module on SIMS which is routinely filled in by all teachers of the class and records the general behaviour for the day.

“Target Booklet” means an individual report filled in by each teacher who deals with a child during the day.

“Posing a risk to themselves or others” means:

- (a) failure to observe the relevant safety rules, or
- (b) behaving in a violent manner, or
- (c) behaving in a manner that poses a risk of detriment to themselves or others, should this be physical, emotional or intellectual.

“Minor breaches of Positive Behaviour” are those behaviours which, while unacceptable, do not pose a risk of harm to students themselves, other members of the school community or to school property. Examples include: failing to produce homework on time and/or producing work judged by the subject teacher to be poor in quality for that student; talking in class; breaches of uniform rules; rudeness;; shoving and pushing; rough behaviour; diary not signed; mobile phone use in class; dropping litter; bad but not extremely offensive language; and other behaviour deemed by the Principal to be a minor breach of positive behaviour. This list is not exhaustive.

“Major breaches of Positive Behaviour” are those behaviours which pose a risk of harm to students themselves, other members of the school community or to school property. Examples include: fighting; bullying (including cyber bullying); insolence to a member of the school community; graffiti; truanting from class/assembly; inappropriate use of school resources/facilities; inappropriate use of ICT/internet facilities; stealing; mistreating college property; mistreating the property of others (this includes the journey to and from college); serious disrespect towards any member of the college community either inside or outside the school; foul or offensive language; severe graffiti; severe vandalism; smoking; substance abuse; possession of illegal substances (including alcohol); dealing in illegal substances (including alcohol); fighting / striking another pupil (of a more serious nature); persistent refusal to follow a teacher’s reasonable request; an established attitude of disobedience and disruption; intimidation / harassment of a pupil/member of staff; striking a member of staff; audio/visual recordings taken in school and used maliciously; cyber abuse of a pupil/member of staff; use of a weapon to injure a person or property; or any other behaviour deemed by the Principal to be



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a major breach of positive behaviour and /or to present serious risk to the safety of any member of the college community. An accumulation of minor breaches of positive behaviour may be regarded as harmful to the student or other members of the school community and may be regarded as a major breach of positive behaviour. This list is not exhaustive.