



CLOUNAGH JUNIOR HIGH SCHOOL

BEHAVIOUR FOR LEARNING POLICY

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| Date Ratified: | September 2024 |
| Reviewed: | |
| Next Review: | |

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/Publication |
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| 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 | Suspensions and Expulsion Procedures (2004) |
| Addressing Bullying in Schools Act (NI), 2016 | Safeguarding and Child Protection for Schools- a Guide for Schools (2017) |

It has also been shaped by our participation in the Craigavon Area Learning Community ‘When the Adults Change Everything Changes’ programme, along with additional educational research presented in the work of Tom Bennett, Doug Lemov, Bill Rogers, Tom Sherrington and Sam Strickland.

Through this policy we aim to:

- Ensure a calm and consistent approach to behaviour for learning
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents
- Ensure that all adults take responsibility for behaviour and follow up issues personally
- Promote the use of restorative approaches alongside appropriate, meaningful sanctions
- Promote pupils’ self-esteem by providing an effective system of rewards and praising effort in both work and behaviour
- Ensure our pupils are polite, happy and considerate of others’ feelings
- Encourage our pupils to respect their own and others’ property
- Foster good citizenship and discipline.

Consultation

Pupils, parents, staff (teaching/non-teaching) 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

In recent years our School Council has contributed to the development of this policy, particularly in the decision-making process of sections relevant to the e.g. rewards and sanctions.

The Clounagh Way: Our Values and Ethos

We aim for pupils to:-

- Enjoy learning and want to continue learning through life.
- Achieve academically to their highest standard.
- Have high self-esteem and high expectations of themselves.
- Have a sense of excitement, vision and purpose in their lives.
- Develop their personal qualities and interests.
- Have a clear understanding of their own beliefs and respect those of others.
- Be flexible and responsive to a changing world.
- Want to contribute to society to make the world a better place.
- Be capable of making informed decisions

These aims have guided and informed our ethos and have shaped our approach to learning and teaching.

Our Ethos

Clounagh Junior High School is a school with a Christian ethos. The school endeavours to create a safe, secure and nurturing environment for all. At Clounagh Junior High School positive behaviour is fundamental to achieving personal success and developing young people of good character who care for and respect others as well as themselves. Active parental involvement is welcomed at Clounagh Junior High and is promoted through our open-door policy.

Roles and Responsibilities

The role of the Teacher is

- To create a safe and consistent learning environment
- To teacher behaviour routines and expectations explicitly with focus on the Clounagh Way.
- To teach respect by treating children with fairness and consistency
- To provide opportunities for learning by setting suitable challenges, reducing barriers to learning and accepting diversity and difference
- To contribute to, support and adhere to school policies and practices

The role of pupils

- To adhere to the expectations set out in The Clounagh Way
- To respect themselves, others and the school environment
- To work to the best of their ability
- To seek support when required

The role of SENCO

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

The role of 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
- To ensure good practice is developed and shared
- To ensure a high quality curriculum is in place which motivated all pupils and meets their individual needs

The role of the principal is

- To monitor and implement strategies which secure high standards of behaviour and attendance
- To support staff in the implementation of the policy
- To report to governors on the effectiveness of the policy
- To make informed decisions about suspensions and expulsions as appropriate,

The role of governors is

- To monitor the effectiveness of the school's Behaviour for Learning 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 parents

- To support the school by adhering to procedures and policies
- To have high expectations and standards of behaviour for their child
- To ensure that their child maintains high standards of attendance and punctuality

The Clounagh Way: Behaviour for Learning Rules

Our school rules are summarised **by three key phrases** which are applicable to a wide variety of situations. These rules are explicitly taught and modelled along with our routines for learning.

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| <p>The Clounagh Way Positive Behaviour for Learning</p> |
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| Be Responsible | Be Respectful | Be Safe |
|---|--|--|
| <p>Be responsible for your learning by showing the confidence, motivation, aspiration, curiosity and self-discipline to...</p> <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 uniform • Having phones switched off as soon as you enter the building so that you are ready to learn | <p>Be respectful by...</p> <ul style="list-style-type: none"> • Doing your best in every class by contributing to the lesson • Showing motivation to complete tasks • Taking care over how your work is presented <p>Respect others by...</p> <ul style="list-style-type: none"> • Responding quickly to instructions or listening to others • Using positive and appropriate language at all times (no swearing) • Keeping 'hands off' other students and their belongings at all times • Showing compassion and care to others, treating everyone equally <p>Respect our community by...</p> <ul style="list-style-type: none"> • Putting litter into bins • Looking after school property • Helping others | <p>Be safe by showing the confidence, aspiration, resilience, motivation, curiosity and self-discipline to</p> <ul style="list-style-type: none"> • Move quietly and calmly around the school building • Make good choices to protect your health and well-being • Behave in a mature way • Use equipment safely and as it should be used |

Pupils will be rewarded by:

Public praise, achievement points for displaying good character and effort, receiving class recognition, positive notes, phone calls, receiving prizes and rewards for exemplary behaviour.

The Clounagh Way: Behaviour for Learning Routines

At Clounagh we have embedded routines to support learning and to ensure all pupils are clear about our expectations for learning. Videos outlining these routines are placed on the school website.

- Pupils and adults will be expected to demonstrate pride in their appearance, adhering to agreed dress codes outlined on the school website and in induction booklets.
- Pupils will be expected to follow the one-way system in school with appropriate 'hands off' corridor behaviour.
- Adults will 'meet and greet' pupils at the classroom and use 'end and send' at the end of lessons, checking that pupils have recorded homework, collected their books, and are fulfilling uniform expectations.
- Adults may use the phrase 'SLANT' to ensure pupils are sitting up in class, listening, asking questions, nodding to show understanding and tracking the speaker.

Classroom rules

In Clounagh Junior High School we have four main school rules for classroom behaviour:

1. Hands up to ask a question
2. Listen carefully. Never interrupt.
3. Be respectful to everyone
4. Do not touch anyone or their personal belongings (this includes in the playground and corridor)

Stepped Sanctions

This section of the policy outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which in turn results in all pupils being treated fairly. Staff should always use a measured, calm approach, referring to the child by name, using eye contact and any conversation should be conducted as privately as possible.

Restorative conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or member of SLT, if required) should conduct a restorative conversation with the pupil. Restorative questions can be responded to by the pupil verbally or in writing.

Behaviour Referral

While our focus is on acknowledging the students who are consistently following ‘The Clounagh Way’ negative behaviour patterns will be managed through our ‘Stages of Behaviour Referral System.’ This staged process provides clear and consistent guidelines to deal with inappropriate behaviour that can detract from learning, whilst encouraging acceptable and appropriate behaviours.

This 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

Sanctions will never:

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

Clounagh Junior High 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 to state that the following behaviours are not acceptable in our school and could fall into the ‘serious’ category.

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|------------------------|---------------------------------------|
| Bullying | Cyber abuse/bullying |
| Stealing | Vandalism |
| Fighting | Using an illegal substance |
| Physical Assault | In possession of an illegal substance |
| Inappropriate Language | Dangerous/Risk taking behaviour |
| Verbal Abuse | Intimidating/threatening behaviour |

Through tracking and monitoring procedures the school identifies those pupils whose behaviour is limiting their learning or the learning of others so that additional support provisions can be put in place.

At Clounagh Junior High School we implement numerous supportive strategies internally and with external agencies. These may include:

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| Mentoring Access to literacy and numeracy support CA Support Target Setting meetings Referral to Education Welfare Service Reduced Timetable Risk Reduction Action Plan | SEN Stage 3 Code of Practice Referral Referral to Post Primary Behaviour Support An Individual Behaviour Plan Alternative Curriculum Provision |
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APPENDICES

APPENDIX 1: Stepped Sanctions

| Stepped Sanctions Calm Approach>child's name>eye contact>deliver message>walk away |
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| <p>1. CHANCE:</p> <p>I noticed you chose to (state noticed behaviour) This is a REMINDER that we need to be (state relevant rule: Ready/Respectful/Safe) You now have the chance to make a better choice Thank you for listening (give the child take up time and do not respond) e.g. 'I notice you are running. You are breaking our school rule of being safe. Please walk. Thank you for listening'</p> |
| <p>2. CHOICE</p> <p>I noticed you chose to....(state noticed behaviour) This is the second time I have spoken to you. You need to speak to me at the end of the lesson. (Insert child's name)... if you choose to break school rules again, you leave me no choice but to ask you to....(complete additional work/ breaktime DT) Do you remember when (refer to previous good behaviour)? That is what I expect of you. Think carefully. I know you can make good choices. Thank you for listening. e.g. 'I have noticed you are not ready to do your work. You are breaking the school rule by not being ready. You have chosen to catch up your work at breaktime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need you to do today. Thank you for listening.'</p> |
| <p>3. CONSEQUENCE</p> <p>SPACE TO COOL OFF> IN ANOTHER CLASS> SOMEWHERE ELSE</p> <ul style="list-style-type: none"> • Pupil sent to designated area of the classroom • 5-10 minutes sitting alone to reflect/calm without causing further disturbance • Pupil to complete an appropriate task depending on the situation e.g reflection task • If behaviour improves allow to return to class or if child refuses, move to another class <p>OR</p> <ul style="list-style-type: none"> • Child escorted to designated colleague • Remainder of lesson working alone • Possible sanction • Teacher must provide work to be completed • Record made in SIMS/ behaviour point • Adult will not describe the child's behaviour to another adult in front of the child. <p>OR</p> <ul style="list-style-type: none"> • Child escorted to HOY/SLT • Remainder of lesson working alone • Possible sanction • Teacher must provide work to be completed • Record made in SIMS/ behaviour point • Adult will not describe the child's behaviour to another adult in front of the child. <p>For regular occurrences:</p> <ul style="list-style-type: none"> • Follow steps of behaviour referral • Parents to be informed of withdrawal |
| <p>FOLLOW UP, REPAIR AND RESTORE</p> <p>Use the restorative questions to follow up the incident, repair relationships and enable the pupil to learn what to do next time:</p> <ul style="list-style-type: none"> • What happened? • What were you feeling at the time? • How did this make others in the classroom feel? • What should you do to put things right? • How can we do things differently in the future? |

APPENDIX 2: Stages of Behaviour Referral

| Negative Behaviour | Level 1 | Guidelines for Consequences |
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| Low Level Disruption <ul style="list-style-type: none"> • Distracted from Learning • Swinging on seats • Passing notes • Low level arguments • Chewing gum • Littering • Lack of work/no homework • Lack of learning materials/Misuse of equipment • Not following teacher instruction | Dealt with by Classroom Teacher | Reference appropriate expectation for learning <ul style="list-style-type: none"> • Warning • Moving Pupil • Additional Work Teacher should discuss behaviour with pupil |
| Negative Behaviour | Level 2 | Guidelines for Consequences |
| Persistent Low-Level Disruption <ul style="list-style-type: none"> • Continuation of above into future lessons having given pupil the opportunity to address their behaviour. • Overt rudeness/arguing/answering back, refusing to move seat when asked | Dealt with by Classroom Teacher | Reference <ul style="list-style-type: none"> • Use of restorative questions • Additional work • Departmental/subject detention • Log in SIMS – 1 POINT |
| Negative Behaviour | Level 2 | Guidelines for Consequences |
| Mid-Level Disruption in Class <ul style="list-style-type: none"> • Repeated failure to respond to 2nd Stage action • Has ignored subject teacher • Persistent disruption of others learning refusal to co-operate | HOD Intervention/ Form Teacher referral | Reference appropriate expectation for learning <ul style="list-style-type: none"> • Referral completed via email by classroom teacher at this stage detailing the incident. This should be recorded in SIM-Initiatives • HOD meets with student • Withdrawal from class for short-term by HOD • Track behaviour across curriculum by Form Teacher • Wednesday afternoon DT Parent Interview |
| Negative Behaviour | Level 3 | Guidelines for Consequences |
| High Level Disruption <ul style="list-style-type: none"> • Repeated failure to respond to 2nd and 3rd stage action | HOY Intervention | Reference appropriate expectation for learning |

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| <ul style="list-style-type: none"> • Behaviour outside class • Behaviour across a number of subjects | | <ul style="list-style-type: none"> • Use information gathered by Form Teacher • Daily Report • Restorative process • Use of nurture room/structured supervision • Referral to SENCO for IEP assessment • Use of external Agencies for support • Referral to VP • Monitor improvement • Communication with home at all stages <p>All communication recorded on SIMS Initiatives</p> |
| Negative Behaviour | Level 4 | Guidelines for Consequence's |
| <p>High Level Disruption</p> <ul style="list-style-type: none"> • Behavioural issue with student in a number of subjects or during unstructured times • Serious incident: bullying, fighting, someone may be harmed • Serious verbal or physical aggression | <p>Vice-Principal</p> | <p>Reference appropriate expectation for learning</p> <ul style="list-style-type: none"> • Parental Interview • Supervision during unstructured times • Temporary exclusion from class • Restorative process • Friday afternoon DT • Link with external agencies • Link with SENCO/Risk assessment if required • Behaviour contract <p>All communication recorded on SIMS Initiatives</p> |
| Negative Behaviour | Level 5 | Guidelines for Consequences |
| <p>Serious Incident from outset Stages 1 – 4 bypassed</p> | <p>Vice Principal Principal</p> | <ul style="list-style-type: none"> • Pre and Posts Suspension meeting with Parent/Guardian • Suspension • Referral to external agencies |

STAGES OF BEHAVIOUR REFERRAL: Sanctions and Rewards

| SANCTIONS | REWARDS |
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| <p>Breaktime Detention</p> <ul style="list-style-type: none"> -uniform issues -poor punctuality -lack of equipment -inappropriate corridor behaviour | <p>Daily Rewards</p> <ul style="list-style-type: none"> Use of house/achievement points Postcards/notes Phonecalls home House System Rewards Department Rewards |
| <p>After School Detention (Wednesday)</p> <ul style="list-style-type: none"> - 5 behaviour points (HoY to place) - Missing 3 breaktime detentions (Form Teacher to place) - Academic issues (HoD to place) - Out of Bounds - Bullying Behaviour | <p>Termly Rewards</p> <ul style="list-style-type: none"> Head of Year rewards (Tiered) |
| <p>After School Detention (Friday until 4pm)</p> | <p>End of Year</p> <ul style="list-style-type: none"> Head of Year rewards (Tiered) |
| <p>Principal's Detention</p> <ul style="list-style-type: none"> -Persistent behaviour or academic issues following Wednesday detention and report. - Vaping x2 weeks - Inappropriate language to a staff member x2 weeks | |
| <p>Report</p> <p>Form Teacher Report: 2 targets. 3 missed targets = Head of Year Report</p> <ul style="list-style-type: none"> - Missed Homeworks - Persistent Low Level behaviour issues | |
| <p>Head of Year Report: 3 missed targets = Wednesday Detention</p> | |

- Missed targets for Form Teacher
- No improvement following Form Teacher report
- Targeted Advice Level PPBST

Vice Principal Report: 3 missed targets = Friday Detention

- PPBST Team Pupil Intervention
- No improvement following HoY Teacher Report

MLT Supported learning (withdrawal)

- Persistent disruption of T&L
- Repeated failure to follow instruction
- As a response to bullying behaviour

SLT Supported learning (withdrawal)

- Persistent disruption of T&L
- Repeated failure to follow instruction
- As a response to bullying behaviour
- Failure to respond to MLT interventions

Suspension

At the Principal's discretion in response to school policy

