Clounagh Junior High School

BEHAVIOUR MANAGEMENT POLICY

Reviewed: May 2023

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1. <u>INTRODUCTION</u>

1.1 The Health and Safety at Work (N.I.) Order 1978 places a statutory duty of care on every employer to provide a safe place of work for their employees and a safe system of work for all users of that workplace. The main implication of this order for employers in the education sector is the creation of a safe working environment for pupils and any individual working in or visiting a school.

1.2 Boards of Governors and Principal, as part of their pastoral care responsibilities, also have a common law duty of care towards their pupils. They also have a statutory responsibility under the Education (N.I.) Order 1998, article 3, for discipline and good behaviour in their school. In addition, article 6 of the same order places specific responsibilities on Education and Library Boards in relation to pupils with behavioural difficulties.

1.3 The establishment of an effective behaviour policy is not only a legal duty upon Boards of Governors and school Principals and the cornerstone of pastoral care work, but is also fundamental to successful work in the classroom. A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. In Clounagh, it is our belief that such an ethos should underpin our behaviour management policy and is best promoted through focusing on the creation and maintenance of good relationships between all groups who make up the school community, particularly between pupils and all staff members teaching and nonteaching as well as between school and parents and the community it serves.

1.4 It is the intention of all Clounagh staff to achieve a positive school ethos by promoting collectively an atmosphere of care and respect within the formal and informal life of the school community. It must be accepted however, that the circumstances in which our school operates will also affect the creation of a positive climate within it. If the impact of external influences is to be minimised, then parents, the home environment and the immediate community all have an important contribution to make in helping develop acceptable behaviour in our young people.

1.5 In presenting this policy we are aware that its success depends upon:

- an understanding by pupils that they abide by our school rules, and that we expect a high standard of work and behaviour at all times;

- co-operation with and reinforcement of our expectations, strategies employed and procedures by parents;

- the support of all members of staff who, on a day to day basis within the school, have direct responsibility for implementing practices and decisions.

2. WHOLE SCHOOL CONTEXT

2.1 It is fundamental to the success of our school discipline policy that it supports and complements the core purpose, aims, mission and ethos of Clounagh J.H.S.

Our Core Purpose:
"EMPOWERING PUPILS FOR A WORLD OF CHANGE"

Our Aims:
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.

Our Mission:
We will provide our pupils with:-
• A balanced curriculum which is always appropriate, relevant and responsive to every pupil's needs.
• An inclusive and nurturing culture which promotes the personal, social and moral development of all pupils.
• A safe, secure and stimulating environment which is conducive to learning.
• An ethos of support, challenge and encouragement providing opportunities for all pupils to succeed.
• An active and supportive partnership with the local community.
• Effective and stimulating teaching supported by a wide range of learning resources.
• Opportunities for participation in activities for the enrichment of the whole person.

THE ETHOS OF THE SCHOOL
Clounagh Junior High School is a school with a Christian ethos. At the heart of this school lies effective pastoral provision actively promoting a safe, secure and welcoming atmosphere for all by developing mutual care and respect within the school family regardless of background, religion, culture or gender. The school strives to be a vibrant and challenging community which through innovative learning and teaching seeks to meet the physical, intellectual, social, emotional and spiritual needs of every pupil. Pupils are encouraged to manage their own learning and to make informed responses and decisions using the transferable skills they have acquired. Self-discipline and self-reflection are actively promoted and increased responsibility, as appropriate, is devolved to pupils together with the opportunity for them to participate in school decision making. The school seeks to develop an effective home school partnership with parents. This is nurtured through an open door policy.

2.2 Positive behaviour and good order in school should be a collective concern. It is the duty of each teacher to accept a share of responsibility for discipline throughout the school and to adopt a consistent approach so that pupils know what is expected of them at all times in punctuality, attendance, respect for teachers, other pupils and property, attitudes to work, personal appearance and good manners. We wish our students to enjoy an education free from interference, intimidation or indifference. To this end school leadership will provide guidance for positive school routines to enhance the physical, psychological, social and cognitive safety of our young people.

2.3 The long term aim of our school's behaviour management policy is to bring about a situation in which our pupils will develop self-discipline, will voluntarily behave in an acceptable manner and will exercise a positive peer pressure on each other, thereby creating a climate in which teachers can teach and pupils can learn effectively.

2.4   Staff in Clounagh aim to create a climate within the school that will;
- Promote learning for all pupils;
- Make it easier for teaching and non-teaching staff to work effectively;
- Enhance the pupils' self-esteem and foster self-respect and respect for others;
- Encourage the pupils to develop independence by accepting the need for self-discipline and self-control and to take responsibility for their own behaviour;
- Ensure that pupils are treated fairly and with respect;
- Demonstrate understanding of trauma and its impact on behaviour;
- Enable students to regulate emotions and responses;
- Develop the pupils' interpersonal skills and their ability to work cooperatively with others to resolve problems and potential or actual conflict in a non-violent way;
- Have the endorsement and active support of parents;
- Have the endorsement and active support of the overall community;
- Acknowledge and reward good behaviour.

2.5   Sims.net Behaviour Management Module
- Staff will gather and share information using SIMS.net.
- This data is held with the highest levels of confidentiality and will be shared with Governors, parents, staff and external support agencies to help identify emerging patterns of behaviour.
- This approach will help in allowing strategies of behaviour management interventions to be initiated and monitored.

3.   PATTERNS OF BEHAVIOUR

3.1   It is likely that the behaviour patterns of pupils in Clounagh will fall into the following categories:

- **The majority** of pupils who, for the most part, behave responsibly and respect to the rules and values of the school. In Clounagh this behaviour will be routinely recognised and praised at classroom and whole school level;

- **Some pupils** who are occasionally disruptive, but respond positively to staff intervention which may include the application of Stage 1 / Stage2 of the SEN Code of Practice; where the occasionally disruptive behaviours become repetitive such pupils will be added to the school's SEN Register and an IEP with appropriate targets drawn-up and reasonable adjustments made (Reference Good Practice Guidelines in SEN folder within staff resources). These students may benefit from the internal support of staff mentors.

- **A small number of pupils** who have needs which require a range of interventions at Stage 3 of the SEN Code of Practice, including additional resources, external agency support and short-term placement in an external referral unit;

- **A very small number of pupils** who may have long term special educational needs for emotional and behavioural problems. These pupils may require placement in a special education unit or in an educational setting outside school (EOTAS).

4. GOOD BEHAVIOUR MANAGEMENT PRACTICES AND THE INDIVIDUAL TEACHER

4.1 Most misdemeanours in school can normally be dealt with by the nearest teacher at the time of their occurrence without resort to sanctions. Ensuring that rules are effective often requires little more than quiet intervention on the part of the teacher. Evident fairness and consistency here will generally prevent minor matters from escalating into major confrontations and will do much to establish and maintain good relations between teacher and pupil. Staff are encouraged to be warm and assertive rather than authoritarian in approach. All members of staff should be concerned to promote the positive rather than the punitive side of school behaviour management where this is possible.

4.2 Clounagh Junior High School's policy on behaviour management depends upon the corporate and professional co-operation of all members of staff in fulfilling their individual responsibilities to pupils in particular and to the school community in general. Good order and high standards of conduct among pupils rests primarily on the professional control and discipline of the individual member of staff in his/her classroom.

4.3 To this end we recommend the ethos expounded in the Department of Education's booklet, "Pastoral Care in Schools, Promoting Positive behaviour." This reinforces the importance of
(i) Classroom Management,

(ii) Planning and Preparation,
(iii) Teaching Approaches
(iv) Routines to promote positive behaviour.
Knowledge of "Putting Care into Education" should also be reflected in the approach that staff take in nurturing young people and supporting them when managing feelings which are overwhelming.

(i) Classroom Management
"The ethos, or the distinctive character and atmosphere of a school, reflects the extent to which the school, under the Principal's leadership, promotes the all-round development of its pupils within a caring community". DENI 2001.

Teachers in Clounagh will help to create a positive, caring ethos within the classroom by:
- arriving punctually to lessons;
- receiving the pupils in a friendly, welcoming manner;
- addressing the pupils by their first name;
- ensuring that learning takes place in a secure, attractive environment;
- providing opportunities for all pupils to have the degree of challenge and support which will help them to learn, and to experience success;
- providing regular feedback to the pupil, as a class and individually;
- giving praise and encouragement as appropriate;
- allow pupils to co-operate with one another on shared tasks;
- encourage pupils to exercise choice, act responsibly and show initiative;
- welcome and respect the suggestions and opinions of the pupils.

(ii) Planning and Preparation
"Planning can be considered effective when there are clear and realistic objectives for teaching and learning within a broad and balanced programme". DENI 2001

Teachers in Clounagh will further help to ensure that their planning is effective by:
- taking into account the time, accommodation and resources available;
- arranging the classroom environment, including layout, to minimise the possibility of common behaviour problems occurring;
- using a range of teaching strategies and tasks appropriate to the pupils' differing abilities;
- devising activities which will challenge the pupils, and importantly, enable all routinely to experience a measure of success;
- ensuring continuity and progression in the pupils' experiences;
- using prior achievement and the outcomes of assessment to influence the nature and level of the tasks.

(iii) Teaching Approaches
"Teaching can be considered effective when it incorporates methods which accord with the situation and the time available, and which meet the needs of the pupils." DENI 2001.

Teachers in Clounagh will further help to ensure that their teaching is effective by:
- having realistically high expectations informed by knowledge of the pupils;
- calling the class to order without fuss and starting the lesson on time;
- providing clear learning intentions and share success criteria;
- giving clear instructions and making sure that they are understood by all;
- matching tasks to the range of needs and abilities of the pupils;

- pacing the lesson, so that the work is covered and best use is made of the time;
- encourage pupils to remain on task either individually, in pairs or in groups;
- using a suitable range of questions to challenge all the pupils and to provoke thoughtful responses;
- asking questions in a way which probes pupils' understanding in order to inform the next steps in teaching and learning, while discouraging a whole-class response;
- giving positive feedback on achievements and behaviour;

(iv) Routines to Promote Positive Behaviour

"Well established and clearly understood routines, which the pupils associate with a particular member of staff or subject, provide them with a secure, orderly and familiar framework within which to work. These routines help to avoid uncertainty, confusion and inappropriate behaviour. While classroom routines are important for everyone, all staff should understand they are of particular importance for, and should always be adhered to, by any pupil in the class who has autistic spectrum disorder, including Asperger's Syndrome." (DENI 2001).

Teachers in Clounagh will make every reasonable effort to establish and maintain the following routines:

- a system which enables the teacher to get to know and remember the pupils' first names;
- a procedure for lining up outside the classroom, entering, moving about and leaving in an orderly manner;
- a familiar arrangement of furniture, materials and equipment, which enables the pupils to move about the classroom and access resources without disturbance.
- a policy for setting out written work, which encourages neatness and care; a consistent and school wide standard in the marking of written work, to help pupils understand their mistakes and be able to correct them, using clearly established procedures;
- a means of ensuring that materials and equipment distributed to the pupils at the start of the lesson are returned at the end, in the same good condition as they were issued.
- Listen to the voice of the pupil as relayed through our School Council.

Videos have been supplied to aid teachers in the explicit teaching of routines to support approaches to positive behaviour.

5.   REFERRAL AND SUPPORT

5.1   When problems arise which cannot be resolved by individual teachers the school will provide support structures. While the extent of involvement of personnel from these structures depends upon the nature and seriousness of the problems or offences which occur, it is an important principle of our disciplinary practice that Senior members of staff through to the Principal offer genuine and continuing support to classroom teachers. This will involve not only assistance in dealing with particularly difficult situations in the classroom or corridor or playground, but also in valuing members of staff as individuals for the contribution they make to the education and well-being of pupils, in listening to their opinions and responding where possible to their suggestions and constructive criticisms, and in keeping them informed about what is going on.

5.2   It is most important that members of staff use systems of referral and support correctly and realistically. It should be noted that the sanctions available to Senior staff are not much greater than those available to other teachers. The authority of their position does carry some weight, however, but this can be easily eroded if the system is abused. Similarly the authority and position of the classroom teacher loses a lot when pupils are constantly being referred to others. While Heads of Departments, Year Heads and Senior members of staff will make every effort to support teachers and ensure that their authority is not undermined, they must also be fair to pupils and not run the risk of losing the respect of pupils and parents by endorsing an obviously excessive or unjust sanction.   When an issue has been referred, the Form Teacher/Year Head/Vice-Principal will deal with the matter as they see fit.

5.3   **IT IS ALSO VERY IMPORTANT THAT:-**
- pupils move from one referral to another only after all possibilities within the last area have been exhausted.
- a full record of all offences and sanctions given to a particular pupil are recorded in SIMS.net.
- in the vast majority of cases all offending pupils follow the referral route in stages, but that certain breaches of discipline would by-pass a number of referral areas.

5.4   In the event of a serious breach of discipline the Principal will reserve the right to suspend or expel a pupil from the school.

6.   BEHAVIOUR MANAGEMENT PROCEDURES IN CLOUNAGH J.H.S.

The following is a diagram of the Systematic Behaviour Procedures employed in Clounagh J.H.S. It includes a list of Strategies, which is not exhaustive, that staff in Clounagh J.H.S. may use.
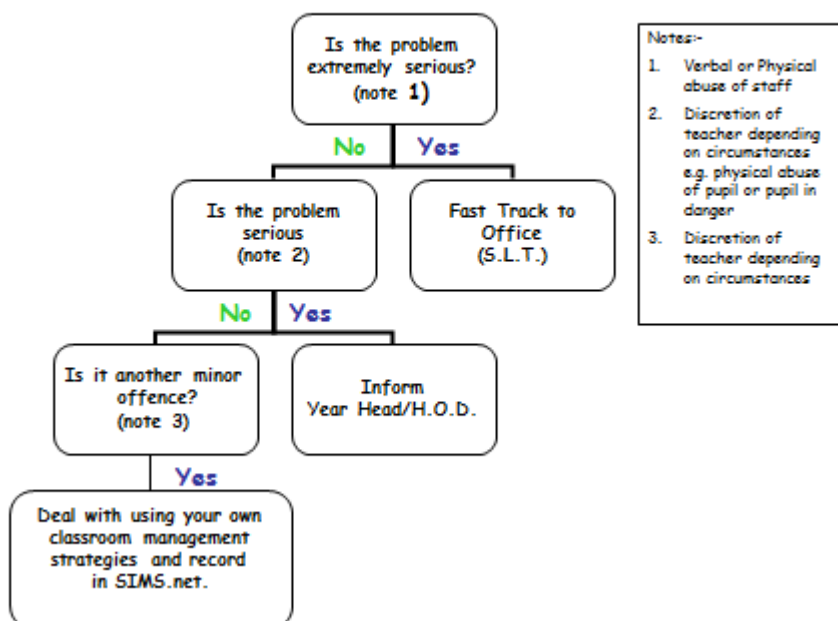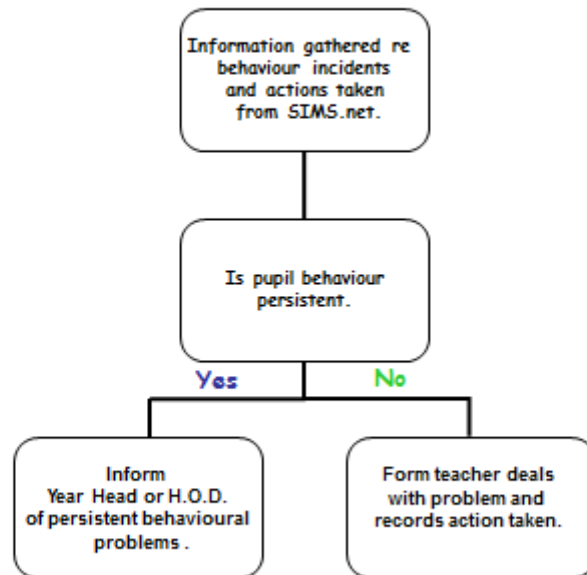
BEHAVIOUR MANAGEMENT PROCEDURES

LEVELS:
1. **CLASSROOM TEACHER/DUTY TEACHER**
2. **FORM TEACHER**
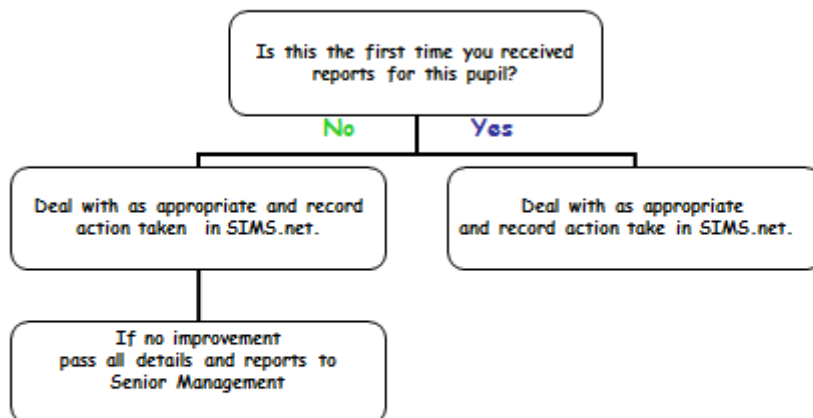3. **YEAR HEAD/H.O.D.**
4. **VICE PRINCIPAL**
5. **PRINCIPAL**

Classroom Teacher/Duty Teacher

Is the problem extremely serious? (note 1)

No → Is the problem serious (note 2)

Yes → Fast Track to Office (S.L.T.)

No → Is it another minor offence? (note 3)

Yes → Inform Year Head/H.O.D.

Yes → Deal with using your own classroom management strategies and record in SIMS.net.

Notes:-
1. Verbal or Physical abuse of staff
2. Discretion of teacher depending on circumstances e.g. physical abuse of pupil or pupil in danger
3. Discretion of teacher depending on circumstances

Form Teacher

Information gathered re behaviour incidents and actions taken from SIMS.net.

Is pupil behaviour persistent.

Yes

No

Inform Year Head or H.O.D. of persistent behavioural problems .

Form teacher deals with problem and records action taken.

Year Head/H.O.D.

Is this the first time you received reports for this pupil?

No

Yes

Deal with as appropriate and record action taken in SIMS.net.

Deal with as appropriate and record action take in SIMS.net.

If no improvement pass all details and reports to Senior Management

STRATEGIES

Verbal Reprimand

Extra Work Set

Seating Arrangements

Subject Specific Report (targets)

Break Detention

Loss of Privileges

Referral to Form Teacher

Referral to Year Head

Referral to H.O.D.

Daily Report

School Detention(Wed 2-45pm to 3-45pm)

Referral to Vice Principal

Parental Contact/Interview

Behaviour Unit

S.L.T. Detention (Friday 2-45pm to 3-45pm)

Alternative Timetable

Additional Internal Support

Suspension

Expulsion

LICENCE SYSTEM

LOSS OF LICENCE:

1. TOTAL POINTS ACCUMULATED IN SIMS.net OF **15** OR MORE.
2. **TWO** SCHOOL DETENTIONS.
3. **ONE** S.L.T. FRIDAY AFTERNOON DETENTION.
4. **SUSPENSION** FROM SCHOOL

7. Behaviour Policy 2020 Covid-19 Addendum

At Clounagh Junior High School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff.

7.1 Arrivals, departures and moving around the school.

7.2 Handwashing and Hygiene.

7.3 Social Distancing.

7.4 Rewards.

7.5 Behaviour in school.

7.6 Pupils with Special Education Needs.

7.7 Pupils working from home.

GUIDANCE FOR STAFF: STAGES OF BEHAVIOUR REFERRAL

Negative Behaviour	Level 1	Guidelines for Consequences
Low Level Disruption • 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** • Warning • Moving Pupil • Additional Work **Teacher should discuss behaviour with pupil**
Negative Behaviour	**Level 2**	**Guidelines for Consequences**
Persistent Low-Level Disruption • 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** • 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 • 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** • Referral completed via email by classroom teacher at this stage detailing the incident. This should by 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 • Repeated failure to respond to 2nd and 3rd stage action • Behaviour outside class • Behaviour across a number of subjects	**HOY Intervention**	**Reference appropriate expectation for learning** • 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 **All communication recorded on SIMS Initiatives**
Negative Behaviour	**Level 4**	**Guidelines for Consequence's**
High Level Disruption • 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	**Vice-Principal**	**Reference appropriate expectation for learning** • 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 **All communication recorded on SIMS Initiatives**
Negative Behaviour	**Level 5**	**Guidelines for Consequences**
Serious Incident from outset **Stages 1 – 4 bypassed**	**Vice Principal Principal**	• Pre and Posts Suspension meeting with Parent/Guardian • Suspension • Referral to external agencies

SUPPORTING THE LEARNING OF YOUNG PEOPLE IN CLOUNAGH JUNIOR HIGH SCHOOL

Important that classroom teachers have autonomy of their own classrooms in line with the school approach to behaviour management. **All staff should reinforce the messages of respect (for self and others) and responsibility for their own learning.**

BREAKTIME DETENTION held in the library

- Latecomers (automatic and on same day). Names should be given to office staff immediately after duty. The school day begins at 8.20, anyone arriving after this is LATE. Late arrival will also be recorded on SIMS
- Uniform infringements. Form Teachers should email names to the office staff
- Not appropriately equipped for Learning. Form Teachers or Period 1 teachers should email names to office staff

Negative behaviour points should not be awarded if the pupil is sent to detention. A point will be added if the pupil does not attend, following discussion with the teacher.

CUMULATION OF POINTS:

5 points: Wednesday afternoon detention

10 points: Friday afternoon detention

Pupils can also be placed in afternoon detentions for a range of other issues. Students should be placed in detention following conversation with Heads of Year and Communication with home.

USE OF SIMS

Record **Achievement points** for: Positive attitude towards others, helpfulness, academic success, full attendance each month, contributions to class etc. View the list in SIMS behaviour management module.

Record **Behaviour points** for

Persistent Low-Level Disruption

Significant behaviour indigents, please see 'Stages of Behaviour Referral' table.