

## **BEHAVIOUR MANAGEMENT POLICY**

### **The Principles**

1. The Board of Governors believes that the maintenance of high standards of discipline and behaviour in all aspects of College life is necessary for effective learning and teaching and for the development of our students in the broadest sense. Our aim is to create a positive, caring environment in which individual self-discipline can develop and to create a community with shared values and a sense of collective responsibility.

We seek to achieve this by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to involve them in the implementation of the school's policy and associated procedures.

The positive side of the College is not measured through examination success alone but through achievements in all areas of school life. Each student is encouraged to fulfil his/her intellectual, spiritual, physical, social and emotional potential, and students are respected, valued and involved. Success in developing a positive ethos reduces the need for discipline in the punitive sense and contributes to the fulfilment of the aims outlined above.

### **Roles and responsibilities**

2. The Board of Governors will establish, in consultation with the Principal, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the explanations are clear. The Governors will support the school in maintaining high standards of behaviour.
3. The Principal will be responsible for the implementation and day to day management of the policy and procedures. The Vice Principal in charge of Behaviour Management will take responsibility for the day to day management of behavioural issues. The VP will become involved primarily with issues that are referred to him by Pastoral Year Heads which go beyond the sanctions available to them or matters which arise that are of a very serious nature.
4. Teaching staff will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment and teaching good behaviour. Teachers should act professionally at all times, be approachable and demand and maintain high standards.

5. The Board of Governors, Principal and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
6. Parents and carers have the right to be listened to and to know that their children will be safe, secure and properly taught. In return they are expected to take responsibility for the behaviour of their child both inside and outside the College, to send their child to school punctually and adequately prepared, to monitor their child's progress, to offer relevant information, to meet with staff when necessary and be familiar with, and support, school policies. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
7. Students have the right to be taught effectively in a proper environment and to have access to a well-balanced and appropriate curriculum. In return they are expected to take responsibility for their own behaviour, to be co-operative, punctual and well-mannered, to respect others, to contribute positively to school life and to work to the best of their ability. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They will be made aware of the school policy, procedures and expectations through this policy and the Code of Conduct.

### **Procedures**

8. The procedures arising from this policy will be developed by the Principal in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students, parents and carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

### **Rewards**

9. A school ethos of encouragement and an emphasis on praise, both formal and informal, to individuals and groups are central to the promotion of good behaviour. This has a motivational role in helping students realise that good behaviour is valued.

### **Sanctions**

10. Sanctions are needed to respond to inappropriate behaviour.
11. A range of sanctions is clearly defined later and in the Code of Conduct. At all times it will be made clear to students why they are being punished, that a record is being kept of their conduct and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### **Training**

12. The Board of Governors will ensure, where possible, that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy.

### **Interrelationship with other school policies**

13. In order for the behaviour policy to be effective, a clear relationship with other relevant school policies will be established.

### **Involvement of outside agencies**

14. The school works positively with outside agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available including SELB, HSS and school counselling services.

### **Review**

15. The Principal, in consultation with the staff, will undertake the systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the Board of Governors informed.
16. The Board of Governors will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff, parents and carers.
17. The outcome of the review will be communicated to all those involved, as appropriate.

## **BEHAVIOUR MANAGEMENT – Code of Conduct**

Behaviour management is operated at all times in conjunction with the College's Pastoral Care Policy which is well established, successful and also under constant review. We seek to achieve an integrated approach to the promotion of the student's personal, social and academic development. To this end, the school will operate measures to encourage students to take responsibility for their own behaviour and to help them recognise the consequences of inappropriate behaviour.

## **ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR**

The College will communicate the standards of acceptable and unacceptable behaviour to students and parents/carers through the College's Code of Conduct, prospectus, website, assemblies, notice boards, newsletters and letters. It will also communicate these standards and the associated procedures to staff through the staff handbook and staff development.

The College defines acceptable behaviour as that which promotes courtesy, cooperation and consideration from all students in terms of their relationships with other students, teachers, and other school staff and with visitors and other persons within or outside the school premises.

The school will promote good and improved behaviour by students through a system of recognition and reward. This will include the use of:

- praise and positive feedback;
- commendations and rewards;
- letters to parents/carers;
- extension of school privileges.

The school will undertake reviews of the educational needs of students considered at risk of disaffection and provide appropriate support measures including:

- learner support;
- individual education planning;
- study support.

Details of reviews undertaken will be included in each student's file.

## SANCTIONS

Most student misdemeanours are of a trivial nature. There will be occasions, however, when more serious breaches of good order will occur and some students will seek to contravene school rules and accepted patterns of behaviour. Consequently it is necessary to have a set of sanctions for dealing with such offences, clearly understood and agreed by staff, students, parents/carers and governors. On all occasions, staff should try to emphasise the positive rather than the punitive side of discipline and the use of sanctions will be restrained and consistent. At each stage it will be made clear to the student why he/she is being punished and that a record is being kept of their conduct. The school will implement a range of strategies including:

- talking individually with the student;
- verbal reprimand;
- referring matters to the Class Teacher, Registration Teacher, Head of Department, Pastoral Year Head, SENCO, Vice Principal and Principal (as appropriate);
- detention – departmental – usually during lunchtimes; issued for subject related matters;  
Tuesday – 1:20-1:50pm issued by PYHs for uniform and some behaviour issues;  
Friday – 3:45 – 5:00pm issued by VP in charge of behaviour management for more serious behaviour issues;
- withdrawal of school privileges;
- letters to parents/carers;
- referral to external agencies;
- suspension – issued at the discretion of the Principal in accordance with SELB scheme;
- expulsion.

A school's right to impose detention is set out in Article 5 of the Education (NI) Order 1998. This article provides quite specifically that a detention will not be illegal by virtue of the absence of parental consent to it. The detention must be reasonable in all circumstances and the student's parent/carer must be given at least 24 hours notice in writing that the detention is due to take place. In the event of failure on the part of a student to observe the detention, the Principal may impose a suspension. This suspension would be in substitution for the detention and, once served, the detention will not thereafter be on record. It will be replaced on the student's record by the suspension.

If there is an exceptional breach of discipline, the Principal may suspend a student, pending discussion by the Board of Governors. In all cases concerning suspension and expulsion, the parent/carers and the Board of Governors must be informed. The Principal must also immediately inform, in writing, the Chief Executive of the SELB.

Sanctions imposed will reflect both the gravity of any incident and previous violations of the Code of Conduct. The College will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination legislation.

## **DRUGS**

The school condemns and prohibits the possession, use of and dealing in drugs and drug-related substances. Such activities will be subject to disciplinary procedures which may extend to temporary or permanent exclusion. It must also be stressed that under current legislation, the school may, in certain circumstances, be obliged to involve the police.

## **STAFF TRAINING**

The College undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including provision for the training and development of all staff on behaviour management through induction training for all new staff, whole school INSET and specific planned/tailored training.

## **CURRICULUM**

The College's curriculum will provide opportunities for students to recognise, understand, discuss and develop positive patterns of behaviour.

## **STUDENT INVOLVEMENT**

The College encourages students to take responsibility for their own learning and behaviour and for developing a positive behaviour culture through such measures as peer mediation, involvement and strategies for self-discipline. It also provides opportunities for students' positive involvement in the life of the school and community.

## **PARENT/CARER INVOLVEMENT**

The College ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs. It also provides opportunities to encourage parental/carer involvement and support for the behaviour policy.

## **COMMUNITY INVOLVEMENT**

The College liaises with a range of bodies as appropriate, including the SELB, health and social services, police, voluntary sector and religious bodies. The school evaluates its policy against key improvement objectives which include

(i) individual measures:

- improvement of individual behaviour;
- academic progress;

(ii) class/department/whole school measures:

- general behaviour patterns;
- balance in the use of rewards and sanctions;
- staff support and training needs;
- curriculum access and academic progress;
- equal opportunities;
- trends over time;
- effectiveness of the policy in encouraging positive behaviours.

## **TRAINING AND PROFESSIONAL DEVELOPMENT**

All teaching staff will be made aware of policy documents and be kept up to date through INSET.

## **MONITORING AND EVALUATION**

The College monitors behaviour incidents in order to identify issues and trends and makes effective use of ICT facilities through the SIMS system to support the implementation of its procedures. Staff receive individual and collective feedback as appropriate on behaviour management issues, trends and the outcome of referrals. Appropriate levels of confidentiality are observed within all monitoring and reporting arrangements.

The College will report to parents/carers and governors, as appropriate, details of the implementation of the behaviour management programme.

This policy will be reviewed every 2 years. Monitoring will be conducted by SMT and staff on an ongoing basis.

## Behaviour Management – referral flowchart

