



Positive Behaviour Policy

This policy has been amended in line with The Northern Ireland Re-Opening Schools Guidance, Department of Education 19 June 2020.

Rationale

Positive behaviour is essential for the effective realisation of the school's aims and objectives. The establishment of good standards of behaviour is a whole-school responsibility of all staff and pupils together with parents.

Mission Statement

The School's Mission Statement is: Learning; Caring; Preparing for Life.
It is reflected in the school's Positive Behaviour Policy.

Principles

The school values every pupil as a member of its community and will endeavour to ensure that all members of the community feel safe at all times. The school:

- will establish clear, consistent and fair guidelines for the implementation of its Positive Behaviour Policy. Appropriate behaviour by pupils will be supported and positively reinforced. Staff will be made aware of the limitations of their authority;
- expects pupils and parents to co-operate with the implementation of the Positive Behaviour Policy;
- expects pupils to respect the property and person of other members of the school community. Firm action will be taken against pupils and parents who denigrate or harass members of the school staff;
- will provide support for staff and offer guidance and advice in all areas of behaviour. Staff should refer serious breaches of this policy to members of the Senior Leadership Team.

The excellent relationships which exist between teachers and pupils, both in and out of the classroom, are conducive to learning and to the social and personal development of pupils, giving them a growing sense of responsibility to self, to the school and to society. Good communication between parents and the school greatly assists the maintenance of this well-ordered atmosphere.

Whilst the standards of behaviour and attitudes to study of the vast majority of pupils are invariably good, there are occasions when there is evidence of negative behaviour or school work is unsatisfactory. Well-defined procedures for dealing with such behavioural and academic concerns are made known to both pupils and parents. These procedures focus on discouraging the breaking of agreed standards of behaviour and on dealing with the causes and effects of problems when they do occur.

School policy in this area has been established by the Board of Governors within the guidelines set by the Education Authority.



Positive Behaviour

The Personal Development programme, part of Learning for Life and Work, has a key role to play in setting out and promoting agreed standards of behaviour both in school and wider society. All members of staff have responsibility for the promotion of positive behaviour. This is reinforced by the School's rewards system which aims to reward positive, as well as improving, behaviour.

Positive affirmation

The rewards system includes:

1. Positive affirmation by all teachers in the classroom and in extra curricular activities, including positive reinforcement and encouragement, the regular display of work and marking for improvement;
2. Positive and encouraging comments in reports;
3. Awards and prizes distributed on Prize Day and on other special occasions;
4. Congratulations in Assembly, daily notices and items posted on school social media platforms and the school website as well as articles in the *Roesian*, the school magazine;
5. A rewards system in Years 8 to 14 which encourages positive achievement recorded on SIMs. Classes and individuals in each year group are identified and acknowledged with rewards throughout the year on a weekly/monthly basis and at the end of the year as appropriate;
6. Certificates/rewards for uniform, courtesy and good manners and improving behaviour as appropriate as part of the rewards system;
7. Monthly good attendance notices and rewards;
8. Attendance Certificates distributed annually to pupils with full percentage attendance
9. Election of Prefects (Year 14) and members of the School Council; and appointment of Junior Prefects (Year 13), Monitors and Librarians;
10. An Honours and colours system;
11. Periodic discussion of all the above at the School Council;
12. Intervention and support programmes;
13. Wellbeing support and use of wellbeing spaces in school.

Positive Behaviour is achieved when pupils:

- Abide by the school rules, ethos and engage as part of the school community;
- Show respect for the ideas, views and property of others;
- Engage in all classroom and extra-curricular activities with enthusiasm, respect and tolerance;
- Wear the school uniform tidily and in line with uniform regulations;
- Promote a positive image of self and the school in the community.

All members of staff have responsibility for applying appropriate sanctions when necessary.

Negative behaviour

This includes:

- Bullying: physical and emotional, including the misuse of the internet and mobile phones;
- The use of profane or unacceptable language to fellow pupils or staff;
- The persistent failure to engage in classroom activities;
- Showing a lack of respect for staff and fellow pupils by shouting out in class, failing to pay attention, distracting other pupils or disrupting their learning;



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- Interfering with school or other people's property;
- Failing to abide by agreed school rules and regulations;
- Horseplay in corridors and in play areas;
- Inappropriate physical contact;

Dealing with Negative Behaviour

Limavady Grammar School has clear procedures for dealing with unsatisfactory behaviour. In the first instance the responsibility for managing inappropriate behaviour lies with the Classroom Teacher and the teacher/supervisor/coach in the corridor, playground or on the sports field. Class Teachers use the **Behaviour Management** module in SIMS to record incidences of unacceptable behaviour and take action as necessary. Form Teachers and tutors review this for their class on a weekly basis and take appropriate follow-up action. Heads of Years, Senior Links and the Vice Principals review this data regularly (see Action Flow Chart).

Minor incidents of unacceptable behaviour can be dealt with effectively:

- By a verbal reprimand; *the quiet word, the apology*;
- By writing a note in a homework diary for the attention of parents/guardians and/or recorded on SIMS;
- By the setting of extra work which can be completed at home or during a supervised period at break or lunchtime for a maximum of twenty minutes. [Pupils have a statutory entitlement to have a lunch break].

Persistent minor incidents should be reported to the **Form Teacher** who may, following consultation with the Head of Year, impose a sanction and contact parents.

Class Teachers may remove a pupil from a classroom to a nearby resource room to promote a positive learning environment in line with guidance in the staff handbook. (See Appendix 1)

Serious incidents

These should be referred to the **Head of Year or Head of Department**, in the case of classroom behaviour.

Issues that should be directed to the Head of Year include:

- Persistent or serious misbehaviour in the classroom/corridors/ play areas/ pitches;
- Persistent failure to wear the uniform correctly;
- Persistent infringement of the school's hair and make up regulations;
- Persistent lack of homework in **more than one** subject, *following Departmental sanctions and support*;
- Persistent breaking of the school mobile phone policy;
- Persistent dropping of litter;
- An accumulation of Behaviour Points on SIMS;
- Minor vandalism;
- Lying;
- Bullying type offences;
- Persistent lateness to registration or class;
- Other incidents deemed serious by Heads of Year or SLT.

The Head of Year's sanctions include:

- Pupil interview;
- Withdrawal of relevant privileges;



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- Use of a monitoring card to target positive behaviour;
- Parental interview;
- Consultation with relevant members of staff about the use of internal support or outside agencies;
- A longer period of break/lunchtime detentions;
- Head of Year's detention held *weekly as required* on Wednesday afternoons from 3.30pm to 4.30pm and supervised on rota by the Heads of Years.
- ***Head of Year's detention takes priority over all school activities.***

The relevant Head of Year will decide whether the pupil merits such detention. The teacher requesting the detention will be responsible for setting or collating work for the pupil. Advance notice of twenty four hours must be given. Ideally, parents should receive a written note of intention explaining the reasons for the detention or a telephone call if deemed more appropriate. Occasionally, the Head of Year may request a parental interview following consultation with the Senior Leadership Team link. A pupil who fails to attend a Head of Year's detention without good reason will be interviewed by the Head of Year. This would be deemed to be a serious breach of school rules. Relevant documents will be held in the pupil's file.

A third referral for Head of Year detention in one year will be deemed to be a 'serious breach' of behaviour.

Very serious breaches of behaviour will be considered by the Head of Year and the Vice Principal as well as the Principal.

They include:

- Rude or unacceptable behaviour;
- The deliberate use of bad language towards any member of the school staff or community;
- Persistent defiance and rudeness;
- Persistently disruptive behaviour in class which inhibits learning;
- Refusal to obey instructions from a member of staff;
- Serious bullying behaviour;
- Theft;
- Fighting;
- Harassment of a pupil or staff member;
- Malicious vandalism;
- Attacking other pupils or their property;
- Behaviour which causes damage to school, staff, or other pupils' property;
- Any breach of the school's Drugs Policy including possession of narcotics, alcohol, tobacco or e-cigarettes/vapes on the school premises, on school trips or in uniform [For definitions, see the School's Drugs Policy];
- Any breach of the e-Safety policy;
- Serious or persistent breaches of the school's mobile phone policy;
- Leaving the school grounds without permission;
- Absence from school without permission;
- Bringing the name of the school into disrepute in the community;
- Persistent telling of lies;
- Repeated breaches of school rules;
- Being in possession of, or using, dangerous items or equipment;
- Actions that cause danger to oneself or others;
- Other incidents deemed serious by the Head of Year, Vice Principal and the Senior Leadership Team;



Sanctions available for very serious breaches include:

Vice Principal's detention

This is held as required on Friday afternoons between 3.30 and 4.30pm (or at an alternative suitable day and time if necessary) supervised by the Vice Principal or other members of the Senior Leadership Team. They will decide in advance if this sanction is appropriate. In addition to being informed of the detention, parents/guardian may be invited to an interview with a member of the Senior Leadership Team.

The pupil's Form Teacher may be asked to collate work.

The Senior Leadership Team reserves the right to impose detention on Staff Development Days.

A record of Vice Principal's Detention will be kept in the pupil's file.

Internal withdrawal

Pupils are withdrawn from class for part of a day, a whole day or longer. Parents will be informed of this in advance and may be invited for interview.

Work for the pupil will be collated by a Classroom Assistant in consultation with the Vice Principal. Advance notice of twenty four hours will be given. A record of internal withdrawal will be kept on the pupil's file.

Suspension from school

A very serious breach of school rules may result in a pupil being suspended from school. The school will follow the Scheme for the Suspension of Pupils in Controlled Schools. Prior to being suspended by the Principal (or Vice Principal deputising for the Principal) a pupil will be given, as appropriate, a fair investigative hearing. A senior member of staff will be present as the pupil's advocate. The Chairman of the Board of Governors will be consulted regarding any suspension and the Board of Governors will be informed of the suspension together with any support put in place.

Expulsion from school

Principles

- In relation to Limavady Grammar School the Education Authority is the expelling authority and the decision to expel rests solely with it. The school will follow the Scheme for the Expulsion of Pupils in Controlled Schools.
- Controlled schools have the power, through their Board of Governors, to recommend to the EA that a pupil be expelled.
- A pupil may be expelled from a school only after serving a period of suspension.
- A pupil may be expelled from a school only after consultation has taken place between the Principal, the parent of the pupil, the duly authorised officer of the EA and the Chairman of the Board of Governors, provided that any neglect or refusal on the part of the parent to take part in such consultations shall not prevent a pupil from being expelled from the school.
- The consultations must include consultation about the future provision of suitable education for the pupil concerned.
- The parent of any pupil expelled from school must be given immediate written notice of the right to appeal against the decision.

Rights and Responsibilities



The Board of Governors

- Formulates and adopts the Positive Behaviour and related policies, and takes responsibility for reviewing and amending them as required.
- Takes responsibility for consulting with registered pupils on the general principles which are reflected in the School's Positive Behaviour Policy.
- Discusses with the Principal issues related to serious breaches of the school policy. The Chairman or Vice Chairman is consulted in respect of suspensions or expulsions. In cases of serious or repeated breaches of unacceptable standards, the Board of Governors' Disciplinary Committee reserves the right to meet with parents and pupils.

Senior Leadership Team

The Senior Leadership Team **will** provide support for staff and offer guidance and advice in all areas of behaviour. Staff should refer serious breaches of school policy to its members.

Staff

Positive behaviour in school is the responsibility of **all** permanent and temporary members of staff. The school's learning and teaching ethos is reflected in **classrooms** by:

- arriving promptly for class in order to greet pupils;
- maintaining a positive and effective learning atmosphere through thoughtful preparation and organisation and by using a variety of teaching techniques;
- create a stimulating, positive, co-operative learning environment;
- expecting and ensuring high standards of behaviour;
- treating pupils with courtesy and respect and listening to their views;
- being positive in comments to pupils, acknowledging their efforts;
- enforcing school rules and the uniform regulations;
- endeavouring to keep non-teaching activities out of teaching time;
- defusing potential incidents by:
 - (a) dealing quietly and privately with problems
 - (b) refraining from shouting in most cases
 - (c) refraining from the use of sarcasm, belittling or ambiguous phrases;
- developing communication with home by recording significant or persistent problems or outstanding work in the pupil's homework diary;
- by reporting serious incidents to Form Teachers or Heads of Years;
- being alert to signs of distress and other possible indications of bullying;
- Keeping records on SIMS and following up accordingly.

And in the **corridors** by:

- ensuring the consistent application of school regulations, the Sixth Form Contract and the Anti- Bullying policy.

Pupils

Pupils have the right to:

- be treated fairly and consistently;
- feel safe at all times when in school;
- be made aware of allegations against them and to be given a fair hearing when appropriate;
- be listened to with due respect.



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Pupils are expected to be wholly co-operative and well-mannered, and also to show respect for themselves, the staff and the wider community by obeying the rules, the Code of Conduct and by accepting the consequences of negative behaviour.

Pupils should be well behaved, exhibit good manners and be courteous at all times.

Pupils in Years 13 and 14 are also required to abide by the terms of the Sixth Form Contract.

Pupils are invited to bring behavioural issues and proposed changes to policies to the School Council.

Parents

Good communication between parents and school is recognised as a most effective means of creating a positive atmosphere in which pupils may develop their talents to the full.

Parents **acknowledge** the school's policies, including the Anti-Bullying Policy, the Rules and Regulations, the Sixth Form Contract, and indicate support for them when they accept their child's placement in Limavady Grammar School.

Parents **should support** their child's self-discipline by their encouragement of good behaviour and by supporting school policies, recognising the accountable authority of staff and reinforcing policies and measures taken by the school.

Where there are changes in a pupil's health or family circumstances, or if situations arise which may impact on their child's well-being or behaviour, parents should inform the school usually through the Head of Year.

This school welcomes parents' interest and involvement and encourages them to express their reasonable concerns about their child. Such concerns are taken seriously and are handled with tact and sensitivity.

Parents should expect their child to be safe at all times.

Parents will be kept informed of significant issues relating to their child's behaviour. They should enforce the terms of any contract relating to their child's behaviour.

Parents should be consulted during the development of the Positive Behaviour Policy

Policy Review

This policy will be monitored by the Senior Leadership Team in order to ensure that it remains fit for purpose. It will be reviewed at least every two years by the Board of Governors.

This policy is linked to the:
Pastoral Care Policy,

Anti-Bullying Policy,
Mobile Phone Policy and
E-Safety Policy.



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Participation and Consultation exercise and review

The adoption of this policy is the result of widespread consultation.

Staff

All Staff received training on Behaviour Management in August 2012, August 2014, August 2018 and August 2019. Consultation took place in May 2017, December 2021 and January 2024.

Parents

Parents were consulted on this policy at the Parents' Association Committee in January 2015 and in May 2017 and December 2021.

Pupils

Pupils were consulted about the Positive Behaviour Policy through the School Council. Comments were invited and appropriate amendments were considered. Senior Prefects were consulted on further amendments in February 2015; in May 2017 and in December 2018 and December 2021.

Signed _____ *G Hill* _____ (Chairman of the Board of Governors)

Date _____ *240124* _____

Signed _____ *N Madden* _____ (Principal)

Date _____ *240124* _____

This Policy supersedes the Discipline/Positive Behaviour Policy 190122

Date for Review January 2026

Article 19

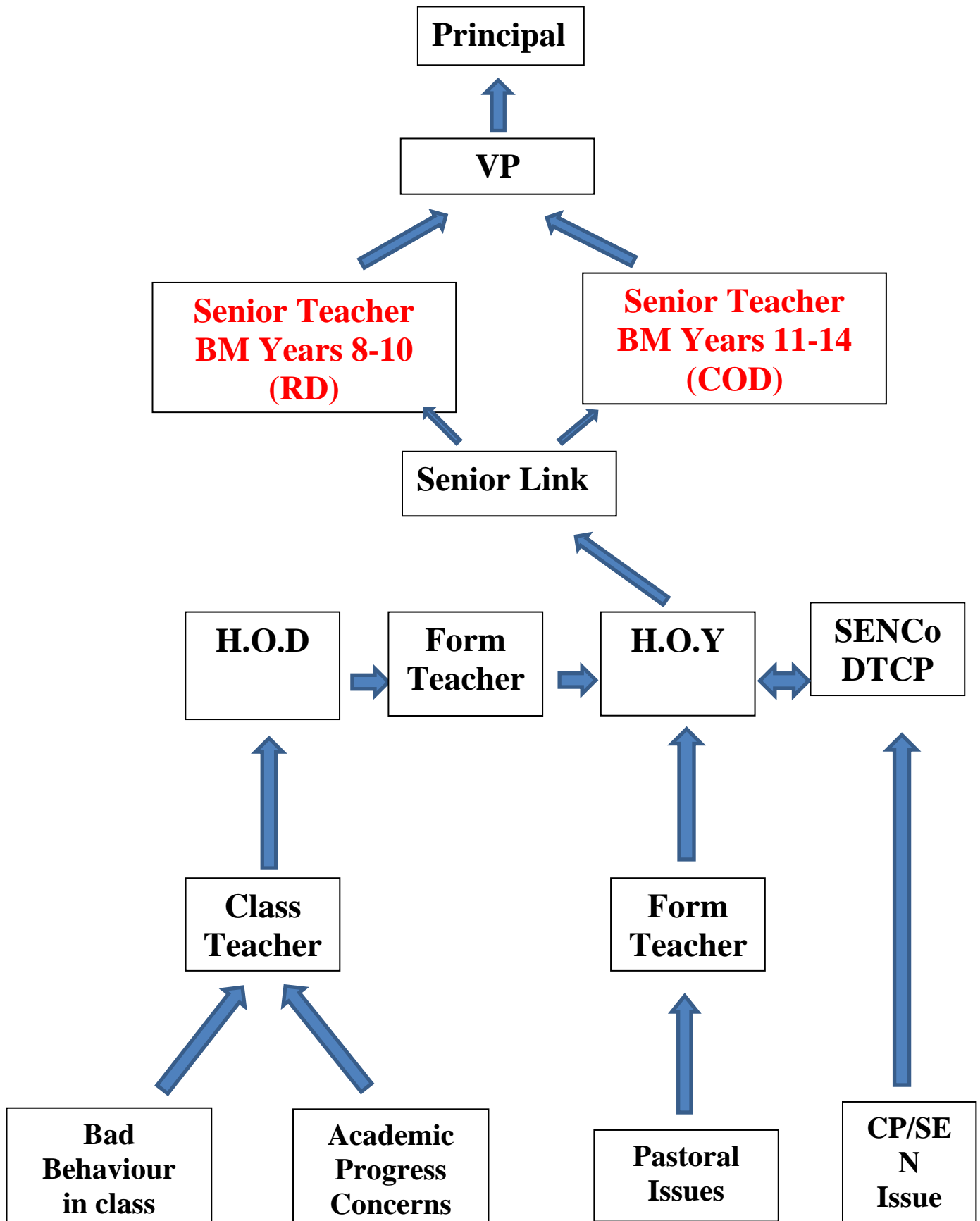
1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

Article 28

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.



Action Flow Chart





APPENDIX 1

It is acceptable practice to remove a pupil to a Resource Room by any member of the department for a variety of reasons including: -

- **Persistent** misbehaviour in class which results in disruption of others and their work.
- Inability/refusal to work with others when required.
- Defiant behaviour with a teacher/refusal to work.
- As a 'cooling off' strategy when tempers have flared.
- Persistent/regular misbehaviour such as forgetting books, notes, homework etc.
- Inadequate preparation for class.
- In order to complete missed work such as tests etc.

Please be aware that this sanction should only be utilised after a pupil has forgotten equipment or books on more than one occasion leading up to that date; or if defiance is persistent.

It is good practice to make a colleague aware that there is a pupil in a Resource Room and for what reason.

Once a pupil has been placed in the Resource Room, the staff member must monitor any work to be completed, or seek the assistance of the Head of Department to intervene on disciplinary matters in accordance with the school Behaviour Management Policy (in disciplinary matters, a record should be kept in SIMS).

At all times, the pupil in the Resource Room must be in sight of a member of staff. This includes leaving the door open or being able to see the pupils through a glass window.