Enniskillen Royal Grammar School

Positive Behaviour Policy (Under Review)

1. Introduction and Rationale

This policy sits firmly within the core values of Enniskillen Royal Grammar School, which aims to know and value pupils as individuals and to provide a caring, supportive environment where each member of the school community feels safe and respected and where they are challenged and supported in equal measure to identify and fulfil their potential by a staff committed to pursuing the highest standards of behaviour and achievement across a wide range of curricular and extra-curricular learning experiences. Enniskillen Royal Grammar School aims to develop our young people in mind, heart, and body, to enable them to hold a positive view of themselves based on a right sense of self-worth, and to develop a sense of personal and social responsibility which has at its core respect and tolerance for others within an inclusive culture where there are high expectations for behaviour and clear pathways to resolve difficulties with a focus on reflection, repair and restoration.

The school community of Enniskillen Royal Grammar School upholds everyone's right to be safe both physically and emotionally and expects everyone to take responsibility for their behaviour in respecting this right. The school seeks to promote strong and healthy relationships based on mutual respect and trust, active listening, and open communication between all members of the school community as the bedrock of a positive learning environment and community where pupils are challenged and supported in equal measure to pursue excellence within and outside the classroom. A pro-active and preventative approach to Positive Behaviour Management and a comprehensive Preventative Curriculum underpin this aim. Staff work collaboratively across curricular and pastoral teams to understand and support our learners inside and outside the classroom, to promote their awareness of self and others, to nurture their emotional intelligence and to build their resilience, self-regulation, and self-reliance within a culture of achievement, improvement, and ambition. There are clear expectations that all pupils can and will achieve to the very best of their ability and that they will maintain a standard of behaviour which allows them to retain their own self-respect and a standard of which they, their families and their school community will be proud.

2. Aims of the Positive Behaviour Policy

- To create and maintain a safe, secure, and purposeful environment for all members of the school community where their learning and wellbeing can flourish.
- To promote an atmosphere of respect, tolerance, empathy and compassion for the ideas and feelings of others
- To develop pupils' understanding of the need for personal responsibility, self-awareness, and self-discipline, and to develop and affirm them in their capacity to make positive choices as they grow towards adulthood
- To provide processes and procedures on the promotion of positive behaviour and relationships within our school community
- To provide processes and procedures for responding to inappropriate behaviour with a view to changing it for the better.

3. Key Principles underpinning the Positive Behaviour Policy

- The explicit and intentional development of a strong school community where pupils have a sense of belonging, feel valued and where respect for self and others is actively promoted and positive behaviour and achievement are praised and celebrated. Our Positive Behaviour Policy sits firmly within our Pastoral Care Structures which aim to provide a caring, supportive, and safe environment where each young person is valued for their unique talents and abilities, and in which all our young people can learn and develop to their full potential. All forms of bullying -type behaviours are unacceptable and will be treated with the utmost seriousness. Ref Child Protection and Safeguarding Policy, Anti-Bullying Policy, Drugs Policy, ICT Contract
- Within this holistic approach our Preventative Curriculum provision plays a central role in addressing potential risk-taking behaviours in an open and pro-active manner with a view to enabling our pupils to make positive well-informed choices.
- The explicit and intentional development and maintenance of a positive climate for learning within all our classrooms with a focus on high quality learning and teaching which meets the identified needs of our pupils. High quality learning and teaching which is pupil centred and reduces barriers to learning within our Understanding and Supporting Learners strategy is at the heart of effective pastoral care, classroom management and behaviour management. The use of all available data sources in school (CAT Data, Medical, Pastoral and Learning Support Data along with SIMs Data) to know, understand and support our learners is a key aspect of this strategy. (Link to Learning and Teaching Policy)
- Within this Understanding and Supporting Learner strategy the school recognises the importance of trauma-informed practice and nurture principles in supporting the social behaviour and emotional wellbeing development of all our young people. It is also recognised that a pupil's behaviour may be due to a complex range of factors, including social, emotional, and learning needs which will require additional bespoke support including collaboration with external agencies. Link to Learning Support Policy

- The explicit and intentional development of relational learning approaches within the classroom and within the wider school community with a focus on building positive relationships
- All staff have a key role to play in developing the positive climate for learning within our school through modelling high standards of behaviour and relational approaches.
- Collaborative working between curricular and pastoral teams with clear lines of accountability and information sharing are necessary to ensure the necessary holistic approach based on our Understanding and Supporting Learners strategy (see Appendix - Positive Behaviour Management-SIMs Information and Data Sharing) Curriculum Leaders and Heads of Year will monitor and evaluate Behaviour Management Data on monthly basis and will take appropriate follow-up action.
- The development of agreed codes of behaviour at whole school and departmental level on a collaborative basis between Governors, staff, and pupils within an explicit and shared understanding of each member of the school community's rights, roles, and responsibilities. These agreed codes of behaviour will provide clarity on agreed expectations of behaviour
- The development of processes and procedures at whole school and departmental level to deal with behaviour which does not meet the agreed expectations. These processes will recognise the impact of the behaviour, recognise the consequences of the behaviour, support change in the behaviour and facilitate reflection, repair, and restoration.
- Sanctions, up to and including suspension, may be imposed, depending on the nature of the behaviour, within this process
- In determining the response to a pupil's behaviour, each situation will be treated on its own merits and in the context of the individual circumstances. Consistency does not mean always responding in the same way to each child or behaviour; it means responding in a way which is consistent with our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need
- It is the school's policy to involve parents in all its processes where it is appropriate to do so and to always maintain open lines of communication with them
- The school places a high premium on collaborative working relationships with a wide range of agencies in promoting positive behaviour and in supporting pupils in managing their behaviour

4. Policy and Guidance Context

This policy has been informed and guided by current legislation and guidance as set out below:

The Legislative Context

Health and Safety at Work NI Order 1978
The Children (Northern Ireland) Order 1995
The Human Rights Act 1998

The Education (NI) Order, 1998
Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
The Education (School Development Plans) Regulations (NI) 2010
Special Educational Needs and Disability Act (Norther Ireland) 2016
Addressing Bullying in Schools Act (NI) 2016 DE guidance

Guidance
Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017
ETI Inspection and Self-Evaluation Framework 2017
Understanding and Managing Social, Emotional and Behavioural Difficulties (SEBD) and Working with the Whole School Community to Understand, Nurture and Support Social Behaviour and Emotional Wellbeing including Trauma -Informed Practice: DE resource file for Special Educational Needs
Education Authority Guidance from Behaviour Support Team
Guidance on Developing Relational Practice and Policy (Babcock and Devon County Council)
Guidance on Identifying and Supporting Learners with Social, Emotional, and Behavioural Difficulties (CCEA)
Putting Care into Education (DENI with Multiagency Publication 2018)

5. Links to Other Policies

This Policy is linked to many other policies which aim to promote the learning and well-being of all members of our school community. Key among these policies are: -
Anti-Bullying Policy
Safeguarding and Child Protection Policy
Relationships and Sexuality Policy
Drugs Policy
Learning Support Policy
Teaching and Learning Policy
Mobile Phone Policy
Health and Safety Policy

6. Consultation

This policy has been drawn up following consultation with pupils via our School Council which has representatives from each year group, with staff, with parents via our school website and with staff and Governors. (Development of a Working Group?)

7. School Code of Conduct (Draft)

All pupils are to maintain a standard of behaviour and presentation of which they, their families and their school can be proud and a standard which allows them to retain their self-respect. This Code of Conduct applies to all school activities, whether in school or out

of school. This covers any kind of fieldtrip, sporting or cultural event, school trip or outing organised by or through the school. It also includes travel to and from school.

1. Pupils should always show respect and consideration for others
2. Pupils should take responsibility for their choices and actions, ensuring that they do not cause harm to themselves or others
3. Pupils should be punctual for all school activities
4. Pupils should come fully equipped for all school activities
5. Pupils should wear their school uniform correctly
6. Pupils should engage and cooperate fully with staff and fellow pupils in all school activities
7. Pupils should take care of school resources, school equipment and the school building
8. Pupils should remain on school premises during the school day, including break and lunchtime, unless authorised by a member of the SLT to leave school. Pupils should not be in designated out of bounds areas in school
9. Pupils should keep to the left and walk quietly and purposefully when moving around the school building
10. Pupils should use ICT based resources responsibly and with care

8. Building a Positive Behaviour Culture and responding to Inappropriate Behaviour.

The school acknowledges that the recognition of pupils' successes and achievement, both inside and outside the classroom, together with the affirmation of pupil voice and pupil responsibility within our school community have a central role to play in the creation of a positive climate in school where pupils feel they belong and where positive behaviour and attitudes are valued by the whole school community.

A. Strategies to promote and encourage healthy relationships within the school community

- The celebration of pupil successes and achievements in the daily notices, in tutor time, assemblies and on the school website
- The provision of an extensive range of extra-curricular activities voluntarily by staff where pupils develop healthy productive relationships with each other and with the staff through working together towards a common purpose
- The School Council which has representatives from each year group is an important vehicle for pupil voice within school. This is supported by the Form Captain system
- Pupil leadership in our Prefect and Mentoring systems encourages senior pupils to take an active role in supporting the development of positive and healthy relationships within the school community
- Our House System encourages purposeful relationships between pupils in different year groups and engenders a healthy sense of loyalty and competition
- Our Prize Giving Event recognises achievement and positive effort in both academic and extra-curricular aspects of school

- Our Colours system recognises commitment and excellence in extra-curricular activities
- CREDITS

B. Positive Classroom Management Strategies

The school recognises that positive classroom management strategies based on the core principles of our Positive Behaviour Policy and our School Code of Conduct are preeminent in our Positive Behaviour Management Policy. Key to the implementation of these strategies are the core principles of consistency and certainty across the school community in terms of expectations based on mutual respect, positive reinforcement of behaviour routines and calm and rational responses to inappropriate behaviour. Opportunities for staff to reflect on and develop a shared understanding of positive classroom management strategies within our high-quality learning and teaching agenda where learners' needs are identified and addressed, are regularly provided for staff as part of the school's ongoing CPD programme.

C. Responses to inappropriate behaviour

Consistency in the implementation of consequences for inappropriate behaviour is crucial. It should be noted as a general principle that it is the certainty of follow-up, which is more important than rigid adherence to a complex hierarchy of sanctions. A discreet and firm conversation, to remind the pupil of the standard required or a telephone call home may often prove more effective than reverting immediately to a sanction, for example in the case of low-level disruption in class. Overuse of sanctions can diminish their impact. It is also important that the classroom teacher takes responsibility for managing behaviours within their own classroom within a clearly defined network of support by middle and senior managers. It is also important to note that there are incidents of misbehaviour where a sanction imposed by a senior member of staff is entirely the most appropriate response.

Our Positive Behaviour Management flowchart indicates the lines of accountability and support to ensure consistency in the response to inappropriate behaviour. (Appendix 1)

Where a sanction is to be applied, it is important that: -

- it is proportionate to the misbehaviour
- it takes account of the context of the misbehaviour
- it focuses on the misdemeanour rather than the pupil,
- it is implemented in a timely fashion, and it allows the pupil to understand the consequences of their behaviour
- where appropriate, restore and repair action should be facilitated

Sanctions should not be applied to entire classes or groups of pupils when the pupil(s)responsible for the behaviour has not been identified.

The pupil being sanctioned should understand why the sanction is being applied; they should have an opportunity to reflect on their misbehaviour, understand its effect on others in the school community and, where appropriate make some form of reparation.

The following examples relating to the use of sanctions for behaviours is not exhaustive. It provides guidance within which judgement will be exercised as required in the context of each individual case.

Sanctions such as the withdrawal of privileges, the completion of additional work at breaktime and lunchtime under supervision and the completion of a useful task in school, such as collecting litter may be considered as an initial response for repeated lateness to class, forgetting books or one-off incidents such as dropping litter or chewing gum.

After School Detention on Thursday 3.30 pm to 4.30 pm (supervised by a member of the teaching staff)
After school detention will be issued following discussion with the Curriculum Leader and /or Head of Year. Examples of where it may be used include a response to persistent failure to complete work, persistent low-level disruption, persistent infringement of uniform regulations, use of inappropriate language, bullying type behaviours, misuse of digital device and reckless behaviour. After-school detention notices will be sent to parents each Monday and follow-up may include further contact with home to discuss the action taken.

Saturday Detention or INSET Day Detentions (supervised by a member of the Senior Leadership Team)
Saturday detention or INSET Day Detention is for serious misdemeanours and will be issued by a member of the Senior Leadership Team. Examples of where it may be used include a response to truancy, bullying incidents, theft, defiance of staff, smoking or vaping in school uniform or on school activities. Contact with home will be made by a member of the Senior leadership team to discuss the action taken.

Suspension may be imposed for serious defiance of an adult, fighting, the possession and distribution of inappropriate or illegal material, the possession and /or consumption of alcohol, illegal drugs, or solvents. Please see Appendix for the School's procedures on Suspension (available from school)

Permanent Exclusion from School is used only as a last resort and only after due consideration by the Board of Governors. Please see Appendix for the School's procedures on Exclusion.

9. Monitoring and Review of Policy

The Board of Governors, in liaison with the Principal, will monitor the effectiveness of the Positive Behaviour Policy including actions to promote positive behaviour and any issues arising. Data relating to behavioural /disciplinary issues is reported to the Governors as part of the Principal's Pastoral report, a standing item on each agenda. The Board of Governors

will identify trends and priorities for action and assess the effectiveness of strategies to promote positive behaviour and address behavioural /disciplinary issues. The Policy will be kept under review by the Senior Leadership Team, Head of Year and Curriculum Leaders on an ongoing basis.

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