

New-Bridge Integrated College

Positive Behaviour Policy



High Quality Pastoral Care and Safeguarding

*Revised August 2018

Rationale

The purpose of this policy is to create a framework within which pupils contribute in a positive way to the life of the College and is not exhaustive.

Positive Behaviours are to be reinforced by all members of staff. Staff are expected to deal with student behaviour at the different levels, as outlined in this policy, using a range of strategies.

Our Positive Behaviour Policy at New-Bridge Integrated College provides an agreed course of action amongst teachers, students, parents and all staff, which promotes effective teaching and learning and the worth and value of each person. The policy identifies the roles and responsibilities of all stakeholders and respects the rights of all members of the College community.

Behaving in a positive and respectful way is crucial to the social, physical, emotional, cognitive and spiritual personal development of our students. It is essential in helping them develop as responsible, independent young adults, able to fulfil their potential and play an active, caring role in our community. All members of staff concentrate on encouraging students to develop as responsible, self-motivated young people who respect themselves, others and the property of others.

At New-Bridge we encourage everyone to know, understand and implement the College rules fairly and consistently; sanctions which seek to encourage good behaviour on the part of our pupils are included within our College Positive Behaviour Policy. Our approaches to behaviour are always restorative. We also believe the achievements of our pupils should be celebrated and acknowledged.

Positive Classroom Management – Whole School

Teachers can help to create a positive, caring ethos within the classroom by:

- Actively promoting good relationships with our pupils
- Actively promoting the personal and social development of our pupils
- Making sure that effective planning has been carried out for each lesson
- Making sure that effective teaching is taking place
- Having well established and clearly understood routines

For further explanation of the above points, please refer to the Department of Education ‘Pastoral Care in Schools: Promoting Positive Behaviour’, and ‘Guidance on Identifying and Supporting learners with Social, Emotional and Behavioural Difficulties’ (NI Curriculum / CCEA) – available via the DENI website.

<https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>

http://www.nicurriculum.org.uk/docs/inclusion_and_sen/sebd/sebd-guidance_identify_and_support.pdf

Restorative Approaches at New-Bridge College



At New-Bridge College through our Pastoral Care and Behaviour Management systems we promote Restorative Approaches to encourage positive pupil behaviour. We recognise the need for diverse approaches in promoting positive behaviour so there is a collaborative and all inclusive approach to meeting the needs of our pupils.

Our aim is to use effective intervention strategies which meet these needs and allow all pupils to achieve their full potential.

The goals of Restorative Approaches at New-Bridge College are to:

- Encourage positive behaviour.
- Encourage accountability and responsibility through personal reflection within a planned process.
- Encourage all pupils to be valuable contributing members of the school.
- Promote an increased sense of community within the school.

What are Restorative Approaches?

Restorative Approaches are a way of:

- Involving all those affected by an incident to repair the harm it has caused, find ways forward that reduce resentment and prevent problems from escalating further.
- Building support for pupils who cause harm while allowing them to be fully accountable for their behaviour.
- Talking through problems to help sort out what has gone wrong and make it easier to fix

If you, as a student, are involved in a restorative approach you may be asked to tell the other people involved about;

What has happened?

What you think about what happened and how you feel about it?

Who you think has been affected and how?

What you think needs to happen to put things right?

What you think needs to happen in the future to make sure the situation does not occur again?

Roles, Responsibilities and Rights of the Teacher

ROLES AND RESPONSIBILITIES

- To be classroom manager.
- To deliver the curriculum.
- To impart knowledge.
- To facilitate learning.
- To listen and value pupils' contributions.
- To address individual needs.
- Continuous monitoring and evaluating.
- To prepare pupils for career paths.
- To promote lifelong learning
- To be fair and consistent.
- To help pupils achieve full potential.
- To have pupils' welfare at heart.
- To plan and prepare lessons/be organised.
- To promote the Integrated ethos of the school.
- To treat others with respect.
- To be a positive role model.
- To promote a safe and caring environment.
- To report on area of concern.
- To accept shortcomings and seek to improve.
- To provide support for colleagues.
- To keep abreast of legislation.
- To set standards of acceptable behaviour in line with school policies.
- To manage behaviour in the classroom / school.
- To attend lessons punctually.
- To assess the pupils for improvement.
- To report to parents annually.

RIGHTS OF THE TEACHER

- To be treated with respect.
- To teach in a safe, healthy and secure environment.
- Opportunities to develop professionally.
- Equality
- Adequate resourcing.
- To be informed and consulted on whole school issues.
- To be supported by colleagues.
- To be valued and acknowledged.
- To be kept well informed regarding social background etc. of pupils.
- To be given notice of a parent contacting school so appointment can be made.
- To be free from verbal, physical, emotional and sexual abuse.

Roles, Responsibilities and Rights of the Classroom Assistant

ROLES AND RESPONSIBILITIES relating to supporting SEN pupils

- To assist the classroom manager and prioritise SEN pupils.
- To assist in the delivery of the curriculum.
- To impart knowledge.
- To facilitate learning.
- To listen and value pupils' contributions.
- To address individual needs.
- Continuous monitoring and evaluating.
- To prepare pupils for career paths.
- To promote life long learning.
- To be fair and consistent.
- To help pupils achieve full potential.
- To have pupils' welfare at heart.
- To be provided with relevant curriculum content.
- To promote the Integrated ethos of the school.
- To treat others with respect.
- To be a positive role model.
- To promote a safe and caring environment.
- To report on area of concern.
- To accept shortcomings and seek to improve.
- To provide support for colleagues
- To be made aware of legislation.
- To maintain standards of acceptable behaviour.
- To support the teacher in managing behaviour in the classroom/school.
- To attend lessons punctually.
- To help with assessment of pupils for improvement.

RIGHTS OF THE CLASSROOM ASSISTANT

- To be treated with respect.
- To work in a safe, healthy and secure environment.
- Opportunities to develop professionally.
- Equality
- Adequate resourcing.
- To be informed and consulted on whole school issues.
- To be supported by colleagues.
- To be valued and acknowledged.
- To be kept well informed regarding social background etc. of pupils.
- To be free from verbal, physical, emotional and sexual abuse.

Roles, Responsibilities and Rights of all Non-Teaching Staff

ROLES AND RESPONSIBILITIES (as relevant to individual positions)

- To assist the classroom manager.
- To assist in the delivery of the curriculum.
- To impart knowledge.
- To facilitate learning.
- To listen and value pupils' contributions.
- To promote lifelong learning.
- To be fair and consistent.
- To help pupils achieve full potential.
- To have pupils' welfare at heart.
- To be provided with relevant curriculum content.
- To promote the Integrated ethos of the school.
- To treat others with respect.
- To be a positive role model.
- To promote a safe and caring environment.
- To report on area of concern.
- To accept shortcomings and seek to improve.
- To provide support for colleagues
- To be made aware of legislation.
- To maintain standards of acceptable behaviour.
- To support the teacher in managing behaviour in the classroom/school.
- To attend lessons punctually.

RIGHTS OF ALL NON-TEACHING STAFF

- To be treated with respect.
- To work in a safe, healthy and secure environment.
- Opportunities to develop professionally.
- Equality
- Adequate resourcing.
- To be informed and consulted on whole school issues.
- To be supported by colleagues.
- To be valued and acknowledged.
- To be kept well informed regarding social background etc. of pupils.
- To be free from verbal, physical, emotional and sexual abuse.

Responsibilities and Rights of the Pupils

RESPONSIBILITIES OF THE PUPIL

- To attend punctually
- To be prepared for all lessons, with necessary equipment.
- To listen and co-operate.
- To participate to the best of their ability.
- To seek appropriate support as necessary.
- To focus on work and care for resources.
- To complete homework on time and to the best of their ability.
- To follow the school rules and to be aware of the consequences of their own actions.
- To be polite and well-mannered and treat others with respect.
- To show respect for self, others and property.
- To report harassment/bullying.
- To refrain from abuse—physical, emotional, sexual or verbal.
- To catch up on work upon return to school e.g. illness; sporting activity; medical appointment, suspensions.
- To wear school uniform correctly.
- To record all homework and have a parent/guardian sign diary weekly.

RIGHTS OF THE PUPIL

- To be treated with respect.
- To be taught in a safe, healthy and secure environment.
- To be provided with a positive learning and social experience.
- Opportunities to develop spiritually, morally, culturally, physically and academically.
- To be free from verbal, emotional, sexual and physical abuse.
- To be valued and acknowledged.

Responsibilities and Rights of the Parents

RESPONSIBILITIES OF THE PARENTS: Parents ensure that:

- Their child attends regularly and on time.
- Their child obeys the school rules and shows respect for other pupils, school staff and property.
- Their child wears the correct school uniform in accordance with uniform policy.
- They treat school staff with respect.
- They provide the necessary equipment for school.
- They oversee and promote the value of homework and monitor child's books.
- To check and sign Homework Diary weekly.
- They make an appointment through the college office if they wish to meet with a member of staff.
- They tell the school promptly of any concern about their child.
- They respond quickly to concerns raised by the school.
- They attend at least one parent/teacher meeting each year.
- They inform school promptly of changes in (a) address, (b) telephone/mobile numbers.
- To provide an explanation for their child's absence from school.
- They collect their child on time from extra-curricular activities and trips.
- To support school with all policies.
- To make sure any work sent home is completed and returned to school

RIGHTS OF THE PARENTS

- To receive a quality education for their child.
- To have their child taught in a warm, welcoming and safe place.
- To have their child treated fairly and with respect.
- To seek support for their child if he/she has any problems.
- To be responded to sensitively when raising any concerns.
- To be told promptly about any concerns.
- To be informed of information which may affect their child's education/welfare.

New-Bridge Integrated College

School Rules



1. We will respect and care for ourselves and others
2. We will respect school equipment, the school environment, and the property of others
3. We will wear our uniform in accordance with school uniform policy
4. We will attend school each day, attend Registration at 9am, and be on time for each lesson throughout the day
5. We will be equipped for every lesson and place our year book on the desk at the beginning of each lesson
6. We will complete all activities/tasks to the best of our ability
7. We will listen to others and take turns to speak
8. We will move safely around the site at all times and when we arrive at a classroom we will line up
9. During break and lunchtimes, we will play safely and encourage others to join in
10. We will project a positive image of New-Bridge Integrated College at all times, on and off site
11. We will ensure our mobile phones and all other non-essential electronic devices are switched off throughout the school day
12. We will not abuse any pupil or member of staff through comments, video, text, image or sound that could cause offence

Achievement, Behaviour and Homework

At New-Bridge Integrated College we expect the highest standards of behaviour from our pupils. We work together to actively promote our Integrated ethos through the creation of an atmosphere of mutual respect, which can be achieved through courtesy and concern for others. Our Positive Behaviour Policy uses a Behaviour Management Module which is designed for recording and monitoring achievements and behaviour incidents. Each achievement and behaviour incident is allocated a number of points which enables the College to monitor and compare points for both achievement and behaviour.

Achievements are as follows:

Good Comment	GC	1	Excellent Effort	EE	2
Extra-Curricular	EC	1	Subject Certificate	SC	3
Good Practical	PL	1	100% Attendance	ATT	3
Tracking Assess	TA	2	Representing College	RP	3
Excellent C/WK	CWK	2	Monthly H/WK Reward	MHR	4
Excellent H/WK	HWK	2	Stewardship	ST	1

Achievement Points will be recorded as a rolling total over the course of the Academic Year and at various stages the pupils will be rewarded.

Behaviour Incidents are as follows:

Minor Incident	MI	1	Inadequate Work	IW	2
Lack of Concentration	LC	1	Lack of Respect	LR	2
Equipment	EQ	1	Disruptive Behaviour	DB	3
Late	L	1	Defiant Attitude	DA	5
Inappropriate Language	IL	2	Truancy	TR	5

Behaviour Incidents will be recorded as a rolling total over the course of the Academic Year and at various stages intervention strategies will be used to promote a positive change in behaviour.

Homework

New-Bridge regards homework as an integral part of the learning process. It helps pupils become independent learners and forms the basis of good practice which is necessary for pupils to achieve their full potential. Therefore, the completion and submission of homework is carefully monitored and support strategies are implemented if necessary. This will include access to an afterschool Homework Club which takes place every Tuesday, Wednesday and Thursday 3.20 – 4.20pm. It is the pupil's responsibility to record all homework accurately.

BEHAVIOURS

Subject Teachers will be responsible for addressing the following behaviours:

Late to lesson

Lack of equipment

Eating, chewing, drinking (only water permitted. Practical subjects may have specific rules regarding water consumption)

Failure to remove non-uniform items in class

Being noisy / talking

Failure to follow instructions

Being un-cooperative

Interrupting a teacher / shouting out

Throwing objects in the classroom

Time wasting / avoiding work

Using inappropriate language / swearing

Getting out of seat and walking around

Failure to complete class work, homework, coursework, etc.

Writing graffiti in exercise books, Yearbooks, or on the desks

Reporting class truancy (initially to HOD, form tutor to be informed)

Expectation of work – quality and quantity

Leaving a classroom without permission

In response, Subject Teachers should use the following agreed actions:

Speak privately to the pupil

Use 'De-escalation' strategies as relevant

Use 'Managing Challenging Behaviour strategies as outlined in 'Managing Challenging Behaviour 2014' (available in Staff Folder - Pastoral)

Appropriate recording in Yearbook

- Multiple comments within one lesson should be avoided: comment should reflect endpoint of behavior, not each step.
- DA should be accompanied by an email to the Form Tutor and an incident report.

Removal of pupils from class is not encouraged, however should this be necessary the pupil must be sent to the HOD who will inform the Year Co-coordinator

Refer any regularly recurring problems to the HOD / inform form tutor.

In response, Heads of Department should use the following agreed actions:

Speak privately to the pupil

Issue Subject Report

Use break and lunchtime detentions. (15mins maximum duration)

Temporary removal from class – parent informed (consultation with the Year Co-ordinator **must** take place before parental contact)

Form Tutors will be responsible for dealing with the following behaviours:

No Yearbook

Lateness / Attendance (Registration, Class and Form Period)

General appearance: Uniform, footwear, jewellery, hair colour, make-up.

Poor behaviour of pupils; before, during and after school

Refusal to follow instructions of all staff or prefects on lunch / break duty

Address behaviours during all Form Tutor contact time

Referring pupils who are persistently displaying poor behaviour to Year Co-ordinator in line with the referral system

In response, Form Tutors should use the following agreed actions:

Address behaviour, uniform and work related concerns

Identify early indication of pupils with SEBD needs and liaise with SENCO and Head of School

Communicate with parents via Yearbook

One-to-one meeting with pupil

At 20 points issue Positive Behaviour Report for 2 weeks (Green)

- Email all staff
- Send letter via pastoral secretary to parents to inform them of the report. (stock letter in office)
- Report attached to Yearbook for parental signature each evening (form tutor to take photo on iPad at end of each day)
- At the end of the report a copy must be given to the Year Co-ordinator.

Year Co-ordinators will be responsible for dealing with the following behaviours:

Persistent poor behaviour in class

Truancy from school

Persistent failure to comply with sanctions / strategies laid down by FT / HOD

Persistent refusal to comply with uniform policy

Persistent inappropriate language

Bullying - Initial Referral

Persistent disruption of learning in several subject areas

Persistent lateness to school

Poor attendance concerns (90 - 94%)

Persistent poor behaviour on school site.

Non-compliance with 'Acceptable use of ICT' policy

Persistent refusal to follow instructions of staff or prefects on lunch / break duty

Concerns in relation to academic progress

In response, Year Co-ordinators should use the following agreed actions:

Address persistent behaviour, uniform and work related concerns

Communicate with parents by phone or meeting

One-to-one meeting with pupil

At 50 points issue Year Co-ordinator report. (yellow)

- Email all staff – details and strategies to be outlined as required.
- Send letter to parents to inform them of report (In office with pastoral secretary).
- One-to-one meeting with pupil to complete Restorative Practice Log and agree targets for report.
- Two-week Year Co-ordinator report to be issued and monitored.
- Pupil / parent review meeting at end of the Year Co-ordinator report.
- At the end of the report a copy of the Restorative Log must be given to the Vice Principal, Care and Welfare.

- Use of internal school attendance concern letter for pupils with less than 94% attendance

Vice Principal, Care, Welfare and Learning

The Head of Junior/Senior School will lead the educational provision in their respective schools in order to provide the best opportunities for academic achievement and pastoral development. The Head of School will be responsible for leading, managing and supporting the Year Co-ordinators, Form Tutors and Subject Teachers in line with the College ethos and development plan in pastoral care, academic performance, classroom practice, positive behaviour and administration

Vice Principal will be responsible for dealing with the following behaviours:

- Punctuality and attendance concerns (85 - 90%)
- SEBD pupils up to and including Stage 2
- Establishing early intervention strategies for pupils showing areas of need and concern
- On-going parental concerns regarding curriculum and behaviour

In response, the Vice Principal should use the following agreed actions:

- Provide support to Year Co-ordinator in developing strategies for pupil academic achievement, positive behaviour, attendance and pastoral development
- Liaise with SENCO in the design and implementation of IBP for SEBD pupils up to and including Stage 2 of the Code of Practice

POSSIBILITY OF A REPORT PROCESS AT THIS LEVEL (UNDER REVIEW)

Vice-Principal and Principal, will be responsible for dealing with the following behaviours:

Verbal abuse of staff and pupils
 Fights between pupils in and out of lessons
 Unresolved poor attendance and punctuality
 Unresolved serious disagreements/behaviour issues between pupils
 Disruption of learning across the Curriculum
 Failure to comply with strategies implemented by the Year Co-ordinator
 Assault on another pupil/member of staff
 Persistent Bullying issues
 Substance abuse
 Child Protection
 Unresolved refusal to comply with College Uniform Policy
 Reintegration of pupils after suspension
 Parental confrontation of staff
 Serious concerns relating to academic progress
 Unresolved school truancy

In response, the Vice Principal should use the following agreed actions:

Address persistent behaviour, uniform and work related concerns having failed to respond to previous interventions
 Communicate with parents by phone or meeting
 One-to-one meeting with pupil
 At 80 points issue Pastoral Co-ordinator Report (Red)

- Email all staff
- Send letter to parents to inform them of report
- One-to-one meeting with pupil to begin Pastoral Co-ordinator Report
- Monitored daily
- Pupil / parent review meeting at end of Pastoral Co-ordinator Report

The Principal will be responsible for dealing with the following behaviours:

Any behaviour that is a threat to the safety, health or emotional wellbeing of others

Assault on a member of staff

Formal complaint against a member of staff

Formal Complaint by a member of staff

Child Protection

In response, The Principal should use the following agreed actions:

Liaise with Vice-Principal as relevant

Liaise with Board of Governors' Discipline Committee

Authorise Suspensions and Expulsions

Lines of referral (Positive behaviour policy)

