

Newry High School



Promoting Positive Behaviour Policy 2021-22

Promoting Positive Behaviour Policy

Introduction

The Positive Behaviour Policy at Newry High School is a statement of good practice that covers all aspects of school life and contributes to good behaviour and a positive learning ethos.

At Newry High School it is our aim to provide a safe, healthy and happy environment for all our students and staff so that effective learning can take place. The promotion of positive behaviour is the responsibility of all staff and the wider school community. It is based on co-operation, teamwork, mutual respect, consistency and communication.

We are committed to developing confidence, self-esteem and self-discipline in all our students. We have high expectations of all our students. The school has a caring environment where students are encouraged to identify and work through their problems or difficulties.

Students are urged to respect themselves and others and are expected to take responsibility for their own behaviour. Our positive behaviour system is based on three key concepts:

Respect

Responsibility

Excellence

Respect

We expect all stakeholders to be considerate of other views and feelings. Trust, courtesy and co-operation are central to this key value. We encourage people to work together and develop positive relationships.

Responsibility

We encourage our students to take responsibility for their own learning, attitude and behaviour and to contribute positively to all aspects of school life.

Excellence

We expect the highest possible standards in all aspects of school life in partnership with all our stakeholders. We strive for continuous improvement in all that we do through effective self-evaluation

Aims

- To promote positive behaviour and encourage achievement;
- To enable effective teaching and learning;
- To create a safe and secure environment for students and staff;
- To allow students to take responsibility for their own actions;
- To promote a community spirit within the school;
- To promote collaboration with students, staff, parents and other stakeholders.

Principles

The main principles of our positive behaviour system are:

- To create and maintain positive learning environments throughout the school.
- For students to take responsibility by an understanding of choices and consequences; this is based on the setting of clear expectations, boundaries and consequences from the start.
- To place a greater emphasis on increasing 'earned praise' and recognition of students' achievements across the school through a system of appropriate rewards.

A consistent, fair and appropriate approach must be adopted in the application of the policy.

All staff are responsible for the promotion of positive behaviour and should utilise effective strategies in order to maintain an environment conducive to learning.

Our Expectations:

Expectations of Students:

Respect

Respect other students by being kind, understanding and not bullying others;

Respect all school staff by following instructions and using appropriate language;

Respecting the privilege of being allowed to bring electronic devices to school by using them appropriately;

Respecting the school environment by putting litter in the bin, not chewing gum, smoking/vaping, stealing or vandalising property, and not bringing inappropriate/dangerous items to school;

Respecting everyone by listening and following the teachers and classroom assistants instructions, putting their hand up, not shouting out and listening to others.

Responsibility

Responsibility for coming to school everyday, on time, wearing the correct uniform and having the right equipment;

Responsibility for keeping everyone safe, by not running in the corridors, pushing others or going 'out of bounds';

Responsibility for attending all lessons and being on time;

Behaving in a mature way, not eating in class or disrupting the learning of others.

Excellence

Promoting excellence by wearing their uniform with pride, displaying good manners and setting a good example to all;

Promoting excellence by behaving appropriately on the way to and from school, on the bus and on school trips and visits;

Promoting excellence by completing and handing in homework on time;

Promoting excellence by trying their best in all lessons and completing work to the best of their ability;

Promoting excellence by responding positively to teacher feedback and asking for help if they are unsure.

The expectations of our students are contained in our school **Code of Conduct**, in the front section of student planners and on posters around the school. Staff reinforce these expectations in all lessons and around the school site to ensure the school is safe and the atmosphere supports effective learning. When students do not meet these expectations, they are supported by our School Consequence System.

This policy applies to all students whilst they are in school, travelling to and from school and whilst participating in activities or events organised by or associated with the school.

Expectations of Parents/Carers:

- Support all school policies including the Promoting Positive Behaviour Policy;
- Maintain communication with the school, attend parent meetings and provide explanation regarding absence;
- Ensure the school has up to date contact information and be available to liaise with the school if required;

- Foster mutual respectful relationships;
- To send their child to school on time every day, in the correct clean uniform, with their homework completed and with the necessary equipment;
- Refer any concerns to the school;
- Treat Newry High School staff with respect and courtesy;
- Attend school functions when possible and contribute to the school fund;

Board of Governors Responsibilities:

- To monitor the overall effectiveness of the school's Promoting Positive Behaviour Policy.
- To support the Principal and Senior Leadership Team in the implementation of the school's Promoting Positive Behaviour Policy.

Staff Responsibilities:

- It is the responsibility of the Board of Governors, the Principal, and the Senior Leadership Team to ensure that there prevails in the school the harmonious, positive and purposeful atmosphere which is essential to successful teaching and learning.
- It is the responsibility of the School Leadership Team to guide, support, and offer training opportunities for all members of staff so that a positive atmosphere and work ethic prevails in each classroom in the school.
- It is the responsibility of the Vice Principal and Senior Teacher Pastoral to communicate the school's Promoting Positive Behaviour Policy to parents and students.
- All members of staff in the school are responsible for encouraging good behaviour in the corridors, public areas and playgrounds, and, as far as possible, in the journeys to and from school and on school trips and visits.

All members of staff are expected to:

- Act as a positive role model within the school environment. This includes modelling expectations of behaviour and the use of appropriate language.
- Fully implement all school policies, including the Promoting Positive Behaviour Policy including the 3'C's protocol and awarding of house points/rewards.
- To provide an environment in which students can learn effectively and safely.
- Set high standards and expectations for all.
- Apply rules fairly and consistently.
- Promote positive relationships with students and de-escalate behaviour concerns where possible.
- For teaching staff, support differentiation and removing barriers to learning. Ensuring all students needs are catered for. Plan and prepare engaging lessons.
- Promote the schools PSE and Pastoral Care Programme.
- Monitor progress and communicate concerns to the relevant members of staff and parents/carers.

- Promote positive relationship with parents and outside agencies.
- Fully commit to the safeguarding and welfare of all staff and students.

Prefects and all senior students are expected to show an example to younger students, and to assist staff in every way by encouraging positive behaviour throughout the school.

Promoting Positive Behaviour in the Classroom

Staff will endeavour to develop personal strategies for the promotion of positive behaviour. This will include preventative and corrective strategies aimed at promoting and sustaining a positive learning environment.

Atmosphere

- A warm, structured and positive atmosphere is key in providing an effective and secure learning environment for our students.
- All members of staff will maintain our agreed standards for them to be effective.
- Students should be fully aware of any behaviour procedures that involve them.
- Students should be aware and appreciate that acceptable standards are expected within the school and traveling to and from school.
- Students need to know the requirements set by each department or each teacher within the classroom.
- Students will be made aware of these standards and expectations at the start of each year and regularly reminded by staff.
- It is important that all members of staff uphold the principles and structures of the school's Promoting Positive Behaviour Policy.

Positive Behaviour Preventative Strategies

- Arrive at class on time.
- Have an aesthetically pleasing and engaging classroom.
- Use an effective seating plan.
- Use clear routines which are understood by all.
- Provide opportunities for students to experience success.
- Know your students and build positive relationships.
- Use differentiation effectively.
- Use praise and positive reinforcement.
- Provide opportunities for expressing emotions.
- Use displays to demonstrate the value of student's work
- Use displays to reinforce learning.
- Communicate high expectations.
- Enable learners to take risks with their learning and allow for mistakes.
- Give feedback, which is constructive and positive.
- Celebrate learning in your classroom.

Classroom Expectations

Every student in every classroom is expected to:

- Listen and follow the teacher's and classroom assistants instructions, putting their hand up and not shouting out;
- Attend all lessons and be punctual;
- Behave in a mature way, not eating in class or disrupting the learning of others;
- Complete and hand in their homework on time;
- Try their best in all lessons and complete work to the best of their ability.
- Respond positively to the teacher's feedback and ask for help if they are unsure.

Positive Behaviour Corrective Strategies – The 3 C's – Choice, Chance and Consequence

This protocol is to provide a consistent approach that supports both staff and students in modelling appropriate behaviour. It aims to teach students, that for every choice or action there is a consequence. A consequence is a direct result of the way they act. At Newry High School, students are encouraged to behave in a way conducive with learning. This protocol gives them a chance to correct their behaviour before a consequence is issued.

- If a student is not behaving in a manner conducive to learning, they will be made aware of the behaviour and made aware they now have a **CHOICE** of how they should behave.
- If the student chooses to ignore this warning and does not modify their attitude or behaviour the teacher will make the student aware that this is their final **CHANCE** and that there will be a **CONSEQUENCE** of continued poor attitude or behaviour, being a teacher sanction issued.
- If after a teacher sanction is issued the poor attitude or behaviour continues then the **CONSEQUENCE** will be escalated to the use of the Staff Buddy System. The student will be moved to another classroom for the remainder of the lesson and a lunch time detention (LTD) issued. The teacher will expect to discuss the student's action in a restorative conversation.

Stage	Outcome
CHOICE	A clear verbal warning is given, and the student's name may be written on the CHOICE board as a visual reinforcement – the student now has the CHANCE to make their attitude or behaviour better.
CHANCE	A second verbal warning is given, and the student is clearly told they have a CHANCE to change their behaviour. Their name will now be written on the CHANCE board. The student is warned that the CONSEQUENCE of continued poor attitude or behaviour will be a teacher sanction.
CONSEQUENCE	<p>The student is clearly told they are receiving a teacher sanction for their continued poor attitude or behaviour.</p> <p>Any further disruption will lead to an escalated of CONSEQUENCE. Students will be moved from the lesson and will work in another lesson. A lunch time detention (LTD) will be issued and parents informed.</p> <p>A teacher sanction may include:</p> <ul style="list-style-type: none"> • Being moved within the classroom. • Meaningful extra work being set. • A teacher break time detention. • Referral to the Head of Department.

Positive Behaviour Corrective Strategies – Staff Buddy System

The Staff Buddy System is a de-escalation strategy used where a student has not responded positively to the CHOICE to improve their behaviour/attitude. They will also not have responded positively to the CHANCE offered and have received a teacher sanction as a CONSEQUENCE.

The subject teacher will calmly explain to the student that their behaviour/attitude has not changed, despite warnings and they will be moved into another lesson. This will also mean they will be in lunch time detention. If a student refuses to be moved, a senior member of staff will be called, and the consequence will be escalated.

The use of the Staff Buddy System will be logged, and parents informed through the school office. The student's Head of Year will be made aware. The Consequence protocol will be followed if the behaviour persists.

Support Mechanisms

Monitoring Process

If a student is unable to meet basic school expectations their Tutor will liaise with their classroom teachers as to whether the student is placed on Tutor Daily Report. If placed on Tutor Daily Report, parents will be informed, and the student will collaboratively set two or three targets with their Tutor to support improved behaviour. These will be monitored in each of their lessons, for at least 10 days. The student's Tutor will monitor the report daily and provide guidance and support. Parents/Carers are expected to discuss the report with their child daily and sign. It is hoped that this timely intervention will provide the student with support to improve their behaviour. If monitoring by the Tutor does not improve behaviour, it may be appropriate that the student is monitored for a period by their Head of Year.

Students on Daily Report to their Head of Year, will receive the same support as from their Tutor, in addition they will be expected to attend an extraction support session once a week. This session will endeavour to explore strategies to support improved behaviour. Parents will be informed of the report and expected to discuss and sign daily with their child. At this point, consideration will be given as to whether the student is placed on the Special Educational Needs Register and an Individual Education Plan (IEP) drawn up and shared with staff. It is hoped that this intervention will allow the student to improve their behaviour and after 10 days and a further period of Tutor monitoring, be able to fully adhere to the school's expectations and Code of Conduct.

For the minority of students, they may need escalated support and therefore may be placed on Senior Teacher or Vice-Principal Daily Report. If this is the case the Parent/Carer will be required to attend a meeting to discuss referrals to outside agencies and if not already to add the student to the Special Educational Needs Register. The student will attend a daily extraction tutor group as additional intervention to support improvements.

In the most extreme cases, a student may be placed on Principal Report and or require intervention from the Chair of Governors. At this point consideration will be made to alternative provision. Parents/Carers will be required to meet with the Principal and agree to support school intervention.

A student may also be placed on Subject Report if there is a specific concern in one area of the curriculum. Likewise, students may be monitored using Attendance and or Uniform Daily Report. In all cases, Parents/Carers will be informed. These work in the same way as Daily Report, in that targets are set and reviewed for a 10-day period. If there is limited improvement, the student will escalate to the next level of report and intervention.

In School Intervention

As a school we appreciate that some students need additional support to be able to uphold the school expectations and Code of Conduct. All staff endeavour to build effective relationships with students so they feel they can discuss their concerns and difficulties. Some students have identified 'Key Adults' as a supportive strategy as well as 'Time Out Cards' which allow the student to be able to discuss their concerns before their behaviour escalates further. We also provide a pastoral support programme, where students either work 1:1 or in a small group to develop positive strategies to maintain positive behaviour. Parents will be informed if the school feels their child would benefit from this programme.

Outside Agency Referral

Some students may need support beyond what the school can offer. This may result in the school referring to outside agencies for assessment and/or support or expecting the parent to seek appropriate referrals. It may be necessary to also seek support from the Social Care Trust. Some of our students will have additional needs which mean regulation of behaviour is a challenge, the school will make reasonable adjustments to support inclusion and work collaboratively with outside agencies.

Recognition and Rewards

Encouragement, praise and reward are an essential part of promoting positive behaviour. We believe they have a motivational role, helping our students to see good behaviour will be rewarded. The school recognises students that show respect, responsibility and excellence in their contribution to the life of the school and the community. Students feel valued as a result of positive feedback and recognition of their success.

Basic Recognition

- Verbal/non-verbal recognition.
- Positive comments in the student's book.
- Display of work.
- Reflected in the student's annual report.
- Allocation of special responsibility e.g. Prefect, Student Council Representative.

Whole School Reward System

At Newry High School we support a whole school reward system specifically designed to reward positive behaviour through regularly awarding of house points. All staff have a responsibility to engage with the system and apply selection criteria consistently.

Students are awarded House Points for a number of reasons;

- Outstanding classwork and homework
- Exceptional class contributions
- Continued and consistent effort
- Helpful and considerate attitudes
- Positive contribution to school life
- Regular attendance to one or more extra-curricular activities
- Student Leadership
- Active citizenship

House Points will be recorded by staff on our SIMS computer systems. Regular updates will be provided during tutor time and assemblies. Parents will be able to view the amount of House Points their child has, using the school app.

Recognition certificates will be awarded when students reach the following milestones:

25 House Points	= Tutor Award - Bronze certificate
50 House Points	= Head of Year Award - Silver certificate
75 House Points	= Senior Teachers Award - Gold certificate
100 House Points	= Vice Principal Award - Platinum certificate
125 House Points	= Principal Award – Diamond certificate
150+ House Points	= Chair of Governors Commendation

Other rewards may include:

- Recognition in School Assembly
- Recognition on the school website/school app
- Award at annual Prize Night

At Newry High School we operate a House System, where students belong to one of three Houses; Binnian, Donard and Gullion. As well as House Points counting towards individual rewards for the students, we also reward Houses, for example; for most House Points collectively achieved and best overall attendance.

Each House has a Sixth Form Prefect elected as House Captain and a Year 12 student elected as House Vice Captain. House assemblies are held once a term. The House shield is awarded to the house with the most House Points at the end of year on Prize Night. All school activities and charity work feed into the House System and House Points are awarded for excellent contributions to whole school activities.

Consequences

Whilst our aim is the promotion of positive behaviour, there are also times, unfortunately, when there is a need for consequences when behaviour is not at an acceptable standard. Each consequence is based on restorative action and addressing the behaviour, so it is not repeated. Support is also outlined.

The following tables act as a guideline to staff as to how to deal with incidents that involve negative student behaviour, both in the classroom and in the wider school

community. They are for guidance, rather than being prescriptive; each incident should be considered in its context, but the guidance aims to aid whole school consistency.

Behaviour for Learning			
Stage of concern	Example of types of behaviour	<i>CONSEQUENCE</i>	Student Support
<p>Stage One - Low level disruption.</p>	<p>Chatting, lack of work/effort, low level arguing, lack of respect, not following instructions, shouting out. Arriving late to the lesson. Forgetting book or equipment. Non completion of homework.</p> <p>Being late to school.</p>	<p>Teacher <i>CONSEQUENCE</i></p> <p>This may include being moved within the classroom, meaningful extra work being set, teacher detention, referral to Head of Department. Failure to complete this <i>CONSEQUENCE</i> will result in a Lunch Time Detention (LTD) being issued.</p> <p>Students who are late to school will receive a Break Time Detention (BTD).</p>	<p>3 C's protocol used by teacher. Teacher/Tutor intervention.</p>
<p>Stage Two - Persistent low-level disruption.</p>	<p><i>CHANCE, CHOICE</i></p> <p>(i) Continued defiance in the lesson, refusing to move seat, arguing, poor language. (ii) Persistent failure to complete homework/bring the correct equipment for learning, being punctual for lessons. (iii) Failure to complete Teacher <i>CONSEQUENCE</i>.</p>	<p>(i) Moved from lesson using Staff Buddy System. LTD issued, restorative conversation. (ii) & (iii) LTD issued for persistent failure to complete homework/bring correct equipment for learning, be punctual to lessons.</p>	<p>LTD restorative programme accessed. Behaviour reflected on by student. Class teacher restorative conversation and target setting.</p>

<p>Stage Three - Mid Level disruption.</p>	<p>CHOICE - Continued disruptive behaviour in class and or a number of classes. Continued lack of poor effort. Continued failure to meet class expectations. Continued lack of homework, equipment, punctuality to lessons.</p>	<p>Subject Report/Tutor Report (10 days) issued. Tutor call to parents. Any minus LTD issued. Failure to attend ASD issued.</p>	<p>Tutor/Teacher Intervention. Daily monitoring and target setting.</p>
<p>Stage Four - High Level disruption/ incident.</p>	<p>CHOICE - Repeated disruption to learning across a number of curriculum areas. Failure to respond positively to supportive strategies - Tutor Report.</p>	<p>Head of Year Report (10 days) issued. HOY call/meeting with parent. Any minus on report - LTD issued. Failure to attend ASD issued.</p>	<p>Individual Education Plan (IEP) for behaviour initiated and discussed with SENCO. Strategies shared with all teachers. HOY intervention. Weekly behaviour intervention accessed. Daily monitoring and target setting.</p>
<p>Stage Five - Continued high level disruption/ incident.</p>	<p>CHOICE - Persistent and repeated disruption to learning across a number of curriculum areas, Failure to respond positively to HOY Report.</p>	<p>Senior Teacher/Vice Principal Report (10 days) issued. Any minus - EASD issued. Senior Teacher/VP parental meeting. SS used as and if required.</p>	<p>Daily behaviour intervention accessed. Individual Education Plan (IEP) updated. Student placed on the Special Needs Register. Parental meeting. Daily monitoring and target setting. Consideration of student's timetable. Use of Supervised Support.</p>

<p>Stage Six - Severe and significant disruption/serious incident.</p>	<p>CHOICE - Blatant refusal to adhere to school standards and expectations, continued abuse of Daily Report system. Verbal or physical assault of a member of staff or student in a lesson. Harmful and unsafe behaviour. Possession and or use of drugs, including alcohol/weapon.</p>	<p>In-School Suspension, External Suspension or Permanent Exclusion/Expulsion. Principal Report issued. Parental interview and alternative provision considered. BOG informed.</p>	<p>Weekly mentoring programme continued. Behaviour Support Team referral. Alternative curriculum or provision sought. Daily monitoring.</p>
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Behaviour in the School Community			
Stage of concern	Example of types of behaviour	<i>CONSEQUENCE</i>	Student Support
<p>Stage One - Low level disruption.</p>	<p>Running in the corridor, dropping litter, silly behaviour, shouting.</p>	<p>Teacher <i>CONSEQUENCE</i> This may include a teacher detention, a note in the student's planner, referring the behaviour to the Tutor.</p>	<p>Teacher/Tutor intervention and discussion as to why this behaviour is not acceptable.</p>
<p>Stage Two - Persistent low-level disruption.</p>	<p>In possession of smoking paraphernalia. Smoking and or vaping (week of LTD). Rowdy corridor behaviour, use of poor language towards others, pushing in the corridor, refusal to follow staff instructions. Unkind behaviour.</p>	<p>LTD failure to attend escalation to ASD</p>	<p>LTD restorative programme accessed. Behaviour reflected on by student. Class teacher restorative conversation and target setting. Number of LTD monitored and consideration of Tutor Daily Report required.</p>

<p>Stage Three - Mid Level disruption.</p>	<p>Dangerous corridor behaviour, Truancy from a lesson. Misuse of school property. Refusal to follow staff instructions. Misuse of an electronic device. Persistent unkind behaviour.</p>	<p>ASD failure to attend escalation to EASD</p>	<p>Tutor/Teacher Intervention. ASD restorative programme accessed. Number of ASD monitored and consideration of Head of Year Daily Report required.</p>
<p>Stage Four - High Level disruption/ incident.</p>	<p>Displaying bullying behaviours, physical aggression, verbal aggression, swearing, continued poor corridor behaviour. Persistent refusal to follow staff instructions. Persistent or serious misuse of an electronic device.</p>	<p>EASD failure to attend escalation to SS</p>	<p>EASD restorative programme accessed. Daily Report system to be considered.</p>
<p>Stage Five - Continued high level disruption/ incident.</p>	<p>Truancy from school, fighting, bullying and or aggressive behaviour. Damage to school property. Misuse of an electronic device to bully or cause harm to others. Blatant refusal to follow staff instructions.</p>	<p>Supervised Support failed SS escalation to suspension.</p>	<p>Supervised Support restorative programme accessed. Daily Report issued.</p>
<p>Stage Six - Severe and significant disruption/ serious incident.</p>	<p>Abuse of drugs including alcohol. Carry or use of a weapon. Gross rudeness, foul language directed to a member of staff. Violence or unacceptable behaviour towards another member of the school community, including behaviour likely to</p>	<p>Suspension/ Expulsion</p>	<p>Behaviour Support Team referral considered. Alternative curriculum or provision sought. Daily monitoring.</p>

	<p>endanger another's health and safety. Theft/vandalism. Sexual abuse or assault. Misuse of an electronic device that endangers others or is used in an exam.</p>		
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Detentions

The school uses detentions as a **CONSEQUENCE**, including detentions outside school hours. Parental consent is not required for detentions; however, the school will act reasonably when imposing a detention.

Lunch Time Detention (LTD)

Students will be issued with an LTD and a sticker added to their planner. This will include the date of the LTD. It is likely that the LTD will either be on the day of the incident occurring or the following day. The **CONSEQUENCE** will be logged, and parents will be informed by text/email that their child has received a LTD. During the detention, the student will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Students will be in detention for the length of their lunch break but will be permitted to have their lunch and use the bathroom.

Failure to attend LTD without prior arrangement will result in an escalated **CONSEQUENCE** to an additional after school detention.

After School Detention (ASD) 60 minutes 3pm – 4pm

Students will be issued with an ASD and parents will be informed by text/email, this will include the date of the ASD. Parents will be given at least 24 hours' notice of the ASD, unless prior arrangement for instant **CONSEQUENCE** has been made with the Parent/Carer. They may also receive a phone call from the member of staff to discuss the incident further. The ASD will be logged.

At the end of the school day, the member of staff teaching the student for the last period, will escort them to the detention. During the detention, the student will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could

make better **CHOICES** and take their **CHANCE** effectively. Additional work will also be set.

Failure to attend ASD will result in an escalated **CONSEQUENCE** to an additional EASD. There are limited reasons why a student may need to rearrange their detention. If this is the case parents must communicate this by email or telephone to the Vice Principal, who must agree the change.

Extended After School Detention (EASD) 120 minutes 3pm-5pm Friday.

An EASD will be issued and parents informed by text/email, this will include the date of the EASD. The EASD will be logged. Parents will be given at least 24 hours' notice of the EASD, unless prior arrangement for instant **CONSEQUENCE** has been made with the Parent/Carer. A meeting may be required to discuss the concern.

The member of staff teaching the student for the last period, will escort them to the detention.

During the detention, the student will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Additional work will also be set.

Failure to attend EASD will result in an escalated **CONSEQUENCE** to an additional Supervised Support. There are limited reasons why a student may need to rearrange their detention. If this is the case parents must communicate this by email or telephone to the Vice Principal, who must agree the change of date.

Supervised Support (SS)

Supervised Support is when a student's poor behaviour means they are temporarily removed from general circulation and expected to complete their work in a single supervised classroom for a designated period. Students may be placed in SS by the Head of Year or a member of the Senior Leadership Team. This may be:

- Immediately following an incident pending further investigation.
- As a **CONSEQUENCE**, following an incident as a result of an investigation.
- After a period of continued poor behaviour or an escalated **CONSEQUENCE**.

Parents will be informed, and a meeting may be required. The length of the SS will also be discussed. While in SS, students will be expected to reflect on the reasons for this **CONSEQUENCE**. They will be asked to consider what actions would have been more appropriate and how they could make better **CHOICES** and take their **CHANCE** effectively. Additional work will also be set and there is an expectation that any work missed in their lesson is caught up. Staff on duty in SS will complete a monitoring log while the student is in SS.

Students in SS will also sit a break and lunch time detention. Students are not permitted to have their electronic device with them and must hand this to the office

to collect at the end of the school day. Poor behaviour in SS will lead to an escalated **CONSEQUENCE** and the Principal may consider Suspension.

Internal Suspension (In School)

In some circumstances SLT may choose to manage poor behaviour through an Internal Suspension. This would mean a number of consecutive days in Supervised Support. The length depending on the incident/behaviour. Parents will be informed and expected to attend a meeting with a member of SLT. The student will not be permitted to be reintegrated back into mainstream lessons, until this meeting takes place. The student will be placed on Daily Report for a minimum of 10 days to support improved behaviour.

External Suspension (Out of School)

In very serious cases, a student may be suspended from school for a period of time as designated by the Principal. This **CONSEQUENCE** will be added to their school file as a permanent record and the Education Authority and Board of Governor's formally informed. A formal letter of notification will be sent to the Parent/Carer. While a student is suspended, they will be expected to **remain at home** and complete work set. Work will be provided for collection from the school office.

An external suspension will be used for serious incidents which may include:

- Abuse of drugs including alcohol – as shown in the school's Drugs Policy;
- Gross rudeness, foul language directed to a member of staff;
- Violence or unacceptable behaviour towards another member of the school community, including behaviour likely to endanger another's health and safety;
- Serious misuse of an electronic device;
- Persistent failure to comply with the schools Code of Conduct.

The list is not exhaustive, and each case will be taken in its own context.

A reintegration meeting is required between the student, parent and Principal/Vice-Principal before the student can return to school. This meeting aims to discuss the incident/behaviour and how it can be further avoided. Support strategies will also be discussed and added to or instigate an Individual Education Plan. The student may be placed on the Special Educational Needs Register. If there is further evidence, or the student does not respond positively during the meeting, the suspension may be increased. The student will return on Daily Report for a minimum of 10 days to support improved behaviour.

Alternative Provision

If behaviour persistently fails to meet expected standards, alternative provision may be sought for the student. This may be on a part-time or full-time basis. The aim is to

avoid permanent exclusion/expulsion and address behaviour concerns in an environment outside of mainstream education. This will be done in conjunction with Parents/Carers, but the school reserves the right to insist on alternative provision if it feels it is in the best interests of the student. If the student is statemented for special educational needs, this will be done in liaison with relevant outside agencies and the Education Authority.

Permanent Exclusion/Expulsion

The decision to permanently exclude a student is a serious one. It will usually be the final **CONSEQUENCE** in the process for dealing with disciplinary incidents following a range of interventions and supportive strategies.

There may be exceptional circumstances where in the Principal's judgement, it is appropriate to permanently exclude a student for a 'one off' incident. These may include:

- Serious, actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;

This list is not exhaustive.

Parents will be informed immediately should a permanent exclusion be appropriate and information with guidelines for Parents/Carers will be issued with the initial letter informing Parents/Carers of the permanent exclusion.

Criminal Proceedings

The severity of an incident may require the school to inform the PSNI and prosecution may follow. This would include assault on a member of staff and assault by a visitor or intruder.

Power to use reasonable force

Newry High School has a pastoral responsibility towards our students and takes all reasonable steps to ensure that the welfare of students is safeguarded and that their safety is preserved.

The need to use reasonable force to restrain or control a student is rare. However, if a student's behaviour threatens the safety of other students and staff, a member of staff may use such force as is reasonable in the circumstances to prevent the student from:

- Committing an offence.
- Causing personal injury to, or damage to the property of, any person (including the student him/herself).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its students, whether during a teaching session or otherwise.

The school refers to Article 4 of the Education (Northern Ireland) Order 1998 clarifies when it may be appropriate for a member of staff to use reasonable force. Detailed guidance can be found in the schools, **Use of Reasonable Force/Safe Handling Policy**.

Confiscation of inappropriate items

It may be necessary, in order to support safeguarding and health and safety, for a student's belongings to be searched. This may be because there is reasonable suspicion that the student has on their person an illegal substance or weapon for example. If this is required, two members of staff will be present, and consent will be sought from the student. If the student does not consent the PSNI may be called.

The school has the legal right to impose reasonable sanctions to include confiscation of items. Should the school feel that this is necessary, the Parent/Carer will be contacted and return of the item discussed. In the case of electronic device confiscation, refer to the schools **Electronic Device Policy**.

Students Behaviour off Site

Students will be expected to follow school expectations and the Code of Conduct outside of the school premises when:

- Taking part in any school organised or school related activity.
- Traveling to or from school.
- When wearing school uniform.
- In some way identifiable as a student at the school.

Failure to do so will mean that school consequence system applies.

Bullying

Bullying in any form is a direct contravention of the aims and values of the school and it is always treated seriously. The **Anti-Bullying Policy** outlines the rationale and procedures. All reports of bullying will be investigated and **CONSEQUENCES** in line with the school's consequence system.

E-Safety Incidents

E-safety is of paramount importance and we strive to achieve safe online behaviour by all stakeholders of the school. With staff, students and Parent/Carers enjoying a growing online presence we recognise that our support and strategies to promote safe online behaviour must be pragmatic, responsive and well informed. All incidents where students use online measures to bully other students will be dealt with seriously. If the incident involves taking or sharing of inappropriate or indecent images, the school may inform Social Services and/or the PSNI in accordance to the schools **Safeguarding and Child Protection Policy**.

Electronic Devices Incident

The **Electronic Device Policy** offers clear guidance to staff, Parents/Carers and students on the use of electronic devices during school hours. Electronic devices are only permitted at break and lunch time, before and after school but not in the canteen. In the case of an emergency, students can communicate home via the school office. Misuse of electronic devices will lead to confiscation as outlined in the **Electronic Device Policy**.

Uniform/ Fit for learning

It is the responsibility of all staff to ensure that the students are wearing the correct school uniform. It will be checked by Tutors during morning tutor time and by staff throughout the day. Students who do not adhere to school uniform requirements, may be placed in detention or taken out of mainstream circulation until the concern has been addressed. Parents are expected to send their child to school in the correct uniform daily. A comprehensive list of school uniform can be found in the student planner and on our school website.

Students are also expected to be prepared for learning. This includes coming to school daily with their planner and pencil case and with equipment like their PE kit on the necessary days. Failure to do so may result in a detention being issued.

Punctuality

Students are expected to be on time to school every day and all their lessons. Students who are late without a legitimate reason will face **CONSEQUENCES**. Refer to the school **Attendance Policy** for further detail.

Behaviour in the Sixth Form

In the Sixth Form, as students are young adults, preparing for a life beyond school, we recognise that the behaviour systems need to be adjusted accordingly. Our Sixth Form positive behaviour systems focus on support mechanisms to help students consider their behaviour, decisions and realise their potential. If students fail to engage with this support, we operate a system of Formal Warnings.

The Tutors role is vital in supporting our Sixth Form students. The Tutor is the **first point call** should the student or parents need to discuss provision.

We expect that all students in Newry High Sixth Form:

- Meet the requirements of the school Dress Code
- Respect and take pride in the school learning environment.
- Are always respectful towards staff, fellow students, the school environment and of school resources.
- Conduct themselves in a safe manner in school, including e-Safety and driving/parking on the school site.
- Abide by the school Electronic Device Policy.
- Engage with the support mechanisms put in place in terms of attendance and/or work within subject areas.

'Your Subjects'

Students are expected to engage fully with their studies and complete all work that is expected, by the given deadline.

If students are not completing homework/independent learning or engaging in lessons as expected, this should be communicated to their Tutor. If this concern is not then addressed, the Head of Department and Head of Year will be required to support the student. If there is a concern about a student, the following will be followed:

- **CHOICE** - discussion with teacher, targeting setting and intervention provided;
- **CHANCE** - discussion with teacher and review of targets and intervention. Students Tutor informed and pastoral support offered. Parental contact;
- **CONSEQUENCE** - involvement of Head of Department and/or Head of Year. A 'Formal Warning' letter of concern will be sent to Parent/Carers. Meeting with the student to discuss strategies to support improved engagement with their learning. If this is persistent the student may be monitored for a period of time. If this support and intervention does not encourage improved responsibility, the student will be required to sign a behaviour contract with the Chair of Governors. In severe circumstances their place in the Sixth Form may be at risk.

'Your Attendance'

Students are expected to attend Tutor Time every morning punctually and attend all of their lessons and study sessions. Unforeseen absences must be reported through the school office each morning. Foreseen absences should be requested via the Tutor or Head of Year.

If students are not attending lessons, this will have a detrimental impact on their learning:

CHOICE - discussion with teacher, targeting setting and intervention provided;

CHANCE - discussion with teacher and review of targets and intervention. Student's Tutor informed and pastoral support offered. Parental contact;

- **CONSEQUENCE** - involvement of Head of Department and/or Head of Year. A 'Formal Warning' letter of concern will be sent to Parent/Carers. Meeting with the student to discuss strategies to support improved attendance, if this is persistent the student may be monitored for a period of time. If this support and intervention does not encourage improved responsibility, the student will be required to sign a behaviour contract with the Chair of Governors. In severe circumstances their place in the Sixth Form may be at risk.

Study rooms

Study rooms are a sixth form privilege. The aim is to provide the students with a comfortable and purposeful learning environment which will encourage them to become an efficient, effective and independent learner. Study rooms are aimed at preparing students for study in further education such as university and/or preparation for the world of work. Within such environment's, students will be expected to work independently, without supervision and meet deadlines. Study rooms will not always be supervised by staff, in this case, they will be visited by staff to ensure standards are kept high.

We expect all our Sixth Form students to adhere to the following:

- Study quietly at all times.
- Be responsible for the facilities.
- Become an independent learner.
- Keep the study room tidy, clean and organised at all times.
- Take pride in the study room.
- Respect those working around you.
- Respect the privilege of having a study room.
- Only use personal electronic devices to assist and aid learning.

The following is not permitted in the student rooms:

- Socialising and wasting valuable study time.
- The use of social media.
- Leaving the rooms in a mess.

- Making noise that will disturb others.
- Allowing other students into the study rooms who are not permitted to use the rooms.

Misuse

Any report of misuse of the study rooms will be investigated. The student or students concerned, will be issued with a **CHANCE**, a verbal warning about their conduct. Further concerns after this, will result in a **CONSEQUENCE**. This will be in line with the school's consequence system but may result in the privilege to use study rooms being withdrawn and having to be supervised at all times outside of lessons.

Appendices

Code of Conduct

Classroom Expectations

Staff R+R

Home school agreement

Daily Report example

Detention reflect sheet