

POSITIVE BEHAVIOUR FOR
LEARNING

POLICY

CRUMLIN
INTEGRATED
COLLEGE



RATIFIED: 28/05/26
REVIEW DATE: JUNE 2026

EACH LEARNER, EACH JOURNEY, Every SUCCESS

1. Introduction

Crumlin Integrated College (CIC) champions every learner by empowering them with the confidence to flourish. This policy has been developed through consultation with pupils, parents, staff, the school council, and Governors to ensure a safe, secure environment conducive to high-quality teaching and learning. We believe that everything we achieve is a result of a clear, agreed value system that promotes harmonious working relationships.

As an **Integrated College**, we explicitly promote **reconciliation** through restorative dialogue, **inclusion** by ensuring proportionate outcomes, and a strong and effective **partnership** between the school, home, and learner.

The Need for an effective Positive Behaviour Policy

A climate of positive relationships where praise and encouragement are evident is at the heart of a happy school and it is this ethos which is conducive to effective teaching and learning. Good behaviour creates a safe environment and allows all within the school to work and develop in a cohesive atmosphere.

The Board of Governors and the Principal are responsible for ensuring that the school has a behaviour policy which

- provides a safe, secure environment in which to learn and work
- promote positive behaviour among pupils
- encourages the development of pupils' self-esteem and confidence
- supports pupil responsibility for their work and behaviour
- aim to remove barriers to learning so pupils can fulfil their potential
- support relationships for learning which demonstrate mutual respect, trust and openness

In essence, an effective 'Positive Behaviour Policy' is central to where both the pastoral and academic lives of the school meet.

This policy aims to operate collaboratively with other pastoral policies including Pastoral Care & Welfare, Addressing Bullying, Safeguarding & Child Protection, Special Educational Needs & ICT (E-safety), Relationships & Sexuality and the teaching and learning policies to optimise outcomes for learners and remove barriers to learning for each individual pupil so that their full potential may be achieved.

Rationale

Promoting Positive Behaviour in Crumlin Integrated College comes from the shared belief that everything that we are and achieve is a result of having a clear agreed value system which promotes and sustains harmonious working relationships within the school community

Therefore, along with key stakeholders we have set out to define our core values and explore how these will promote an active positive and integrated ethos within our school.

Vision

Crumlin Integrated College champions every learner by empowering them with the confidence to flourish. We nurture and celebrate personal excellence and achievements, so each individual thrives on their unique journey towards a bright future.

Core Values and Statement of Principles

To enable our core values to be actively promoted within the school, the following Statement of Principles has agreed by the Board of Governors. These positive behaviour principles, which were agreed through consultation, will set the standard for behaviour within the school, apply to 'everyone' in our school community and be implemented fairly with equal regard for a person's age, race, religion, ability/disability, gender or sexual orientation.

- **Community:** We build strong connections, show empathy, and take responsibility for doing what's right to create a sense of belonging.
- **Respect:** We treat everyone with kindness, fairness, and dignity, and care for our environment.
- **Unity:** We work together towards shared goals, celebrating what connects us as one school community.
- **Motivation:** We believe in ourselves, work hard, aim high, and celebrate our progress and achievements.
- **Leadership:** We empower individuals to speak up, build confidence, and take initiative.
- **Inclusion:** We celebrate differences, value each person's uniqueness, and ensure everyone feels welcome and accepted.
- **Nurture:** We prioritise wellbeing and safety through caring relationships and meaningful learning experiences.



Policy Statement

This policy outlines the framework for maintaining an environment that is conducive to high-quality teaching and learning. We operate a **Restorative Approach**, underpinned by the belief that behaviour is a form of communication. Our goal is to minimise barriers to learning through proactive support, clear boundaries, and the celebration of success.

What outcomes will this Positive Behaviour Policy hope to deliver?

Together we, the pupils, parents/carers, governors, and staff both teaching and non-teaching, will work to:

1. Encourage positive attitudes on the part of pupils, parents/carers, governors, and staff both teaching and non-teaching.
2. Promote positive behaviour through example.
3. Create and sustain a climate within CIC which is conducive to sound relationships.
4. Create and sustain a climate within CIC which is conducive to effective learning and teaching.
5. Proactively prevent bullying by any member of our school community to any other member within our community and give a clear message that **any type of bullying behaviour is totally unacceptable**.

Statutory and Legal Framework

This policy has been developed in accordance with the following legislation and Department of Education (NI) circulars. All staff, parents, and pupils should be aware that our procedures are guided by:

- **The Education and Libraries (Northern Ireland) Order 2003:** Specifically, Article 17-19, which places a duty on the Board of Governors and the Principal to determine and maintain a scheme for promoting positive behaviour.
- **The Addressing Bullying in Schools Act (Northern Ireland) 2016:** Which provides the statutory definition of bullying and the school's duty to record and respond to incidents.
- **The Education (Student Support, etc.) Regulations (Northern Ireland):** Guiding the school's responsibilities regarding student welfare.
- **DE Circular 2003/13:** *Welfare and Protection of Pupils - Education and Libraries (NI) Order 2003.*
- **DE Circular 2021/12:** *Outdoor Learning and Positive Behaviour.*
- **The Children's (Northern Ireland) Order 1995:** Ensuring the welfare of the child is the paramount consideration.
- **The Human Rights Act 1998 and the UN Convention on the Rights of the Child (UNCRC):** Specifically, Article 28 (Right to Education) and Article 29 (Goals of Education).
- **SEND Implementation:** In line with the *Special Educational Needs and Disability Act (Northern Ireland) 2016*, we acknowledge our duty to make reasonable adjustments for pupils with identified needs.

Integrated Principles in Practice

As an integrated school, this policy explicitly promotes:

- **Reconciliation:** Using restorative dialogue to resolve conflict.
- **Inclusion:** Ensuring that outcomes for behaviour are proportionate.
- **Partnership:** Recognising that positive behaviour is a "three-way street" between the school, the home, and the learner.

OUR POLICY AIMS		OUTCOMES for LEARNERS	EVIDENCE TRAIL
1 Promote positive attitudes	<p>Promote positive attitudes through the consistent use of:</p> <ol style="list-style-type: none"> 1. Rewards to reinforce agreed learning behaviours: 2. Positive written feedback to promote a culture of achievement 3. Appropriate target setting/ strategies to assist pupils reduce their individual barriers to learning 4. LLW to promote and develop whole-school positive attitudes and values 5. School Council to promote active pupil participation 	<p>Positive Attitudes are evident. There is an increase in the number of</p> <ol style="list-style-type: none"> 1. Individual rewards & positive feedback given to pupils raising learners' confidence and self-esteem. 2. Feedback given to parents/ carers to inform them of their child's behaviour in a positive way 3. Individual targets being met for LBs; & attendance which promote learning in class 4. Pupils displaying effective learning behaviours in class to support learning. <p>The School Council has an active role in promoting positive attitudes and behaviours</p>	<p>Analysis of pupils, parents and staff base-line audit returns Rewards Stats (SIMS) Texts/Book scoops School Council minutes/notice board Stats: Attendance, SIMS Behaviour Reports, detentions, Support Sheets/IEP reviews Wellbeing officer referrals PASS data</p>
2 Promote Positive Behaviour Choices	<p>Promote Positive Behaviour choices by:</p> <ul style="list-style-type: none"> • Increased staff and pupil participation in the development and consistent implementation of the following : <ol style="list-style-type: none"> 1. An agreed Rewards and Pupil Support hierarchy 2. An agreed set of support interventions to reduce barriers to learning <p>Staff will consistently</p> <ol style="list-style-type: none"> 1. Use restorative dialogue to enable pupils to encourage take responsibility for their actions 2. Implement and monitor the support interventions put in place to reduce individual barriers to learning 	<ul style="list-style-type: none"> • A positive learning environment is promoted • Pupils have opportunities to take greater responsibility for their behaviour and have a voice in this journey. • Pupils know that rewards and supports come from their choices • An increase in the number of rewards is evident to motivate learners • A decrease is evident in the number of <ol style="list-style-type: none"> 1. Detentions given 2. Pupils placed on HoY support sheets 3. A decrease in suspensions issued 	<p>Stats:</p> <p>Behaviour Support Sheets Detentions Suspensions Pupil referrals to Counselling Service IEPs SIMs Behaviour Reports. RFIs, BCAFs, EOTAS referrals</p>

OUR POLICY AIMS		OUTCOMES for LEARNERS	EVIDENCE TRAIL
3 Create and sustain a climate within CIC which is conducive to sound relationships	<p>Create and sustain a climate within CIC which is conducive to sound relationships by:</p> <ol style="list-style-type: none"> 1. Implementing and nurturing an ethos of integration within the school community 2. Having clear, effective communication whereby everyone's opinion is valued within the school community 3. Promoting active participation in the decision making processes 4. Providing opportunities for all members of the school community to contribute to and engage fully in the life of the school 5. Developing links between the school and the wider community 	<ol style="list-style-type: none"> 1. Learners become engaged with the integrated ethos of the school 2. Clear, relevant, timely and valuable information is shared and discussed within the school community to help remove barriers to learning 3. Learners and other members of the school community are actively involved in contributing to school life so that they feel a greater sense of belonging and ownership of their school 4. Links are developed and maintained which may widen learners' experiences beyond the school curriculum 	SDP ETI reports NICIE events Social Media posts Charity events (FOCIC) School trips School council Excellence in Integration Award Assembly rota Awards Prize giving
4 Create and sustain a climate within CIC which is conducive to effective learning and teaching	<p>Create and sustain a climate within CIC which is conducive to effective learning and teaching through:</p> <ol style="list-style-type: none"> 1. Consistent and effective implementation of good lesson guide and the agreed class plan for learning 2. Identifying and breaking down barriers to learning so that children can achieve their full potential 3. Recognising and celebrating everyone's achievements 	<ol style="list-style-type: none"> 1. Learners have a greater opportunity to achieve their potential 2. Learners' success is valued and celebrated. 3. There is a clear, shared consistent understanding of what is expected from both staff (Teaching and Non-Teaching) and learners in terms of preparation and behaviour necessary for effective learning and teaching 4. Learners accept responsibility for their behaviour choices 	Pupil tracking Formative feedback Departmental evaluations IEP targets met GCSE results/KS3 results Internal school assessments Diagnostic tests - VAK, PIE, PIM, CAT

Rights and Responsibilities

A shared understanding of everyone's i.e. pupils, parents, carers, teaching and non-teaching staff and Governors, rights and responsibilities is integral to an effective delivery of these outcomes. As a result of our consultative process the following shared rights and responsibilities have been agreed. Everyone in our integrated school community shares equal rights regardless of age, gender, religious background, disability or sexual orientation.

OUR SHARED RIGHTS

Everyone in Crumlin Integrated College has the right to:

1. Practice and celebrate personal religious beliefs in a non-discriminatory integrated environment
2. Be valued and respected
3. Have a voice and open communication with all stakeholders
4. Effective, consistent teaching and learning standards
5. Work and learn in a safe environment
6. Fulfil his/her potential
7. Equality
8. Be fully consulted on policies and decisions
9. Be welcomed into the School
10. To have access to relevant support and resources

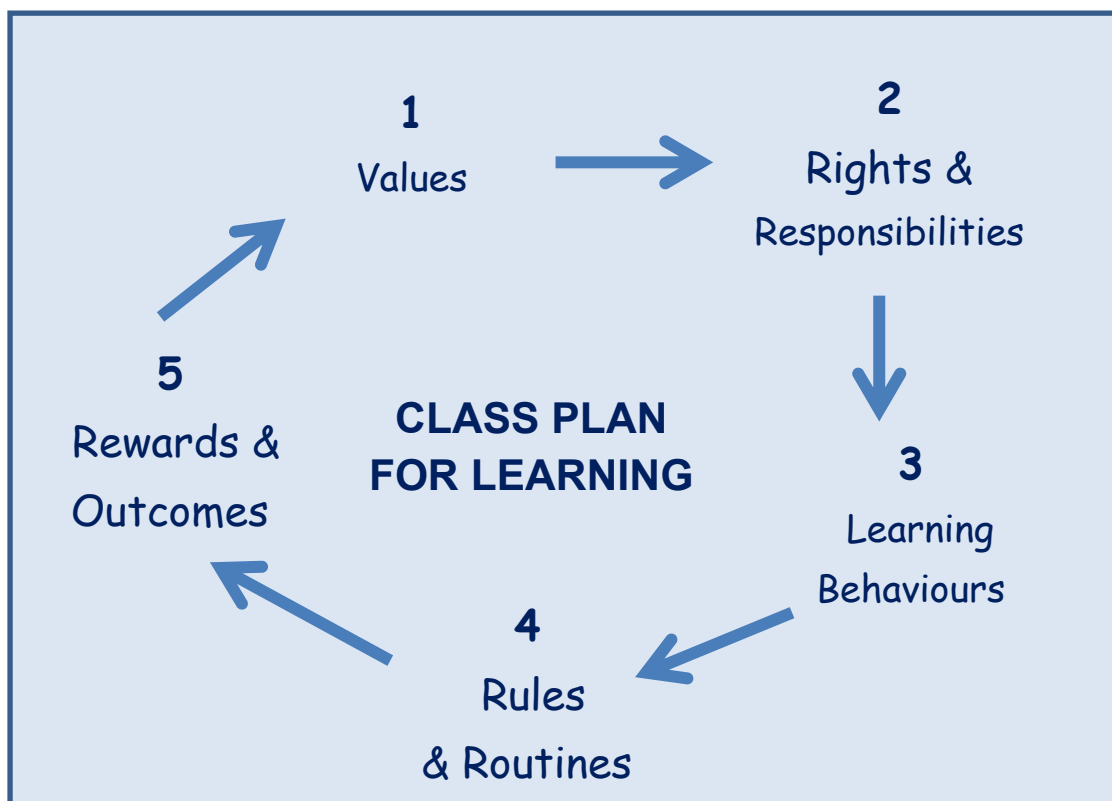
OUR SHARED RESPONSIBILITIES

Everyone in Crumlin Integrated College has a responsibility to:

- Respect the views, rights and religious beliefs of others without prejudice or discrimination
- Value and respect all the members of the school community
- Listen to the opinions of all stakeholders and be an active contributor to matters relevant to the school community
- Participate fully in and consistently contribute to effective learning and teaching
- Respect the property of the school and others and behave safely in and out of class
- Give of his/her best at all times
- Recognise that everyone in the school community deserves to be treated equally
- Participate and engage in consultation on policies and participate in decisions being made on behalf of all the members of the school community
- Work together to create and maintain an open and welcoming environment for all members of the school community
- Seek support when required and engage fully with the resources provided

Supporting Learning: Establishing a Class Plan for Learning

Pupils are awarded 12 points at the beginning of each week by their head of year, this ensures all pupils are provided with an equal opportunity for success.





The Class Plan for Learning.

The table overleaf illustrates our class plan for learning which operates in every classroom. As part of the process shown above, staff and pupils identify and agree on the behaviours which are essential for effective learning to take place. Teachers work in partnership with pupils to encourage a positive learning environment. Our “Learning Behaviours” are displayed in all classrooms and implemented by everyone. *Its effectiveness will be monitored regularly by staff and pupils.*

An effectively implemented class plan for learning creates an environment in which everyone can work together to achieve and succeed.

- Staff will acknowledge and reward pupils for how effectively they keep the agreed learning behaviours.
- Pupils who regularly choose not to keep the agreed learning behaviours and so disrupt the learning for others may have restorative conversations with teachers and pupil support measures will be implemented.
- Through monitoring, pupils who have been identified as having significant difficulty in keeping the agreed learning behaviours will be provided with support to enable them to access learning more effectively and reduce disruption to the learning for others.

<p>2. Everyone in this class has the right to:</p> <ol style="list-style-type: none"> 1. Practice and celebrate personal religious beliefs in a non-discriminatory integrated environment 2. Be valued and respected 3. Have a voice and open communication with all stakeholders 4. Effective, consistent teaching and learning standards 5. Work and learn in a safe environment 6. Fulfil his/her potential 7. Equality 8. Be fully consulted on policies and decisions 9. Be welcomed into the School 10. Have access to relevant support and resources 	<p>Everyone in this class has the responsibility to:</p> <ul style="list-style-type: none"> • Respect the views, rights and religious beliefs of others without prejudice or discrimination • Value and respect all the members of the school community • Listen to the opinions of all stakeholders and be an active contributor to matters relevant to the school community • Participate fully in and consistently contribute to effective learning and teaching • Respect the property of the school and others and behave safely in and out of class • Give of his/her best at all times • Recognise that everyone in the school community deserves to be treated equally • Participate and engage in consultation on policies and decisions being made on stakeholders' behalf • Work together to create and maintain an open and welcoming environment for all members of the school community • Seek support when required and engage fully with the resources provided 	<p>3. To enable everyone in our classroom to learn and work effectively I will choose to:</p> <ul style="list-style-type: none"> ☺ Arrive to class on time ☺ Come into class in an orderly manner ☺ Arrive to class prepared with books, equipment and homework ☺ Work as hard as possible and ask for help if needed ☺ Follow instructions ☺ Respect school equipment and that of others. ☺ Listen when someone is speaking ☺ Concentrate on my work and allow others to concentrate on theirs ☺ Complete work in the given time ☺ Allow the teacher to teach without disruption ☺ Show respect for staff, pupils and visitors ☺ Listen to and value others' opinions 	<p>Effective learning and teaching is blocked for everyone if I choose to:</p> <ul style="list-style-type: none"> ☹ Arrive late to class ☹ Enter the class in a disorderly manner ☹ Arrive unprepared for class ☹ Avoid work or fail to ask for help when work is difficult ☹ Delay/refuse to follow instructions ☹ Damage or misuse school equipment or that of others ☹ Talk instead of listening ☹ Distract myself & keep others from working ☹ Ignore work deadlines ☹ Interrupt and prevent the teacher from teaching ☹ Behave disrespectfully to staff, pupils and visitors in our school ☹ Rubbish the opinions of others 	<p>4. RULES & ROUTINES with CHOICES AND OUTCOMES</p>  <p>5. REWARDS, AND SUPPORT</p> 
<p>1 Our shared classroom values:</p>		<p>Promoting Positive Behaviour through restorative dialogue and positive reinforcement, 'catching pupils making good choices' will create a safe and respectful environment, conducive to learning.</p>		

Through the agreed hierarchy of rewards and sanctions, staff with fairness and consistency will:

1. Acknowledge and celebrate effective learning behaviours e.g. through awarding points on a class wide &/or individual basis.
2. Establish next steps to support pupils to make the right choice e.g. Student support sheet, RFI

Our Learning Behaviours

1. Arrive to class on time
2. Come into class in an orderly manner
3. Arrive to class prepared with books, equipment and homework
4. Work as hard as possible, ask for help if needed
5. Follow instructions
6. Respect school equipment and that of others.
7. Listen when someone is speaking
8. Concentrate on work and allow others to concentrate on theirs
9. Complete work in the given time
10. Allow the teacher to teach without disruption
11. Show respect for staff, pupils and visitors
12. Listen to and value others' opinions

A hierarchy of Learning Behaviour Rewards and Outcomes

<p>Much more often than not chooses to follow the agreed LB's</p> <p>Over 75%</p>	<p>Frequently chooses to keep the agreed LBs</p> <p>Over 50%</p>	<p>Occasionally/Rarely chooses to keep agreed LBs</p> <p>Less than 50% / 25%</p>
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<p>A stepped framework may include the following rewards</p>		<p>Almost always chooses to keep the agreed LBs</p> <ul style="list-style-type: none"> ✓ End of term trip ✓ Voucher/Prize ✓ Principal's letter home ✓ LB Certificate ✓ Postcard home
<p>Standard rewards for choosing positive behaviour</p> <ul style="list-style-type: none"> ✓ Verbal positive acknowledgement Praise ✓ Individual stamps/ stickers/ item ✓ Written acknowledgement ✓ Night off homework ✓ Phone call home 	<p>More consistently chooses to keep the agreed LBs</p> <ul style="list-style-type: none"> ✓ Golden Time (Class or Ind.) ✓ Subject certificate (KS3) ✓ Subject Postcard ✓ LB Certificate ✓ Positive comment on SIMs Parent App ✓ Letter to parent 	

The Tracking and Monitoring Process

At the beginning of each week, Head of Year allocate twelve learning behaviour credits to each pupil in their year group

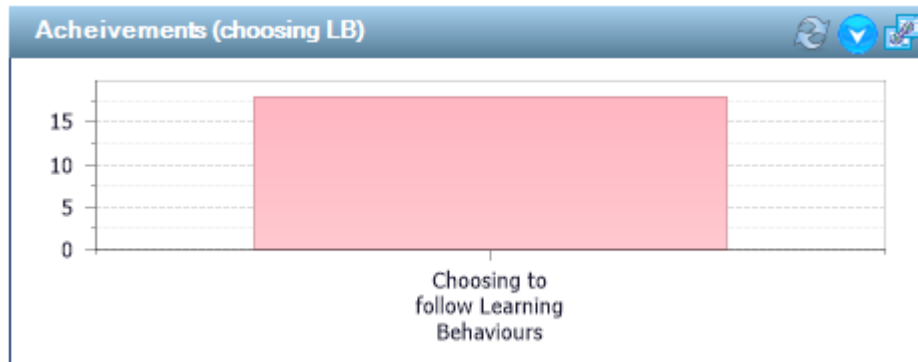
The screenshot shows the SIMS software interface for 'Crumlin Integrated College'. The main window is titled 'Take Register 091A Mr. I Armstrong 09/11/2021'. It features a menu bar with 'Focus', 'Reports', 'Routines', 'Tools', 'Window', and 'Help'. Below the menu bar is a toolbar with various icons. The main area contains a table with columns for 'Name', 'Reg', 'AM', and days of the week (Tue:1 to Tue:8). The table lists 20 pupils, with their registration numbers and attendance/behavior status for each day. A context menu is open over the table, showing options like 'Add Behaviour', 'Add Achievement', and 'Choosing to follow Learning Behaviours'.

Name	Reg	AM	Tue:1	Tue:2	Tue:3	Tue:4	Tue:5	PM	Tue:6	Tue:7	Tue:8
Allen, Daniel	091A	/	/	/	/	/	/	/	/	/	/
Barnford, Phillip	091A	/	/	/	/	/	/	/	/	/	/
Belmar, Nathan	091A	/	/	/	/	/	/	/	/	/	/
Bradley, Owen	091A	/	/	/	/	/	/	/	/	/	/
Cunningham, Ryan	091A	/	/	/	/	/	/	/	/	/	/
Fitzgerald, Jamie	091A	/	/	/	/	/	/	/	/	/	/
Fogarty, Lorcan	091A	/	/	/	/	/	/	/	/	/	/
Gibson, Jack	091A	/	/	/	/	/	/	/	/	/	/
Heaney, Antonia	091A	/	/	/	/	/	/	/	/	/	/
Heatley, Erin	091A	/	/	/	/	/	/	/	/	/	/
Hope, Natasha	091A	N	N	N	N	N	N	N	N	N	N
Jones, Cole	091A	/	/	/	/	/	/	/	/	/	/
Josey, Dakota	091A	/	/	/	/	/	/	/	/	/	/
Kennedy, Madison	091A	/	/	/	/	/	/	/	/	/	/
McCartney, Mia	091A	N	N	N	N	N	N	N	N	N	N
McDowell, Sofia	091A	/	/	/	/	/	/	/	/	/	/
Megarry-Hewitt, Josh	091A	/	/	/	/	/	/	/	/	/	/
Mulholland, Chloe	091A	/	/	/	/	/	/	/	/	/	/
Mullen, Freya	091A	/	/	/	/	/	/	/	/	/	/
Passant, Eleanor	091A	/	/	/	/	/	/	/	/	/	/
Turley, Callum	091A	/	/	/	/	/	/	/	/	/	/

Class teachers monitor those pupils effectively choosing to follow their learning behaviours and using the behaviour module on SIMS record occurrences where the learning behaviours have not been followed. Points are then deducted from the pupil's achievement credits.

The screenshot shows the 'Incident Details' form in the SIMS software. The form is divided into several sections: 'Incident Details', 'Student Details', and 'Other Staff Involved'. The 'Incident Details' section includes fields for 'Type', 'Types Of Bullying', 'Additional Types', 'Activity Type', 'Date', 'Time', 'Lesson Information', 'Comments', 'Recorded On', and 'Status'. The 'Student Details' section includes fields for 'Points', 'Parents / Carers Informed', 'Action Taken', 'Actioned by', 'Role', 'Date of Action', and 'Add Follow Up'. The 'Other Staff Involved' section is currently empty. The form also features buttons for 'New', 'Delete', 'Send', 'Detention', 'Report Card', and 'Suspension'.

Form Teachers can monitor how well individual pupils are choosing to follow the agreed learning behaviours using the Behaviour module on SIMS and make early interventions to discuss the importance of appropriate learning behaviour with pupils. This system also allows opportunities for form Teachers to regularly praise those pupils who are following their learning behaviours and promoting an atmosphere which enhances both their opportunities to learn as well as those of their peers. Form Tutors can implement a Form Tutor Support sheet with suitable targets/focus areas for pupils to improve on with support from teachers, which also includes the capacity for the pupil to score themselves so that they have a voice and opinion on their progress in each lesson. Form Tutors will also call home if concerned about a pupil.



If implementation of Form Tutor Daily Support Sheet is not effective the Form Tutor may refer the pupil to their Head of Year to initially reinforce the importance of choosing to follow the Learning Behaviours. Subsequently, if little or no progress is made, the pupil will be supported using a "Head of Year Daily Support Sheet" which also includes the capacity for the pupil to score themselves so that they have a voice and opinion on their progress in each lesson. Teacher and pupil should discuss reasons for awarding particular scores on the Learning Behaviour Support Sheet as dialogue should promote understanding of the benefits of positive behaviour.

Heads of Year will be supported through SLT Positive Behaviour Meetings fortnightly to discuss, implement, monitor and evaluate pupil support measures. Year Heads may implement a BOXALL Profile for pupils to understand the drivers behind behaviour and ascertain strategies support improved behaviour choices. The Head of Year may also link with the SEND Team to complete RFIs and place pupils on the CoP.

LEARNING BEHAVIOURS: A STEPPED SUPPORT FRAMEWORK

Staff will give appropriate consideration to individual circumstances e.g. SEN before applying outcomes

Disruptive Learning Behaviours	Level 1 Pupil <u>who occasionally chooses</u> not to follow the learning behaviour/s	Level 2 Pupil <u>who repeatedly chooses not to keep</u> the learning behaviour/s	Level 3 Pupil <u>who hardly ever chooses</u> to keep the learning behaviour/s:.	SUPPORT INTERVENTIONS
Frequency Levels	Low Frequency Options	Medium Frequency Options	High Frequency Options	
Class teacher	<ul style="list-style-type: none"> • Look, hand signal & name • Rule reminder • Quiet word • 10 minute reflection exercise • Record on SIMs • Creation of a positive classroom environment 	<ul style="list-style-type: none"> • Quiet word • Moving seats • Warning 1,2,3 • Phone call home • 20 minute reflection exercise • Record on SIMs 	<ul style="list-style-type: none"> • Refer to Form Teacher 	<ul style="list-style-type: none"> • Promote Positive Behaviour through restorative questioning. • 1. What happened? • 2. What were you thinking at the time? • 3. Who has been effecting and in what way. • 4. How could things have been done differently? • 5. What do you think needs to happen next? <p style="text-align: center;">The TF/ HoY /AP Learning Behaviour Support sheet is initiated and reviewed by TF, HoY, AP.</p> <p style="text-align: center;">Wellbeing sessions are offered to pupil</p> <p style="text-align: center;">School Counselling Service</p> <p style="text-align: center;">IEP initiated and reviewed with SENCo at appropriate stage – 1,2, 3</p> <p style="text-align: center;">RAPP /RFI</p> <p style="text-align: center;">EOTAS Application</p>
Form Teacher	<ul style="list-style-type: none"> • Quiet word • 10 Minute reflection exercise • Record on SIMs 	<ul style="list-style-type: none"> • Quiet word • Phone home (check with HOY) • Form Tutor Support Sheet • 20 minute reflection time • Record on SIMs • Progress report requested to identify patterns and put in suitable interventions 	<ul style="list-style-type: none"> • Refer to HOY 	
Head of Year		<ul style="list-style-type: none"> • Reflection time with Head of Year • Individual SIMs Pupil Behaviour Report • Referral to WBO/School Counsellor • Phone call to parent • BOXALL Profile • Timeout card • Morning check ins • Review of IEP • Communication with staff • 10–20-minute reflection time 	<ul style="list-style-type: none"> • Head of Year Support Sheet • After school reflection time • Parent contacted – meeting arranged and carried out • Link with SEND Team to discuss/complete RFI/RRAP/placement on CoP • Suspension Recommendation • Referred to AP 	
Principal/SLT			<ul style="list-style-type: none"> • SLT afterschool reflection time • Suspension by Principal • Parent meeting • Meeting with outside support eg.PPBS • BOG review meeting • Expulsion (EA/DENI Guidelines) • EOTAS Referral 	

Daily Behaviour Support Sheet

Pupil Name:

Date:

<p>Agreed Targets</p>

Teacher AND Pupil - Please score from 1 to 4 and discuss

<p>1 Totally unsatisfactory Targets rarely or never met</p>	<p>2. Satisfactory Some attempt made to meet targets</p>	<p>3. Good - Targets met most of the time with very few exceptions</p>	<p>4. Excellent Chooses to follow targets to an excellent standard</p>
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Period	Comment	Self-Score out of 4 by pupil	Score out of 4 by Teacher	Teacher
1				
2				
Break				
3				
4				
5				
Lunch				
6				
7				
8				

See Year Head at 3.25

<p>Pupil Voice: – Comment on how do you think today went? What went well & what could you improve next time?</p> <p>Year Head Comment: -</p> <p>Parent/Carer Signature _____</p>

Roles and Responsibilities

To ensure that Crumlin Integrated College's Positive Behaviour Policy is operated with consistency, everyone in the school community is required actively to work together to:

1. Promote positive attitudes on the part of pupils, parents/carers, governors, and staff both teaching and non-teaching
2. Reduce incidences of unacceptable behaviour
3. Prevent bullying by any member of our school community
4. Promote positive relationships amongst all members of the school community
5. Ensure delivery of effective learning and teaching
6. Contribute actively to the consultation and review processes used to monitor and evaluate the effectiveness of the policy

In addition staff need to contribute to the on-going monitoring and evaluation of pupil choices to be confident that a climate for a quality teaching and learning environment is achieved.

The School Community

The diagram below displays the members of the school community and the responsibility for each member of the community is outlined on the next page



Roles and Responsibilities of the School Community

PRINCIPAL will:

1. record, monitor & review data
2. report to BOG regularly
3. present annual report to BOG
4. consistently and fairly apply positive learning behaviour policy
5. consult with pupils, parents & staff
6. review and amend policy

SLT WILL:

1. monitor and review policy outcomes.

HEAD OF YEAR WILL:

1. communicate with parents, SLT and Principal
2. record and review data on SIMS Behaviour module
3. liaise with SENCO /IBPs

SUBJECT TEACHER WILL:

1. fairly apply Positive Behaviour Policy and discuss LB's with pupils
2. display Learning Behaviours in room
3. apply seating plan as necessary
4. communicate with parents/carers
5. participate in consultation
6. Record compliance with LB's on SIMS Lesson Monitor on a weekly basis.
7. monitor teaching and learning outcomes for their class.

CLASSROOM ASSISTANTS WILL:

1. ensure pupils understand consequences of choices
2. refer concerns/class issues to form teacher
3. support pupils learning behaviours

GOVERNORS WILL:

1. safeguard the welfare of all pupils attending the school
2. ensure policies for the promotion of good behaviour & the use of reasonable force are in place
3. create and keep under review a written statement of principles
4. ensure there are appropriate procedures for dealing with bullying behaviours (see anti bullying policy)
5. ensure that suspensions and/or expulsions comply with current regulations (Education Authority Guidelines)

SENCo WILL:

1. support subject teacher
2. liaise with external report
3. support pupils who fail to make wise choices
4. monitor and review IBPs

FORM TEACHER WILL:

1. monitor pupil behaviour on SIMS
2. contribute to rewards, sanctions & support
3. monitor pupils on LB Support Sheets
4. regularly discuss LB's with pupils
5. identify patterns of behaviour

SCHOOL COUNCIL WILL:

1. voice concerns of pupils
2. assist in monitoring policy outcomes and assist in policy updates

PUPILS WILL:

1. follow the desirable learning behaviours & comply with rewards and sanctions
2. participate fully in the consultation process to promote their voice and opinions

PARENTS / CARERS WILL:

1. assist pupils in making wise choices
2. help pupils come to school prepared
3. support staff
4. participate fully in the consultation process

OFFICE AND NON TEACHING STAFF WILL:

1. fairly apply positive learning behaviour policy
2. refer pupils who make unwise choices to Head of Year

Annual report to the Board of Governors

The Board of Governors will be presented with an annual report on how effectively the positive behaviour policy is delivering outcomes. Responses and performance data from audits/surveys will be used to evaluate the effectiveness of the policy.

Consultation to inform and guide policy review & development.

Our positive behaviour policy should take account of the school's current needs and be reflected by school practice. It's effectiveness and implementation need to be considered regularly and where weaknesses are found the policy needs to be amended to address these areas. As part of our review process staff and pupils will be provided annually with a survey to determine their views on the effectiveness of the positive behaviour policy and addressing-bullying policy. The survey is currently accessed through "google forms". The school council will also on an annual basis discuss the positive behaviour policy and it learning behaviours as part of its agenda. Parents/carers will be surveyed at least annually about implementation and be informed about consultation with other parties in the annual PBP report.

Resourcing to support Positive Behaviour and arrangements for Continued Professional Development (CPD)

An allocated budget to support the promotion of positive behaviour is to be initiated at the start of each financial year. This aims to cover the cost of rewards for pupils choosing to follow agreed learning behaviours and to support continued professional development training as necessary. SLT encourages those members of staff involved in positive behaviour management to widen and improve their skill base and will grant attendance to relevant training or invite outside agencies into school on for example, NTD sessions to facilitate CPD

Appendices

This Positive Behaviour Policy is derived from the following legislation and Guidance DENI publications, which are used to inform and guide both policy and practice in Crumlin Integrated College:

The Consultation Process

Whole-school base line **audits** will take place annually in April/May to ensure that policy is delivering its outcomes and to check that progress against targeted areas for improvement are being met. This will involve staff and pupils, and the results of the survey will be shared with Staff & Student Council through a summary report of findings and our annual Positive Behaviour Policy evaluation report to the Board of Governors

The School Council

'Every school a good school' challenges schools to 'ensure that their pupils are given a voice in the running of the school,' and as a result a key element in the implementation of this Positive Behaviour Policy (PBP) has been input from pupils. Pupils are consulted on the Positive Behaviour Policy through participation in the:

- Work of the School Council.
- Pupil specific audits on issues such as rewards, sanctions, value of our PBP and anti-bullying.

In School Council meetings pupil representatives will have regular opportunities to contribute to the monitoring process by:

1. Identifying areas for development/concern
2. Providing feedback on their views on policy implementation

Detention

Schools may require a registered pupil, to spend a period of time in detention at the end of a school session. Consent is not required from the pupil's parents as long as the:

1. Principal has generally made known within the school, informed all pupils and their parents that detention is one of the measures for regulating pupil conduct;
2. Detention is imposed by the Principal or by another teacher in the school authorised by the Principal;
3. Detention is reasonable in all the circumstances; and
4. Parents have been given at least 24 hours' notice in writing that the detention is due to take place.

In deciding whether a detention is reasonable, the following should be taken into account:

1. Whether the detention constitutes a proportionate punishment in the circumstances;
2. Any relevant special circumstances such as the pupil's age, any special educational needs the pupil may have, any religious requirements affecting the pupil and where arrangements have to be made for the pupil to travel home, whether suitable alternative travel arrangements can reasonably be made by the parents

Reasonable Force/Safe Handling Regional Policy (May 2004)

The school has adopted the 2004 “Regional Policy Framework on the use of Reasonable Force/Safe handling” as part of the pastoral policies designed to provide a safe and secure environment for all. By actively promoting positive behaviour, using de-escalating strategies and where necessary implementing individual risk assessment/reduction plans the need for physical intervention is reduced.

Key principles

If a pupil’s behaviour threatens the safety of other pupils and staff, a member of staff may use such force as is reasonable in the circumstances to prevent the pupil from:

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

“These conditions for use of reasonable force apply where a member of staff is on school premises or elsewhere, or has lawful control or charge of the pupil concerned. However, it is emphasised that corporal punishment remains unlawful and staff must not use any degree of physical contact which is deliberately intended to cause pain, injury or humiliation.”

Chapter 15, Pupil behaviour and discipline, Guide for School Governors DENI

Suspensions and Expulsions –

Any decision to suspend and/or expel is carried out in line with current legislation as set out in the EA procedures for the Suspension and Expulsion of Pupils in Controlled Schools.

Principles governing Suspension:

1. Only the Principal may suspend a pupil;
2. All suspended pupils will be provided with appropriate work (education) regardless of the length of suspension or reason for the sanction (statutory requirement see DENI circular 2011/25)
3. An initial period of suspension shall not exceed five school days in any one school term;
4. A pupil may be suspended from school for not more than 45 school days in any one school year.;
5. Where a pupil has been suspended, the principal shall immediately:
 - Give written notification of the reasons for and the period of suspension to the parent of the pupil, to the **Education Authority** and the chairperson of the Board of Governors;
 - Invite the parent of the pupil to visit the school to discuss the suspension;

The Principal shall not extend a period of suspension without the prior approval of the chairperson of the Board of Governors and shall, in every case, give written notification of the reasons for the extension and the period of extension to the parent of the pupil and to the Education Authority;

To date there is no appeal against suspension

Principles governing Expulsion:

6. A pupil may be expelled from school only after serving a period of suspension;
7. A pupil may be expelled from a school only after consultation about his expulsion has taken place between the Principal, the parent of the pupil, the Chief Executive or another authorised officer of the Education Authority and the chairperson 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 being expelled from the school. These consultations must include consultations about the future provision of suitable education for the pupil concerned;

8. A pupil may be expelled only by the expelling authority. The expelling authority is the **Education Authority** for controlled schools and the Board of Governors for all other grant-aided schools;

Where a pupil is expelled from the school, the expelling authority must immediately give written notification to the parent of his/her right to appeal the decision to expel the pupil, of the time limit set by the Education Authority for sending in the appeal.

An independent Appeal Tribunal set up by the Education Authority hears appeals against expulsion. Parents must send their appeal in writing to the Tribunal setting out the grounds on which the decision is being appealed