

POSITIVE BEHAVIOUR FOR
LEARNING

POLICY

CRUMLIN
INTEGRATED
COLLEGE

RATIFIED: 22/06/26
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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 for Learning Policy (PBfLP)

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	Promote positive attitudes through the consistent use of: 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	Positive Attitudes are evident. There is an increase in the number of 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. The School Council has an active role in promoting positive attitudes and behaviours	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
2 Promote Positive Behaviour Choices	Promote Positive Behaviour choices by: • Increased staff and pupil participation in the development and consistent implementation of the following : 1. An agreed Rewards and Pupil Support hierarchy 2. An agreed set of support interventions to reduce barriers to learning Staff will consistently 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	• 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 1. Afterschool Reflection time 2. Pupils placed on HoY Redirection support sheets 3. A decrease in suspensions issued	Stats: Redirection Support Sheets Reflection time records and activities Suspensions Pupil referrals to Counselling/WBO Service IEPs SIMs Behaviour Reports. RFIs, BCAFs, EOTAS referrals

OUR POLICY AIMS		OUTCOMES for LEARNERS	EVIDENCE TRAIL
3 Create and sustain a climate within CIC which is conducive to sound relationships	Create and sustain a climate within CIC which is conducive to sound relationships by: 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	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 Wellbeing Officer Reports/register
4 Create and sustain a climate within CIC which is conducive to effective learning and teaching	Create and sustain a climate within CIC which is conducive to effective learning and teaching through: 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	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 - PASS, PTE, PTM, CAT

5. Proactively prevent bullying behaviour by any member of our school community to any other member within our community [See Addressing-Bullying Policy](#)



Our PBfLP is supported by our school mascot, a whooping swan. A whooping swan was chosen by the pupils and staff at Crumlin Integrated College as it is often seen on the shores Lough Neagh.

A swan that symbolises the strength, synergy, and grace we expect of our learners. This framework is "powered" by seven core values inscribed upon our mascot's wings. These attributes are the engine of our Positive Behaviour framework, providing the Flight Path required for students to aim high and soar.

SWAN STANDARD Rationale

Core Value	Role within the Positive Behaviour Framework
Community	Anchors the student within a supportive network, establishing the "Nest" as a foundation for growth.
Respect	Acts as the fundamental baseline for all interactions, ensuring the learning environment remains stable.
Unity	Facilitates collective success, mirroring the synergy of a flock flying in formation.
Motivation	Serves as the internal drive, providing the energy necessary to sustain progress on the educational journey.
Leadership	Empowers students to take agency over their choices and serve as positive navigators for their peers.
Inclusion	Ensures the boundaries of our college are porous and welcoming, valuing every learner's unique contribution.
Nurture	Provides the restorative care and environment required to repair relationships and support personal development.

The S.W.A.N Standard PBPfL Framework

By framing these rules around our shared values, we aren't just managing behaviour—we are building character. This aligns with NI pastoral care guidelines by focusing on preventative, positive reinforcement.

Remember our motto at the base of the crest: **"Each learner, each journey, every success."** Let's make sure every choice we make helps someone succeed!

1. Show Respect (Linked to: Respect, Nurture, and Community) *Respect the Guide*

Respect is the cornerstone of our community. Pupils are expected to demonstrate high levels of respect for themselves, others, and the environment at all times.

- **Interactions with Staff:** Pupils must follow instructions from all members of staff (teaching, administrative, canteen, supervisory, and facilities). Tone of voice and body language should remain polite and cooperative.
- **Interactions with Peers:** Verbal abuse, physical aggression, name-calling, and intimidation are strictly prohibited. Pupils must use language that lifts others up rather than tears them down.
- **Digital Citizenship & Cyberbullying:** The school uniform represents the College. Any digital communication (via social media, messaging apps, or gaming platforms) that brings the school into disrepute, compromises the dignity of a staff member, or targets a fellow pupil will be treated as a severe breach of school standards, in accordance with NI safeguarding procedures.
- **Respect for the Environment:** Pupils must dispose of all litter in the designated bins. Vandalism, graffiti, or damage to school property (including textbooks and digital devices) will result in disciplinary action and a requirement for financial restitution. Chewing gum is not permitted in Crumlin Integrated College.

2. Work with Motivation (Linked to: Motivation and Leadership) *Own your journey*

Every pupil has the right to learn in a disruption-free environment. Motivation means taking ownership of your education.

- **Punctuality:** Pupils must arrive at school by 9:10 AM for registration and be seated punctually at the start of every period.
- **Preparedness for Learning:** Pupils must arrive at every lesson with the correct equipment (pens, pencils, ruler, calculator, planner, and the necessary books or PE kit).
- **Classroom Engagement:** Pupils must actively listen when the teacher or a peer is speaking. Calling out, disrupting the flow of the lesson, or distracting others undermines the collective motivation of the class and will not be tolerated.
- **Independent Study & Homework:** All homework tasks must be recorded accurately and submitted on time to the standard expected of the pupil's ability.

3. Act with Integrity (Linked to: Leadership and Unity) *Fly side by side*

Integrity means doing the right thing, even when no one is watching. It is about honesty, safety, and personal accountability.

- **Attendance and Truancy:** Pupils must attend all scheduled classes. Truanting from lessons is a serious breach of trust. If a pupil feels unwell, they must report to their Form Tutor.
- **Academic Honesty:** Plagiarism, copying another pupil's work, or using unauthorised materials (including generative AI tools) during assessments compromises personal integrity and will result in a cancellation of marks.

- **Recreation Time and Transit Behaviour:** Between periods, pupils must walk on the left-hand side of the corridors calmly and quietly. Running, shouting, or crowding in transit zones compromises safety and unity.
- **Mobile Phone Policy:** To support mental well-being and minimise distraction, mobile phones must be switched off and kept in school bags from entering the school gates until leaving the school premises.

4. Nurture Inclusion (Linked to: Inclusion, Unity, and Community) **Protect the nest**

As an Integrated College, celebrating diversity and fostering a sense of belonging is central to our identity.

- **Celebrating Diversity:** Pupils must actively welcome peers from all religious, cultural, socioeconomic, and neurodiverse backgrounds. Name calling, sectarian, racist, homophobic, ableist language or behaviour will be met with zero tolerance.
- **Inclusive Group Work:** When assigned to group activities, pupils must collaborate willingly with any peer, ensuring everyone's voice is heard and valued.
- **Welcoming New Pupils:** Pupils should actively look out for those who may be isolated, sitting alone at lunchtime, or struggling to integrate, offering support or alerting a member of the pastoral team.
- **Wear our uniform with Pride:** Pupils will show respect for themselves and others by wearing our college uniform in line with our Uniform Policy
- **Say no to Bullying** – Bullying behaviour is not acceptable in Crumlin Integrated College; we want all our pupils to feel safe in school. We determine bullying behaviour through our Addressing Bullying Policy.

Pupil Friendly Summary of School Rules



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:

4. Practice and celebrate personal religious beliefs in a non-discriminatory integrated environment
5. Be valued and respected
6. Have a voice and open communication with all stakeholders
7. Effective, consistent teaching and learning standards
8. Work and learn in a safe environment
9. Fulfil his/her potential
10. Equality
11. Be fully consulted on policies and decisions
12. Be welcomed into the School
13. 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

Celebrating the SWAN Standard

Crumlin Integrated College is committed to celebrating success and recognising pupil achievement. We believe that through our culture of setting high expectations, in line with pupil ability, and recognising small gains, pupils will be motivated to embody our 'champion' values, maintain the S.W.A.N Standard and stay on **the CIC Flight Path which allows pupils to 'Aim High and Soar'**.

Our rewards system is robust and is a vital tool to measure the implementation and impact of our Positive Behaviour for Learning Policy.

The aim of our rewards system is to promote, monitor, evaluate and review positive behaviour and introduce pastoral and academic support if required.

All staff play a role in motivating pupils through the awarding recognition and reflection points. When pupils meet certain recognition points, they can cash in their points and receive their rewards.

The rewards system belongs to the whole school community and relies on all members, to ensure fairness and consistency is practiced.

AWARDING RECOGNITION POINTS

To ensure the rewards system is positively impactful;

1. All staff will receive appropriate training from SLT, annually to empower them to carry out their responsibilities in relation to the pupil reward system and the Positive Behaviour for Learning Policy.
2. All staff will award recognition points to ensure a fair and consistent approach to all pupils.
3. Classroom assistants will be able to feed into the rewards system using RECOGNITION slips and passing them to a pupils' form tutor to allocate on SIMs
4. On the first Year Head Assembly of every month the month's 'value focus' will be explained to pupils and examples of how they can achieve champion recognition points if they demonstrate the value.
5. Heads of Year will use their weekly assemblies to give out awards for monthly full attendance and celebrate pupils who have met award targets.
6. During weekly Form Tutor periods, Form Tutors will review and share individual recognition points awarded with pupils. Form tutors will highlight successes, progress and concerns with Heads of Year when appropriate.
7. Form Tutors will implement the lucky dip awards during their Form Class period.
8. Class teachers will promote the awards policy through the awarding of recognition points and communication with pupils.
9. The recognition and reflection points will be managed through SIMs

Recognition Point Allocation

Type	Points	Who Awards
Attendance		
Month of full attendance (100%) (FT)	10	Year Head
Sustained Improved attendance (monthly) (FT)	5	Form Tutor
Homework		
Improved homework submission (monthly)	2	Class teacher
Homework submitted that meets the success criteria	1	Class teacher
Classwork		
Excellent effort	1	Class teacher
Outstanding work	1	Class teacher
Exemplary oracy skills displayed	1	Class teacher
Excellent team/group work	1	Class teacher
Excellent Bedrock engagement (monthly)	1	Literacy Coordinator
Catch-up Numeracy improvement (monthly)	1	Numeracy Coordinator
Catch-up Literacy improvement (monthly)	1	Literacy Coordinator
Extra-curricular		
Extra-curricular engagement	1	Club facilitator
School ambassador	2	Teacher
Community engagement	5	Form Tutor
Personal successes	5	Form Tutor
Academic results (above and beyond)	2	Class teacher
Notable academic improvement	2	Class teacher
FT/YH/SLT Support sheet successes (meeting targeted interventions)	1 (daily)	FT/YH/SLT
Community Champion	10	SLT
Respect Champion	10	SLT
Unity Champion	10	SLT
Motivation Champion	10	SLT
Leadership Champion	10	SLT
Inclusion Champion	10	SLT
Nurture Champion	10	SLT
Participation in Physical Education	1	Class teacher
Acts of kindness	2	Any staff member
Display of good manners	2	Any staff member

Recognition Points Rewards

Recognition Rewards	Rewards	Celebrated By
Every time a pupil reaches 50 points they can access lucky dip prizes	Top of the queue Golden form time Postcard home (Values, Homework, BRAVE Learners) Free grab'n'go item Fun stationery item (lucky dip box) Comfy chair Pass to sit with friend in class Keyrings/charms for bags Other awards linked to pupil interest if applied for through Head of Year	Form Tutor during Form Tutor Lesson and reviewed weekly.
Monthly Head of Year Awards (When pupils reach 100 points)	Screen Time Ice cream treat Dress down day Hot chocolate Other awards linked to pupil interest if applied for through SLT	Head of Year during assemblies and monthly Head of Year period
Monthly Principal's Champion Award – Nominated by staff	Assembly	Monthly SLT Assembly
CIC Ambassador Award (feather in your cap) (Awarded to pupils with the highest recognition points)	End of Year Activity	All Staff

Awarding Reflection Points

Reflection points allow the pastoral team system to implement measures to support pupils who struggle to meet the S.W.A.N Standard.

Through the allocation of reflection points patterns can be identified and interventions implemented to reroute pupils, through support, back on to the correct 'CIC Flight Path'.

AWARDING REFLECTION POINTS

To ensure the rewards system is positively impactful;

10. All staff will receive appropriate training from SLT, annually to empower them to carry out their responsibilities in relation to the pupil reward system and the Positive Behaviour for Learning Policy.
11. Teaching staff will award reflection points to ensure a fair and consistent approach to all pupils.
12. Classroom assistants will be able to feed into the rewards system using REFLECTION POINTS slips and passing them to a pupils' form tutor to allocate on SIMs
13. On the second Year Head Assembly of every month the S.W.A.N Standard will be displayed and pupils will be reminded of their CIC Flight path.
14. Form Tutors will review reflection points for pupils in their form class on a weekly basis, and put in place necessary supports.
15. Form Tutors will raise concerns with Heads of Year when reflection points are at a high level.
16. Form Tutors will remind pupils weekly of the S.W.A.N standard and have it displayed in their classrooms.
17. Class teachers will support the PBfLP through the accurate awarding of reflection points and communication with pupils.
18. The recognition and reflection points will be managed through SIMs

The S.W.A.N Standard: A STEPPED SUPPORT FRAMEWORK for Redirection

When implementing support staff must consider individual pupil circumstance. e.g. SEN

Through this approach staff will use positive, restorative language to allow pupils take up time to make the correct decisions.

Re-direction	Pupil who occasionally defers from the flight path	Pupil who often defers from the flight path	Pupil regularly defers from the flight path
Frequency Levels	Low Impact Support	Medium Impact Support	High Impact Support
Tier One Classroom Assistant	- Look, hand signal & name - Rule reminder - Quiet word	Referral to Form Tutor	
Tier Two Class teacher	- Look, hand signal & name - Rule reminder - Quiet word - Record on SIMs - Creation of a positive classroom environment - Knowledge of PASS, PTE, PTM, CAT data	- Quiet word - Moving seats - Warning 1,2,3 - Record on SIMs – reflection points 10 minute reflection exercise	- Parent contacted by telephone 20 minute reflection exercise - Refer to Form Teacher
Tier Three Form Teacher	- Quiet word 10 Minute reflection exercise - Record on SIMs – reflection points - Knowledge of PASS, PTE, PTM, CAT data	- Quiet word - Phone home (check with HOY) 20 minute reflection time - Record on SIMs - Morning check ins - Parent connected by phone	- Information requested from teachers to identify patterns and put in suitable interventions - Form Tutor Re-direction Support Sheet - Refer to HOY

Tier Four Head of Year		• Reflection time with Head of Year • Individual SIMs Pupil Behaviour Report • Referral to WBO/School Counsellor • Phone call to parent • Timeout card • Morning check ins • Review of IEP • Communication with staff • 10–20-minute reflection time • Nest time	• Head of Year Re-direction 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 • Monitor RFI/RRAP • Suspension Recommendation • BOXALL Profile • Referred to AP
Tier Five AP/SENCO		• AP Redirection support sheet • Parent meeting • SLT afterschool reflection time • Nest Support • Submission RFI/RRAP/placement on CoP	• RFI/RRAP/placement on CoP • Reduced Timetable • Suspension Recommendation • Parent meeting • Meeting with outside support through the GR framework • BOG review meeting • EOTAS Referral
Tier Six Principal /BoG		• SLT afterschool reflection time • Suspension • Parent Meeting	• Expulsion (EA/DENI Guidelines)

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
- 7.
8. Carryout duties on the Stepped Framework for redirection

SLT WILL:

9. monitor and review policy outcomes.
10. Carryout duties on the Stepped Framework for redirection

HEAD OF YEAR WILL:

11. communicate with parents, SLT and Principal
12. record and review data on SIMS Behaviour module
13. liaise with SENCO
14. Carryout duties on the Stepped Framework for redirection
- 15.

SUBJECT TEACHER WILL:

16. fairly apply The SWAN Standard in their lessons
17. The SWAN Standard will be displayed in all classrooms
18. Take ownership of their classroom management
19. Attend all training linked to PBfLP
20. Carryout duties on the Stepped Framework for redirection

CLASSROOM ASSISTANTS WILL:

21. Carryout duties on the Stepped Framework for redirection

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 addressing bullying policy)
5. ensure that suspensions and/or expulsions comply with current regulations (Education Authority Guidelines)

SENCo WILL:

6. support subject teacher
7. liaise with external report
8. support pupils who fail to make wise choices
9. monitor and review PLPs
10. Carryout duties on the Stepped Framework for redirection

FORM TEACHER WILL:

11. monitor pupil behaviour on SIMS
12. Carryout duties on the Stepped Framework for redirection

SCHOOL COUNCIL WILL:

13. voice concerns of pupils
14. assist in monitoring policy outcomes and assist in policy updates

PUPILS WILL:

15. follow the SWAN Standard
16. participate fully in the consultation process to promote their voice and opinions

PARENTS / CARERS WILL:

17. assist pupils in making wise choices
18. help pupils come to school prepared
19. support staff
20. participate fully in the consultation process

OFFICE AND NON TEACHING STAFF WILL:

21. fairly apply positive learning behaviour policy
22. 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. Its 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 its 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:

14. Identifying areas for development/concern
15. 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:

16. 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;
17. Detention is imposed by the Principal or by another teacher in the school authorised by the Principal;
18. Detention is reasonable in all the circumstances; and
19. 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:

20. Whether the detention constitutes a proportionate punishment in the circumstances;
21. 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:

- 22. Committing an offence;
- 23. Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- 24. 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:

- 25. Only the Principal may suspend a pupil;
- 26. 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)
- 27. An initial period of suspension shall not exceed five school days in any one school term;
- 28. A pupil may be suspended from school for not more than 45 school days in any one school year.;
- 29. 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:

- 30. A pupil may be expelled from school only after serving a period of suspension;
- 31. 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;
- 32. 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

FORM TUTOR
Redirection support record



Pupil Name:

Date:

--

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

1 Totally unsatisfactory Targets rarely or never met	2. Satisfactory Some attempt made to meet targets	3. Good - Targets met most of the time with very few exceptions	4. Excellent Chooses to follow targets to an excellent standard
--	---	--	---

****Failure to achieve satisfactory scores will result in a referral to Head of Year****

Period	Comment	Self-Score out of 4 by pupil	<u>Score out</u> of 4 by Teacher	Teacher
1				
2				
Break				
3				
4				
5				
Lunch				
6				
7				
8				

See Form Tutor at 3.25

Pupil Voice: – Comment on how do you think today went? What went well & what could you improve next time?

--

Form Tutor comment:

Parent/Carer Signature _____

HEAD OF YEAR
Redirection Support Sheet



Pupil Name:

Date:

--

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

1 Totally unsatisfactory Targets rarely or never met	2. Satisfactory Some attempt made to meet targets	3. Good - Targets met most of the time with very few exceptions	4. Excellent Chooses to follow targets to an excellent standard
--	---	--	---

****Failure to achieve satisfactory scores will result in a referral to Mrs Magee Assistant Principal**

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 Head of Year at 3.25

Pupil Voice: – Comment on how you think today went? What went well & what could you improve next time?

--

Head of Year Comment:|

Parent/Carer Signature _____

Pupil Name:

Date:

--

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

1 Totally unsatisfactory Targets rarely or never met	2. Satisfactory Some attempt made to meet targets	3. Good - Targets met most of the time with very few exceptions	4. Excellent Chooses to follow targets to an excellent standard
--	---	--	---

****Failure to achieve satisfactory scores will result in a referral to the Principal Mr Conlon****

Period	Comment	Self-Score out of 4 by pupil	<u>Score out of 4 by Teacher</u>	Teacher
1				
2				
Break				
3				
4				
5				
Lunch				
6				
7				
8				

See Mrs Magee at 3.25

Pupil Voice: – Comment on how do you think today went? What went well & what could you improve next time?

--

Assistant Principal Comment:

Parent/Carer Signature _____

Pupil's Name: _____

Class: _____ Date: _____

Head of Year: _____

Self Reflection for Growth

Reflection is a key part of personal growth. This worksheet is a positive tool to help you think about your choices and their outcomes. By understanding our feelings and actions, we can build a more positive future for ourselves and others.

1



What were you feeling?

Identify your emotions to understand your reactions.

2



What were you thinking of at the time?

Recall the thoughts and beliefs that influenced your choice.

3



What have you thought about since?

Consider any new realisations or perspectives you have gained.

4



Who has been affected and in what way?

Think deeply about how others are feeling. Empathy is a key to growth. (Include space to list names and effects)

5



How could things have been done differently?

List alternative choices and their potential positive outcomes.

6



What do you think needs to happen next?

What practical steps can you take to learn and move forward? (Focus on fixing and improving).



