



Positive Behaviour Policy

The school will seek to promote and encourage, among all its pupils, self-respect and self-discipline and tolerance, understanding and respect for others and the surrounding environment, at all times.

Aims of the Positive Behaviour Policy and Code of Conduct

- To create a safe and secure and well-ordered environment for all members of the school community;
- To create the conditions for high-quality teaching and learning to flourish;
- To promote an atmosphere of respect and tolerance for the ideas and feelings of others;
- To provide guidance on the promotion of positive behaviour amongst pupils and between pupils and staff;
- To help pupils develop an awareness of the need for personal responsibility and self-discipline;
- To provide a procedure and structure for responding to inappropriate behaviour.

Introduction

The Behaviour Policy is set in the context of the wider values incorporated into the Pastoral Care Policies of Enniskillen Royal Grammar School, including the Anti-Bullying, Attendance, Drugs, Acceptable Use of ICT and Acceptable Use of Mobile Phones Policies. The Code of Conduct (Appendix 1) sets out expectations for the behaviour of our pupils. The Positive Behaviour Policy and Code of Conduct do not and could not include every item of conduct and behaviour, but these are all included in one overriding rule, namely that all pupils are to abide by the Code of Conduct and maintain a standard of presentation and behaviour of which they and their families would be proud.

Good behaviour is encouraged when the following elements are in place:

- A positive classroom climate with a focus on high quality teaching and learning;
- The sense of being part of a wider community and respecting one's self and others within that community;
- Strong relationships within the staff, between staff and pupils, between staff and parents and between pupils and their parents;
- Good communication to ensure that the whole school community is aware of appropriate standards, expectations and responsibilities;
- The modelling of high standards of behaviour by adults within the school community;
- The use of praise and encouragement, as well as procedures and sanctions;
- The consistent and fair application of agreed procedures and sanctions.

Promoting Positive Behaviour

All members of staff have the responsibility to promote good behaviour amongst pupils by acknowledging and affirming their active participation in the life of the School and their achievements within and beyond the school day. In the classroom, staff will promote good behaviour as a core aspect of a positive classroom climate. Staff will positively encourage pupils to adhere to School and Departmental Codes of Conduct and respond firmly and promptly to pupils who test them.

It is the school's policy to involve parents in all of its processes, when it is appropriate to do so, and parents are encouraged to contact the School, if they have concerns about their child's behaviour.

Credits (in the Student Planner) are used to acknowledge pupils for their positive behaviour and contributions. Pupils' achievements will be further recognised in various ways, within the school community.

Responding to Inappropriate Behaviour

In the event of behaviour, which falls short of the expectations of the School, or contravenes the Code of Conduct, sanctions will be applied. (See Appendix 2) The rationale behind the use of sanctions is to provide appropriate intervention to educate pupils in their responsibilities, to encourage self-discipline and to change behaviour for the better. The application of sanctions operates best when:

- All pupils are fully aware of the School's expectations and their own responsibilities;
- All staff take responsibility for the monitoring of pupil behaviour and consistently apply an agreed hierarchy of sanctions, within a network of pastoral provision and support, and in consultation, as necessary, with at least one of the following: Form Tutors, Heads of Year, Heads of Key Stage, Curriculum Leaders, Leaders of Learning and Senior Leadership Team;

The Code of Conduct and Behaviour Policy will be reviewed annually by the Senior Leadership Team, in consultation with the School Council.



Appendix 1

Enniskillen Royal Grammar School

Code of Conduct

All pupils are to maintain a standard of behaviour and presentation of which they, their families and their school would be proud and a standard which allows them to retain their self-respect.

Pupils are expected to keep to this Code of conduct at all times, whether in school or out of school. This covers any kind of field-trip, sporting event, foreign school trip or outing organised by or through the school. It also includes travel to and from school.

1. The school rules on uniform must be followed unless specific exemption has been granted.
2. Pupils may **not** leave school at any time during the school day without the authorisation of the Principal. The school day includes break and lunchtime.
3. All parts of the school buildings and grounds must be kept tidy and free of litter. School property and notices are not to be defaced or damaged.
4. Consideration for others must be shown both in the classroom and when moving around the school. Noise must be kept to a minimum at change of classes and pupils should move quickly keeping to the left of the corridors. Pupils must give way to members of staff and visitors in corridors and at doorways. Running is forbidden in the corridors and on the stairs.
5. Pupils must knock before entering a classroom when the class is in session.
6. Pupils should not participate in any form of anti-social behaviour such as bullying, fighting, use of inappropriate language both inside and outside of school including when travelling by school transport

Appendix 2

Sanctions in Response to Inappropriate Behaviour

Examples of Low-Level Inappropriate Behaviour (to be dealt with, in the first instance by the classroom teacher)

- Lateness to Class
- Forgetting books or equipment
- Inappropriate Uniform
- Mobile phone switched on
- Speaking out without raising hand
- Making inappropriate comments
- Chewing of gum
- Eating in class or drinking products other than water

Dealing with Persistent Low-Level Inappropriate Behaviour in a Lesson

1. Verbal warning and pupil asked to open planner at 'Comments' page (no written comment required at this stage).
2. Teacher responds with effective classroom management, if appropriate e.g. moving a pupil
3. If the misbehaviour continues, teacher writes comment in planner and on SIMS Lesson Monitor and informs Curriculum Leader who ensures appropriate action is taken in line with Departmental Code of Conduct (*administrative support available from Pastoral Leaders*)
4. In circumstances where there is continued and persistent disruption during the lesson the pupil will be excluded from class. In such a scenario, the teacher will contact reception, either by phone or by sending an adult or another pupil, and reception will arrange for a senior teacher or middle manager to collect the disruptive pupil from the classroom. This procedure to ensure pupil safety while out of class will be observed at all times.

Monitoring of Low-Level Disruption

Pastoral and Curricular leaders will monitor SIMS comments regularly and, if necessary and in consultation with Mr. S. Gaston (Senior Teacher), impose a sliding scale of sanctions ranging from after-school detention to Saturday detentions and attendance on INSET days. Behaviour matters will be a regular item on the agendas of meetings of Pastoral and Curricular Leaders with Mr. S. Gaston. Follow-up may include contact with parents to discuss the action taken.

Break Detentions

Break detentions will be set to complete work that has not been satisfactorily done or other suitable work that a teacher has set. Pupils to be put in break detention by teacher or Curriculum Leader in line with Departmental Code of Conduct in order to complete work that has not been satisfactorily finished or other suitable work set by the teacher. Failure to attend a break detention leads to an after-school detention.

After-School Detentions

A suggested, but not exhaustive, list of misdemeanours for which after-school detention will be considered includes persistent failure to complete work, bullying incidents, reckless behaviour, use of inappropriate language, persistent lateness, persistent low-level disruption (see monitoring above) and truancy. After-school detention notices to be posted to parents each Friday and follow-up may include further contact with home to discuss the action taken. Failure to attend after-school detention, without prior parental notification, leads to a Saturday detention.

Saturday Detentions or Attendance on Inset Days

Saturday or Inset Day detentions are the next sanction in the hierarchy and examples of the misdemeanours for which they will be considered include, repeated failure to complete work, continuing persistent lateness, bullying incidents, out of bounds, selling food or drinks, truancy

and very persistent low-level disruption. Parents will be informed and may be asked to attend a meeting to discuss the action taken.

Suspension

Suspension may be imposed for serious defiance of an adult e.g. swearing at a teacher, fighting, vandalism, the most serious cases of bullying, the possession and distribution of inappropriate or illegal material, smoking, the possession and/or consumption of alcohol, illegal drugs or solvents and repeated defiance regarding the completion of work.

Permanent Exclusion from School

Permanent exclusion from school is used sparingly and only after due consideration by the Board of Governors

Please see Appendix 3 for the School's procedures on suspension and exclusion. (available from School)

Every case will be considered on its merits and in the context of individual circumstances