



# Lurgan Junior High School

## Behaviour Policy

Personnel Responsible: Senior Pastoral Team.  
Approved by Board of Governors: 2025-26  
Period & Date for Review: Every 3 years; 2027-28

## Contents

Contents.....	1
Rationale .....	2
Aims & Objectives.....	2
Responsibility of Parents and/or Guardians.....	3
Responsibility of Pupils .....	3
Responsibility of Staff .....	4
Promoting Positive Behaviour .....	5
Setting High Standards .....	5
Teaching Behaviour Routines.....	5
Building Positive Relationships .....	5
Individual Recognition .....	5
House Rewards and Collective Achievement.....	5
Leadership and Responsibility .....	6
Celebrating Success and School Trips.....	6
Nurturing Pride and Belonging.....	6
Operational Procedure for Positive Behaviour Management.....	7
Merits and Demerits (on SIMS).....	7
2Cs at Lurgan Junior High School: Chance and Consequence.....	7
Chance .....	7
Consequences .....	7
Extra Work.....	8
Break Detention.....	8
After-School Detention .....	8
Friday After-School Detention.....	8
Beyond Consequence in One Lesson .....	8
Critical Behaviour .....	8
Detention Information.....	8
Mop-Up Detentions and Escalations .....	9
Notes on SIMS .....	9
Accumulated Notes over a Half-Term (notes re-set to 0 after each Half-Term) .....	9
Internal & External Truancy .....	10
Restorative Practice .....	10
Form Teacher Report.....	11
Year Head Report .....	11
Year Head Report - Non-Curricular and Curricular Local Trips .....	12
Year Head Report – Representing School .....	12

Year Head Report - In-School Events and Activities.....	12
Year Head Report - Residential Trips & Trips Outside Northern Ireland.....	12
Year Head Report - 'Clean Slate' Each Academic Year .....	12
Year Head Report - Individual Education Plan with Behavioural Support Strategies.....	12
Unstructured Times.....	13
Class Move for Pastoral Reasons .....	13
Supported Learning.....	13
Risk Reduction Action Plan.....	14
Tailored Timetable.....	14
Referral to Behaviour Support and Alternative Placement.....	14
Suspension.....	15
Expulsion.....	16
Miscellaneous Information .....	17

## Rationale

Our Positive Behaviour Policy at Lurgan Junior High School is linked directly to the three 'R's of our school ethos: **Respect, Responsibility and Resilience**. All members of the school community are encouraged to embrace the opportunities presented by their role in the holistic development of all our pupils to show respect, take responsibility for their conduct and learning and develop resilience needed to overcome challenges.

At Lurgan Junior High School, we strive to foster a learning environment that is calm, safe, well-ordered, structured, positive and rooted in Christian values. The conduct of our pupils extends beyond the classroom, and we aim to prepare our pupils to reach their potential in all areas of life, from academia to social growth, preparing them for success now and in the future.

## Aims & Objectives

1. To promote **respect** by fostering a culture where all pupils value themselves; showing courtesy to all members of the school community and care for the environment;
2. To encourage **responsibility** by supporting pupils to make positive choices, take ownership of their actions and learning, and understand how their behaviour affects others;
3. To build **resilience** by equipping pupils with strategies to persevere through challenges, learn from mistakes, and recover positively from setbacks;
4. To celebrate our pupils' efforts by recognising and rewarding those pupils who consistently demonstrate positive behaviour;
5. To maintain positive relationships by continuing to strengthen relationships among pupils, staff, and parents based on mutual respect, shared values, and effective communication;
6. Ensure consistency by maintaining clear expectations for behaviour that are modelled, understood, and reinforced across the whole school.

**No behaviour policy can cover all eventualities and the Principal is the final arbiter in all matters of pupil conduct.**

## Responsibility of Parents and/or Guardians

At Lurgan Junior High School, we deeply value the partnership between home and school. Working together helps every child live out our 3Rs — **Respect, Responsibility, and Resilience** — and reach their full potential both academically and personally.

Parents and guardians are asked to read, sign, and return the Home–School Contract before their child begins at Lurgan Junior High School. By supporting our school policies and procedures, parents help create an environment where all pupils can thrive.

Parents and guardians play a vital role by:

- Encouraging good conduct and positive attitudes to learning;
- Supporting the school's high standards of positive behaviour;
- Ensuring their child attends regularly, arrives on time, and is prepared for school;
- Promoting pride in appearance by ensuring full and correct school uniform is worn at all times;
- Modelling positive communication, cooperation, and respect for others.

We value open and constructive dialogue with parents and guardians, and staff will make contact as needed. However, due to GDPR, the school cannot share details relating to other pupils other than the parents'/guardians' own.

Any form of verbal, physical, written or electronic aggression, or abuse towards staff will not be tolerated and will be referred to the Principal who in turn, may escalate the matter to the Board of Governors. Depending on the situation, action may include restricting access to school premises or requiring written communication only.

Above all, it is essential that school and parents/guardians work together, as adults, for the betterment of each individual pupil and to build a school community firmly centred on our values of Respect, Responsibility, and Resilience.

## Responsibility of Pupils

At Lurgan Junior High School, high standards of behaviour are essential to ensure that every pupil can learn without distraction and enjoy being part of a calm, safe, well-ordered, structured and positive environment.

All pupils are expected to:

- Show **Respect** towards staff, pupils, visitors and our school surroundings;
- Take **Responsibility** for their learning, conduct and appearance;
- Show **Resilience** by persevering when things are difficult.

High standards of behaviour are expected in assemblies, classrooms, corridors, the playground, break, lunch, extra-curricular activities, school events and to and from school.

Pupils must always remain on site unless permission has been granted by a member of the Senior Leadership Team to leave school. Permission can be granted in two ways:

- A note from the pupil's parent/guardian is brought from home to the Vice-Principal (Curriculum) during registration, stating clearly the reason for the child's withdrawal from school on that day;

- An email is sent to [attendance@ljhs.co.uk](mailto:attendance@ljhs.co.uk) by the parent/guardian outlining the reason for the child's withdrawal from school on that day;

***Phone calls are only accepted in an emergency situation.***

Pupils should never touch another pupil, or their property, and should always act respectfully and responsibly demonstrating socially acceptable forms of behaviour.

## **Responsibility of Staff**

At Lurgan Junior High School, staff model our 3Rs — **Respect, Responsibility, and Resilience** — in every aspect of school life. Through positive relationships with pupils, parents, and colleagues, we create a community built on care, consistency, and high expectations.

Staff demonstrate:

- **Respect** by treating all pupils and colleagues fairly, valuing each individual;
- **Responsibility** through professional conduct, consistent implementation of school policies, and commitment to high standards of learning, teaching and behaviour;
- **Resilience** by working collaboratively, remaining solution-focused, and continually striving for improvement.

Staff also actively engage in ongoing professional learning and career development, reflecting on and sharing good practice to ensure the best outcomes for pupils.

Together, staff lead by example, helping pupils to grow in respect, take responsibility for their learning and conduct, and build the resilience needed to flourish both in school and beyond.

## Promoting Positive Behaviour

### Setting High Standards

At Lurgan Junior High School, we expect all pupils to uphold high standards of behaviour at all times. Our positive approach to behaviour is built on mutual respect and the shared belief that every pupil can and should contribute positively to our school community. We actively recognise and celebrate pupils who consistently demonstrate our core values of Respect, Responsibility and Resilience — ensuring that positive attitudes and good conduct never go unnoticed.

### Teaching Behaviour Routines

At Lurgan Junior High School, we believe that behaviour should be taught, not just expected. Any behaviour that can be made into a routine, we teach it. At the beginning of each school year, we dedicate time to explicitly teach our behaviour routines — how to walk through the corridors, how to line up outside class, how to enter and exit a classroom, and how to behave during lessons.

We also teach consistent whole-school strategies such as Signal–Pause–Insist, ensuring a calm, safe, well-ordered, structured and positive learning environment.

Throughout the year, we revisit and reinforce these routines to help pupils build positive habits that reflect our core values of Respect, Responsibility, and Resilience.

### Building Positive Relationships

Over the past five years, our staff have engaged in extensive training focused on developing strong, positive relationships with pupils and promoting a culture of encouragement and respect. We use positive framing both inside and outside the classroom, recognising the power of constructive language in shaping behaviour, promoting confidence, and nurturing self-esteem.

### Individual Recognition

Our Merit Reward System provides clear and consistent incentives for pupils who display positive behaviour, effort and attitude. Merits are logged through our SIMS management system and recognised during Merit Review Afternoons, held three times a year. Pupils who maintain excellent conduct and receive no demerits are awarded additional merits and recognised for their quiet consistency and daily responsibility. Rewards include postcards home, certificates, canteen and tuck shop vouchers, special events, trips, and whole-school recognition.

### House Rewards and Collective Achievement

Through our House System, pupils also work collectively to earn points that promote pride, belonging and teamwork. Friendly ‘Clash of the Houses’ competitions take place at the end of each term and half term, fostering positive rivalry, competition and school spirit. The overall winning house will enjoy a special ‘Reward Day’ at the end of the year—an event that celebrates the commitment and teamwork of all involved.

### Leadership and Responsibility

We take great pride in offering meaningful opportunities for pupils to develop leadership and responsibility. Pupils can serve as Senior Prefect (Head Boy/Girl & their deputies), Prefects, House Captains, Vice Captains, House Ambassadors, and Pupil Voice Representatives, or take part in Year 10 leadership roles such as running the tuck shop and organising the Year 10 Semi-Formal. These experiences allow pupils to model the school's core values while contributing to the wider school community.

### Celebrating Success and School Trips

Pupil success is celebrated in many ways, including recognition on social media, awards at Prize Day, and attendance certificates that commend both individual effort, collective and/or house achievement. In addition, pupils benefit from a variety of trips and enrichment activities throughout the year — academic, cultural, and sporting — which further reinforce our values and sense of community.

### Nurturing Pride and Belonging

Through this interconnected system of recognition, reward and responsibility, Lurgan Junior High School continues to nurture confident, respectful and resilient young people who take pride in themselves, their learning and their school.

## Operational Procedure for Positive Behaviour Management

All staff at Lurgan Junior High School will:

- Communicate high expectations to all pupils;
- Assume the best from every pupil and provide opportunities for success;
- Approach every lesson as a new opportunity for pupils to demonstrate improvement and achievement;
- Build positive relationships with pupils while maintaining a warm, but firm and fair, approach to classroom management;
- Endeavour to separate the behaviour from the pupil, ensuring that correction is respectful and restorative.

All pupils at Lurgan Junior High School will:

- Follow staff instructions at all times;
- Listen and focus when a member of staff or another pupil is speaking;
- Complete tasks to the best of their ability;
- Demonstrate respect for others by raising their hand and waiting for permission to speak;
- Never touch another pupil, or their property, and should always act respectfully and responsibly demonstrating socially acceptable forms of behaviour.

### Merits and Demerits (on SIMS)

Merits are awarded to pupils who demonstrate our core values of **Respect, Responsibility, and Resilience** through actions such as effort, kindness, participation, or leadership. To ensure that merits hold value, they should be awarded thoughtfully and consistently, reflecting genuine instances of excellence and positive contribution to school life.

Equally, a possible consequence for conduct is the issuing of a demerit. A demerit records a one-point deduction on our School Information Management System (SIMS). At the end of the year, a pupil's total number of demerits will be subtracted from their merits.

### 2Cs at Lurgan Junior High School: Chance and Consequence

We adopt a **Chance and Consequence** approach to managing behaviour in lessons, ensuring pupils are given fair opportunities to correct their actions before consequences are applied.

#### Chance

Staff will address the behaviour using clear expectations and provide a chance for the pupil to demonstrate a correction of their behaviour in the lesson. If there is a refusal by the pupil to avail of this opportunity, the staff member will issue a consequence.

This approach promotes **Responsibility** by allowing pupils to reflect and self-correct, while maintaining **Respect** for the learning environment.

#### Consequences

Staff will issue a consequence with the aim of helping pupils reflect on their behaviour and understand how their actions affect themselves and others. Consequences are designed to encourage personal responsibility and support pupils in learning from their mistakes so they can make better decisions in the future. Consequences are applied in stages, depending on the nature and severity of behaviour.



### Extra Work

Extra work may be issued and can be for, but not limited to, low level behaviour requiring correction. This stage reinforces expectations and encourages pupils to take responsibility without escalation.

### Break Detention

Break detention may be issued and can be for, but not limited to, moderate or repeated low-level behaviour that disrupts learning. This provides an opportunity for reflection and restoration within the school day.

### After-School Detention

After-school detention may be issued and can be for, but not limited to, serious or persistent behaviours, defiance or disrespect, ongoing disruption beyond the Chance and Consequence process.

### Friday After-School Detention

Friday after-school detention may be issued and can be for, but not limited to, more serious or escalated incidents and can only be issued by a Year Head or a member of the Senior Leadership Team.

### Beyond Consequence in One Lesson

If a pupil has chosen not to correct their behaviour after receiving a consequence, the pupil will be sent to the Head of Department (HOD) or another available colleague with work to complete. If the Head of Department or another colleague isn't available, the Form Teacher or Year Head will be contacted to support. A pupil will be issued an after-school detention if they have been removed from the lesson.

### Critical Behaviour

If a pupil poses a danger to themselves, others, or refuses to leave a classroom, staff will contact a member of the Senior Leadership Team. The pupil will be removed from the classroom to ensure safety, order and a resumption of learning.

### Detention Information

Break detention, after-school detention, and Friday detention provide structured opportunities for pupils to reflect on their behaviour and take responsibility for their actions. Break detention takes place each Tuesday from 10:35–10:50 a.m., and after-school detention runs on Tuesday afternoons from 3:20–4:00 p.m. Both are supervised by Year Heads and are organised separately for each year group.

Friday detention operates from 3:20–4:30 p.m. and is supervised by a member of the Senior Leadership Team. During all after-school detentions, pupils are encouraged to use their time productively by completing homework on iPads, engaging in self-quizzing using their knowledge organisers or completing restorative work.

Staff will issue a letter to parents/guardians via the SIMS Parent App outlining the reason their son/daughter has been placed in an after-school detention. In addition, parents/guardians will receive a generic reminder on Monday and Thursday confirming that their son/daughter has been scheduled to attend an after-school detention.

## Mop-Up Detentions and Escalations

A member of the Senior Leadership Team runs a 'mop-up' break and after-school detention each Thursday. If a pupil is absent from school on Tuesday and Thursday, the scheduled detention will move to the next available Tuesday session.

Table 1 – Actions and consequences

Action	Consequence
Failure to attend Break Detention.	Opportunity to complete on the Thursday. Failure to attend without a valid reason will result in an after-school detention.
Failure to attend After-School Detention (absence on Tuesday).	Opportunity to complete on the Thursday. Failure to attend without a valid reason will result in an after-school detention.
Failure to attend After-School Detention without a valid reason provided by a parent/guardian.	Year Head will place the pupil in a Friday after-school detention.
Failure to attend Friday After-School Detention (absence).	Opportunity to complete the following Friday.
Failure to attend Friday After-School Detention without a valid reason provided by a parent/guardian.	Year Head will place the pupil on Year Head report. If the pupil is already on Year Head report, the Year Head will place the pupil in Supported Learning for one day upon consultation with the Principal.
Accumulation of detentions.	Referral to Principal which may result in Supported Learning ranging from one to five days.
Repeated pattern of failure to attend detentions without valid reasons provided by a parent/guardian.	Referral to Principal which may result in a suspension for persistent infringement of school rules.

## Notes on SIMS

At Lurgan Junior High School, we use SIMS, our School Information Management System, to record notes relating to corridor conduct, punctuality, and uniform. This system allows us to maintain consistent and fair expectations for all pupils beyond the classroom. We believe high standards of behaviour in every part of school life help prepare pupils for the expectations of the world of work, where punctuality, presentation, and respect for shared spaces are essential. Taking pride in our uniform and conduct reflects the values of our school community and supports a calm, safe, well-ordered, structured and positive environment for everyone.

## Accumulated Notes over a Half-Term (notes re-set to 0 after each Half-Term)

Table 2 – Notes on SIMS & consequences

Notes on SIMs	Consequence
3	After-School Detention
6	Form Teacher Report
9	Friday After-School Detention
12	Year Head Report

## Internal & External Truancy

At Lurgan Junior High School, we know the best place for our pupils to be is in class, in school, learning, and growing together. Every lesson provides an opportunity to build knowledge, confidence, friendships, and resilience — all essential for future success. That is why we take both internal and external truancy very seriously. We want every pupil to benefit fully from the learning and social experiences school offers, developing the skills and character they need to thrive both now and in the years ahead.

*Table 3 - Internal truancy consequences*

<b>Duration</b>	<b>Action</b>
Part of a period	Break detention
40-minute lesson	After-school detention
80-minute lesson	Friday detention

*Table 4 - External truancy consequences*

<b>Duration</b>	<b>Action</b>
Half of the school day	Two Friday detentions
Full school day	Three Friday detentions
Repeat Truancy	Year Head Report and parental meeting (Risk Reduction Action Plan)

## Restorative Practice

As part of our school's core values of Respect, Responsibility, and Resilience, we are committed to educating our pupils about the seriousness of certain topics. To support this, we adopt a restorative approach that encourages pupils to reflect, take ownership, and learn from their actions. This process may involve between one and three Friday after-school restorative detentions, during which pupils will complete a Restorative Booklet with guidance from their Year Head. Throughout the process, pupils will consider how their actions could have been handled differently and reflect on who may have been affected. They will also conduct research on the relevant issue and prepare a short Slides presentation to share with a member of the Senior Leadership Team during their final session. Topics addressed through this approach may include — but are not limited to — substance misuse, bullying type behaviours, racism, sectarianism, social media misuse, truancy, and physical incidents. This process aims not only to correct behaviour but to help pupils develop deeper understanding, empathy, and personal accountability.

### Form Teacher Report

Form Teacher Report is designed to support pupils in developing positive habits linked to our school values of Respect, Responsibility, and Resilience. It is issued by the Form Teacher when there is evidence of a persistent issue — for example, concerns around uniform, homework, or organisation — identified through SIMS.

This report provides a structured opportunity for pupils to reflect on their conduct, take responsibility for improvement, and demonstrate resilience in making consistent progress. It also helps pupils to show respect by meeting school expectations.

Pupils are normally placed on report for two weeks with targets to allow a fair and balanced evaluation of their effort and progress. The Form Teacher monitors the report throughout this period and maintains regular communication with the pupil. A printed copy of the report will be sent home at the end of five days. If there hasn't been significant improvement, the Form Teacher Report may be extended and referred to the Year Head.

### Year Head Report

Year Head Report is designed to give pupils a further opportunity to make positive change and demonstrate our school values of Respect, Responsibility, and Resilience. It is completed by the subject teacher and issued by the Year Head using evidence from SIMS. This report provides a structured and supportive way for pupils to take ownership of their conduct and rebuild positive habits.

Pupils are normally placed on Year Head Report for up to two weeks, allowing time for a fair evaluation of progress. The report is monitored closely by the Year Head, who will communicate with staff and the pupil throughout. The duration of the report may be extended at the discretion of the Year Head if this is in the best interests of the pupil or at the parent/guardian's request.

Each pupil will have up to two clear targets to work towards, set in collaboration with the Year Head and the child. These targets will focus on key areas for improvement such as conduct, effort, or organisation. If a pupil fails to meet a target, the subject teacher will issue an after-school detention. If a pupil fails three targets at any point during the report period, they will spend one day in Supported Learning following consultation with the Principal.

A printed copy of the report will be sent home at the end of the ten days. Ongoing communication between home and school is encouraged to help the pupil succeed. If little to no improvement is witnessed, consequences will be escalated further which could include referral to SLT and/or external agencies.

At Lurgan Junior High School, Year Head Report is viewed not only as a supportive tool to help pupils reflect and improve, but also as one of our more serious behaviour interventions for those struggling to regulate their conduct. While it provides pupils with clear targets and opportunities for success, it also signals that significant concerns have been raised about the pupil's inability to manage their behaviour.

To encourage positive change and reinforce the importance of responsibility, there are additional consequences associated with being placed on Year Head Report. These are applied thoughtfully following careful discussion between the Pastoral Team and the Senior Leadership Team, ensuring that each response is both fair and supportive while maintaining high expectations for all pupils.

### Year Head Report - Non-Curricular and Curricular Local Trips

The Senior Leadership Team reserves the right to restrict participation in local school trips (i.e. within Northern Ireland) for any pupil who has been placed on Year Head Report. This decision will be made in consideration of the pupil's conduct, attitude, and overall engagement with school expectations and consideration of the curricular content of the trip.

### Year Head Report – Representing School

If a pupil is finding it difficult to regulate their behaviour and is placed on Year Head Report, the pastoral team may decide that the pupil will not represent the school in any capacity for the duration of the report. This decision is not made lightly — it reflects our belief that representing Lurgan Junior High School is both a privilege and a responsibility. We want every pupil to understand that actions have consequences, but also to recognise that positive change is always possible. During this period, pupils are encouraged and supported to demonstrate our school values of Respect, Responsibility, and Resilience — showing respect for others, taking responsibility for their own behaviour, and demonstrating the resilience needed to make positive choices. When pupils show consistent improvement and meet expectations, they will again be given the opportunity to represent the school with pride.

### Year Head Report - In-School Events and Activities

For in-school events or activities, the Senior Leadership Team will liaise with the Pastoral Team before making a final decision regarding the level of participation of any pupil who has been on Year Head Report. This may include full participation, partial participation, or non-participation, depending on the circumstances and the pupil's conduct at the time.

### Year Head Report - Residential Trips & Trips Outside Northern Ireland

Given the nature of the risks associated with such trips, any pupil who has been on Year Head Report will be required to successfully complete a formal Risk Assessment process to be considered for participation. The Senior Leadership Team still reserves the right to withhold approval for a pupil to attend such a trip if there has not been significant and sustained improvement in the pupil's conduct.

### Year Head Report - 'Clean Slate' Each Academic Year

At the beginning of each academic year, every pupil is offered a fresh start in terms of the number of Year Head reports they have been on. (Importantly, however, school will retain records of all Year Head Reports and related interventions for potential future involvement with external agencies). The only exceptions to this are cases where a pupil's conduct has resulted in a Risk Reduction Action Plan, a tailored timetable, or a Behavioural Support Intervention, in which case, appropriate measures will continue to be applied to support the pupil's ongoing improvement.

### Year Head Report - Individual Education Plan with Behavioural Support Strategies

If a pupil is placed on Year Head Report for a second time within an academic year, they will be referred by the Year Head to the SENCo for their year group. Together, the Year Head and SENCo will develop an Individual Education Plan (IEP) that includes targeted behaviour support strategies, created in collaboration with the pupil and their parent. This process aims to promote Respect, by ensuring the pupil's voice is valued; Responsibility, by involving the pupil and parent in setting clear goals for improvement; and Resilience, by providing structured support to help the pupil make sustained positive changes in their conduct and engagement.

## Unstructured Times

If a pupil is struggling to navigate unstructured periods of the day, the Pastoral Team, in conjunction with the Senior Leadership Team, may decide to temporarily remove a pupil from these unstructured times. This measure is intended as a supportive strategy to help the pupil regulate their conduct, avoid further incidents, and protect their wellbeing. The pupil may be afforded the opportunity of having a 'buddy' with them during this time. Parents/guardians must be notified of this decision, and the clear aim will be to reintegrate the pupil back into break and/or lunchtime as soon as is practicable.

## Class Move for Pastoral Reasons

Another support mechanism the Pastoral Team may consider is a class move, where a pupil is placed in a different class environment as part of a nurturing strategy to support their personal development and conduct. This approach involves placing the pupil alongside positive role models who can help them learn, reflect, and improve their conduct. Such a move will only be made in conjunction with permission from the Senior Leadership Team and parent/guardians and will only be moved when other strategies have been exhausted.

## Supported Learning

The Education Reform Order (NI) has legislated that every child is entitled to the Common Curriculum.

It is the responsibility of every teacher to deliver all aspects of the curriculum to pupils in the school. On occasions, where a pupil's conduct continues to adversely affect their own learning and the learning process of other pupils within a class, supported learning may be a temporary option to meet the requirements of the Education Reform Order for the pupil in question and the other pupils.

We are fortunate that within our Positive Impact Centre, we have access to a dedicated Supported Learning provision. This is a quieter area of the school where Year Heads can utilise targeted intervention and one-to-one support with a member of staff. Supported Learning offers pupils valuable time to reflect on their conduct, review their choices, and consider strategies for improvement as well as continuing with their classwork on Google Classroom.

Placement in Supported Learning may range from one to five days and can be used for, but not limited to, a one-off incident, three failed targets on Year Head Report, failure to attend a Friday detention or as part of a phased return to school for pupils struggling with attendance or school refusal. It can also serve as a support mechanism for individual circumstances requiring additional care. In certain cases, pupils may be directed to Supported Learning with the Principal's permission, particularly if an incident has occurred and it is deemed in the best interest of the pupil to spend the remainder of the day in a calm and safe environment.

If a pupil refuses to work or follow instructions whilst in Supported Learning, parents/guardians may be contacted to collect the pupil. Where a pupil placed in Supported Learning does not engage meaningfully with set work or targeted one-to-one support, they will be required to repeat their day in Supported Learning until the Pastoral and Supported Learning Team is satisfied with the pupil's level of engagement and effort.

### Risk Reduction Action Plan

The relevant member/s of the Pastoral Team will conduct a risk assessment on a pupil if the evidence from SIMs indicates that a pupil is refusing to follow routines, structures, and instructions at Lurgan Junior High School, or if school believes that a pupil may present a danger to themselves or to others, is socially vulnerable, is at risk of absconding (leaving class or the school premises without permission) or if there are safeguarding concerns. This may result in the implementation of a Risk Reduction Action Plan (RRAP). The RRAP will outline specific targets for the pupil to achieve, alongside supportive strategies designed to help them meet these targets. The plan will be discussed with the pupil and the parent/guardian. It will be signed by the parent or guardian, the pupil and the relevant member of staff, subject to regular review, and shared with staff.

If significant improvement is evident, the level of support and monitoring will be reduced. Conversely, if further intervention is required, additional strategies may be added to ensure the safety and wellbeing of the pupil and others is maintained.

The Senior Leadership Team, in liaison with the Pastoral Team, will apply the same criteria to trips, events and representing school for pupils placed on a Risk Reduction Action Plan as those applied to pupils on Year Head Report (see page 13 of this policy). This ensures consistency and fairness in monitoring pupil progress, behaviour, and support across all levels of intervention.

### Tailored Timetable

When school believes all avenues of remediation have been fully exhausted and there has been no significant improvement in a pupil's conduct, the Senior Leadership Team, in consultation with the Pastoral Team and other external agencies, may determine that a temporary tailored timetable is the most suitable intervention at that time. This decision must be made following a multidisciplinary meeting, with parents/guardians and external agencies in attendance and having given explicit consent for the arrangement. The tailored timetable will be subject to regular review, and where clear improvement and progress are evident, the pupil's school day will be gradually increased, with the aim of a full reintegration into the standard timetable.

### Referral to Behaviour Support and Alternative Placement

Should there be no significant improvement in the pupil's conduct despite the implementation of the aforementioned strategies, the school will be left with no alternative but to seek further support and guidance from the Education Authority's Behaviour Support Team. This may include initiating the appropriate process for a multidisciplinary meeting and, where deemed necessary, an application to Education Other Than At School (EOTAS) provision. Should these applications not be successful, the school will continue to work closely with external agencies to ensure ongoing support.



## Suspension

Suspension will be considered only after all reasonable attempts to integrate the pupil into the school have been made. Suspensions will be issued in conjunction with the Education Authority's 'Scheme for the Suspension and Expulsion of Pupils in Controlled Schools', April 2015.

Suspension is a severe consequence which is imposed by the Principal or the member of SLT acting in his absence, only in a situation where all possible preventative strategies and consequences have been tried.

At times however, in the interests of the entire school community, leadership may have to implement a suspension as a result of a serious incident of indiscipline. Pupils may or will be suspended for the reasons as indicated in the table overleaf

*Table 5 – Possible Reasons for Suspension*

**Bullying type behaviour of pupil/s:** all forms whether physical, verbal, cyber, threats or other.

**Physical attack on another pupil** with or without a weapon.

**Physical attack on a member of staff** with or without a weapon.

**Significant damage to or misuse of property** belonging to school staff or other pupils in or outside school.

**Verbal abuse** of pupil of a which is of a personal nature including swearing, threatening behaviour and sexually explicit language.

**Verbal abuse** of staff of a which is of a personal nature including swearing, threatening behaviour and sexually explicit language.

**Disruptive behaviour in class** – persistent or one-off incidents which occupy teacher time and/or distract other pupils.

Use of **mobile phones** to record the actions/activities of others.

**Stealing** from school, pupils, staff in school or outside school while in uniform.

**Persistent infringements of School Rules**, i.e. non-co-operation with consequences which are currently in place.

**Alcohol abuse** – possessing, drinking or selling alcohol on the school premises.

**Substance abuse** – possessing, using or dealing in illegal drugs or solvents on school premises.

**Possession of any inappropriate item which could do harm to another person**

**This is not a definitive list but will provide guidelines as to the type of offence which is regarded as extremely serious by the school.**

Pupils are not permitted to return to school without parents attending for an interview with the Principal or delegated member of the Pastoral Team. A pupil will be placed on Year Head Report for two weeks following suspension.



In some instances, a multi-disciplinary meeting will be put in place in order that the school, parent/guardian/external agencies can work together to improve conduct.

If there are indications that a pupil may have to be suspended, the following requirements must be met:

- Relevant background information from Principals of previous schools must be made available;
- Discussion and review with the appropriate teachers regarding difficult situations which may arise in the school;
- Interview parents to discuss the problem and resolve the difficulty;
- Inform the Chairman of the Board of Governors;
- Inform the Education Authority as required.

### Expulsion

A pupil may be expelled only:

- by the EA;
- after serving a period of suspension;
- after consultation about the expulsion involving the Principal, the parents, the Chief Executive and the Chairman of the Board of Governors; after consideration by a Committee appointed by the EA.

## Miscellaneous Information

All staff are expected to consistently follow through with appropriate consequences when managing pupil conduct. However, alongside this, staff will continue to deploy proactive, relational strategies to support pupils who demonstrate repeated low-level or high-level behaviour in lessons. Upholding our core values of Respect, Responsibility, *and* Resilience, staff are encouraged to build and maintain positive relationships, using one-to-one conversations, thoughtful classroom arrangements, and positive, non-confrontational language.

For persistent low-level behaviour, staff will persist with relational approaches to re-engage pupils, while escalating support where necessary. In cases of repeated high-level behaviour, a clear process involving parental contact, departmental collaboration, and senior leadership intervention ensures a consistent, supportive, and restorative approach.

At all times, the aim is to guide pupils towards making better choices whilst fostering a calm, safe, well-ordered, structured and positive learning environment.

If a pupil refuses to follow the reasonable instructions of a member of the Senior Leadership Team, or impacts the learning of others significantly through this, this will be considered a serious breach of the school's high standards and expectations. In such circumstances, in an effort to ensure the safety of all pupils, the school will endeavour to deescalate the situation and may contact the pupil's parent/guardian to speak directly to the pupil or to allow them to make the decision to remove the pupil from school for the remainder of the day. Communication will subsequently be arranged to provide work for the pupil, discuss the incident, review expectations, and agree on appropriate next steps.

At Lurgan Junior High School, the safety and conduct of our pupils during their journey to and from school is of the utmost importance. We expect all pupils to demonstrate our core values of Respect, Responsibility, *and* Resilience at all times, whether travelling by bus, car, or on foot. Pupils must follow all safety guidelines, behave appropriately in public, and represent the school positively within the wider community. Parents are advised that any conduct which brings the school into disrepute — including unsafe, disrespectful, or inappropriate behaviour — will be taken seriously and addressed. Consequences may range from temporary alternative transport arrangements, a monetary consequence (e.g. cost of damage), to suspension, depending on the nature and severity of the incident. We appreciate the continued support of parents and guardians in reinforcing these expectations to ensure the safety, wellbeing, and reputation of all pupils and our school.