



Lurgan Junior High School

Behaviour Policy

Personnel Responsible: BOG.
Approved by Board of Governors: MARCH 2022.
Period & Date for Review:

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Mission Statement

Lurgan Junior High School: empowering you to reach your potential, to feel respected, cared for and equal.

School Motto

3 'R's - Respect for Self and Others

Responsibility for all your own learning, organisation and actions

Resilience to be strong for yourself and support others to be strong

Rationale:

The School recognises that its learning environment can be enhanced by a Behaviour Policy supported by partnership with parents/carers.

Aims:

Lurgan JHS aims to create a school community which helps children to:

- Develop self-esteem, self-respect, respect for others, for the school and the environment.
- Foster caring and co-operation with others.
- Develop responsibility for their own learning, organisation and discipline.
- Develop resilience to bounce back when situations don't go as they hoped or planned

Objectives:

We will create this type of school community by

- Encouraging positive relationships between pupils, staff and parents;
- Maintaining clear and consistent procedures for managing pupil behaviour;
- Employing effective whole school systems which allocate clear responsibilities to all members of the school community, including pupils, parents and staff.

How we encourage positive relationships

Working with pupils and parents

The Behaviour Policy states that it is the responsibility of pupils to behave at all times in a way which:

- maximises their learning potential;
- allows others to learn without hindrance;
- does not endanger their own or others' safety.

Pupils – have responsibility to:

- speak and act responsibly at all times with staff and pupils;
- arrive to school and class on time;
- wear their uniform correctly;
- take responsibility for their behaviour and accept consequences when given;
- behave safely in the corridors and in the playgrounds at break and lunchtime; adhere to the one-way system where it is in place;
- attend assemblies on the appropriate days;
- stay in the school grounds unless permission to leave has been given by VPs;
- be prepared with correct equipment and ready to engage in the lesson. (Pupils are not permitted to phone home or ask office staff to phone home if they have forgotten equipment);
- make a positive effort in class and with homework;
- listen attentively in class;
- raise their hand to ask a question;
- have safe hands and feet – no touching other pupils or their property.

Staff use rewards such as encouragement, praise, a positive marking system, certificates of achievement, achievement points on SIMS, awards, special mentions, opportunities for leadership and responsibility through the Prefect System, House System, School Council, Peer Mentoring and participation in special tours and events.

If a pupil breaches the school's Behaviour Policy, the pupil will be responsible for taking part in procedures to monitor and improve their behaviour and parents will be informed about these procedures.

Parents

Parents are expected to read, sign and return the *Home – School Contract* before their child starts attending Lurgan JHS and are thereafter asked to support the school in applying the accompanying procedures and policies. If a parent contacts the school to ask what has been done following any incident they will be told it has been dealt with according to our policies and procedures. With GDPR, school is not permitted to discuss matters pertaining to another pupil.

Parents/Carers – have responsibility to support their child:

- engaging positively in their learning and being prepared for class with the correct equipment;
- arriving to school on time;
- wearing the correct uniform as per uniform policy;
- accepting and adhering to the school's policies and procedures;
- providing absence notes on their child's return to school after an absence;
- providing a note for the VP if their child has to leave school for an appointment during the school day.

When meeting with a member of staff or contacting them via telephone/email/letter about their child, parents are requested to speak respectfully at all times. If a parent is deemed to be disrespectful, aggressive or threatening in their manner or tone, the meeting/phone call will be terminated and the Principal will be informed. Any letters addressed to members of staff which are disrespectful, aggressive or threatening in their tone, will be forwarded to the Principal and Board of Governors.

Maintaining clear and consistent procedures for promoting positive behaviour

Rewarding and encouraging positive behaviour

Lurgan Junior High School's positive approach to discipline and behaviour seeks to raise self-esteem in all our pupils (individuals and groups) by using a variety of strategies:

- public words of praise to pupils, e.g. in form class, subject classes or/and Assembly
- written comments on pupils' work/homework
- award achievement points on SIMS for exemplary work, behaviour, attitude which gains points individually for each pupil as well as for their House
- giving small rewards/treats in class – i.e. pen/pencil/bookmark
- giving a treat to Form Class
- Conduct points certificates and rewards for pupils
- rewards assemblies
- words of encouragement
- pupil visits to HoDs or SLT for commendation
- positive comments at Form Teacher Meetings
- end of term reports
- Form Class notice-boards
- public notice-boards, i.e. Sports' Achievements
- subject based displays in corridors and classrooms
- Pupil of the month
- links with local newspapers
- school website/Facebook
- Prize Day
- positions of responsibility
- attendance certificates
- literacy awards when targets are met
- publication of pupils' work (website)
- internal and external competitions
- end of term trip

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This information can, in turn, be relayed by the Year Head at Pastoral Team meetings.

Pre-emption strategies

All pupils are explicitly taught, and deliberately practise our school routines during the first week of the first term at Lurgan JHS and are reminded regularly of the same during registration, assemblies and Form Periods throughout the school year. All teachers pre-empt any off-task behaviour in lessons, so that all pupils are on task during every lesson. Teachers insist on one voice in the classroom for instructions, explanations and discussions, and silence for reading, writing or practice. As soon as a teacher notices a pupil off-task, they will use the following pre-emptive strategies:

1. Silent non-verbal: hand signal, eye contact, facial expression, sharp pause etc
2. Unnamed: 'Just waiting on everyone to concentrate. We need one more person to join us'
3. Named: 'David, please concentrate on the lesson'

Sanctions to correct negative behaviour

Although it may be unnecessary to use any form of sanction for the majority of pupils, the minority who break the rules cause disruption, not only to their own learning but also to the learning of others.

It is therefore necessary for these pupils to learn to take responsibility for their behaviour and accept the consequences of their actions.

All staff are advised never to use corporal punishment.

Promoting positive behaviour in the classroom:

Using the three 'C's for **low level** behaviours:

1. Chance

If a pupil is behaving in class in a way that disrupts the learning (i.e. talking when they should be listening, not following instructions) or being disrespectful, the teacher will speak with the pupil, ask them to stop and say they are giving them a **CHANCE** to change their behaviour.

2. Consequence

If the pupil continues with the behaviour, there will be a **CONSEQUENCE**. This consequence will be a sanction such as a behaviour point (which not only impacts the individual pupil in school, but also their House), moving seats, extra work, break-time detention, after school detention. The teacher will inform the pupil of the consequence and should always record it on SIMS.

Our 3rd C is Commendation and will be employed to reward pupils who have provided excellent work and/or high levels of engagement in the lesson. The pupil will be awarded an achievement point which will be recorded on SIMS.

If a pupil's behaviour is medium or high level (see checklist) the teacher should give an appropriate sanction, record it on SIMS and inform the pupil's Form Teacher/Year Head.

The following sanctions, which are to be recorded on SIMS, are used in school:

- extra work – subject related;
- break-time detention;
- after school detention; if detention is after school, the pupil will be given the date of the detention by the teacher and the pupil should note this date in their planner. Parents will be informed of the detention through SIMS Parent App.
- Friday afternoon detention (3.20 to 4.55) This detention is given by YHs/SLT.
- Form Teacher Report (not viewed as a sanction but a supportive, monitoring measure);
- Year Head Report;
- supported learning for 1 to 5 days;
- exclusion for 1 to 5 days;
- adjusted timetable.

Late or missing homeworks

- If homework is poorly presented, the pupil is requested to redo it until it is acceptable.
- First occasion – warning by subject teacher. It is expected that the missing homework is brought to the teacher on the following day.
- More than once – it is expected that the homework, with additional appropriate work, would be done at home.
- Frequent problems – subject teachers are requested to record all matters in SIMS.
- If there is no improvement – parents are to be informed (this should be recorded on SIMS) and the pupil detained after school until homeworks are done.

Promoting positive behaviour in the corridor:

Use of the **Conduct Card** to encourage pupils to take **responsibility** and pride in their appearance and behaviour at all times in the corridor and so promote a **safe school environment** for all pupils.

- Every pupil should ALWAYS carry their Conduct Card/planner with them in school.
- They may be asked for it **at any stage** in school during the school day.
- Any pupils who have no behaviour signings on their Conduct Card will be awarded achievement points at the end of each term.
- If a pupil does not have their card/planner when asked, an automatic after school detention will be issued by that teacher.
- A teacher can ask for a pupil's card if their behaviour or uniform is unacceptable in the corridor.
- The teacher will sign and date the card indicating why the pupil's card is being signed.
- The Form Teacher will monitor the Conduct Card.
- When a pupil has three signings, the Form Teacher will issue an after school detention which will be recorded on SIMS.
- When a pupil has six signings, the Form Teacher will send the pupil to their Year Head. The Year Head will issue a Friday after school detention.
- When a pupil has nine signings, the Form Teacher will place the pupil on Form Teacher Report with appropriate targets – i.e. wearing uniform correctly; safe hands and mouth
- In each class, the Subject Teacher will complete the Form Teacher report, commenting on the pupil's uniform/behaviour in class. The Form Teacher monitors this each morning along with the Conduct Card.
- If a pupil loses their Conduct Card/planner, they are required to buy a new copy. Their new Conduct Card will be signed three times and an after school detention given by the Form Teacher.
- If a pupil refuses to hand over their Conduct Card to a teacher, they will be given an after school detention.
- If a pupil takes another pupil's Conduct Card/planner from them, the pupil whose card has been taken should report this immediately to a member of staff. The pupil who took the card will be given an after school detention.
- There are FIVE Conduct Cards in the pupil planner to cover the whole school year with one Conduct Card per each half term.
- A clean slate for the Conduct Card will be given to all pupils at the start of each term and after the October and February half term breaks.

Late Arrival/Pupil Absences

To Class – everyone is expected to arrive to class on time

- If the explanation is unacceptable, the teacher may wish to provide extra work relevant to what has been missed to be done at home, at break or after school.
- **Teachers are advised to note late arrivals in Lesson Monitor and the number of minutes late to class.**

To School - everyone is expected to arrive to school in time.

- Pupils arriving to school after 9:00am should enter school and proceed straight to their form room. The Form Teacher will record on SIMS each time they are late to school.

Insolence, bad language and disrespect to staff

Low / Medium level

Pupils will be mentored and advised regarding showing respect and accepting responsibility.

Teachers should employ three 'C's as previously described; put strategies / interventions in place

to support pupil; issue appropriate sanctions as required.

Persistent or High level

Pupils to be referred to Year Head / Senior Teacher/ Vice Principal

Violence, Stealing

Interview of pupil by Principal, Vice Principals, Senior Teacher or Year Head in the presence of parents.

In cases of violence, pupils may be excluded from the school until they have undergone a programme of correction and may return to school on a reduced timetable following a Multi-Disciplinary Meeting with all parties involved with the pupil.

Damage to Property

All damage has to be paid for. Parents will be invited for interview in the case of serious damage.

Teachers are requested to issue letters to parents in order to inform and bill them for lost or damaged books. Please ensure parents are given a receipt.

Graffiti

Pupils will be placed in school detention for damage to school property.

Bullying

- Teachers are advised to record, in detail, all cases of bullying behaviour, including use of Incident Report Forms and record on SIMS, following through the procedures as stated in our Anti-Bullying Policy.

Detention

- Pupils may be detained after school by any member of staff if it is the most appropriate form of correction (Normally 3.20-4.20pm. In specific circumstances, set by YHs/SLT on Friday 3.20 – 4:50pm).
- Parents should have at least one day's notice prior to an after school detention being given to their child. The detention should be entered on SIMS by the teacher giving the detention. A message will be sent by the Pastoral Office on SIMS Parent App to the parent advising them of the reason, date and time of the detention.

Recording Sanctions

All sanctions should be recorded on SIMS. It is most helpful when details of an incident are included. These can be discussed with parents at Form Teacher meetings.

Procedures for monitoring and correcting pupil behaviour

Lesson Monitor on SIMS

This is a daily report system whereby teachers can record the behaviour, attitude and progress of pupils in each class throughout every subject.

Each subject teacher has the opportunity to credit individual pupils on their learning and attitude within the class.

Form Teacher Report

This is an individual report which is completed by the Subject Teacher and issued by the Form Teacher using evidence of a *persistent issue* such as uniform, homework or organisation recorded in Lesson Monitor, or from other staff e.g. duty teachers, supervisors from an incident arising throughout the school day. This report is a means of supporting a pupil, to help them focus on a specific area of concern with their learning or behaviour.

It is recommended that pupils are on report for two weeks to allow a fair evaluation of their effort.

This report is monitored by the Form Teacher and parents should be notified about the reasons for the pupil being placed on report. A print out of the report will be posted home to the parent/guardian via the office at the end of five days for signature.

Year Head Report

This is an individual report which is completed by the Subject Teacher. It is issued by the Year Head when informed by the Form Teacher/Subject Teacher/Senior Teacher/Vice Principal/Principal, using evidence available on Lesson Monitor or from other staff e.g. duty teachers, supervisors, etc. or from an incident arising throughout the school day.

It is recommended that pupils are on report for between 5 – 10 days to allow a fair evaluation of their effort. Year Head Report is monitored by the Year Head. The exact length will be at Year Head discretion and may continue beyond 10 days if this is in the best interest of the pupil.

Pupils will have up to three targets to meet and Subject Teachers and/or Year Heads will use sanctions if the targets are not met.

A print out of the report will be posted home to the parent/guardian at the end of five days for signature. It is in the best interest of the pupil if the parent/guardian contacts the school when in receipt of the Year Head Report.

Any pupil in Year 9 and Year 10 placed on Year Head Report will not be permitted to attend school trips within that school year (exceptions may be made if trip is part of the curriculum). The same procedure applies to Year 8 pupils from Term 2.

Due to the high level of risk surrounding school Ski Trips, any pupil placed on Year Head Report during the academic year will only be permitted to take part if they pass a school risk assessment.

All pupils will begin each school year with a clean slate **except** for individuals who have had a **RISK ASSESSMENT** completed and as such are on the Code of Practice for behaviour.

In the case of a pupil who is persistently disruptive and/or unable to meet their Year Head Report targets, a supervised supported learning system is operated.

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 occasion, when all other forms of remediation have failed and a pupil's behaviour continues to adversely affect the learning process of other pupils within a class, supported learning may be the only option left to meet the requirements of the Education Reform Order for the other pupils.

Class supported learning may be as follows:

In the first instance, the removal of a pupil with his/her work:

- to the room of a neighbouring colleague (agreement between two teachers);
- to the room of the HOD;
- to the Form Teacher;
- to the Year Head;
- to the Senior Teacher/Vice Principal's office.

When a pupil is on Year Head Report and is unable to consistently meet the set targets or is involved in a one-off high level incident, the pupil will be withdrawn from class for supported learning. The Year Head should seek the Principal's permission for this supported learning. The Year Head will organise the supported learning timetable, where appropriate work will be sent via the Form Prefect and the teacher covering the pupil on supported learning will complete the pupil's Supported Learning Report on SIMS.

When a pupil who is not on Year Head Report is involved in a one off high level incident – i.e. high level of disrespect to a member of staff/ total refusal to follow any instructions, and it is deemed necessary for the health and safety of staff and pupils that the pupil is removed from class, in consultation with the Principal, the Year Head will withdraw the pupil from class and organise and inform staff of an appropriate supported learning timetable for the pupil and request that subject teachers forward work.

If a pupil is able to complete the supported learning period satisfactorily, they may return to class and begin a further period of monitoring through Year Head Report.

If the pupil is still unable to behave appropriately and safely while on supported learning, and parents are consulted, with no change to the pupil's behaviour, the particular individual may be excluded until he/she has accepted intervention by appropriate external agencies.

At the time of exclusion, after parents have been informed, details of exclusion will be forwarded to the Educational Welfare Officer, the Board of Governors and the Education Authority.

Pupils are not permitted to return to school without parents attending for interview with the Principal.

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

If all strategies implemented to support a pupil in improving their behaviour in school fail to bring about the desired effect, a reduced school day may be introduced in consultation with the Principal, Vice Principal, Senior Teacher, SENCO, parents and any external agencies involved with the pupil. This will be reviewed on a weekly or fortnightly basis.

Suspension

Suspension should be considered only after all reasonable attempts to integrate the pupil into the school have been made.

Suspension is a severe sanction which is imposed by the Principal, only in a situation where all possible preventative strategies and sanctions have been tried.

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 of 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 Chief Executive or a Senior Education Officer.

At times, the school, in the interests of the entire school community, may have to take immediate and serious disciplinary action. Pupils, if found guilty of the following offences may or will be **suspended**.

May Result in Suspension	Will Result in Suspension
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<p>Bullying of pupil/s: all forms whether physical, verbal, electronic or other</p> <p>Fighting with another pupil</p> <p>Graffiti</p> <p>Verbal abuse of pupil which is of a personal nature including swearing, threatening behaviour and sexually explicit language</p> <p>Use of mobile phones to record the actions/activities of others</p>	<p>Verbal/racist/cyber abuse of staff</p> <p>False/malicious allegations: about a member of staff</p> <p>Persistent infringements of School Rules, i.e. non co-operation with sanctions which are currently in place</p> <p>Stealing</p> <p>Significant damage to, or misuse of property belonging to the school, to the staff or other pupils</p> <p>Physical attack of another pupil</p> <p>Physical attack of a member of staff</p> <p>Possession of any item which could do harm to another person</p> <p>Substance/Alcohol abuse/Use of E cigarettes</p>
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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.

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.

Discipline Procedures

ACTION	TYPE OF ISSUE	INFORMATION	WHO?
STEP 1 In class Using 'C's – Chance, Consequence, In corridor Conduct Card	One-off low level Inadequate work Uniform issues Distracting others (one off) etc	Lesson Monitor	Subject Teacher
STEP 2 After School Detention/ Friday Detention/ Form Teacher Report/Year Head Report with targets	Medium level/ One-off high level Disruption, repeated HW/equipment issues, lateness to school, disobeying staff, failure complete minor sanctions etc	Lesson Monitor Inform the parents Inform the Form Teacher	Form Teacher/ Year Head/ Senior Teacher/Vice Principal
STEP 3 Year Head / Senior Teacher / VP places pupil on Year Head Report for second time (with targets as agreed with SENCo)	Repeated high level Serious misconduct, failure to attend detention, major corridor behaviour, swearing, possession of forbidden items, bullying behaviour, repeated disruption in lessons etc	Lesson Monitor Refer the issue to SLT/ SENCO for Behaviour Plan, Risk Assessment and contact BST	Year Head/ Senior Teacher/Vice Principal/ SENCo
STEP 4 Pupil may be withdrawn for supported learning from class for 1 – 5 days with targets	Not meeting Year Head Report targets, extreme defiance, persistent disruptive behaviour etc	Lesson Monitor Inform parents, BST and teaching staff	Year Head/ Senior Teacher/Vice Principal

STEP 6 Pupil may be suspended for 1 – 5 days / Pupil may be placed on reduced timetable	One-off high level behaviour /not meeting supported learning report targets, fighting, illicit substances, abuse of staff/peers	Lesson Monitor Meeting with parents. Meeting with external agencies. Inform: EWO Board of Governors Education Authority	Principal
STEP 7 Exclusion	Not complying with school discipline procedures / support	As above	Principal/ BoG

Entering and Exiting school

Travel by Bus

- Pupils are requested to line up responsibly in the appropriate area for their bus and adhere to the instructions given by the duty teachers.
- Pupils travelling to and from school on a bus are requested to remain seated at all times with seatbelts on. Pupils are expected to behave respectfully and responsibly during this time.
- Any inappropriate or unsafe behaviour which takes place on bus journeys to and from school will be dealt with through the school's Behaviour Policy.
- Any pupil missing their bus in the afternoon is advised to return to the office so that their parents or guardian can be contacted.

Travel by Car

It is important that pupils going home by car arrange to be collected **outside the grounds** at the lay-by, except for after school activities when it is safer for parents to park in the school car park and to pick pupils up from there. We would respectfully request that parents adhere to this advice in the interest of safety.

Safety walking to and from School

- It is advisable for pupils to cross the road where there are traffic lights or a zebra crossing.

- Pupils are requested to behave respectfully and responsibly, at all times, when walking to and from school.
- Any inappropriate or unsafe behaviour which takes place walking to and from school will be dealt with through the school's Behaviour Policy.

Pupils are strongly advised never to accept a lift from a stranger.

No behaviour policy can cover all eventualities. The Principal reserves the right to use discretion to help Lurgan JHS pupils make better choices and learn the right lessons.

To be evaluated annually or if legislation requires.