

CARRICKFERGUS GRAMMAR SCHOOL

SCHOOL POLICY ON PROMOTING POSITIVE BEHAVIOUR



Carrickfergus Grammar School policy on:	PROMOTING POSITIVE BEHAVIOUR
Date implemented:	September 2016
Review date / led by:	September 2017/Principal
Consulted:	Board of Governors, Pastoral Team
Allied School Policies: Anti-Bullying, Child Protection, Special Educational Needs	

PHILOSOPHY

The discipline philosophy of this school is based upon a positive, proactive attitude at the heart of which lies the best interests, dignity and rights of the individual young person set within the context of the wider school community.

AIMS

The discipline policy thus –

- (i) attempts to encourage a well-ordered, happy, responsible and productive attitude in pupils
- (ii) is designed to project good behaviour as the normal condition in the school
- (iii) aims to foster an independent process of positive decision-making in our pupils which will be to the benefit of each member of our school community.

ROLES AND RESPONSIBILITIES

- (a) It is the responsibility of the Board of Governors, the Principal, and the Senior Teacher for Pastoral Care in particular to ensure that there prevails in the school the harmonious, positive and purposeful atmosphere which is essential to successful teaching and learning.
- (b) It is the responsibility of the School Leadership Team and the Senior Teacher for Pastoral Care in particular to guide, support, and offer training opportunities for all members of staff so that a positive atmosphere and work ethic prevails in each classroom in the school.
- (c) It is the responsibility of the Senior Teacher for Pastoral Care to communicate the school's disciplinary structure to parents and pupils.
- (d) Responsibility for enacting the agreed procedures and structures of the school's disciplinary measures lies with each member of teaching staff. If a difficulty arises this should be discussed in the first instance with the appropriate Head of Year, who may enlist the support of the Class Tutor if appropriate.
- (e) Heads of Year may refer a situation to the Senior Teacher for Pastoral Care and/or the school's Special Educational Needs Coordinator. Efforts will then be made to identify and rectify the causes of the discipline problem.

- (f) All members of staff in the school are responsible for encouraging good behaviour in the corridors, public areas and playgrounds, and, as far as possible, in the journeys to and from school.
- (g) Prefects and all senior pupils are expected to show an example to younger pupils, and to assist staff in every way by encouraging good behaviour throughout the school.
- (h) It is the responsibility of the Vice Principal in charge of Induction to ensure that new and temporary members of staff are briefed on the disciplinary structure of the school.

ETHOS

The discipline enacted in this school is based upon an agreed charter of **Rights and Responsibilities** to which pupils and staff have contributed and to which they have agreed to subscribe. This charter of Rights and Responsibilities epitomises the ethos of this school. (See Appendix A)

STANDARDS OF BEHAVIOUR

The standards of behaviour expected derive from the charter of **Rights and Responsibilities** and are displayed around the school under the heading “**Fair for One is Fair for All**”. (See Appendix B).

CLASSROOM RULES

The following rules apply in each classroom. Other additional rules may apply as appropriate in other areas of the school – e.g. in classrooms where practical work takes place:

1. Come to class on time, and with everything you need for the lesson.
2. Enter the room quietly, and prepare for the lesson immediately.
3. Always cooperate respectfully with staff and pupils.
4. During the lesson.....

Do

Raise your hand before speaking.
 Make your best effort.
 Listen attentively.
 Ask relevant questions.
 Follow instructions promptly.

Don't

Interrupt others.
 Lose concentration.
 Distract yourself, your teacher, or your classmates.
 Stray from the topic.
 Waste time.

5. At the end of the lesson ensure that you have noted your homework. Tidied your work area, and then leave the room quietly on your teacher's instruction.

PROMOTING POSITIVE BEHAVIOUR

We are very proud of the high standards of behaviour which prevail in the school due to the joint efforts of parents, pupils, and teachers. We are committed to an atmosphere of positive, supportive and purposeful discipline which I hope you sense when you visit school as a parent. Although the information set out below is focused on sanctions we work on the basis that taking time with pupils to discuss the route to improvement is just as important, if not even more so. Attached is a copy of our charter of *Rights and Responsibilities*, our *Standards of Behaviour* and our *Classroom Rules*. These were drawn up by pupils and teachers working together and we are grateful for your ongoing support in applying them.

Inevitably, however, there are times when sanctions must be used. Please be aware of the following standard four steps:

1. A first minor misdemeanour or piece of unsatisfactory/missing work will be given a warning.
2. A second will trigger extra work.
3. A third will mean a Lunchtime Detention. The teacher will write a note informing you of this in your child's Homework Diary. Please read and sign this.

4. If the issue is still not resolved a Formal Detention will be given. A detention slip will be sent home for a parent to sign. Formal Detentions are issued with at least 24 hours' notice and take place on Tuesday and Thursday afternoons 3.30-4.30pm.

We try hard to be as fair and supportive as possible, and whilst we aim to apply the above procedures consistently the system is a structure rather than a straitjacket, so there is always room for flexibility depending on the nature of the incident. For example, a Formal Detention may well be issued as an initial response to a misdemeanour if this is judged appropriate.

Certain situations or misdemeanours may result in the application of more stringent sanctions:

- Friday 2 Detention will require that a pupil remains in school for up to two hours (to 4.30pm) after other pupils are released at 2.25pm. This happens every other Friday for the purposes of staff development;
- Wednesday Evening Detention will require that a pupil attends school in uniform on a Wednesday evening from 7.00pm – 9.00pm. This takes place under supervised study conditions in the Grainger Centre;
- Study Day Detention will require that a pupil attends school in uniform on a day when other pupils do not attend e.g. a Staff Training Day, or a day of school holidays;
- Internal Suspension involves a pupil being temporarily withdrawn from timetabled classes for separate supervision. This may also involve isolation from peers over Break and/or Lunchtime.

In all of the above cases parents will be given at least 24 hours' notice of the detention and work set to be completed during it will be profitable for the pupil's progress.

In instances of a persistent nature a Home-School Contract may be used as a means of ensuring that pupils understand the standards of daily work and behaviour which they are expected to meet. The Contract will set out clearly targets for improvement and will be signed by parents, pastoral staff and the pupil. This is sometimes accompanied by a Daily Report Book which is presented to each teacher throughout the school day and reviewed at 3.30pm by a designated member of staff. This system is operated in a largely positive manner and seeks to affirm pupils in good study and behavioural habits by acknowledgement and praise. It must also be presented to and signed by a parent for whom it also affords the opportunity to monitor closely their child's progress on a period by period basis. By mutual agreement with parents unsatisfactory progress on a given day may require the pupil to remain in school under supervision to 4.30pm to ensure that essential work is completed.

Rarely, serious or persistent incidents may result in Official Suspension from school. This is a serious measure which means that our Board of Governors and the Education Authority are informed of the matter. We have a very low suspension rate compared to most other post-Primary Schools, but occasionally we do have to apply this sanction. The ultimate sanction is Expulsion: all efforts will be made to resolve difficulties before this final stage.

RECOGNISING ACHIEVEMENT

The school values the positive contribution that its pupils make, both in terms of individual achievement and in ways which enhance the life of the school community as a whole. To this end, a merit system is employed to reward, encourage and validate the positive contributions made by pupils to the school community and the curriculum. Each department has indicated to pupils how they can earn merits within each subject area, and merits are also awarded for contribution to school life.

As well as the merit system, the positive contributions made by pupils are recognised in a number of ways including:

- End of year certificates and school reports
- Award of prizes at Prize Night
- Displays of work

- Public commendation at assemblies
- Publication of achievement on the school website and in the local press.

EXPECTATIONS FROM PARENTS

The School has a right to expect the co-operation of parents in matters of discipline. We therefore ask–

- (a) that school Standards of Behaviour are adhered to and supported;
- (b) that actions taken by members of staff are supported as being in the best interest of the pupils;
- (c) that any problems which may arise be openly discussed with the Principal, Vice Principal, Senior Teacher or Head of Year. Parents are invited to come to the school for consultation and discussion at any time.

SUPPORT GIVEN

From time to time the school may call upon the help of various support services which may have contact with parents. For example:

- (a) Education Welfare Officer
- (b) Educational Psychologist
- (c) CAMHS (Child and Adolescent Mental Health Service)
- (d) The school's Counselling Service

Parents are encouraged to discuss such contacts with the school.

CONCLUSION

Good communication between pupils, staff and parents is often the key ingredient in ensuring positive behaviour. This policy has as its aim the academic, social and personal development of each pupil in the school community so that they can meet their adult life as confident, well-balanced young people who will contribute to the world around them and find fulfilment in their adult lives.