

KJHS

BEHAVIOUR MANAGEMENT

POLICY



**“Working together for excellence
within a caring community”**

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INTRODUCTION

Killicomaine Junior High School places a high importance on pupil behaviour. We seek to ensure that all pupils adhere to all school rules so that staff, pupils and adults work in a well ordered environment in which mutual respect is a key component. Such an environment promotes effective learning.

Our Beginning Teachers select Behaviour Management as their first focus area in their Induction process, appreciating that learning and teaching is most successful in a caring, well-ordered School Community.

BEHAVIOUR MANAGEMENT

Behaviour Management is the responsibility of all teachers, non-teaching staff, parents, pupils and outside agencies. The Pastoral System makes a significant contribution to the managing of pupil behaviour ensuring that teachers can teach and pupils can learn. All teachers have a role to play within the Pastoral System as Form Teachers or Year Heads.

The Pastoral System is made up of multi agencies and personalities. The diagram on the next page sets out some of the people and agencies involved but in working practice there are many others. The interaction between these individuals and groupings creates an atmosphere of mutual respect and inter-dependence which makes a valued contribution to a well-ordered school community and to our behaviour management programme.

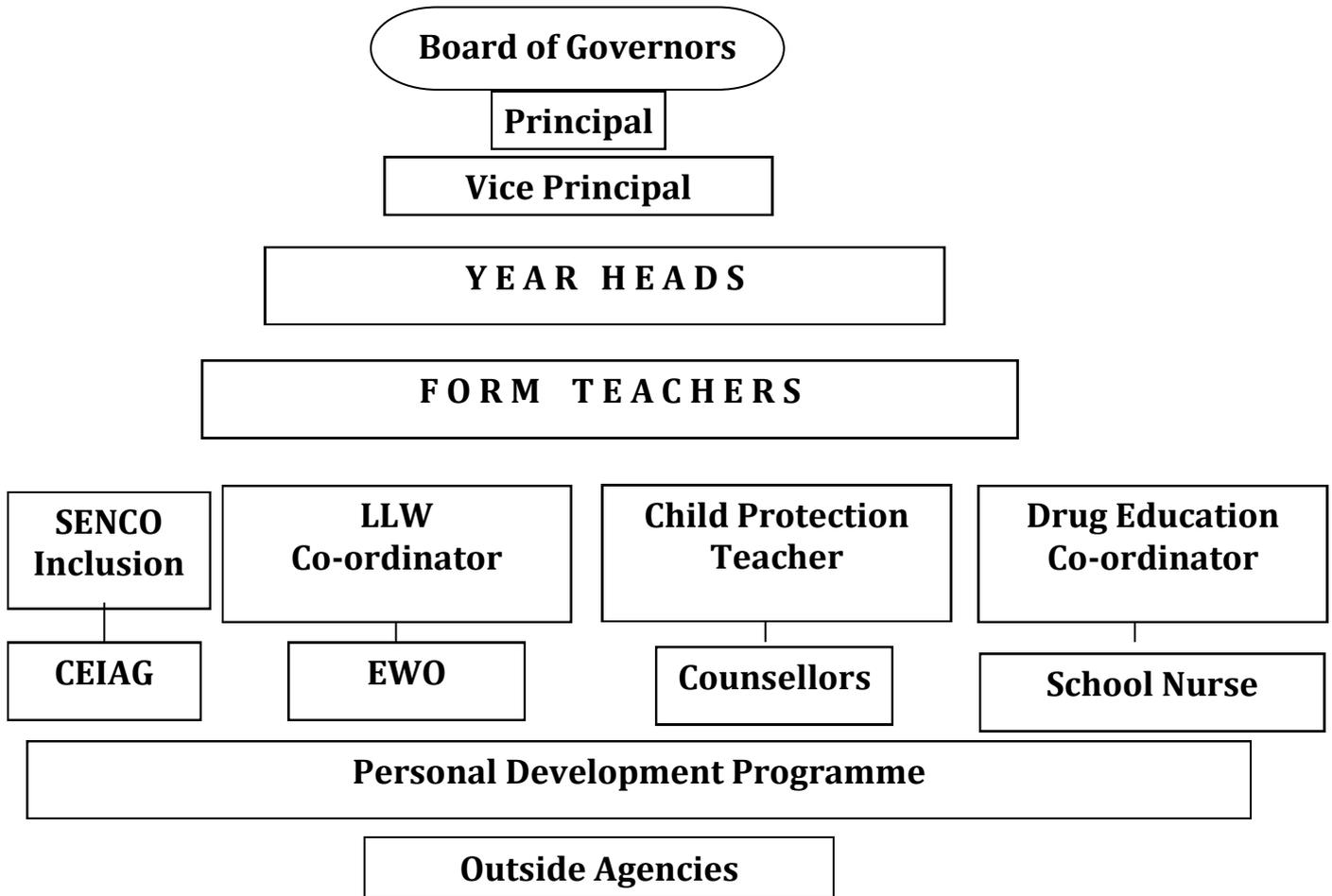
Awareness raising sessions are held frequently with Form Teachers and Year Heads, while pastoral assemblies ensure pupils are aware of the hierarchy within the Pastoral system and of the relevant “ports of call”.

The Pastoral Team meet every Friday from 9.00am – 10.00am. Regular Pupil Audits are carried out when all aspects of a pupil’s circumstances are reported on and appropriate responses made to their particular needs.

PASTORAL ORGANIZATION

While all staff have responsibilities for caring for all our pupils, a pastoral care system exists to ensure all pupils have an efficient and thorough provision in all pastoral areas.

PASTORAL CARE SYSTEM



- Pupils have open and direct access to all staff
- All teaching and non-teaching staff are involved in pastoral care.
- Each year group is divided into Form Classes.
- The care of each Form Class is entrusted to a Form Teacher.
- Continuity of care is ensured, as Form Teachers remain with the same class for 3 years, where possible.
- Year Heads co-ordinate the work of the Form Teachers and they meet together monthly.
- The Vice-Principal (Pastoral) co-ordinates the Pastoral System and chairs the Pastoral Team meetings. (weekly)
- EWO meet monthly with Year Heads
- School counsellors meet weekly with Safeguarding Team.

Behaviour Management operates within this Pastoral Organisational Structure.

We aim, through our Pastoral system, to encourage all pupils to have a high level of self-respect and, as a consequence, develop an attitude of respect for others and for their community.

Application for admission to Killicomaine Junior High School indicates agreement with the Mission and Aims and acceptance of all rules and regulations.

SCHOOL MISSION:

Working together for excellence within a caring community.

SCHOOL AIMS:

1. To maintain and improve the quality of Teaching & Learning
2. To ensure effective Leadership (based on an effective SDP) and the development of Management and Leadership skills at all levels
3. To ensure quality of provision and experiences for all pupils
4. To promote pupil voice and increased effective communication with parents, stakeholders and community

AIMS OF THE BEHAVIOUR MANAGEMENT POLICY

1. To promote positive behaviour in all pupils. [Ref School Aim 1, 3]
2. To promote the use of praise and encouragement by all staff when appropriate. [Ref School Aim 3]
3. To ensure that all pupils and staff show respect for one another. [Ref School Aim 4]
4. To ensure that all pupils, parents and staff understand and adhere to the policies stated in this document. [Ref School Aim 4]

Behaviour Management Procedure

A positive/constructive learning environment is necessary for education to take place.

Our Behaviour Management Policy is based on providing a positive approach to behaviour by rewarding good behaviour e.g. via the merit system to ensure the creation of such an environment. Respect is central to this, respect for the teacher and their role and respect for other pupils' education.

There will however be occasions when pupils' behaviour is impacting negatively on their own education and welfare and the education and welfare of those around them and in such cases the following procedure will operate.

The Class Teacher is responsible for the management of their class and this involves, learning and teaching, health and safety and child protection. He/she will deal in the first instance with any issues in these areas.

If the issue continues the HoD will initiate departmental procedures.

Subsequently it may be necessary to involve the Head of Year.

Parents/Guardians may be contacted at any stage.

When a pupil's behaviour continues to cause concern, Senior-Management may invite the parent/guardian to the school to discuss the issues.

Issues deemed to be serious or when there are frequent misdemeanours may result in suspension.

OR

The parent may be asked to meet with the Board of Governors.

Senior Management may intervene at any stage where they consider the frequency of misdemeanours or the seriousness of the incident merit their involvement.

ROLES & RESPONSIBILITIES

Pupils are expected to:

- come to school on time with homework done, in full school uniform and equipped for all lessons that day.
- respect the views, rights and property of others.
- respect the resources equipment and building of their school.
- behave safely in and out of the classroom.
- co-operate with and respect all teachers and their peers.
- abide by all school rules.

Pupils are expected to:

- treated according to the “Code of Conduct”.
- assisted with their work and with pastoral issues.
- treated fairly, consistently and with respect.
- listened to and consulted with any issues which concern them.
- taught in a pleasant safe managed environment.
- exposed to a broad, balanced and differentiated curriculum in which Special Needs and Newcomer issues are addressed.
- exposed to a wide ranging extra curriculum programme including a variety of school visits/trips.

Parents are expected to:

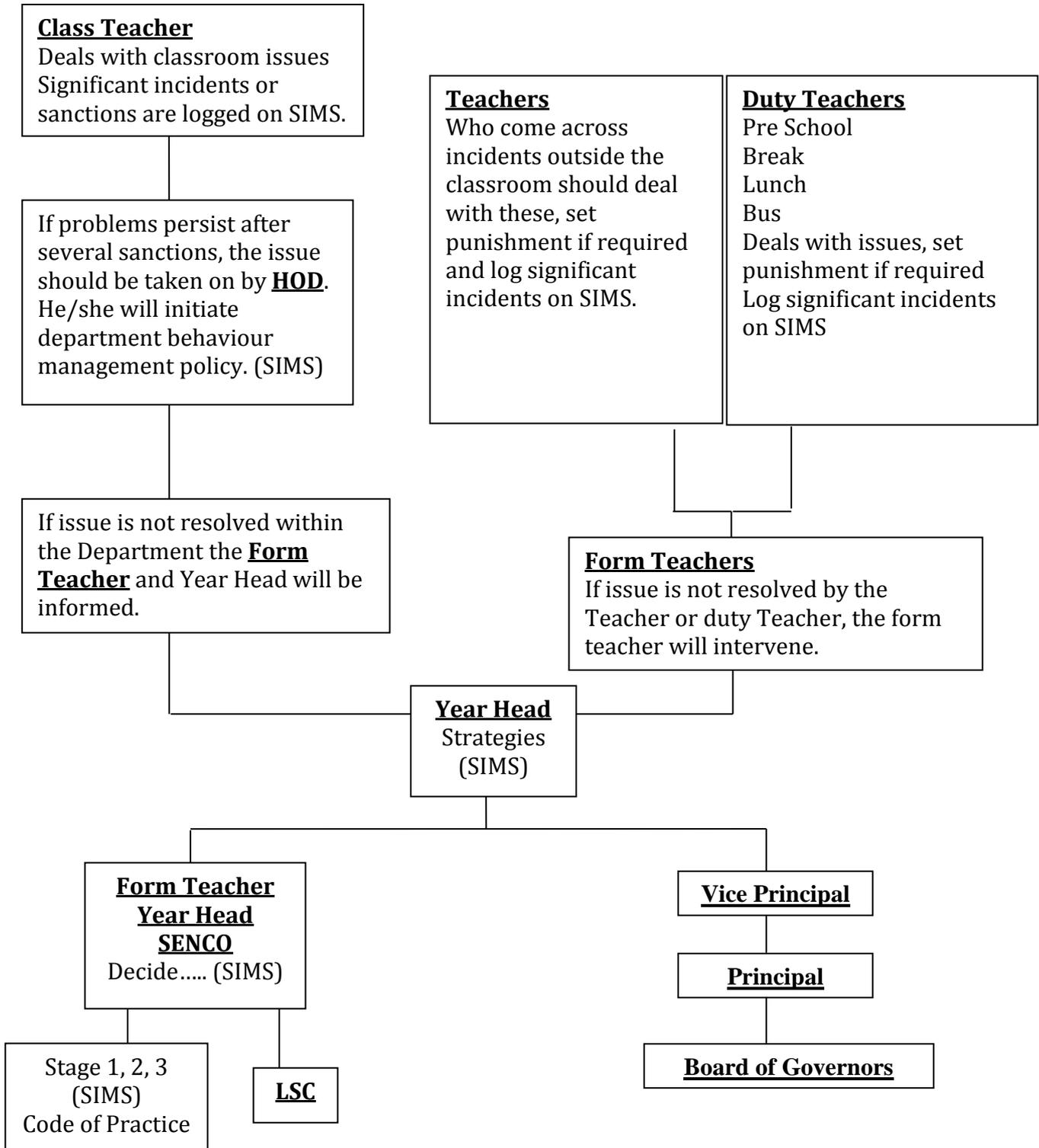
- ensure their child attends regularly, arrives on time in full school uniform and suitably equipped for the day ahead.
- encourage and ensure their child knows and obeys the school rules.
- provide suitable study facilities at home and checks homework.
- act as a positive role model for their child in communications and relationships with the school.
- attend parent/teacher consultation and whole school functions.
- inform school of events/circumstances which may impact on their child at school.

Teachers are expected to:

- comply with the ‘Code of conduct’
- be responsible for the pupils in their charge.
- use effective strategies and sanctions to maintain an orderly environment for learning.
- ensure a safe environment for pupils and staff.
- act justly and fairly and be seen to do so.
- establish a relationship of respect with pupils.
- deal promptly, personally and effectively in matters of discipline.
- be consistent in approach.
- ensure that misdemeanours are recognised and appropriate effective sanctions are given to ensure no repeat of this or other misdemeanours.

BEHAVIOUR MANAGEMENT REFERRAL PROCESS

This diagram represents what will typically happen in the event of misbehaviour.



SMT may intervene at some stage where they consider the frequency of misdemeanours or the seriousness of an incident merit their involvement.

DOCUMENTATION OF BEHAVIOURS

All significant behaviour incidents are recorded on the behaviour module in SIMS. This accurate documentation allows SMT, Year Heads, HoD's and Form Teachers to analyse individual, class or year groups behavioural pattern and serves to direct planning, future target setting and whole school development themes.

This information is a component of the Pupil Profile, giving Form Teachers and Year Heads important data, to inform Pupil Target Setting, for discussion at Parents Consultation and in circumstances to inform future schools at transfer time.

Behaviour is continually analysed by the Form Teacher and the Year Heads. The Form Teacher reports to the Year Head who in turn reports to the Pastoral Team. At each stage the relevant teacher(s) agree a course of action to deal with individual or group trends. The Pastoral Team may agree a whole school approach to any problem areas.

SCHOOL RULES

(a) APPEARANCE AND UNIFORM

School uniform encourages identity with, and loyalty to, the school and its ethos and standards. It also facilitates integration and, with the ever increasing cost of designer clothes, provides a relatively cheap way of clothing young people five days per week.

Many employees have a dress and appearance code and as we prepare our young people for the world of work they must understand this.

This code also applies to appearance and whilst we try to move with the times, nevertheless we must set our own standards. We try to be reasonable, particularly in the case of hair but the school is the final arbiter in this respect.

Pupils are required to wear correct and full uniform at all times. Grant forms for pupils entitled to assistance with uniform costs may be obtained from the office.

Girls

A high standard of personal appearance is expected at all times

- No extreme hair styles/no hair dyes or colourings or shaving of hair. SMT to determine extreme. (hair bobbles and bands should be school colours or plain black)
- No jewellery with the exception of:
 - -a watch
 - -plain stud earrings (one in each lobe)
 - -one ring
- No make-up or nail varnish

Uniform

- White blouse
- Regulation school blazer
- Black gym tunic (not a skirt)
- Black knee socks or ankle socks (plain black tights may be worn in winter)
- School tie
- Black leather low-heeled shoes (not boots or training shoes)
- School coat (available from local stockists) or other black coat
- School scarf (optional)

Boys

A high standard of personal appearance is expected of all pupils

- No extreme hair styles/no hair dyes or colourings, and nothing less than no3 to be used when shaving head. (SMT to determine extreme)
- No jewellery with the exception of a watch

Uniform

- White shirt
- Regulation school blazer
- Charcoal grey trousers
- School tie
- Black socks
- Black leather shoes (not boots or training shoes)
- School coat (available from local stockists) or other black coat
- School scarf (optional)

General

Pupils are encouraged to take a pride in their appearance

- 1.1 School uniform, should be clean, neat and worn correctly on all school days.
- 1.2 Shirts must be tucked into trousers. All buttons on shirts/blouses must be fastened. Tee-shirts etc must not be visible under the school shirt.
- 1.3 Tie must have a medium sized knot and worn at regulation length.
- 1.4 Should a pupil have a medical reason for not wearing full school uniform, parents should contact the school in advance of the pupil coming to school or send an explanatory note into school. A doctor's note may be requested.
- 1.5 Full school uniform should be worn on the journey to and from school. Pupils are reminded that while wearing the school uniform in public they represent the school and the school may be judged on how they conduct themselves.
- 1.6 The only badges to be worn on the school uniform are official school badges or recognised youth organisations.
- 1.7 Each pupil should have all his/her belongings clearly marked. The school does not accept responsibility for articles lost.

(b) EQUIPMENT AND PROPERTY

- 2.1 Each pupil is responsible for his/her own property. The school does not accept responsibility, nor is it insured, for loss of any items.
- 2.2 Pupils must bring a school bag to school each day. This should contain all necessary equipment/books needed on a particular day.
- 2.3 School bags/PE bags must not be left in the corridors during class time, and must not be left on the red carpet at all, for safety and security reasons.
- 2.4 School bags/PE bags must not be left in the corridors between Rooms 1 and 5 at any time of the day.
- 2.5 In any large community there may be a few members who succumb to the temptation to steal. It is forbidden, therefore, to leave money and valuables in cloakrooms, classrooms or changing rooms – the school cannot be responsible for pupils' valuables in school.
- 2.6 Pupils are discouraged from bringing large sums of money to school. Where this is absolutely necessary then pupils may, by agreement, deposit the money for safe keeping with the office.
- 2.7 It is not permissible for pupils who obtain "free meals" tickets to permit other pupils to use these tickets to obtain meals.
- 2.8 Listening to music on electronic devices is not permitted.

2.9 *Behaviour Management Policy- Mobile Phones*

Mobile phones are not permitted. An exception may be made in special circumstances e.g. when pupils are involved in a school trip where the time of return is uncertain. Otherwise, a pupil carrying a mobile phone will have the phone confiscated and held in the school safe. The phone will be available in the school office for collection by the parent at the end of school. Video/camera phones are not permitted.

Camera phones are not permitted as Killicomaine is a mixed school and this is why texting, phoning or using phones in a classroom is also not permitted.

You will also be aware of the facility on camera phones to send images both still and moving to other phones and to place such images on the internet. Recent incidents have caused us to reaffirm and amend school policy with regards mobile phones.

(c) Mobile Phones

The use of mobile phones in school present significant health and safety and Child Protection issues for pupils and significant Human Rights issues for all:

- 1.1 The use of mobile phones in school is not permitted. If a pupil is seen with a mobile phone, it will be confiscated and retained in the school office. Parent/Guardian will be contacted to arrange for collection.
 - 1.2 If a mobile phone goes off in class, the phone will be confiscated.
 - 1.3 If a pupil uses a mobile phone in class or otherwise misuses it e.g. takes photographs, they will be dealt with under our Behaviour Management Policy.
 - 1.4 Any pupil wishing to contact home must only do so using the phone in the office and after they have obtained permission.
 - 1.5 In an emergency situation, a pupil may seek permission from a teacher to use a mobile phone under supervision in school or on school activities where contact with a family member at home is an urgent necessity.
 - 1.6 The school will not take any responsibility for phones lost or stolen in school.
 - 1.7 Parents should not contact pupils in school by text, voicemail or telephone call to their son/daughters mobile phone.
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- 2.10 Each pupil is expected to have a full PE kit which is only brought to school on the days required.
 - 2.11 Articles found by pupils should be taken to the General Office.
 - 2.12 Graffiti of any kind is forbidden on any part of any book, bag or uniform.
 - 2.13 Pupils must not deface school property. Damage caused deliberately or through carelessness or the breaking of school rules must be paid for.
 - 2.14 To protect uniforms and school property, chewing gum is forbidden.
 - 2.15 Books used in school are not free – they are on loan. Books which are damaged or lost must be paid for.

(d) HEALTH AND SAFETY

- 3.1 Pupils should walk on the left-hand side of the corridors and stairway. Running in the corridors or on the stairs is strictly forbidden to help ensure the safety of all.
- 3.2 Pupils may not enter the classroom until instructed by the teacher.
- 3.3 Smoking or the use of any intoxicant or drug are strictly forbidden.
- 3.4 Litter must not be dropped. It must be placed, at all times, in the bins provided. Food or drink must only ever be eaten in the canteen.
- 3.5 Pupils must not throw anything within the school grounds or premises
- 3.6 Schoolbags must never be left:
 - on corridors with red carpet
 - on the corridor running from Room 5 to Room 19 (*see 3.3*)

- 3.7 Pupils must respect all Health and Safety regulations unique to each room and corridor. They must not interfere with any health and safety equipment.
- 3.8 Pupils must not bring any dangerous or offensive objects into school e.g. fireworks, stink bombs, knives, cigarettes, e-cigarettes, drugs and alcohol fall into this category. Breach of this rule will be dealt with under our Behaviour Management Policy. The school Drugs Policy is available on request.

(e) CLASSWORK AND HOMEWORK

This section is concerned with the provision of a positive learning environment.

Pupils are expected to:

- 4.1 Arrive to class on time.
- 4.2 Come to class properly equipped with books, equipment/PE kit.
- 4.3 Come to lessons with homework completed.
- 4.4 Put up their hands before answering or speaking.
- 4.5 Listen carefully to their teacher and follow instructions the first time they are given.
- 4.6 Treat others, their work and equipment with respect.
- 4.7 Show respect at all times to their teacher.
- 4.8 Treat school property with respect.
- 4.9 Not use bad/rude language.
- 4.10 Not leave their seats without permission.

Homework

- 4.11 All homeworks should be recorded in homework planners.
- 4.12 Homework should be completed on time.
- 4.13 If homework is not presented on time the teacher will assume that it has not been done.
- 4.14 If a pupil has a legitimate reason for not completing a set homework a note of explanation signed by the parent/guardian should be presented to the teacher concerned.
- 4.15 Failure to complete homework may result in the application of school sanctions including, for repeated offences, detention and suspension.

Pupils should

- 4.16 Always take their planner to class.
- 4.17 Record all homework's given by the class teacher.

4.18 Have their planner signed by a parent/guardian every week.

Parents are requested to

4.19 Inspect the planner frequently.

4.20 Sign the planner weekly.

4.21 Encourage children to develop a responsible attitude to schoolwork and homework.

4.22 Ensure that children complete homework on time.

4.23 Communicate with the form teacher using the planner.

(f) SELF ESTEEM AND RESPECT FOR OTHERS

6.1 Each pupil has the responsibility of projecting a positive image of the school through his/her attitude, speech and conduct.

6.2 Each pupil must walk on the left hand side of the corridor and should hold doors open for staff and visitors.

6.3 Pupils should stop when being spoken to by an adult. At no time should a pupil walk away or run away when being spoken to or called by a member of staff.

6.4 Common courtesy is expected at all times. Rough behaviour or crude, obscene language is unacceptable.

6.5 Taking part in, or inciting fights is not acceptable.

6.6 Bullying of any form is not acceptable. The school anti-bullying policy is given to parents of all new Year 8 pupils.

6.7 All forms of vandalism are unacceptable. Where a pupil is known to have deliberately caused damage to school property another pupil's property or a teacher's property, he/she will be expected to pay for the repair or replacement.

(g) EDUCATIONAL VISITS

7.1 The school rules and sanctions will apply on all school organised visits.

7.2 The school standards of courtesy and discipline expected in the classroom also apply when pupils are on educational visits.

7.3 When travelling in the minibus or by coach pupils should remain seated, be well behaved and wear safety belts at all times.

7.4 Pupils must never distract the driver.

7.5 Pupils must ensure that no litter is left on the seats or on the floor of the bus.

7.6 Pupils who have been "excluded" through the merit system or are otherwise considered to be a risk may, through their misbehaviour be considered ineligible to travel on a school trip.

(h) TRAVELLING TO AND FROM SCHOOL

Misbehaviour travelling to and from school reflects badly on the School. This is particularly the case where pupils travel by bus. The school therefore reserves the right to impose sanctions upon such pupils.

(j) SANCTIONS

Whilst we reward and encourage good behaviour, we recognise that unacceptable behaviour may occur and this will warrant sanctions. Parental support is needed in the maintenance of dress standards and behaviour. When pupils break school rules there is a series of sanctions which may be imposed.

9.1 *Minor infringements*

Where the teacher decides that the infringement is a relatively minor one, he/she may decide to deal with the matter informally. Action may be as follows:

- warnings and/or verbal reprimand
- withdrawal or privileges in the classroom setting
- setting of additional work
- detention

9.2 *Serious infringements*

- smoking
- bullying
- truancy
- insolence or disobedience towards a teacher
- defacing school property
- failure to comply with sanctions imposed by a teacher
- refusal to do work
- viewing/downloading inappropriate images
- carrying a mobile phone

Year Heads will be involved. They may take action as follows

- set extra work
- detention
- contact parent/guardian
- place on report and/or withdrawal of privileges
- refer to Senior Management

9.3 ***Very serious misbehaviour e.g.***

- fighting
- bullying
- theft
- vandalism
- failure to comply with sanctions imposed by a Year Head
- bringing banned substances into school
- extreme insolence
- threatening or intimidatory behaviour
- using a mobile phone
- repetitive misbehaviour or serious infringements.

9.4 ***Extraneous circumstances***

The school takes very seriously any attack on a member of staff or on the property of a member of staff. Such attacks will be reported to the PSNI and the perpetrator will be subject to the school's discipline policy.

Very serious misbehaviour is normally referred to the Principal/Vice Principal. In dealing with such incidents they may wish to bring the parent/guardian into school to discuss appropriate measures. This may involve the use of the school sanction system which includes movement to a different class, withdrawal from class with supervision by parent or staff, suspension, rolling suspension*or expulsion.

*rolling suspension will be used when a pupil engages in repetitive continuous disruptive behaviour as indicated by e.g. the Merit System or otherwise recorded. In all cases of suspension, parents are required to attend a reinstatement meeting with the Principal/Vice Principal. On returning the pupil may be placed on report to monitor behaviour.

SMT may intervene if there are repeated incidents or where incidents are deemed serious enough to warrant their intervention.

CONTACT WITH SCHOOL, PUPILS AND SCHOOL STAFF

Parents/guardians are welcome to contact the school any school day at any time during school hours 8.50am – 3.25pm

The following procedures should be followed;

Should parents wish to discuss any matter regarding their own child with any teacher, they should firstly contact the school office and make an appointment with the teacher concerned. To facilitate appropriate preparation for the meeting the school operates a “by appointment only” policy. This enables relevant information to be accessed and available.

Meetings should be conducted in a professional manner. Failure to do so will result in the termination of the interview. The Principal may have a colleague present if he deems it appropriate; a parent may bring a companion. The Principal and Board of Governors reserve the right to refuse or terminate interviews with parents who fail to conduct meetings in a proper manner.

Please note that the school does not accept anonymous phone calls. Consequently the office staff will not forward any caller who refuses to give his/her name.

For the safety of all pupils, when parents/guardians come to fulfil the appointment they should report to the office and remain there until the teacher concerned comes to the office. Parents are not permitted beyond the double doors in the foyer and should not enter the corridors.

Seeking access to and making contact with pupils.

- (i) No unauthorised person will be granted access of any kind to any pupil within the school and its grounds during the school day.
- (ii) Only parents/guardians who have legal right of access to their children will be allowed access to their children within the school and its grounds. This will be by appointment only with the Principal or Vice Principal.
- (iii) Should any unauthorised person attempt to contact any pupil in the school or grounds, or seek to make arrangements to meet any pupil outside the school, the PSNI will be informed immediately.
- (iv) The Board of Governors, represented by the Principal, Vice Principal or any member of the school staff delegated by them, reserve the right to exclude from the school premises anyone refusing to comply with these regulations.

THE MERIT SYSTEM

PROMOTING POSITIVE BEHAVIOUR

All beginning teachers are asked to consider 'Positive Behaviour Management' as their first 'competence' in their induction. This allows them to research and trial positive behaviour techniques which will best facilitate learning in their classroom.

As a school which values achievement in every aspect of the pupil's life and which is very aware of the strong connection between good behaviour and effective learning, we have a system which emphasises the positive ethos of the school while improving attitudes among a small group of pupils who find it difficult to conform to expected standards.

The Merit System is operated twice yearly in four week blocks and combines rewards and sanctions setting out clear criteria which are applied consistently by all teachers in every classroom. Teachers record merits and/or demerits on the SIMS module and this data is continually analysed by the Form Teacher/Year Head and VP Pastoral Care.

Teachers record exceptional performance of a pupil in:

- academic
- choir
- club/society
- drama
- effort
- football/rugby
- hockey/netball
- help
- manners
- orchestra
- other
- outstanding work
- prefect

Teachers record the poor behaviour of a pupil with regard to:

- assault - pupil
- bullying
- damage – property
- defiance
- discipline breach
- discipline behaviour
- equipment

- fighting
- homework
- language to pupil
- language to Teacher
- late
- lunchtime incident
- missed detention
- other
- racism
- smoking
- theft
- truancy
- uniform

The Pastoral Team meet every Friday from 9.00 – 9.55am. A Pastoral Audit is carried out every three years and a thorough analysis of our Merit System twice annually and the Pastoral Team uses its findings to set annual Pastoral Targets and to inform staff, inset and SDP priorities. **Rewards** and **Sanctions** are in place as a result of the analysis of our Merit System.

REWARDS

For individual pupils there is immediate recognition in their class but there is also the competitive element of striving to be best overall in class or in the year group. That brings further reward of public recognition at assembly with the presentation of a certificate with a prize. The same recognition is given to the best Form Class. At the end of the period pupils with points above a certain level are given additional rewards such as the watching of a DVD instead of attending class.

SANCTIONS

Pupils below an agreed level are denied access to the reward and follow a regular timetable of work. It is also made obvious to those pupils through a pastoral system that their performance is below expected standards. These pupils are mentored by Form Teachers and/or Year Head. They are required to reflect on their behaviour and to draw up an action plan to enable them to improve on that behaviour with targets to be achieved by the end of the month. Peer group dynamics may also reinforce the message that their individual performance deprives the form group of achieving reward as top class providing further pressure on the individual to conform to required standards.

Key Features

- careful monitoring of behaviour
- readily identifies good behaviour
- publicly rewards good behaviour
- identification of bad behaviour facilitating early intervention
- mentoring by Form Teacher/Year Head
- personal target setting
- peer group influence

Benefits of the merit system

- it acknowledges the efforts of pupils who always conform
- it is a source of self-esteem for pupils who may not succeed in other ways
- it emphasises the importance of praise as a motivating influence
- it is a vehicle for changing attitudes among pupils whose behaviour is less than satisfactory
- it identifies immediately the source and type of problem behaviour which can then be addressed and remedied before it comes a major issue
- it increases the integration of pastoral and curricular areas
- an effective means of improving the quality of education for all pupils
- it often exposes underlying issues which affect pupil performance and can lead to specialist support being used to support the pupil with their own specific needs.

A “Pastoral Merit System” Analysis Model is completed by Year Heads which identifies over and under achieving pupils and activates strategies which commend good behaviour and seek to reduce or cease bad behaviours.

The Pastoral Team Meetings provide an important forum for establishing a consistent approach to Behaviour Management. Data on behavioural trends is regularly analysed and behavioural issues and associated policies discussed.

e.g.

- i. Code of Conduct (DENI)
- ii. Strategies for dealing with challenging parents
- iii. ‘Reasonable Force’ guidelines
- iv. Parental visits to school to make a complaint – protocols and policy
- v. Scheme for the suspension and expulsion of pupils

The Year Heads in turn can disseminate this information to Form Teachers where relevant or appropriate.

In particular circumstances the LSC will be used to correct behaviour, involve parents in the learning / corrective process and provide relevant mentoring and counselling for specific issues.

LEARNING SUPPORT CENTRE

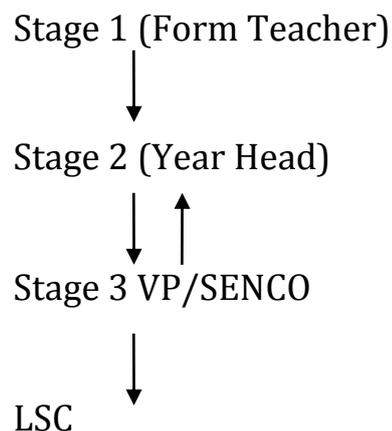
Process

The Evidence

What evidence will we use?

Stage 2/Stage 3 of Code of Behaviour for Special Needs
Year Head/Form Teacher reports
SIMS
Merit System
Referral slips
Suspension record
Letters of complaint from other parents

Route



Procedure

Meeting 1 Initial decision: VP, SENCO, Year Head, Mr Usher

Meeting 2 Planning: VP/Mr Usher/SENCO with parent

THE LEARNING SUPPORT CENTRE (LSC)

Manager – Mr W Usher

Aims of the Centre

- i. To provide an alternative education provision which will re-focus the young person on their education and future
- ii. To provide a centre for additional educational support for those children with learning needs
- iii. To provide a centre for mentoring
- iv. To provide a centre for external support

Entry criteria linked to aims

- i. Making class unteachable by persistent misbehaviour which means that we are unable to discharge our responsibility to other pupils/parents
- ii. Pupils needing additional learning support as identified by HOD/SENCO
- iii. Pupils needing mentoring as identified by Hear Heads
- iv. Pupils identified within the Pastoral System as needing external support

Or a serious offence