



# Nendrum College

COMBER

## Positive Behaviour for Learning Policy



Signed Chair Board of Governors: \_\_\_\_\_

Date Ratified by Board of Governors: \_\_\_\_\_

**Review Date:**

*Member of staff responsible for policy: Mr K McClure*

*Date approved by Board of Governors:*

*Date of next review: June 2027*



### **Statutory Context & Guidance**

**It is a duty placed on Boards of Governors in Northern Ireland, to ensure the school has an effective Behaviour Policy.** “As part of their pastoral care responsibilities, Boards of Governors and principals also have a common law duty of care towards their pupils, as well as a statutory responsibility for discipline and good behaviour in their school.” Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 3

**This Addressing Bullying Policy takes account of key legislation and is informed by DE Guidance and EA publications.**

	<b>Date</b>	<b>Signatures</b>
Consultation (Staff, Pupils, Parents etc) key issues identified:  Key changes include: <ul style="list-style-type: none"><li>● Aims realigned with school values and ethos</li><li>● Amended job titles to align with new roles</li><li>● Clear signposting to linked safeguarding policies, including SEN, Safeguarding and Child Protection, Attendance, Anti-Bullying &amp; ESafety Policies</li></ul>	<b><u>June</u></b> <b><u>2025</u></b>	
Ratification		
Next consultation/review date:	<b><u>June</u></b> <b><u>2027</u></b>	



# Positive Behaviour for Learning Policy

Contents	Page
<b>1. Introduction</b>	<b>3</b>
1.1 Rationale	3
1.2 Ethos and Values	3
<b>2. Aims and Objectives</b>	<b>4</b>
<b>3. Behavioural Expectations</b>	<b>5</b>
<b>4. Prevention and Support</b>	<b>6</b>
4.1 Behaviour Support	6
4.2 Intervention and Sanctions	7
<b>5. Promoting and Rewarding Positive Behaviour</b>	
5.1 The Merit system in Junior School	8
5.2 Pupil of the Month	9
5.3 The House System	10
5.4 Achievement Points	11
<b>6. Appendices</b>	
Nendrum College school charter	
Standard Behaviour Management procedures	
Reasonable and purposeful measures to dealing with persistent unacceptable behaviours	
Behaviour contract	



## 1. Introduction

### 1.1. Rationale

Since 1998 schools in Northern Ireland have been required to have a Positive Behaviour Policy which: 'ensures that policies and procedures designed to promote good behaviour and discipline are pursued at the school.'

This policy is informed and guided by: Current legislation Health and Safety at Work NI Order 1978 The Children (Northern Ireland) Order 1995 The Human Rights Act 1998 The Education (NI) Order, 1998 Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003 The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007 The Education (School Development Plans) Regulations (NI) 2010 Special Educational Needs and Disability Act (Northern Ireland) 2016 Addressing Bullying in Schools Act (NI) 2016 DE guidance Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001 Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 ETI Inspection and Self-Evaluation Framework 2017

### Consultation

Pupils, parents, carers, staff (teaching / non-teaching) and Governors have been involved in the consultation process. The findings have been used to guide and inform the delivery, development and review of this policy, and to inform the school development plan.

### Pupil Participation

Through surveys and dialogue with the Student Council, pupils have played an active role in the development of this policy, particularly in the decision making processes of sections relevant to them e.g. rewards and sanctions etc.

## 1.2 Nendrum College Vision and Core Values - Always Aim High

### Our Shared Vision

At Nendrum College Comber, our vision is to develop confident, compassionate, and engaging young people who are prepared to make meaningful contributions to both local and global society. We are committed to providing a nurturing, inclusive, and aspirational learning environment, where every pupil is supported to reach their full potential, in a modern and digital world: academically, socially, spiritually, and emotionally. Through high expectations, mutual respect and a culture of personal growth, we encourage educational excellence. These principles, embedded in our core values of nurture, commitment, and community, aim to foster a strong sense of belonging and responsibility in everyone.

Our ethos is the foundation of all we do, uniting staff, pupils, and the wider community in shared values and daily practice. Our House system is a fundamental part of this.

This policy outlines our commitment to fostering a **positive and inclusive learning environment** through which all members of our school community have the opportunity and tools to be the best they can be. We believe that positive behaviour is taught, modelled, and celebrated. Our approach is rooted in the core values of **Nurture, Commitment,**



**and Community**, which guide all interactions and decisions within our school. This policy applies to all students, staff, and visitors.

## Our Core Values

- **Nurture:** We aim to create a safe, supportive, and caring environment where every individual feels valued and respected. This means understanding and responding to the diverse needs of our students, providing a secure base for them to learn, and helping them develop a strong sense of self-worth.
- **Commitment:** We are all committed to achieving our full potential. This involves staff dedicating themselves to providing high-quality education and pastoral care, and students showing dedication to their learning and personal development. We expect everyone to be **responsible for their actions** and to contribute positively to our school.
- **Community:** We are a **community of learners** who work together to achieve common goals. This value emphasises mutual respect, collaboration, and a sense of belonging. We encourage students to be active citizens, both within the school and the wider community, by showing empathy and contributing to the well-being of others.

## 2.Aims and Objectives

Linked to the College ethos and the core values this policy seeks to address the following 3 main overarching aims:

- To promote a **culture of respect** where everyone feels safe and valued.

At Nendrum College we encourage and incentivise pupils to be self-motivated and to “always aim high”. Systems are in place to ensure consistency in how behaviour is managed across the College. Students are regularly reminded in Form Time and Extended Registration classes the importance of treating others with respect and the need for rules to keep everyone safe.

- To encourage and support **students to take responsibility** for their behaviour and learning

In terms of discipline we want pupils to recognise their responsibilities towards their peers, their parents and the wider community in which they live, understand the consequences of their actions, the reason for consequences and the way they may be able to put things right. Pastoral staff dealing with behaviour will liaise with the pupil, parents, other staff and outside agencies as appropriate to offer support for students who find it challenging to meet behavioural expectations. Regular communication between the College and home helps build strong relationships and emphasises the importance of community in supporting our pupils to grow into well-adjusted and respectful members of society.

- To provide a clear framework for **rewarding positive behaviour**.

We have a wide system of rewards linked to attendance, punctuality, attainment, endeavour and excellence. At Nendrum College we provide opportunities for every child to succeed and be rewarded at their own level. Every child matters and we seek to reinforce our values and beliefs through rewarding positive behaviour. This enables us to create an inclusive, positive and nurturing environment that motivates children to strive for their best.



### 3. Behavioural Expectations

“As part of their pastoral care responsibilities, Boards of Governors and principals also have a common law duty of care towards their pupils, as well as a statutory responsibility for discipline and good behaviour in their school.”

Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 3

We expect all members of our school community to adhere to the following:

#### In the Classroom and Around School

- **Show respect** for staff, peers, and visitors.
- **Arrive on time** and be prepared for all lessons.
- **Listen attentively** and follow instructions.
- **Keep the school environment clean** and tidy.
- **Respect school property** and the property of others.

#### Online

- **Use technology responsibly** and respectfully.
- **Do not engage in cyberbullying** or post inappropriate content.
- **Protect your privacy** and the privacy of others.



## Addressing-Bullying

Our school has a **zero-tolerance policy on bullying**. We are committed to ensuring a safe environment for everyone and will not accept any form of bullying type behaviours, which we define as the targeted, repeated, intentional, and hurtful behaviour towards another individual or group.

### Forms of bullying include (but are not limited to):

- **Verbal:** Name-calling, threats, or insults.
- **Physical:** Hitting, kicking, or pushing.
- **Social:** Spreading rumours, social exclusion, or damaging reputations.
- **Cyber:** Using technology (e.g., phones, social media) to harass or threaten someone.

### Reporting Bullying-type Behaviours

We encourage students to report any form of bullying type behaviours to a trusted adult immediately. This could be a teacher, Head of Year, a member of the Pastoral Care Team, or a member of the Senior Leadership Team. All reports will be handled with sensitivity and confidentiality.

### Responding to Allegations of Bullying-type Behaviours:

When an allegation of a bullying incident is reported, we will:

- Listen to all individuals involved.
- Investigate the matter thoroughly and discreetly.
- Provide support to the student who has experienced bullying-type behaviours
- Challenge the behaviour of the student(s) involved in displaying bullying-type behaviours, and educate them on the impact of their actions.
- Implement appropriate consequences in line with our Behaviour for Learning Policy.
- Communicate with parents/guardians to ensure they are fully informed and involved in finding a resolution.

Further information can be found in the College Addressing Bullying Policy.

## 4. Prevention and Support

Through its pastoral ethos, the College aims to prevent rather than correct infringements of the good order considered essential to effective learning and development. To this end, records are reviewed daily by Form Teachers and weekly by Heads of Year, and parents/guardians informed if a pattern of conduct that does not meet high expectations is emerging in order to provide early intervention to support the pupil to make better choices. Records of discussions between home and school are kept in the pupil's record.

### 4.1 Behaviour Support

We understand that behaviour is a form of communication. When a student's behaviour falls below our expectations,



our focus is on **supporting students to take charge of their conduct and outcome, and facilitating re-engagement**. Where a student's behaviour is having a negative impact on the learning or well-being of others, we will implement measures that are **fair, proportionate, and educational**. All decisions will be made with the student's best interests in mind and with a focus on **re-establishing a positive learning path**.

Our support system includes:

### **Tier 1: Classroom and Immediate Intervention**

All teachers are responsible for positive behaviour within their own classroom and area of supervision. Where an infringement of acceptable behaviour has taken place, this is recorded in SIMS Behaviour Management, incurring behaviour points, and a sanction appropriate to the behaviour is applied by the class teacher. Through the consistent recording of issues arising, this creates a broader picture of a pupil's behaviour pattern. In response staff are encouraged to provide a **calm and consistent response**, reminding the student of our expectations. A **private conversation** will take place to understand the situation and agree on a way forward.

### **Tier 2: Pastoral Support**

- If issues persist, the student will be referred to their **Head of Year** or the **wider Pastoral Care Team as appropriate (Learning Support, Safeguarding team etc.)**. This may involve a **mentoring session**, a **Risk Reduction Action Plan (RRAP)**, or a **support plan** developed with the student and their parents.
- An upwards referral system is observed to support the pupil in understanding the severity of their actions [Appendix 2].

### **Tier 3: Intensive Support**

- For persistent or serious issues, we will involve our **Senior Leader for Positive Behaviour** or wider **Senior Leadership Team** and external support agencies if necessary. In extreme cases, the Vice-Principal or the Principal may be involved immediately.
- A formal **Behaviour Support Plan (BSP)** may be created.
- Parents will be fully involved in this process.

## **4.2 Interventions and Sanctions**

All sanctions and interventions applied aim to:

- Demonstrate an agreed standard of positive behaviour to support learning of all
- Encourage reflection on choices and actions that fall below the agreed standard
- Support pupils to learn strategies to avoid unwanted behaviours

Sanctions appropriate to behaviours will be applied. Sanctions and other interventions to support the pupil are recorded by relevant staff. Sanctions include but are not limited to: break-time detention, additional work to be completed at home, after-school detention, placed on Target Card or Daily Report, Behaviour Contract [Appendix 4]. More serious offences may lead to a special timetable. Where persistent behaviours that fall below standard are evident, the College utilises reasonable and purposeful step-up measures in conjunction with the pupil and their parent / guardian, and any external agencies involved, to encourage a return to conduct in line with the College ethos [Appendix 3].



The College will follow the guidelines issued by the Department of Education regarding the suspension of pupils. Suspension of a pupil from the College remains the highest sanction the College can impose before expulsion proceedings. The College reserves the right to suspend pupils for up to five school days where preventative strategies and sanctions have failed to lead to acceptable behaviour. Expulsion will be considered after all other options have been exhausted.

Additional interventions used to support young people include but are not limited to: referral to mentoring or counselling, Time To and / or Time Out cards. Advice and interventions from external agencies as appropriate to the needs of the child may be sought in cooperation with parents/ guardians. Each external agency will have its own criteria for referral and support; the College policy and procedures ensure that relevant evidence may be gathered to apply for support when a pupil's behaviour requires further intervention.

## 5. Promoting and Rewarding Positive Behaviour

### The Merit System

The rationale for placing importance in the merit system in Nendrum College is to reward the **positive behaviour, attitude to learning and effort** exhibited by our pupils in and outside the classroom.

Our aim is to value the contributions they make within the classroom and in the wider school community. It is hoped the merit system will encourage pupils to be motivated to take responsibility for their behaviour, take pride in their work and feel valued for their efforts. The merit system operates within every year group from Year 8 to Year 12.

The merit system is designed to have a positive approach and does not include "de-meriting" as inappropriate behaviour will be dealt with through the graduated response outlined above. The merit system is also connected to our newly established Core Values. Each student can receive additional merit points for displaying characteristics and dispositions aligned to each of our Core Values: Nurture, Commitment and Community.

All members of staff are expected to participate in the school Merit System by awarding points to pupils on a half termly basis. The awarding of points is at the discretion of each member of staff - this should be tailored to the individual pupil. Records are kept electronically on Google Drive.

#### **Pupils gain subject merits by:**

- completing all homework to the best of their ability and handing them in on time
- keeping their classwork books and files neat, tidy, and up to date
- trying to make sure that their attitude and behaviour is of a high standard
- bringing correct equipment to class, eg. books, pencil, pen, ruler, apron, P.E. kit
- regularly attending an after school activity
- trying to keep my attendance to 100% each month
- looking neat and tidy by wearing their school uniform correctly



The **subject teacher** will monitor the above criteria on a regular basis and award merits to each pupil at the end of the month. Each month, pupils can score a **maximum of 5 merits per subject**.

***Any member of staff can award additional merits as follows:***

***Within the 'NUTURE' column for displaying:***

#### **In the Classroom**

- **Helping classmates** who are struggling with schoolwork by offering to explain or study together.
- **Encouraging others** with kind words when they feel down or frustrated.
- **Listening actively** when someone is speaking, showing they value others' thoughts and feelings.

#### **In Friendships**

- **Checking in** on friends who seem upset or lonely.
- **Sharing** resources, time, or attention generously.
- **Standing up** for someone being treated unfairly or excluded.

#### **In Attitude and Behaviour**

- **Showing patience** when others make mistakes.
- **Being inclusive** and making sure no one feels left out.
- **Taking responsibility** for their actions and apologising when they hurt someone.

***Within the 'COMMITMENT' column for displaying***

#### **In Learning**

- **Completing homework and assignments** on time and to the best of their ability.
- **Participating actively** in class discussions and activities.
- **Setting personal goals** and working steadily to achieve them.
- **Asking for help** when they don't understand something, showing they care about improving

#### **In Attendance and Punctuality**

- **Arriving on time** for school and lessons every day.
- **Attending regularly**, unless there's a valid reason not to.
- **Being prepared** with the right materials and mindset for learning.



### In Attitude and Effort

- **Showing resilience** when faced with challenges or setbacks.
- **Staying focused** and avoiding distractions during lessons.
- **Taking pride** in their work and striving for improvement.

### In School Life

- **Joining clubs, teams, or school events** and sticking with them.
- **Volunteering** for responsibilities like class monitor, eco team, or break and lunch assistants.

### *Within the 'COMMUNITY' column for displaying*

#### Building Positive Relationships

- **Welcoming new students** and helping them settle in.
- **Including others** in group work, games, and conversations.
- **Showing kindness and respect** to everyone, regardless of differences.

#### Contributing to the School Environment

- **Taking part in school events**, like charity drives, cultural days, assemblies or clean-up campaigns.
- **Volunteering** for roles like peer mentor, eco team, or student council.
- **Caring for shared spaces**, like tidying up classrooms or helping in the library.

#### Using Their Voice for Good

- **Speaking up** if someone is being treated unfairly.
- **Sharing ideas** that help improve the school for everyone.
- **Encouraging others** to get involved and feel like they belong.

#### Living the College's Values

- **Demonstrating empathy**, fairness, and cooperation.
- **Celebrating diversity** and learning about different cultures and perspectives.
- **Working together** to solve problems and support each other.

The Year Head will check the completed class merit sheets and keep a record of pupils' half termly merits. Each half term in Year/Key Stage Assembly the Year Head / Senior Teacher for Character and Currency will award a prize to those pupils with top merits.



At the start of each year, the Senior Teacher for Character and Currency will lead an assembly to inform the students regarding the criteria for gaining merits.

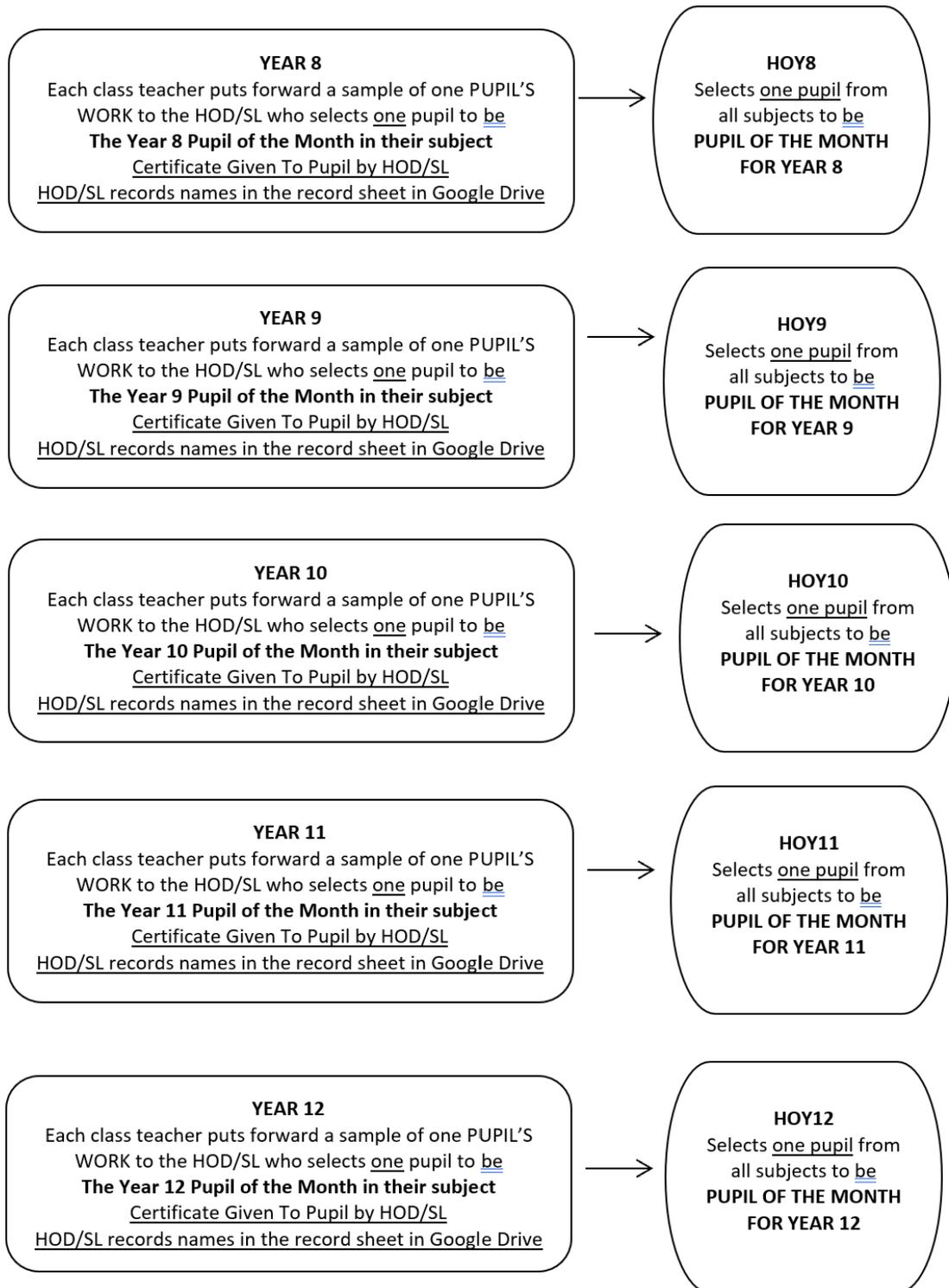
To further promote the College values, there will be termly winners for each of the 3 values, based on their score and in consultation with each Head of Year, Form teacher, Senior Teacher for Positive Behaviour and Senior Teacher for Character and Currency.

Additional to this, to further promote the importance of attending school, there will also be a separate reward for improving attendance. The rationale for this is that attendance remains as one of our key focus areas. To ensure we encourage an improvement to this, each half term deserving students will be rewarded for improving their attendance. Students selected for the reward will be from a consultation involving the Attendance Officer, Heads of Year, Senior Teacher for Positive Behaviour, Senior Teacher for Character and Currency, Vice Principal and Principal. Deserving students will be selected and entered into a prize draw selected at random each half term.

### **Pupil of the Month**

The rationale for the Pupil of the Month reward system in Nendrum College is to reward the **academic achievement and improvement** of our pupils in the classroom. Our aim is to encourage improvement in the attainment and standard of our pupils, to motivate them and encourage their progress throughout their time in Nendrum College.

The diagram below outlines the procedures for awarding Pupil of the Month.





## The House System

The Merit and Pupil of the Month systems (incorporating the College values) will operate in conjunction with the College House System (See House Policy)

All pupils and staff in school are organised into three houses: Darragh, Enler and Gillespie. The merit points are aligned to the Houses. **Points may be awarded at any time, by any member of staff**, as and when appropriate.

All staff are encouraged to run inter-House competitions either within their subject area or year groups. Total points for each House from a competition can be forwarded to The Senior Teacher for Character and Currency for inclusion in the overall totals.

A schedule of House events is released half termly and the record of House lists and points awarded, along with details of top contributors and upcoming events will be posted on the House noticeboard on the bottom floor.



## Appendix 1

### NENDRUM COLLEGE SCHOOL CHARTER

*Our charter is important to ensure that all those in school respect the same standards of dress and behaviour, so that pupils and staff can work in a pleasant and safe environment. By following all the instructions below, we are ensuring all our rights outlined in the UNCRC are met.*

	School Rule	UNCRC Article
1	Full school uniform must be worn. It should be clearly labelled and kept clean, neat and tidy. Coats and scarves may not be worn in College.	Article 2- non-discrimination. All pupils wearing the same uniform promotes equality for all.
2	No badges may be worn on a College blazer, other than the College badge or badges of achievement earned in school.	Article 2- non-discrimination. Promoting badges for achievement helps to recognise pupils' success.
3	Jewellery, make-up and nail polish are not acceptable for school. If ears are pierced only one small stud may be worn on each ear lobe. College will not accept responsibility for any items lost or mislaid during College hours.	Article 3- best interests of the pupils are a priority. Minimum jewellery and make-up allow all pupils to be equal and this also promotes a safe environment.
4	It is not acceptable for pupils of this College to have hair styles which are extreme in cut or colour.	Article 3- best interests of the pupils are a priority. Hairstyles that are not extreme allow all pupils to be equal and focus on their learning.
5	Mobile phones must not be used in the College. Contact between parent and pupil must be made via the College office during school hours.	Article 17- all pupils are allowed to use mobile phones under the supervision of staff only. This protects pupils from materials that could harm them.
6	Walk on the left in corridors and on staircases.	Article 3- it is in the best interest for everyone to follow the walking system around the College to avoid injury or delays to class.
7	Line up outside classroom doors and wait to be admitted by the teacher.	Article 3- it is in the best interest for all pupils to wait to enter a class with the teacher. This makes sure everyone is kept safe.



8	Schoolbags and all relevant books, pens etc. must be brought to class. Homeworks should be completed and handed in on time.	Article 28- all pupils have the right to an education. Bringing the correct equipment everyday will help you achieve your best in every class.
9	A note, signed by a parent/guardian is required to explain any period of absence. It should be given to the Form Teacher or emailed to the office. For appointments during the school day, a note, appointment card or email is required and should be shown (by the pupil) to the staff in the office who will then sign pupils out of the College.	Article 19- the College has a duty to protect all pupils. If you are not in the College during College hours the College has a duty to make sure you are okay.
10	Persistent lateness, either in the morning, at lunchtime or at the change of classes is not acceptable. If arriving after 8.50am pupils must report to the office to be marked present and report to class promptly. Persistent lateness will result in detention after school. Parents will be informed.	Article 29- the goals of education are to develop all pupils' talents and abilities as well as encouraging respect. Arriving to the College on time will make sure you don't miss out on any lessons, and encourages respect for your right to have an education.
11	Litter should always be put in an appropriate bin. When possible, use the recycling bins.	Article 24- all pupils are encouraged to promote an eco-school ethos by keeping our environment clean and respecting the College building.
12	It is important to be polite and respectful when addressing teachers, other College staff, pupils and members of the public.	Article 12- all pupils are encouraged to express their views in a respectful way, no matter where they are or who they are talking to.
13	It is important to always aim high and try your best in class and homework so that you can achieve to the best of your ability academically and socially.	Article 28 – all pupils have the right to a high quality of education. Always trying your best and aiming high enables you to make the most of opportunities provided in school.

**DECLARATION: I agree to play my part in keeping the Charter of Nendrum College Comber.**

**SIGNED:** Pupil \_\_\_\_\_ Form \_\_\_\_\_



Parent \_\_\_\_\_ Date \_\_\_\_\_



## Appendix 2

### Standard Behaviour Management Procedures

- Behaviour incident recorded on SIMs
- Sanction detailed, dated and carried out by class teacher
- Monitored by Form Teacher
- At 4 points per half-term, Form Teacher issues time-bound Target Card during next Registration
- Form Teacher contacts home if required: this may be by phone or by College text
- Target Card monitored daily by Form Teacher
- Class Teachers continue to record and sanction behavior incidents on SIMs – any X on Target Card must be sanctioned by the class teacher, and recorded on SIMS
- Form Teacher records any additional sanctions on SIMs relating to Target Card performance where appropriate
- Good progress - Form Teacher removes Target Card
- Sub-standard progress - Head of Year involvement – additional Target Card / Daily Report / Special Timetable as appropriate
- Year Head contacts home
- At 16 points per half-term, Daily Report issued by Head of Year
- Year Head contacts home

All details of pupils on Target Card and Daily Report should be included in the weekly memo, which looks forward to the week ahead.

Specific infringements may automatically incur Special Timetable or Suspension due to the nature or severity of the action.

Staff will make contact with home to discuss behaviours when required, and are encouraged to make contact with home when there has been an improvement in how the pupil manages their behaviour. Contact with home will be noted on SIMS by the relevant teacher.



## Appendix 3

### Reasonable and purposeful measures to dealing with persistent unacceptable behaviours

**Step 1** - Classroom management strategies (whole-school and SEN Provision Mapping)

**Step 2** – approaches are managed by Year Heads

**Step 4** – Managed by Head of School in conjunction with Vice-Principal and/or Principal

This document is planned as an aide-memoire for the Senior Pastoral Team, and is not required to be completed for every child.

If a pupil's unacceptable behaviours persist despite intervention, this completed document can provide the relevant documentation for onward referral to external agencies for support. This should be agreed by Year Head in conjunction with the Senior Leader for Positive Behaviour and the Learning Support Coordinator.



Internal/External suspension (implemented once above steps have been followed consistently through a number of cycles or in the event of a serious incident)	SLP B/V P/P		
<b>Ongoing Measures (<i>not exhaustive - examples to implement</i>). All strategies used should be recorded in SIMS</b>			
Daily homework/ equipment check	FT		
Weekly diary check	FT		
School to Home communication (after each incident / progress report)	Class teacher /FT/YH		
Detention (preferably after-school moving from FT to Year Head for repeated offenders)	Class teacher /FT/YH		
Mood check (daily)	FT/YH/ Key adult		
Timetable check (daily for sub teachers)	YH		



Counsellor (Familyworks/ AO / the Net offered if necessary)	VP		
Weekly intervention (session with trusted member of staff)	YH		
Time to: time-limited brain break in classroom for standard behavioural issues	YH/LSC (if appropriate)		
Time Out: Time limited supervised break from class to return within 10-15 minutes unless longer organised with P/VP/LSC)	YH/LSC (if appropriate)		
<b>Additional Measures</b>			
Reduced timetable (phased return to full timetable within a two week period)	YH/ SLPB/ VP/P		
Risk Reduction Action Plan (RRAP-Risk Assessment)	YH/ SLPB  LSC (if appropriate)		



Behaviour Plan & Contract	YH/ SLPB  LSC (if appropriate)		
Advice from PPBS	LSC		
Advice from AAIS	LSC		
Advice from ABSIT	SLPB/ VP		

The following should be considered as part of a holistic review into a child's behaviour pattern in order to support them to manage their own behaviours in a more positive way.

- What strategies have been utilised and purposeful measures have been implemented?



Measures should be consistent and ongoing. There should be no backwards movement. Pupils who repeatedly display negative behaviours need to be monitored carefully by Form Teachers and Year Heads through daily checks.

- **Have behavioural triggers been identified?**

Triggers should be noted and measures implemented to avoid them.

- **What is the class composition like where the pupil becomes difficult?**

It may be possible to alter the behaviour of others to improve the situation.

- **What is the seating arrangement? Can it be altered?**

Some staff may need help with this. Year Head to request seating arrangements where there are problems or visit the classes to help amend.

- **Is the classroom management conducive to learning and positive behaviour?**

Clear classroom management strategies should be implemented. If staff are struggling with this, support should be provided to help implement different strategies and use them consistently.

- **Is there a possibility for the pupil to be moved to another area/class to work for a set period of time before an attempt at reintegration?**

Alternative arrangements for learning may be necessary. Upon repeated poor behaviour, these can be arranged in advance.

- **What further support measures are available?**

For those with repeated behavioural difficulties, it may be necessary to place on the SEN register but only once all purposeful measures have been implemented and cycles of sanctions have been completed. Clear evidence must be available and the parent must be made aware that this is occurring and why.

**SEND support:** all measures and outcomes must be documented for these referrals.

### **Junior School (Key Stage 3, Years 8-10)**

- Ardmore Outreach
- Post Primary Behaviour Support

### **Senior School (Key Stage 4 (Years 11 & 12)**

- Post-Primary Behaviour Support
- EOTAS (only for severe cases-usually Statemented pupils-multi-disciplinary meetings with all parties involved)



must have been held and minuted with all evidence provided. Pupils being referred to this service must have an SEN SBEW profile and be known to the Post Primary Behaviour Support Service).



## Appendix 4

*As recommended by Ardmore. Exemplar only. To be adjusted to suit the needs of the pupil. Printed on headed paper for signature and kept on file. Copied onto Daily Report to aid pupil, staff and home with monitoring expectations.*

### BEHAVIOUR CONTRACT

In addition to following the general school rules detailed in my pupil planner I agree to behave in the manner outlined below while on school premises.

- I will attend all classes as indicated on my Blended Learning Plan.
- I will treat all other pupils and school staff with respect.
- I will follow requests issued by all school staff without complaint or comment.
- I will engage positively in lessons in a manner which does not disrupt the learning of others.
- I will conduct myself in an appropriate manner in corridors, walking quietly between classes so as not to disrupt the learning of others.
- In the event of any issues, I will speak with the identified key adult at a prearranged time.

I understand that failure to follow this Behaviour Contract will result in sanctions as detailed in the school Behaviour for Learning Policy.

Signed

Date

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(Pupil)

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(Parent/ Guardian)