



Coleraine Grammar School

Promoting Positive Behaviour Policy

Rationale

The Education (Northern Ireland) Order 1998 and the Education and Libraries (Northern Ireland) Order 2003 placed on every school's Board of Governors the need to establish and keep under review policies to promote good behaviour and discipline in addition to safeguarding the welfare of pupils and staff.

The creation and maintenance of an orderly working environment are prerequisites to effective learning and teaching. In those classrooms where, for whatever reason, discipline cannot be effectively managed, the most committed teacher will find it particularly difficult to bring about improvements in pupils' attainments. Conversely, it is also true that efforts to improve pupils' learning can often have a beneficial effect on classroom behaviour. Discipline is the order which is necessary in the classroom for pupil learning to occur effectively.

This discipline policy is based upon a positive, proactive attitude at the heart of which lie the best interests, dignity and rights of the individual young person set within the context of the wider school community. It provides details about the conduct expected of the pupils of Coleraine Grammar School whilst in school, travelling to and from school and representing the school in the wide range of activities available. It also explains how the system of rewards and sanctions will be used to promote positive behaviour. Finally, it outlines the rights and responsibilities of all members of the school community and indicates the links which exist with other relevant school policies.

This policy is a working document that is designed to ensure that difficult and sensitive issues are dealt with properly, consistently and effectively by all staff.

This policy has been produced through consultation with staff, pupils, parents/carers and governors of the school. All future major changes will be subject to participation and consultation by all stakeholders.

The guidance contained in this policy is designed to protect all members of our school community and to enable staff to discharge their legal obligations to look after the safety and welfare of the children in their care.

Role and Responsibilities of the Board of Governors

The Board of Governors has a responsibility to:

- ensure that good behaviour and discipline policies are pursued at the school;
- make and keep under review, a written statement of 'general principles' about pupil behaviour and discipline which the Headmaster will have regard to in determining school rules, code of conduct and behaviour policies;
- decide, and set out, what aspects of discipline/behaviour should be a matter for the Headmaster, and give him any guidance on these aspects which they feel is appropriate.

Role and Responsibilities of the Headmaster

The Headmaster has a responsibility to:

- determine the measures (which can include rules and the means of enforcing them) which the school will take to:
 - promote among pupils' self-discipline and respect for authority;
 - encourage good behaviour and respect for others; and
 - secure an acceptable standard of behaviour among the pupils
- act in accordance with the Board of Governors' statement of general principles, and any other guidance given by them;
- prepare a written statement of these measures to be provided to parents/carers.

Role and Responsibilities of Parents/carers [See Appendix 1]

Other Roles and Responsibilities

- It is the responsibility of the Board of Governors, the Headmaster and the Vice-Principal(s) for Pastoral Care in particular to ensure that there prevails in the school the harmonious, positive and purposeful atmosphere which is essential to successful learning and teaching.
- It is the responsibility of the Senior Management Team, and the Vice-Principal(s) 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.
- It is the responsibility of the Vice-Principal(s) for Pastoral Care to communicate the school's disciplinary structure to parents/carers and pupils.
- Responsibility for enacting the agreed procedures and structures of the school's disciplinary measures lies with each member of the teaching staff. If a difficulty arises this should be discussed in the first instance with the appropriate Curriculum Leader and/or Pastoral Leader; the Pastoral Leader may enlist the support of the class tutor if appropriate.
- The Pastoral Leader will deal with the situation or if necessary, refer the situation to the Head of Faculty (Pastoral, Senior Teacher). The Head of Faculty (Pastoral) may, if required, refer the situation on to the Vice-Principal(s) for Pastoral Care. Efforts will be made at each stage to identify and rectify the causes of the discipline problem.
- All members of staff in the school have a pastoral duty of care and 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.
- Prefects and all senior pupils are expected to set a good example to younger pupils and to assist staff in every way by encouraging good behaviour throughout the school.

Aims of the Policy

The aims of this policy is to provide a coherent and consistent approach, throughout the school, to promoting good behaviour in the classroom with appropriate and targeted support for teachers and pupils. We aim to achieve this through proactive classroom management.

In the development of this policy the governors, senior management team and staff have sought to create a climate within the school that will:

- promote learning for all pupils;
- make it easier for the teachers to teach effectively;
- enhance the pupils' self-esteem and foster self-respect and respect for others;
- encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour;
- develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict; and
- have the endorsement and active support of parents and carers.

Mission Statement

In our school we believe that strong, mutually respectful relationships and a cohesive **community** are the foundations on which good learning and teaching can flourish. Strong and effective links between school, parents, families and the local community are central to our work.

Coleraine Grammar School aims to:

- Serve all of its pupils and the community by providing a **Child-centred** education of the highest quality within the context of a moral, spiritual and values-based framework.
- Focus on individual improvement, including addressing and removing barriers to learning through **high quality teaching and learning**, enabling pupils to achieve high levels of academic performance, acquire valuable skills and be good citizens.
- Support pupils as they develop into independent and self-motivated learners who have a positive sense of self and belonging, are provided with the opportunities to develop the necessary skills to make informed decisions about their life choices, to have high aspirations and be inspired to achieve their potential.
- Achieve whole school improvement through self-evaluation and **effective leadership**.
- Give pupils a voice in the running of the school.
- Consult with and communicate ideas clearly to the **whole school community**.

Meaning and purpose of positive behaviour management

As in all communities we have a need for a recognised structure, relating to acceptable behaviour and appropriate relationships, which supports the common good and enables the community to function effectively. In particular, the School community requires a caring, orderly and safe environment, in which all students may learn and develop socially, emotionally, intellectually and morally. It is therefore the aim of School behaviour management to provide a system which:

- leads to a happy and purposeful School;
- recognises the importance of supporting the development of each individual;
- encourages pupils to develop their abilities in a congenial atmosphere;
- expects and fosters a high level of consideration for others and for the School environment;
- acknowledges and rewards desirable behaviour;
- identifies and corrects faults;

Coleraine Grammar School strives to foster academic and personal excellence in a secure stimulating environment where all children are motivated, independent learners who achieving their full potential whilst developing a sense of belonging and pride in the school, both within and outside the classroom. To this end, we join with the home and community to cultivate skills, attitudes, and talents that will prepare our pupils not only to succeed in school and their careers, but also to become informed, responsible citizens who respect diversity, value lifelong learning and lead fulfilling lives.

All members of the school community are expected to demonstrate a commitment to its caring and academic ethos; maintain high standards as an individual in all areas of school life; and show openness, honesty, inclusiveness and high standards of behaviour and attainment in all areas of school life.

Pupils, staff, parents/carers and governors should demonstrate the following core values and learning behaviours: -

- work diligently towards the highest level of attainment and strive to find ways to fulfil, or to help others to find ways to fulfil, their potential;
- take every opportunity to achieve individual and collective excellence by setting personally high standards and goals for improvement;
- create, through their efforts, an environment conducive to effective learning and teaching;

- take pride in personal achievement;
- create a caring and supportive environment through high standards of behaviour and discipline
- demonstrate loyalty to friends, colleagues and the school through words and deeds
- address challenges, both individual and collective, seeking positive outcomes which build esteem.
- display an openness to and tolerance of the views, beliefs and needs of others;
- value each other as members of the school community, acting in a fair, consistent and scrupulous manner towards one another at all times;
- behave in an honest and trustworthy manner abiding by the agreed school rules and code of conduct at all times when representing the school;
- take care of the school buildings, facilities and surrounding environment so that they might be enjoyed equally by everyone.
- seek opportunities to develop, and to help others to develop, as an individual, as a contributor to society and as a contributor to the economy and environment.

Our **Vision** for Coleraine Grammar School is to provide a safe environment, with clear boundaries, in which every child is provided with high quality learning opportunities and is inspired to develop a life-long love of learning. Each child is encouraged to develop academic, emotional and physical aspects of their lives within a moral, spiritual and values-based framework. This enables pupils to grow as individuals and achieve success in their lives now and in the future. We seek to encourage accountability for actions and solve problems by looking for positive solutions.

Our Core value is RESPECT for self, others and property

R	Responsibility	We are all responsible and accountable for the choices we make. We realise that with choices come consequences and in addition to accepting the consequences of our actions we take steps to put things right when things go wrong. We expect all members of the school community to be truthful and honest in all that they do, to know the difference between right and wrong and to have the moral courage to do the right thing. We care for those who are in difficulty and who are hurting, recognising that the world does not exist for us alone.
E	Equality	Every person in our school is of equal worth. We show the same respect to everyone.
S	Self-discipline	We are all responsible for controlling our emotions and impulses. We expect everyone to adhere to school rules. Each member of the school community should be loyal in both words and deeds to each other and to the school.
P	Perseverance	Everyone is encouraged never to give up, to treat setbacks as learning experiences and a step towards success. We believe that through building resilience we can develop in confidence, take hold of opportunities, and be independent and successful citizens. We seek to develop the skills to allow us to be independent lifelong learners.
E	Excellence	Everyone gives of their very best at all times and encourages others to fulfil their potential without being critical or jealous of their efforts. We strive for high standards in all areas of life.
C	Commitment	Each member of the community is committed to <ul style="list-style-type: none"> ○ the school's caring ethos; ○ respect for all members of the community; ○ high standards of behaviour based on self-discipline; ○ working diligently towards the highest level of attainment and ○ striving to find ways to fulfil, and to help others to fulfil, their potential.
T	Tolerance	We treat everyone the same way. We appreciate that everyone is different and we celebrate our diversity. The School has a broad Christian ethos and this provides a moral compass for our work but no denomination is favoured and all pupils from any faith or none are warmly welcomed.

Strapline:**Respect Responsibility Resilience**

Respect	<p>All members of the school community are expected to behave with respect for themselves, others and property through their words and actions. Every person in our school is of equal worth and value. We treat everyone the same respect. We appreciate that everyone is different and we celebrate our diversity.</p> <p>The School has a broad Christian ethos and this provides a moral compass for our work but no denomination is favoured and all pupils from any faith or none are warmly welcomed.</p> <p>We expect all members of the school community to be truthful and honest in all that they do, to know the difference between right and wrong and to have the moral courage to do the right thing.</p>
Responsibility	<p>We are all responsible and accountable for the choices we make and we endeavour to adhere to school rules. We realise that with choices come consequences and in addition to accepting the consequences of our actions we take steps to put things right when things go wrong.</p> <p>We are all responsible for controlling our emotions and impulses. We care for those who are in difficulty and who are hurting, recognising that the world does not exist for us alone.</p> <p>Each member of the community is responsible for:</p> <ul style="list-style-type: none"> ○ demonstrating the school's caring ethos; ○ respecting all members of the community; ○ high standards of behaviour based on self-discipline; ○ working diligently towards the highest level of attainment and striving to find ways to fulfil, and to help others to fulfil, their potential. <p>Everyone has a responsibility to give of their very best at all times and encourages others to fulfil their potential without being critical or jealous of their efforts.</p> <p>Each member of the school community should be loyal in both words and deeds to each other and to the school.</p>
Resilience	<p>Everyone is encouraged never to give up, to treat setbacks as learning experiences and a step towards success. We believe that through building resilience we can develop in confidence, take hold of opportunities, and be independent and successful citizens. We seek to develop the skills to allow us to be independent lifelong learners and strive for high standards in all areas of life. Everyone gives of their very best at all times and encourages others to fulfil their potential without being critical or jealous of their efforts.</p>

These core values are further developed in a charter of Rights and Responsibilities for pupils, staff and parents (see Appendix 1). A charter of pupil Rights and Responsibilities is also given to pupils and parents/carers at the beginning of each year in the pupil planner.

Effective teaching strategies to promote positive behaviour

Positive Strategies for Behaviour Management:	Established through:
<ul style="list-style-type: none"> • Establish a positive classroom climate; • Encourage a purposeful and task orientated ethos; • Develop a relaxed, supportive and warm environment; • Good classroom management skills; • Proactive approach is better than reactive approach. 	<ul style="list-style-type: none"> • Monitoring and intervening to ensure sound learning; • A positive working environment; • Setting high expectations for pupil behaviour, establishing and maintaining good standard of discipline through positive relationships; • Establishing a safe environment where pupils feel safe and confident.

Pupils will behave appropriately when they:

- are sufficiently stimulated;
- are given tasks of an appropriate duration and level of difficulty for their ability;
- understand the difference between formal and informal situations;
- experience high academic self-esteem;
- are free from emotional difficulties;
- demonstrate positive attitudes;
- are aware of the consequences of inappropriate behaviour;

Class teachers:

- have a pastoral care role for every pupil in their care since behaviour management is integral to the pastoral care responsibilities of every member of staff;
- should not only be concerned about academic progress but also about general behaviour, attitudes and personal and social development.
- The teaching staff have the following objectives for each individual:

The development of:	The recognition and rejection of:
<ul style="list-style-type: none"> • self-discipline, self-control, self-esteem, self-respect and self-confidence; • a sense of order, and a respect for order and discipline which are necessary for achievement and efficiency; • a spirit of co-operation and courtesy in all relationships; • habits of consistent work, punctuality, regular attendance and tidiness; • high moral and social values in the classroom and elsewhere. 	<ul style="list-style-type: none"> • anti-social behaviour of any kind e.g. bullying, dishonesty, discourtesy to others, insolence to members of Staff; • untidiness and self-centredness; • damaging property; • drug related offences including alcohol and tobacco; • failure to adhere to the Code of Conduct; • physical violence; • theft; • uncontrolled language.

These objectives are targeted through the Pastoral Care System which encourages each pupil to relate to their Form Tutor/Pastoral Leader as an advisor who knows about their interests, capabilities and limitations.

Pupil Code of Conduct

All pupils are expected to observe our Core value of **RESPECT** for self, others and property, and adhere to the code of conduct (set out in Appendix 2) which is displayed in all classrooms and is also given to pupils and parents/carers at the beginning of each year in the pupil planner. Breaches of the code of conduct will be dealt with in line with the sanctions outlined later in this policy whilst taking account of the circumstances of any offence.

When in the Classroom: Expectations and Learning Behaviours

The “*When in the Classroom: Expectations and Learning Behaviours*” is displayed in all classrooms and is also given to pupils and parents/carers at the beginning of each year in the pupil planner. The following learning behaviours will be adopted in every classroom. Other additional guidelines may apply as appropriate e.g. where practical work takes place.

When in the Classroom: Expectations and Learning Behaviours

Punctuality

- Arrive at class on time, and with all the books and equipment you need to work in that classroom.
- Meet deadlines.

Preparedness

- Arrive with all the correct books and equipment.
- Listen as carefully as you can to instructions and follow them fully and promptly.
- Concentrate on your own work. Work through the task. Do not disturb other people; they are trying to concentrate too.
- Sit quietly and do not interrupt when the teacher is talking.
- Wait quietly outside practical rooms / gym until there is a teacher present.

Presentation

- Wear your uniform correctly at all times.
- Remember your correct PE kit.

Performance

- If you have a problem with the work, or if you need to speak to the teacher for any other reason, raise your hand and wait patiently until the teacher can attend to you.
- Only one person talks at a time.
- Always try your best.

Pride

- Show respect for visitors when they enter your classroom.
- Show respect for all support staff in school.
- Keep unkind words, hands and feet to yourself.
- Show consideration for others.

Teacher and pupils work together to form a positive learning community underpinned by our core school value of RESPECT. This Learning and Teaching Shared Values poster is displayed in classrooms and in the pupil planner:

LEARNING AND TEACHING:

SHARED VALUES

In Coleraine Grammar School teachers and pupils work together to form a positive learning community underpinned by our core school value of RESPECT.

In lessons you can expect your teachers to:

- have high expectations
- support your learning
- have clear learning intentions
- have clear success criteria
- ask interesting and challenging questions
- provide a variety of learning experiences
- give verbal and written feedback for improvement
- set homework which supports learning

As pupils, as part of these shared values, you will:

- be organised and prepared to learn
- behave positively
- focus on your learning
- have high expectations of yourself
- believe in your ability to learn
- have opportunities to respond to feedback
- undertake peer and self-evaluation
- have opportunities to reflect on your learning
- submit homework on time and to a high standard


Pupils will not be expected to:

- copy large pieces of text straight into their files/books – without using a skill such as selecting information, making notes, using a mind map



Coleraine Grammar School

Teacher and pupils work together to form a positive learning community underpinned by our core school value of RESPECT. This Pastoral Shared Values poster is displayed around the school:



PASTORAL:

SHARED VALUES

In Coleraine Grammar School teachers and pupils work together to form a positive learning community underpinned by our core value of RESPECT.

Use Behaviour Management to record:

In lessons you can expect your teachers to:

- Positive learner participation, engagement & achievement
- Late arrival to class
- Missed learning time when out of the lesson
- Uniform and appearance

Two basic rules:

As pupils, as part of these shared values, you will follow:

- We all respect the role of others – Learning and Teaching
- We are all in the right place at the right time

Use the SIMS Parent App to communicate:

In lessons you can expect your teachers to:

- RESPECT achievement points
- Forgotten books
- No homework
- Missed coursework/controlled assessment deadline (GCSE and AS/A2 level only)

Behaviour Management and Achievement Points	Positive Interventions and Support
0 - 5	Tutor conversation
6 - 10	PL/APL conversation (including Fri DT for Behaviour Points)
11 - 15	Letter or text sent to parent/carer
15 +	PL/APL/HoF/VP phone call or interview with parent/carer

Rewards

For its aims and objectives to be realised, behaviour management requires **both** the acknowledgement of achievement and success **and** the identification of areas for improvement. A system of rewards and incentives, applied with consistency by all of the staff, will help to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. It is important that pupils realise that good behaviour is noted and acknowledged, just as instances of poor behaviour are challenged and responded to. Rewards should be attainable by all pupils, helping them to realise that good behaviour is valued.

The following rewards are available:

- Interest shown by teachers;
- Non-verbal rewards e.g. smiling, nodding, a thumbs up sign;
- Positive reinforcement, including recording of positive achievement comments and awarding of Achievement Points in Behaviour Management in SIMS;
- Rewards assemblies, e.g. Yr8 class of the month
- KS3 rewards e.g. KS3 class of the month being released 5 minutes early for lunch
- KS4/KS5 rewards events e.g. KS4/KS5 “Hot chocolate” and treats canteen events
- Verbal rewards which might be either overt or unobtrusive depending on the circumstances and the age of the pupil. Such recognition can come from both staff and other pupils;
- Trips and events organised for tutor groups and year groups;
- Individual subject and activity certificates;
- The use of effort grades and rewards letters;
- Written praise on homework, tests, coursework and examinations;
- Positive comments in a pupil’s planner for parents/carers to see;
- Positive comments at parents’ meetings and on school reports;
- Displaying pupils’ work in classrooms and on departmental notice boards;
- Putting forward pupils’ work for inclusion in the school magazine;
- Assembly announcements for special achievements, including use of SIMS Achievement data;
- Prize Day Cups and tokens;
- Sports Day cups;
- Junior colours;
- Senior colours;
- School Honours;
- Representative Honours;
- Junior Prefect; Senior Prefect;
- Press releases and acknowledgement of success on the school website, Facebook and Twitter feed.

Sanctions

Sanctions are needed to respond to and reform inappropriate behaviour and this behaviour has been assigned to a hierarchy (See Appendix 4) ranging from minor to more serious offences. This hierarchy is a guideline to be used in dealing with instances of poor behaviour but it is recognised that each case is different and therefore staff may exercise their professional judgement when using it.

Sanctions should be **clear, consistently applied, proportionate and appropriate to the age and maturity of the pupil** whilst there should be a **certainty** that they will be applied. Sanctions should also:

- be carried out as soon as possible after the event;
- be conveyed with appropriate tone indicating the severity of the actions.

When applying sanctions, staff should use restorative questioning to encourage the pupil to reflect on the impact of their choices on themselves and others, and learn from these poor choices in order to deter them from re-offending. Sanctions should be as mild as is acceptable for the behaviour (see Anti Bullying Policy for further clarification). Sanctions for behaviour should be recorded in the SIMS Behaviour Management Module.

Additional Support for Pupils

Persistent misbehaviour is a Special Education Needs (SEN) issue and may require the involvement of outside agencies through the SEN Code of Practice (see Appendix 3). In addition to the internal support offered by the school's own Special Educational Needs Co-ordinator and/or Learning Support staff, from time to time it may be necessary to call upon the help of various support services, which may have contact with parents/carers e.g.

- Behaviour Support Team (BST).
- Child and Adolescent Mental Health Service (CAMHS)
- Curriculum Advisory and Support Service (CASS)
- Education Welfare Officer (EWO)
- Educational Psychology Service (EPS)
- Independent School Counselling Service (ISCS)
- Youth Service

Good relationships are also maintained with outside support agencies through the School Based Care Team meeting which convenes on each campus on a termly basis.

Supervision arrangements around each school campus

All staff are expected to deal with any behaviour related incident they witness or that is reported by a pupil or member of the lunchtime supervision staff. The first point of contact for lunchtime supervisors can be any member of staff. This person should then pass this on to the Pastoral Leader and note the behaviour in Behaviour Management in SIMS. Any Child Protection concern must be directly passed on to the Designated Teacher for Child Protection (or Deputy Designated Teacher in the absence of the Designated Teacher) on each campus.

Links with other School Policies & Documents

By its very nature this Discipline Policy has close links with a number of school policies and documents. These include:

- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy (including Appendix 7, "*Use of Reasonable Force*")
- E-safety Policy
- Pupil & Parent Acceptable Use Policy
- Parent/Carer Acceptable Use Policy
- Social Networking Policy
- Special Educational Needs and Inclusion Policy
- Substance Misuse Policy
- Scheme for the Suspension and Expulsion of pupils' policy
- School Counselling Service Policy
- Unacceptable Behaviour Policy
- Uniform Policy

Monitoring, evaluation and review

The Senior Management Team, working in conjunction with staff, pupils and parents/carers, will undertake systematic monitoring, evaluation and review of the policy and its associated procedures in order to ensure that they are effective, fair and consistent. All major changes will be subject to participation and consultation by all stakeholders.

Appendix 1

Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • to be valued as members of the school community; • to be treated fairly, consistently and with respect; • to know where to find help for issues related to work or to personal matters, and to receive help promptly as far as possible; • to have the opportunity to express views on matters that affect you in the knowledge that your views will be considered, feedback given and action taken where appropriate; • to experience clearly defined codes of conduct in all aspects of school life; • to be taught in a stimulating, well-managed and safe environment; • to experience a broad, balanced and suitably differentiated curriculum in which special learning needs are identified and met; and • to be provided with opportunities which will develop and extend your interests, talents and abilities as part of the curriculum and in extra-curricular provision. 	<ul style="list-style-type: none"> • to respect the rights, views and property of all other members of the school community; • to accept the consequences of your actions; • to seek clarification on all aspects of classwork and homework which you do not fully understand; • to take part in discussions and to offer your views on a range of matters that affect the life of the school; • to be punctual to school and to every class; • to record all homeworks in your pupil planner homework diary; • to come to school with all equipment required for that day i.e. pens, pencils, books and sporting equipment; • to accept ownership for their own learning and behaviour; • to abide by the code of conduct and classroom expectations whilst in school or representing the school in public; • to demonstrate good behaviour whilst in school or representing the school in public; • to do all homeworks set to the best of your ability; • to give full cooperation to staff and peers; • to participate in all classroom activities; • to participate actively in all aspects of school life including extra-curricular activities.
Teaching Staff's Rights	Teaching Staff's Responsibilities
<ul style="list-style-type: none"> • to be valued as members of the school community; • to work in a positive, valuing, safe and secure environment where common courtesies and social conventions are respected; • to teach classes without interruption or distraction; • to receive the respect their position demands • to be consulted on school matters, to express their views and to contribute to 	<ul style="list-style-type: none"> • to behave in a professional manner at all times and to lead by example; • to care for all pupils in the school; • to ensure that lessons are well prepared, making use of available resources; • homework is appropriately set and constructively marked; • to show interest in and enthusiasm for their pupils' learning; • to listen to the pupils, value their contributions and consider their views;

<p>policies which they are required to reflect in their work and to be kept informed when appropriate;</p> <ul style="list-style-type: none"> • to a suitable career structure and equal opportunities for professional development • to support and advice from senior colleagues and external bodies; • adequate and appropriate accommodation and resources. 	<ul style="list-style-type: none"> • to be sympathetic, approachable alert and responsive to pupils who are experiencing difficulty using the agreed procedures and structures; • to identify and seek to meet pupils' SEN through the SEN code of practice; • to expect high standards and acknowledge effort and achievement in all areas of school life; • to provide an appropriate learning environment in which pupils can effectively learn; • to pursue opportunities for personal and professional development.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • to a safe, well managed and stimulating environment for their child's education; • to communicate with the school to discuss any issue in relation to their child's progress and general well-being and to have enquiries and concerns dealt with sensitively and efficiently; • to be informed promptly if their child is ill or has had an accident; • to be informed of any concerns regarding their child; • to be informed of their child's academic progress; • to be informed about code of conduct and procedures and content of the behaviour management policy; • to a broad, balanced and appropriate curriculum for their child; • to consultation about key decisions in their child's education; • to a suitably resourced school, with adequate and well maintained accommodation. 	<ul style="list-style-type: none"> • to show support for the school by accepting the disciplinary measures deemed necessary and appropriate; • to demonstrate to their child that they support the school's policy on behaviour management and will co-operate with the school in its implementation. By accepting a place for their child at the school, parents undertake to carry out this duty; • to provide any significant information about changes in their child's home circumstances; • to ensure that their child is punctual to registration; • to ensure that their child attends school regularly; • to monitor homework ensuring that sufficient time is spent and quality work is produced; • to ensure that their child has all the required equipment for each day; • to be aware of the code of conduct and procedures; • to show interest in their child's classwork and homework with weekly signing of the pupil planner; • to provide suitable facilities for studying at home; • to maintain and develop positive relations with the school; • to attend planned meetings with teachers; • to support school functions;

	<ul style="list-style-type: none">• to provide the school with accurate contact details;• to tell the school promptly about any concerns they may have regarding their child;• to provide any significant information about their child's medical needs;• to ensure that their child comes to school physically, emotionally and mentally equipped to deal with the rigours of the school day.
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Appendix 2

Code of Conduct

The Board of Governors and staff of Coleraine Grammar School are committed to promoting the success, well-being and safety of every pupil throughout their time at the school. It is important that all pupils understand, respect and follow the rules which enable everyone to co-exist in a well-ordered, safe and happy school community. The following code of conduct is intended to help everyone to achieve this objective whilst further detail and information can be also found in Rights and Responsibilities (see Appendix 1).

CODE OF CONDUCT

The behaviour and attitude of pupils should always be guided by the values of the school. Pupils are expected to be honest, accept responsibility for their behaviour and show respect and consideration for others at all times.

Pupils are expected to understand that with rights come responsibilities and realise that their decisions have consequences.

Pupils should always give of their best. Habits, behaviour and appearance should always be of the highest standard. It is expected that all pupils will wear the uniform as set out in the School Uniform Policy.

It is understood that on acceptance of a place at the school the pupil will adhere to all of the school's regulations, procedures and policies.

Coleraine Grammar School pupils should exhibit these qualities by complying with the following code of conduct which applies both during school hours, whilst in school uniform and when you are representing the school.

1. Pupils must remain on the school campus at all times during the day unless permission has been granted.
2. All belongings must be clearly named and pupils must ask permission before they touch other people's property.
3. Pupils should take care of school property, respecting the items in their possession. They should keep textbooks or stationery used in school free from graffiti.
4. School equipment may be used only under staff supervision.
5. Classrooms, corridors, cloakrooms and lockers must be kept tidy. Wastepaper baskets and recycling facilities should be used.
6. All mobile phones and digital devices must be switched off during school hours i.e. between 8:45am and 3.25pm.
7. Pupils must comply with the school's policy for e-safety.
8. Pupils should take responsibility for their own health and the health of others by not being in the possession of or making use of tobacco or associated products, alcohol, drugs, pornographic material, offensive weapons or any items likely to endanger themselves or others whilst in school uniform or on the way to and from school or while engaged in any school related activity.
9. Pupils should always behave in a manner which reflects the ethos and standards of the school, including careful observation of and respect for any COVID-19 requirements, as directed by school staff.
10. Senior pupils are allocated parking areas within the school grounds. They should only park in their allocated spaces. The school cannot be responsible for pupils who accept lifts to and from school in cars driven by other pupils.
11. Pupils' hair styles must have a natural appearance and colour. No extreme hair styles are permitted. They must observe regulations regarding make-up, piercings or nail adornments at all times when in school uniform.

Courtesy and Respect

All members of the school community are expected to show good manners and respect to one another, to members of the public and to visitors to the school. Members of the school community should:

- treat each other with mutual respect, avoiding deliberately hurtful behaviour. In particular, bullying, in any form, is totally unacceptable and will be dealt with in accordance with the school's Anti-Bullying Policy;
- be polite and co-operative at all times. Swearing/bad language is unacceptable and unnecessary and may be severely dealt with;
- behave in a way which reflects positively upon themselves and the school when engaged in official school activities both inside and outside school and at any time when in school uniform;
- be polite and respectful towards members of the public on the way to and from school. While waiting at bus-stops or elsewhere pupils should not intrude upon, interfere with the property of or cause a nuisance to members of the public.

Attendance

All members of the school community are expected to attend school regularly and punctually and to be punctual for each class they attend in the course of the school day.

A record of each pupil's attendance and punctuality is kept and those who are persistently late for registration will be placed on school detention.

Pupils arriving in school late must report to the school office so that their arrival can be recorded and no pupil may leave the school grounds in the course of the school day without signing out at the school office. Pupils wishing to leave school for any reason must have a note signed by their class tutor or Pastoral Leader stating the reason why.

Behaviour

During **class** all members of the school community should:

- arrive punctually for class;
- have all the necessary books and equipment with them at the beginning of class;
- only enter the classroom when instructed to do so by a member of staff;
- follow the classroom learning behaviours and observe COVID-19 requirements at all times;
- not interfere with or cause damage to classroom equipment, furnishings or the property of others.

In **corridors** all members of the school community should:

- walk on the left hand side of corridors and stairways. Running and pushing in corridors or on stairways are potentially dangerous and are, therefore, not permitted;
- observe COVID-19 requirements at all times, including any direction to follow any one-way system around each school campus, and any social distancing directions (e.g. to remain with their members of their own year group in between lessons, in designated area(s) before school, at break time or over lunch time);
- line up in single file along one side of the corridor while waiting to enter a classroom. Pupils should not enter classrooms unless a member of staff is present or has given them express permission to do so;
- move about corridors quietly during periods so as not to cause a disturbance to lessons;
- ensure that all litter is placed in the bins provided.

In the **dining hall(s) and packed lunch room(s)** all members of the school community should:

- line up, if necessary, in an orderly fashion, as directed by the Prefect or member of staff on duty;
- ensure that tables are cleared of trays, plates, cutlery and any litter before leaving;
- consume all food, including packed lunches in the dining hall and packed lunch rooms.

- Pupils must observe COVID-19 requirements at all times, including any one-way system(s) or any social distancing directions (e.g. to remain in a designated area with their members of their own year group).

Lunchtime recreation

During lunchtime pupils may normally use the front fields on the Castlerock Road campus, providing the weather and ground conditions are suitable. On the Lodge Road all ball games must be restricted to the tennis courts, or the small field providing the weather and ground conditions are suitable.

Pupils must observe COVID-19 requirements at all times, including any direction to follow any one-way system around each school campus, and any social distancing directions (e.g. to remain with their members of their own year group at break time or over lunch time).

Pupils on both campuses should:

- remain within the school grounds apart from specific individuals and Year 14 pupils who have permission to leave (Year 14 pupils may only leave the school campus subject to COVID-19 requirements, as directed by school staff);
- avoid reckless or potentially dangerous activities;
- stay in bounds and follow the instructions given by the prefects, monitors and/or members of staff on duty;
- place any and all litter in the bins provided;
- be prompt in arriving for registration which begins at 1.45pm.

Care of the school environment

The school and its surroundings belong to all members of the school community who should strive to take care of them. All members of the school community should avoid:

- careless or deliberate damage to school property. Any damage caused should be reported immediately to a member of staff and may have to be paid for;
- the operation of illicit tuck shops;
- dropping litter.

Property

All members of the school community should;

- ensure that all personal belongings are clearly labelled with their name;
- avoid bringing any valuable items into school. The school will not accept responsibility for such items unless they are placed in a personal security bag labelled with the owner's name and then handed to a member of staff for safe keeping;
- never borrow another pupil's property without permission;
- avoid causing damage to another person's property either deliberately or through carelessness.
- Theft of someone else's property is a serious offence which has no place in any community and as such will be dealt with severely.

Appearance and Uniform

The appearance of all members of the school community reflects upon themselves, their family and the school. Therefore, pupils should:

- wear the regulation uniform correctly on the journey to and from school, whilst in school and when representing the school;
- ensure that they are wearing the regulation uniform correctly following after-school sports' practices and Saturday fixtures;
- ensure that they are neat and tidy in appearance at all times while wearing the school uniform
- maintain a neat personal appearance

Further details of the regulation uniform may be found in the school's uniform policy which is supplied to all parents/carers.

Unacceptable behaviour

Pupils must not:

- engage in any form of bullying;
- engage in deliberate violence towards others;
- use offensive language in school, or when involved in school activities;
- leave school without permission
- engage in a serious or deliberate breach of COVID-19 requirements/regulations
- possess, make use of, or attempt to make use of any of the following whilst in school, during school hours, on the way to and from school or when engaged in school activities (in school uniform or out of school uniform):
 - tobacco or associated products, including vaping
 - alcohol
 - drugs
 - pornographic material
 - offensive weapons or any items likely to endanger themselves or others
- engage in behaviour which brings the name of the school into disrepute, whether in school uniform or out of school uniform.

If a pupil persistently refuses to cooperate with reasonable requests s/he is being seriously disruptive and is therefore liable to suspension.

If a pupil engages in an act against the person or property of a school governor, a member of the school staff, or to an immediate member of the staff member's family, at any time whether inside or outside school, disciplinary action will be taken against the pupil which may include consideration of the option to expel. Such acts will include those perpetrated with the use of items of technology as covered in the school's Social Networking Policy and Pupil and Parent Acceptable Use Policy.

Appendix 3

Special Education Needs: the 3 stages of Special Educational Provision (new Code of Practice)

SPECIAL EDUCATIONAL NEEDS	
Stage 1	<ul style="list-style-type: none"> • School delivered special educational provision • PLP required • The majority of SENs will be met through this stage. • The responsibility lies with the school • In mainstream schools and classes. • Reasonable adjustments and additional strategies and approaches aimed at meeting and addressing the child's SEN.
Stage 2	<ul style="list-style-type: none"> • School delivered special educational provision plus external provision e.g. the EA or a HSC Trust • PLP required • A smaller number of children will need this provision. • The responsibility lies with the school plus external provision from EA • In mainstream schools and classes (and by exception in a special school or Learning Support Centre (LS Centre) for the purpose of assessment) • Reasonable adjustments, additional strategies and approaches plus resources, advice, guidance, support and training provided through the EA SEN support services to address the child's SEN
Stage 3	<ul style="list-style-type: none"> • Statement of SEN • School and EA delivered special educational provision plus any relevant treatment or service identified by a HSC Trust • PLP Required • A smaller number of children will need this provision • The responsibility lies with the school and the EA –with input from a HSC Trust where relevant. • In mainstream schools, LS Centre attached to mainstream schools or special schools (as determined within the Statement) • Reasonable adjustments, school delivered special educational provision plus EA provision as set out in the Statement.

Appendix 4

Hierarchy of Sanctions

Level I	Level II:	Level III
<ul style="list-style-type: none"> • Arriving late for class • Entering the classroom without permission • Inappropriate uniform • Not having the proper equipment • Talking without permission • Shouting • Asking questions without permission • Distracting other pupils • Not paying attention • Not getting on with work required • Minor disagreements between pupils • Minor breach of COVID-19 requirements/regulations • Eating in class • Very occasional failure to produce homework • Failure to follow the pupil "code of conduct" and "When in the classroom – expectations and learning behaviours". 	<p>All the 'minor' forms of misbehaviour when they are repeated by a pupil on a number of occasions, plus</p> <ul style="list-style-type: none"> • Passive dissent through the use of body language or tone of voice • Leaving a classroom without permission • "Slagging" or persistent unkind words and verbal aggression • Disregard for safety rules in practical subjects • Unnecessarily rough behaviour • Damage to school/other pupil's property within classroom through thoughtless or careless actions • Persistent minor breaches of COVID-19 requirements/regulations • Failure to follow instructions issued by a member of staff • Persistent failure to follow the pupil "code of conduct" and "When in the classroom – expectations and learning behaviours". 	<ul style="list-style-type: none"> • Physical or verbal assault on a member of staff • Physical assault on a pupil • Serious disruption • Fighting (if deemed to be a serious incident not a minor scuffle) • Bullying • Theft • Deliberate vandalism of school/other pupil's property • Leaving the school grounds without permission • Smoking or vaping • Serious or deliberate breach of COVID-19 requirements/regulations (parent-carer will be contacted to collect pupil from school, with further consideration of sanctions to be considered) • Possession or attempted possession of prohibited substances, offensive weapons or any item likely to endanger themselves or others (in school uniform or out of school uniform) • Criminal actions, or suspected illegal activity, including drug related issues and any criminal breach or illegal activity relating to the Social Network Policy, E-Safety Policy, or Pupil and Parent Acceptable Use Policy • Bringing the name of the school into disrepute, whether in school uniform or out of school uniform.
Class teacher action	Teacher responsibility/action	VP/Senior Teacher Action/Responsibility
<ul style="list-style-type: none"> • The 'look' • Hand sign • Rule reminder • Verbal warning 1 • Move place • Note in behaviour management in SIMS • Verbal warning 2 along with reasonable and useful imposition* to be completed at home (teacher should not allow a continuing spiral to be 	<ul style="list-style-type: none"> • Movement of pupil to a different part of the room • Transfer of the pupil to an adjacent room/another department member/Curriculum Leader (CL). • Extra work given to the pupil*. • Referral to the CL. (Include SENCo in referral if pupil is on the SEN register for a related issue) • Record behaviour in behaviour management in SIMS 	<ul style="list-style-type: none"> • Each incident will be investigated by a member of SMT, taking into account the pupil's previous behaviour record, and a report will be made to the Headmaster • Input from external agencies may be considered, e.g. CAMHS (Child and Adolescent Mental Health Services), Youth Justice Agency, PSNI Youth Diversion service • Parent(s)/carer will be required to meet with a member of

<p>demanding if the imposition is not done)</p> <ul style="list-style-type: none"> • Note to parent/carer in pupil's planner (to be signed by parent for next lesson) • Teacher to insist on the homework being completed • Contact Class tutor to inform and discuss. <p>*Appropriate paragraphs are available, if required, lines should not be set on any occasion.</p>	<ul style="list-style-type: none"> • Note to parent/carer in pupil's planner (to be signed by parent/carer) • Telephone call to parent (and record in Behaviour Management/inform Tutor and Pastoral Leader) • Private detention if the offence occurs in the classroom (24hrs notice given if after school and a detention slip provided) • Main school detention if the offender refuses to appear for private detention or if the offence occurs outside the classroom environment. (Any private detention given should still be completed) • Confiscation of pupils' property which should not be brought to school • Raise a Cause for Concern sheet with SENCo if pupil's attainment is being affected. 	<p>Senior Management and or the Headmaster</p> <ul style="list-style-type: none"> • Saturday DT may be given to any pupil who is involved in a serious breach of school discipline which is deemed to just fall short of formal suspension • Counselling to facilitate behaviour management may be required. • Further engagement with external agencies may be sought at SBCT (School Based Care Team – includes external professionals) • A pupil may be added to the Special Educational Needs (SEN) register for SEBD (Social, Emotional, Behavioural Difficulties) support • A request for external Targeted Advisory Support (TAS) may be made • A request for referral to Educational Psychology may be made following two cycles of IEP (Individual Education Plan) reviews • A risk assessment may be carried out if it is felt to be warranted to protect the needs of staff and other pupils.
Class tutor responsibility/action	CL responsibility/action	
Class tutors will monitor behaviour management and inform the Pastoral Leader and SENCo if a pupil is experiencing problems across a range of subjects.	<ul style="list-style-type: none"> • Make appropriate use of SMT support timetable for withdrawal of a pupil from classroom, subject monitoring report card and/or departmental/Main School detention to support teaching staff. • Make alternative arrangements for pupil(s) if necessary and appropriate. 	
	Pastoral Leader/Class Tutor Responsibility/Action	Headmaster action
	Class Tutors and Pastoral Leaders should only deal with issues which become apparent with a pupil across a range of subjects. The Pastoral Leader will refer an individual subject problem back to the relevant CL for the situation to be monitored within the subject area through the use of departmental or Main School detention and monitoring report card. When actions by class teachers and CLs have not produced the desired improvement or a pupil continues	<ul style="list-style-type: none"> • Any pupil who does not reform their behaviour as well as those referred directly for the most serious offences (including any drug related issue) may be suspended initially for a period of no more than five days, and their parents/carers informed in writing. The Headmaster will take account of the balance of probability of the pupil having committed the offence. • Such a suspension may be extended in blocks of no more

	<p>to refuse to make an effort to attain the expected standard of work the Class Tutor and Pastoral Leader may:</p> <ol style="list-style-type: none"> 1. Discuss the situation with the pupil's parent(s) at interview outlining any actions the school intends to take; 2. Issue a monitoring report card to be signed by some/all teachers and parent(s)/carer(s) which will be inspected each morning at registration. Non-compliance may result in break, lunch or Main School detention. 3. Loss of privileges 4. Raise concerns regarding the pupil with the School Based Care Team 5. Discuss the situation with the pupil's parent(s) along with the, Faculty Head (Pastoral) or with the Pastoral VP(s), at which point a behaviour contract may be required. Any pupil who has accumulated too many Main School detentions may be placed in Saturday DT by the Vice Principal(s) or Headmaster, following consultation and agreement with parents/carers. 6. Discuss the matter with the Headmaster 	<p>than five days at the discretion of the Headmaster</p> <ul style="list-style-type: none"> • If negative behaviour persists, further suspension with a view to expulsion from the school may follow. • In extreme cases, such as swearing at a teacher or the suspected misuse or possession of drugs, a pupil will be removed from all classes while the situation is investigated. Any pupil guilty of such misconduct will then be suspended for at least two days. Expulsion may be considered in light of the actual incident, and also any earlier warnings given to the pupil.
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