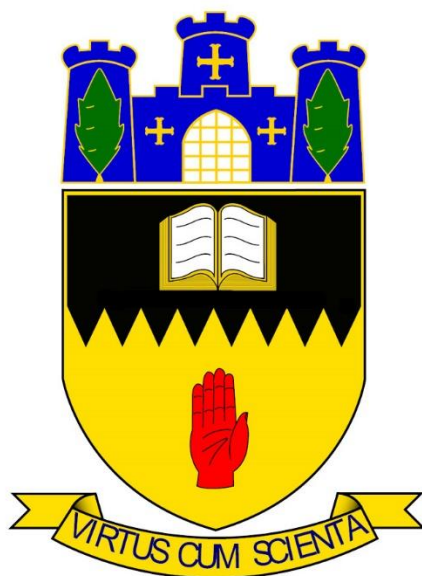


Cookstown High School



Positive Behaviour Policy

Policy Overview

| | |
|--|---|
| TITLE | Positive Behaviour Policy |
| TARGET AUDIENCE | Parents/Guardians, School Stakeholders, Staff |
| REVIEW DATE | 8 December 2023 |
| REVIEW LEAD | Mrs C Allen |
| PERSONNEL INVOLVED IN THE REVIEW OF THIS PROCEDURE: | Senior Leadership Team |
| PROCEDURE PRESENTED TO THE BOARD OF GOVERNORS ON: | 8 December 2020 |
| PROCEDURE RATIFIED BY THE BOARD OF GOVERNORS ON: | 8 December 2020 |
| EFFECTIVE FROM: | 9 December 2020 |
| REVIEW FREQUENCY: | Every three years (minimum) |
| REVIEWED ON: | September 2020 |
| PRINCIPAL | Miss G Evans |
| CHAIR OF BORD OF GOVERNORS | Mrs L Dripps |

This procedure has been reviewed to include reference to the remit of the Northern Ireland Public Services Ombudsman (NIPSO) in investigating complaints from members of the public in relation to maladministration in publicly-funded schools.

RECORD OF PROCEDURE AMENDMENTS

The following table outlines any significant changes/amendments made to this procedure since it was ratified by the Board of Governors on:

| DATE OF REVIEW OR AMENDMENT | SUMMARY OF CHANGED / AMENDMENTS TO PROCEDURE | AMENDED BY |
|------------------------------------|---|-------------------|
| | | |
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Positive Behaviour Policy

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Statement of Ethos

As a school founded upon Christian principles, we believe in and celebrate the uniqueness of each individual and encourage all members of our community to show respect for all.

We seek the development of Character through Knowledge believing each individual has a duty to build a community, to strive to do their best, to show compassion for those in need, and to take responsibility for their own words and actions.

Cookstown High School seeks to develop young people who are independent learners and active citizens.

School Aims

1. To develop the full potential of each pupil by promoting a sense of personal achievement and enjoyment in the pursuit of academic and vocational excellence.
2. To enable pupils to gain qualifications relevant to further education, higher education, employment and adult life in a rapidly changing world.
3. To create a caring school community in which staff and pupils live and work together in mutual respect and in which the personal problems of individuals receive a sympathetic and understanding hearing.
4. To set high expectations for learning, behaviour and dress code.
5. To help pupils acquire self-discipline, self-respect, self-confidence and a wide range of knowledge and skills.
6. To help pupils communicate by effective use of language, written, spoken and electronic.
7. To create an awareness and develop an understanding and tolerance of other ways of life.
8. To help pupils, through their studies, to an aesthetic appreciation of human achievements in the Arts and Sciences and to encourage exploration of their own personal creativity.
9. To help pupils appreciate the importance of physical and intellectual pursuits outside the classroom.

Positive Behaviour Policy Rationale

At Cookstown High School we aim to create a calm and caring community where teachers teach and pupils learn so that each pupil has the opportunity to fulfil his/her intellectual, physical, spiritual, social and emotional potential.

We aim to establish a community where pupils, teachers, support staff and parents/carers/carers enjoy a sense of belonging and all have an important part to play. This policy and consequent practices apply to pupils engaged in any school activity and when out of school while in full or part school uniform.

It is understood that good behaviour is encouraged when there is a clear awareness of standards, expectations and responsibilities amongst all in the School community. It is believed that the consistent and fair application of agreed procedures will reduce instances of inappropriate behaviour. It is also seen as important that a high standard of behaviour is instilled through praise and encouragement as well as through the example set by all members of staff. Good relationships are at the heart of our school community. School encourages all members of our community to show respect for themselves and for others at all times. Bullying of any form is not tolerated. The School's Anti-Bullying policy makes clear our expectations and procedures.

PROMOTING POSITIVE BEHAVIOUR

All members of staff have the responsibility to promote good behaviour amongst pupils through acknowledging pupils' active participation in the life of the School and all of their attainments within and beyond the school day. See Appendix 3.

RESPONDING TO INAPPROPRIATE BEHAVIOUR

In the event of behaviour which is contrary to the values of School or is in contravention of the Behaviour Code, sanctions, which are not necessarily punitive, will be applied. The rationale behind the use of sanctions is to intervene at an early stage in an attempt to educate pupils in personal responsibility, to encourage self-discipline and to change future behaviour. Sanctions operate successfully when

- All pupils are aware of the School's expectations and their own responsibilities
- All staff take responsibility for the monitoring of pupil behaviour and use consistently an agreed hierarchy of sanctions
- The response is to the behaviour and not a comment on a pupil but an opportunity for restitution is provided.

The appropriateness and effectiveness of sanctions will be reviewed annually by staff and pupils through the Behaviour Committee and the School Council.

Aims

The Behaviour Policy is intended to interpret the school ethos in relation to this crucially important aspect of school life. The ethos and values of the school should be clearly reflected in this policy. This policy clearly states the school rules and conduct as agreed by the school community and approved by the Board of Governors. This policy lays out how the school rewards positive behaviour and how the school will sanction behaviour which is in contravention of the school rules, and is therefore unacceptable.

Cookstown High School strives at all times to maintain a harmonious community atmosphere and so expects:

- Respect for self;
- Respect for others;
- Courtesy and good manners;
- Respect for school property;
- Commitment to consistent hard work;
- A high standard of appearance, punctuality and attendance;
- Everyone to work collaboratively and harmoniously with their peers and staff.

Objectives

- To have a well ordered pleasant school where pupils and staff are happy;
- To promote high quality learning, teaching and academic achievement;
- To promote good citizenship and a sense of community;
- To provide guidance on the promotion of positive behaviour amongst pupils and between pupils and members of staff
- To provide a procedure for responding to situations where behaviour is inappropriate.
- To deal with problems firmly, fairly and as consistently and sympathetically as possible;
- To enhance the pupils' self-esteem, encourage self-respect and respect for others;
- To encourage pupils to develop independence by accepting responsibility for their own behaviour and to promote an atmosphere of tolerance and respect for the rights ideas and feelings of others;
- To promote self-discipline and self-control;
- To develop interpersonal skills which will help pupils to work co-operatively, give them the ability to solve problems, develop relationships and resolve conflict appropriately.
- To contribute to a sense of order and create a safe and secure environment for all in School.

It is important for all members of the school community to realise that this policy applies to them equally. A school cannot expect positive behaviour from its pupils if the professionals within it do not themselves model and demonstrate positive behaviour.

The success of this policy depends on the support of all stakeholders (staff, pupils and crucially parents/carers). The standards for behaviour are included in the Pupil Homework Diary and it is acknowledged that by entering into the contract to be a member of this school that parents/carers and pupils will act in accordance with these standards.

Roles and responsibilities

Staff

We believe that staff will succeed in their teaching or completion of their duties in school through experiencing quality in:

- a stimulating and collegiate work environment
- in-service training
- continuous professional development opportunities

All school staff, both teaching (including substitute teachers) and support staff, have the authority and responsibility for dealing with unacceptable behaviour, whether or not a member of staff has teaching or supervisory responsibilities for particular pupils.

All staff will endeavour to maintain a consistent and fair approach to supporting good behaviour by:

- Fostering mutually respectful relationships between pupils, parents/carers and staff;
- Following clearly defined procedures;
- Rewarding good behaviour and learning achievements using SIMS;
- Adopting constructive, effective and fair sanctions;
- Implementing appropriate teaching strategies to enable all pupils to achieve their potential;
- Maintaining high expectations of all pupils;
- Providing support through the pastoral system.

Pupils

The school expects that pupils will:

- Respect and follow the rules of the school;
- Use language which is appropriate and constructive, not blasphemous;
- Attend regularly, arrive in school/class on time and remain all day;
- Adhere to rules regarding uniform and appearance,
- Have homework completed, be prepared with all necessary equipment for class and to engage fully in learning;
- Always produce their best work and allow others to do the same;
- Always carry the school homework diary;
- Respect the rights of teachers to teach and pupils to learn;
- Listen carefully and follow directions the first time they are given;
- Show respect and tolerance to others;
- Deal with conflict in a non-aggressive manner;
- Accept correction and direction;
- Respect the school's property and environment and the property of others;
- Not engage or be in the company of those engaging in smoking or related activities, drink alcohol or take any illegal substances in school or whilst in uniform;
- Not bring into school any item which could, in the judgement of the school, endanger the safety of self or others;
- Follow the school procedures regarding mobile devices and acceptable use of the internet.
- Not gamble in school.

Parents/Carers

The school sees parents/carers as important partners in encouraging good pupil behaviour.

Parents/Carers can help by:

- Fostering mutually respectful relationships between pupils, parents/carers and staff;
- Sending their children to school on time, every day, in the correct uniform, with their homework completed and with all the necessary equipment;

- Supporting the school in its high expectations of pupil behaviour and high standards of achievement;
- Maintaining regular communication with the school, including providing absence notes, attending parents' meetings, keeping appointments and signing the homework diary every week;
- Informing the school of concerns which may affect their child's learning;
- Encouraging and supporting their children's academic progress;
- Providing the school with feedback on how policies and practices might be made more effective.

School standards, expectations and rules

There are three main principles which underpin all of the content in the code of conduct:

- *I will keep myself and others SAFE*
- *I will come to school READY to learn*
- *I will show RESPECTFUL attitudes and conduct to all*

At the point of registration with the school, parent/carer and pupils are asked to sign, agreeing to accept the school's standards, expectations and rules. The standards for behaviour are included in the Pupil Homework Diary and it is acknowledged that by entering into the contract to be a member of this school that parents/carers and pupils will work in partnership with school to uphold these standards.

Thereafter, following suspension or involvement in serious disciplinary matters, the pupil and parent/carer may be asked to reaffirm their support for these by signing an agreement. Following a period of suspension, a Risk Assessment will be agreed to minimise the risk of the pupil re-offending in a similar fashion. A pro forma for the Risk Assessment is included in the appendices. Appendix 2

Rewards and Achievements

Pupils' achievements are recognised in a number of ways, including in Assembly announcements, use of the school web site, social media and wider publicity and in events such as Prize Day and the Key Stage Three Celebration of Achievement Event.

The school operates a system of achievement points to encourage good citizenship and positive work ethic. Pupils may earn achievement points in a variety of ways, including:

| Achievement |
|--------------------------|
| Excellent Effort |
| Good contribution |
| Helpfulness |
| Marked Improvement |
| Outstanding work |
| Good practical work |
| Extra-curricular (other) |
| Music Endeavour |
| Sporting Endeavour |

These reward points are recorded on SIMS (visible to parents through the Parent App) and will be used to reward pupils appropriately. Pupils will be commended for their Achievement Point accumulation at regular intervals throughout the year both formally and informally.

School also operates a House System where pupils are rewarded house points for achievements and participation in house events and competitions. Pupils are placed into one of four houses (Lissan, Coolnafranky, Drum and Killymoon) when joining the school. Gaining an Achievement Point also contributes to the overall House point total and this is recognised termly and at the end of the year with the best House getting awarded the House Cup during the end of year assembly.

Celebrating Success

Awards are presented when a pupil reaches a threshold of Achievement Points during the academic year.

Pupils achieving:

5 points = commendation from Form Teacher

10 points = Certificate from Head of Year (additional 3 house points) – awarded in Year Assembly

30 points = Certificate from Vice-Principal (additional 7 house points) – awarded in Whole School Assembly

40 points = letter from Principal (additional 10 house points) – awarded in Whole School Assembly

50 points = Postcard from Board of Governors (additional 15 house points) – posted home

In each House Group a “pupil of the House” certificate is awarded to the individual pupil with the most net points at the time of the House Assembly. House certificate winners are publicised on school social media.

House Assembly is held every half term. This is led by the House Leader or Deputy House leader (assisted by senior pupil House Captains). The House Leader will highlight the success of the collective group and award the “pupil of the House” certificate as well as provide detail on upcoming House events. The competitive and supportive aspects of the House system act as a motivation towards good corporate positive behaviour. A House Cup is presented at the end of the year during the end of year assembly.

Behaviour Points

Points are also given in response to inappropriate behaviour. This behaviour may include:

| Behaviour | |
|----------------------------|----------------------------------|
| Disruptive behaviour | Lack of effort in class |
| No Books/Equipment | Lateness |
| Lack of respect | Using mobile phone |
| Deadlines not met | Uniform infringement |
| Late Homework | Eating in class |
| Incomplete homework | Failure to produce absence notes |
| Not following instructions | |
| Excessive Talking | |

The accumulation of behaviour points is monitored by Form Tutors and Heads of Year, and sanctions are given as appropriate.

Sanctions

Behaviour which restricts or limits teaching and learning or negatively impacts upon the school experience for self or others will lead to a sanction. This is also preparation for life beyond school as there are always consequences for our actions. Examples of consequences that could be deployed following poor behaviour/attitude or infringement of school rules are:

- Verbal reprimand;
- Move place in class;
- Additional task/extra work;
- Removal to nearby classroom (CL);
- Detention at break or lunchtime organised by subject teacher/CL;
- Use of departmental reporting system/subject report, with subject specific targets;
- Whole School Detention after school;
- Behaviour Report;
- Education/Behaviour Plans;
- Referral to Pupil Support;
- Meeting with parent/guardian;
- Uniform report;
- Attendance/Punctuality report;
- Lunchtime reporting;
- Target setting;
- Change of timetable/class;
- Removal of privileges such as out of class activities;
- Withdrawal from the school canteen for a specified period of time;
- Withdrawal from representing school for a specified period of time in an extra-curricular event;
- Parental supervision in class;
- Placed into parental responsibility at break and lunch time;
- Suspension;
- Interview with representatives of the Board of Governors;
- Expulsion;
- Removal of privileges such as attending the Sixth Form Formal, going to the Leisure Centre for lunch (Year 12)

Break Detention

A member of teaching staff may issue a break-time detention in response to a classroom based or subject specific infringement. Failure to attend this would result in an after school detention.

After School Detention

- A HOY will authorise a detention in response to significant incident of poor behaviour or repeated infringements of school regulations, with the aim of supporting the pupil towards positive behaviour.
- After school detention
- Reflective work based on the infringement will be provided for the pupil during this detention.
- After school detention will be given if a pupil does not attend a break/lunch detention.
- Failure to complete the work as requested or engage with the instructions of the supervising member of staff will result in a repeat after school detention.

Special Detention

If a pupil receives three After School Detentions or does not attend an After School Detention (apart from exceptional deferral by arrangement with the Principal, Vice Principal or a Senior Teacher) they must attend a Special Detention after school on a Friday. Failure to comply with the detention regulations may result in suspension.

Pupil Support

A placement in Pupil Support may be considered by the school to be appropriate on a short, medium or longer-term basis. It may be used to support a pupil who works better in a more secure and smaller learning environment or as an opportunity to reflect for a pupil who has not been able to maintain an acceptable standard of behaviour. While in Pupil Support, pupils will be expected to continue with their learning and they will have supervised break and lunch-time.

Pupil Support is part of school management procedures and it is not open for pupils or parents/carers to decline a placement Pupil Support nor is it an option which may be chosen in preference to another sanction such as detention.

Suspension

This may be considered appropriate for serious misbehaviour in or out of school, for example causing danger or damage to self, others or property, continued or serious defiance of authority or damage to the school's reputation.

Suspension is for up to five days initially according to the regulations; there is provision for extension. Parents/carers/ will be notified in writing and asked to come to the school to discuss the matter and reaffirm their support for the school's standards, expectations and rules by reviewing and resigning an agreement. The pupil will also be asked to sign that agreement. Failure to co-operate with the school following a suspension might lead to further suspension. In cases where the member of staff does not believe the pupil intends to comply with school upon their return the period of suspension may be extended.

Pupils will be supported on their return through the school pastoral structure and by the completion of a Risk Assessment to help manage their return to school.

Suspension is a serious sanction which forms part of a pupil's school record and could, in certain circumstances, be referred to in references or other information which is regularly requested by colleges, universities and employers. Suspension is carried out in line with the relevant regulations and is reported to the Education Authority and the Board of Governors.

Further information on suspensions and risk assessment may be found in the appendices at the end of this document. See Appendices 1&2.

Parental supervision

Where the school feels that, due to circumstances surrounding the behaviour of a pupil, it can no longer take responsibility for the behaviour of a pupil, parents/carers will be asked to come into school to supervise that pupil in class, in detention, in Pupil Support or take responsibility for that pupil over breaks and lunchtimes.

The school believes that this approach has much value in that it keeps a young person in school yet sends a clear signal that parents/carers support the school and both care enough about their education to establish these arrangements.

Interviews with representatives of the Board of Governors and/or an officer of the Education Authority

Where a young person has failed to respond positively to continued interventions made by the school, parents/carers and other relevant outside agencies, it may be necessary for that young person and parents/carers to meet with the Board of Governors to consider their future at the school.

Expulsion

This may be considered for continued or serious misbehaviour which disrupts the life of the school or which is threatening to other people. In such circumstances the Scheme for Suspension and Expulsion of Pupils in Controlled Schools April 2015 will be followed.

Supporting pupils to achieve their potential

As stated throughout this policy, at Cookstown High School we believe that the most effective and rewarding way of managing pupil behaviour is to praise and recognise good behaviour.

Where pupils are experiencing difficulty conforming to the expected standards of behaviour in Cookstown High School, various strategies may be employed to help them improve.

Daily Report – Stage 1 (See SEN Code of Practice Below)

Daily Report – Stage 2 (See SEN Code of Practice Below)

Although listed as a sanction or consequence for behaviour contrary to the school code of conduct this serves the dual purpose of enabling the Form Tutor & Head of Year to keep a check on behaviour and to provide instant feedback on satisfactory aspects of behaviour. This is particularly effective as a parental interview will take place before this report is issued. Some pupils or parents/carers may even request to be put on report when they feel their behaviour is slipping. Reports may be A) Monitoring (comments on behaviour recorded by staff in SIMS) OR B) Full (targets set by Form Tutor/Head of Year, assessed by teaching staff plus comments).

Additional needs in terms of emotional regulation may also be identified as a result of monitoring and one to one sessions dealing with issues (including anger management) may also be used to help pupils develop strategies to identify and improve their behaviour.

Where appropriate, for a time bound period, “time out card” may be provided for pupils to allow them to withdraw themselves from a situation they feel they may not be able to manage appropriately and take themselves to their Head of Year or available member of Senior Leadership Team. A record of card usage will be retained by the Head of Year to assist with identification of possible triggers for behaviours.

Pastoral staff will assist with a referral to the most appropriate agency available. Current support agencies in school include referral to Family Works school counsellor, referral to BOOST programme, and referral to GP (for additional CAMHS support or other relevant agency).

For pupils whose attitude or behaviour are deteriorating rapidly and/or deemed to be at risk of permanent exclusion or of dropping out of school altogether a multi-disciplinary meeting will be organised which will include school, pupil and parent/carer and may involve external services (for example Education Welfare Service, Education Psychology, Family Support Intervention Service, CAMHS, Education Authority Behaviour Support liaison, Social Services or similar).

The meeting will consider the causes for concern and draw up a plan to improve the situation. In drawing up any plan Cookstown High School will, in discussion and consultation with others:

- consider offering additional specialist support and/or counselling

- review any learning difficulties and put in place a remedial programme where necessary
- consider change of class/set
- consider modification to the curriculum offering
- consider modification to the school day
- consider an application to alternative provision. (Any EOTAS provision has the benefit of keeping the pupil in education whilst removing the difficulties associated with confines of the school environment and avoiding permanent exclusion).

Special Needs Code of Practice

Under the Code of Practice continuing poor behaviour is considered to be a special need. The following guidelines refer to the first three stages of the Education Authority Policy for Special Educational Needs which is in line with the Code of Practice (1998).

Stages

Stage 1 The pupil will be on an Education / Behaviour Plan drawn up in consultation with the parent, pupil and **Head of Year or Form Tutor**. This plan will be followed for a minimum of 6 weeks. At the Review the pupil may be taken off Stage 1, remain at Stage 1 or move to Stage 2.

Stage 2 If there is no significant improvement at the 6 week review of Stage 1 and the pupil is still displaying behavioural problems the pupil will be moved to Stage 2 by the Head of Year. He/she will follow this Education/Behaviour plan for a minimum of 6 weeks. At the Review the pupil may be taken off Stage 2, remain at stage 2 or move to Stage 3. There will be liaison with the SENCO.

Stage 3 A move to stage 3 could occur when:

- There is no significant improvement at the 6 week review of Stage 2 and the pupil is still displaying behavioural problems;
- A pupil has been on Stage 2 on more than one occasion;
- There have been frequent, short term referrals to Pupil Support;
- There has been repeated defiance of the school rules;
- There is an emerging pattern of unacceptable behaviour;
- There are emotional needs which warrant Stage 3 intervention;
- There are learning needs which warrant intervention.

At Stage 3 the Education Authority will be involved.

Other aspects of the School Positive Behaviour policy

The school has specific rules on a wide range of aspects of school life, examples of these include use of mobile phones, attendance at the Sixth Form formal, Year 12 receiving a pass allowing them to go to the local Leisure Centre at lunch time or acceptable attitudes on the sports field. The principles and practices set out in this policy also apply to these and when pupils reach the stage where these specific rules apply they will be informed of the details.

A pupil's behaviour record may also be considered when requesting entry to Sixth Form.

Further details of aspects of this policy may be found in the homework diary.

If a parent or pupil wishes to discuss this policy, provide suggestions for improvements or seek clarification please contact the Vice-Principal Pastoral or appropriate Head of Year at the school.

Important note: All members of staff, teaching and non-teaching, have the authority to insist that pupils keep to the school rules and to report those who do not do so.

The ability of the school to ensure good order and implementation of this policy is not dependent upon the cooperation of pupils or parents/carers, though we appeal to all stakeholders to assist us in the discharge of our duties.

Linked documents

This policy should be read in conjunction with:

- Anti-bullying Policy
- Pastoral Care Policy
- Appearance Code
- Child Protection and Safeguarding Policy.
- Online Safety Policy and Bring Your Own Device Policy

Appendix 1: Further details on suspension

Suspension of a pupil is a serious matter and will only be considered by the school when the school believes that other sanctions are not appropriate due to the nature of the offence committed.

Suspension becomes part of a pupil's school record. In certain circumstances this information might be used in references to other agencies or potential employers. Suspension information is sent to the Education Authority.

Suspension can be for up to five days initially and thereafter, if circumstances warrant, may be extended.

Pupils are covered by these sanctions on the way to or from school, in the school grounds at any time, in the buildings themselves, when representing the school, at any school function or in any other way appearing in public while in school uniform.

Reasons why a suspension might be given

- Bullying
- Assaulting someone
- Verbal abuse or swearing
- Aggressive or threatening behaviour
- Continued flouting of school rules
- Refusal to follow the instructions of any staff member
- Refusal to accept other forms of sanction
- Defiance towards HOY or Vice Principal during a return to school meeting
- Malicious damage or behaviour; this includes vandalism
- Where a pupil is in possession of, or involved with, inappropriate sexually explicit material of any kind
- The possession of illegal substances or any substance or item judged to be a potential threat to the well-being of pupils, staff or premises
- The possession of any item judged to be intended for inappropriate use
- Any behaviour which is judged to be potentially illegal, such as theft or posing a danger to others
- Inappropriate use of a mobile phone during the school day; mobile phones should not be switched on or used between 9:25am and 3:55pm
- Where the Principal has cause for very grave concern due to the unacceptable behaviour of a pupil
- Where the Principal judges that a pupil is causing serious problems for organisation and discipline within the school
- Where the Principal judges that a pupil's continued presence is infringing the rights of other pupils to be taught and to learn
- Where the Principal judges that a pupil's presence is placing unreasonable physical or psychological demands on a member of staff, thereby infringing their rights to a safe, healthy working environment
- Inappropriate or unauthorised use of the school Internet
- Where expulsion is being considered

Early Study leave

March onwards is a time of very focused, serious work preparing for public examinations.

If, in the judgement of the school, a pupil in one of these year groups demonstrates by his or her behaviour that he or she is not interested, or is unwilling to participate fully in examination preparations and in so doing distracts staff or other pupils from their own work or causes a general disturbance around the school, then this pupil will be placed on early study leave initially. This may be extended by permission of the Chairman of Governors if the school still believes that, on balance, the pupil would, on returning, continue to disrupt the learning of others.

The school believes that if a pupil on study leave works to a revision programme at home, they will not be disadvantaged because the pupil will have sufficient notes and other materials by that stage for examination preparation work to be done successfully at home. Any further work which the pupil is not present for in school will be made available to them.

Examinations

A pupil will be suspended from admission to an examination session or removed from a session if the school judges, from past or current behaviour, that the pupil's presence is likely to undermine the authority of the supervisors, disrupt the examination for others or lead to a general lowering of the standards set by the school for examination participation.

In such circumstances the pupil will lose the opportunity to sit an examination*.

Such suspension will continue to apply unless a parent of the pupil attends to supervise the pupil.

This also applies to behaviour in and around the school before or after examinations, not wearing proper school uniform, not following the school rules on hair and jewellery and having mobile phones in the examination hall.

*A pupil may lose the opportunity to use Cookstown High School as an examination centre for public examinations. The pupil may be asked to find an alternative centre. Any additional resulting costs will not be met by the school.

Other consequences of suspension

A Risk Assessment will be prepared in respect of any pupil returning from suspension. Such pupils may not be permitted to participate in extracurricular activities during the time of the suspension and may not be permitted to participate in extra-curricular activities for a period of time thereafter.

Senior pupils will not be able to attend the Sixth Form Formal if they have been suspended in the 12 months prior to the date of the formal.

Year 12 pupils may lose their right to go to the Leisure Centre for lunch.

*Not valid under Covid circumstances****

Appendix 2: Risk Assessment Pro Forma (for return to school after suspension)

Risk Assessment

Name _____ Class: _____ Date: _____

Other Support Involved: FT, HOY, Pastoral VP

Background Information:

xxxxx has had a number of Behaviour Points (__ date __ / __ / ____) for classroom disruption and inappropriate behaviour.

Targets to Address Risk/s:

- 1 I will comply with school rules
- 2 I will behave in a safe manner
- 3 I will engage with my learning

Management Plan:

Do's

- Challenge xxxx if he is engaging in unsafe or inappropriate behaviour
- Challenge xxxxxxx if he does not complete work of a high standard
- Record all incidents of poor behaviour on SIMS and email CA/HOY regarding more serious issues
- Sanction inappropriate behaviour in line with the positive discipline policy

Don'ts

- Allow poor behaviour to go unchallenged;
- Escalate a given situation
- Engage in confrontation

Additional measures

Monitor; Review Date Set: E.g. HOY / FT / SENCO

Signed: _____ Date: _____

Appendix 3: Strategies to promote and encourage positive behaviour

Strategies include but not limited to the following:

High Quality Pastoral Care

The pastoral team together with the entire staff strive to ensure that all pupils are given the necessary support and care throughout their School career (see Pastoral Policy for more detail).

Trained Sixth Form Peer Mentors assist staff by giving valuable additional support to pupils in Year 8.

The House System

This offers a very wide range of opportunities for pupils of all ages to contribute to the life of the School and to have a sense of community. The four Houses have a most important role to play in helping pupils to develop vital skills for life through participation in Inter-House competitions and events.

Extra-Curricular Activities

There is a wide range of such activities available in Cookstown High School. Pupils are encouraged to participate in these; attention is paid to their suggestions for the introduction of additional activities. New interests, skills and friendships flourish supported by the enthusiastic involvement of staff.

Charity efforts

Pupils are encouraged to become involved in fund raising for worthy causes. This is often through individual form classes or whole school efforts such as Christmas Jumper Day or Harvest Food Bank Appeal. Every year thousands of pounds are raised for a range of charities chosen by pupils.

School Council

Representatives from all form classes take part in this organisation, which meets on a regular basis to contribute to whole school decision making.

Posts of Responsibility

Pupils in posts of responsibility make a most important contribution to the promotion of positive behaviour, particularly in their capacity as role models.

Many pupils in Sixth Form are offered the opportunity to take on responsibility. These can be as elected Office Bearers, selected Peer Mentors or as Committee members on a voluntary basis.

Publication of pupils' work and achievements

This can include the publication of creative work and acknowledgement of achievements in the School Magazine or on the School Website.

Display of pupils' work

Teachers are encouraged to acknowledge pupils' effort by displaying current work in their classrooms/corridors.

Prize Distributions

Prize Day and Key Stage 3 Celebration of Achievement events. These provide more formal occasions for pupils' academic and non-academic achievements to be celebrated.

Assemblies

These occasions provide opportunities to promote and celebrate positive behaviour. They are sometimes pupil led which allows them to further develop useful life skills such as organisation, communication and taking responsibility as well as promoting the ethos of the School. Assembly provides a platform to highlight online safety or other key messages such as Anti-Bullying and the Christian ethos of the school.

Positive comments on reports and at Parent Consultations

This is a way for staff to acknowledge and commend positive behaviour.

Effective Classroom management

Teachers are encouraged to:

- actively promote good relationships with their pupils
- address their pupils by their first name
- allow pupils to co-operate with one another on shared tasks
- provide pupils with opportunities to exercise choice, act responsibly and show initiative
- mark pupils' work positively and constructively
- show that each pupil's contributions and opinions are valued by others

Growth Mindset

Posters reminding pupils about having the right attitudes and dispositions to school and learning are displayed around the school in corridors and encouraged during Tracking Intervention mornings (following tracking events).

Tracking Intervention sessions

Form teachers discuss pupil achievements and aspirations/targets for future planning in terms of academic progress.