

POSITIVE BEHAVIOUR POLICY

JUNIOR SCHOOL VERSION

Revised: August 2017
Next Revision: August 2018

“Good behaviour is a necessary condition for effective teaching and learning to take place”

Campbell College Junior School accepts this principle and seeks to create a positive learning environment, which encourages and reinforces good behaviour.

1. GUIDING STATEMENT

Junior School sets out to create a supportive, positive and hard-working atmosphere, where all pupils are valued equally and encouraged to develop their talents in an environment of mutual respect and support. It is therefore our policy to provide a safe and supportive learning environment for all our pupils.

Rules and regulations exist throughout life and no less so in the life of our school. We believe that our pupils need to be prepared for life and work and to learn to accept that rules have to be respected.

When lapses of behaviour take place, it is intended that a positive approach to behaviour management will be adopted, with the emphasis placed on promoting desirable behaviour in the future. This involves acknowledging a pupil's potential to improve and learn from mistakes.

2. AIMS

- To encourage above all an awareness of the importance of self-discipline, honesty, integrity and responsibility.
- To promote good behaviour and discipline which are essential to effective learning.
- To enhance pupils' self-esteem and foster a spirit of openness and cooperation by placing a greater emphasis on praise and reward rather than on punishment and control.
- To provide guidance within our school community to promote positive behaviour.
- To clarify for staff, parents and pupils the lines of referral in matters of school discipline.
- To lay out clearly our code of conduct and what constitutes a breach of discipline.
- To promote partnership between home and school.
- To ensure an appropriate standard of manners and common courtesy.
- To encourage staff to adopt a pro-active approach to behaviour management, preventing problems before they surface instead of having to react to them

3. LINKS TO OTHER POLICIES

Essential guidelines for management of school discipline throughout the school are provided by the following policies:

- Anti-Bullying
- Safeguarding and Child Protection
- Smoking, Alcohol and Drugs
- Pastoral Care
- Electronic Safety (includes Internet Acceptable Use and the Use of Mobile Devices)
- Uniform and Appearance
- Attendance and Punctuality
- Use of Reasonable Force
- Special Educational Needs
- Educational Visits
- Suspension and Expulsion.

These policies are to be read in association with this policy and are deemed to be part of it.
[Policies are reviewed and updated regularly]

4. SCOPE

This policy will apply to pupils during the school day, when on school trips, when in school uniform, when representing the Junior School and when engaging in school activities.

Teachers have the authority to take disciplinary action against pupils for negative behaviour outside the College premises when:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some way identifiable as a student of the school
- Damage is caused to College property
- When the behaviour
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school
 - Affects a member of College staff

On occasions, the College cannot intervene or sanction a pupil for an incident which occurs outside school; the College may deem another agency more appropriate to deal with an incident (e.g. parents/guardians, Social Services or the PSNI).

5. THE JUNIOR SCHOOL RULE

There is one simple rule:

“Do your best at all times”

6. THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to promote positive behaviour.

It follows that lessons should have clear objectives, understood by the pupils, and differentiated to meet the needs of children of differing abilities. Effective and regular marking of work can be used as a supportive activity, providing feedback to the pupils on their progress and their achievements, and as a signal that their efforts are valued and that their progress matters.

7. CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued.

Relationships between the teacher and pupil are built upon clear and fair strategies for encouraging good behaviour, all have a bearing on the way pupils behave. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills which will enable the pupils to work in co-operation with others.

Teachers should endeavour to prevent problems before they surface instead of having to react to them.

Junior School **SUPER** Code

SStandards

We are caring
We tell the truth
We behave well
We have good manners
We are great role models
We inspire others
We are proud of our school
We represent our school well
We are good sportsmen

Uniform

We wear our uniform with pride
We take pride in our appearance
We look after our belongings

Progress

We are keen to learn
We try hard to improve
We achieve our targets
We celebrate achievement

Effort

We always try our best
We celebrate effort

Respect

We keep ourselves safe
We work well as a team
We celebrate diversity
We show respect to others
We listen without interrupting
We look after our school
We care about the environment

9. RIGHTS AND RESPONSIBILITIES

Pupils have the right to:

- a high quality education;
- feel safe and secure in school;
- be an individual and feel proud of their achievements;
- be treated by other pupils and staff fairly and with respect;
- receive help, support and encouragement for their particular needs at school;
- be listened to and offered opportunities to have their opinion heard.

Pupils have the responsibility to:

- do their best at all times;
- respect individual differences, and to behave in a way that respects the rights of fellow pupils;
- treat staff, fellow pupils and members of the public with respect and in a mannerly and courteous manner;
- report unacceptable incidents : to do nothing is supporting the bad behaviour;
- behave in a way that upholds the good name of Junior School;
- behave in a way that respects the role of staff and the rights of others;
- not to be knowingly near or involved with those who are engaging in negative behaviour.

Parents have the right to:

- a safe, well managed and stimulating environment for their son's education;
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- be well informed of their son's progress and prospects;
- be involved in key decisions about their son's education.

Parents have the responsibility to:

- ensure their son attends school regularly and arrives in good time (before 8:40am), with homework done, and suitably equipped for the lessons ahead;
- be aware of the Junior School's expectations and procedures and encourage their son to abide by them;
- support the Junior School and respect the disciplinary authority of all staff;
- show interest in their son's class work and homework providing suitable facilities for studying at home;
- act as positive role models for their son in their relationship with the school;
- attend planned meetings with teachers;
- provide the school with all necessary background information about their son, including concerns, medical needs, Special Educational Needs, or home circumstances;
- Parents have a legal duty to ensure: ***“every child of compulsory school age shall receive efficient full time education suitable to age, ability and aptitude and to any special educational needs he may have, either by regular school attendance or otherwise”*** Education and Libraries (NI) Order 1986
[This equally applies to Punctuality]

Teachers have the right to:

- Work in an environment where common courtesies and social conventions are respected;
- Express their views and contribute to policies which they are required to reflect in their work;
- Opportunities for professional development;
- Support and advice from senior colleague and external bodies.

Teachers have the responsibility to:

- Behave in a professional manner at all times;
- Ensure that all lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- Show interest and enthusiasm in the work in hand and in their pupils learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- Identify and seek to meet pupils' special educational needs through the SEN code of practice;
- Share with parents any concerns they have about their child's progress and development;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development.

Adapted from Pastoral Care in Schools: Promoting Positive Behaviour

DENI 2001.

10. EXPECTED BEHAVIOUR AT CAMPBELL COLLEGE JUNIOR SCHOOL

In order to create the best opportunities for learning, and to provide a well-managed environment for their education, we have the following expectations of the boys:

Attendance / Punctuality

- Boys must be in school by 8:40am
- Boys should have a high attendance rate and only be absent for very valid reasons.

Appearance

- School uniform must be worn correctly, and pupils should be well presented
- Hair should be tidy and of an acceptable length and style
- Jewellery and piercings are not acceptable.

In Class

- Pupils should arrive to class on time
- Homework must be correctly recorded
- Homework must be done
- Pupils should abide by the simple rule '*Do your best at all times*'
- Be courteous and respectful to the teacher and to your peers
- Bring the correct books and equipment to class

Around the School

- Do not drop litter and respect school property
- Ensure you stay within bounds
- Behave appropriately in the corridors and within the grounds
- If mobile phones are needed after school, pupils must hand them into class teacher or office for safekeeping during the school day and collect them at the end of school.

General conduct

- Be polite, well-mannered and courteous to all members of the public and the Campbell community
- Always be an honest and upstanding member of the Junior School
- Represent the school correctly at all times
- Respect the school buildings and other persons' property
- Never be involved in any form of bullying, name-calling or unpleasantness
- Adhere to the Policies and Procedures of Junior School

| WE VALUE | WE DO NOT TOLERATE |
|--|---|
| Hard work Honesty Good Manners Facing up to consequences Being kind to others | Lack of effort Dishonesty Rudeness Aggressive behaviour or language Bullying |

In order to preserve personal safety and good health, we have the following expectations:

Respecting Bounds/Leaving School Grounds

- Pupils must respect the bounds regulations currently in force.
- Pupils must not leave the school unless an arrangement has been made by parents/guardians. Before leaving Junior School with their child, parents must sign-out at the Office and sign-in on return.

Promotion of good health

- Games are compulsory. Pupils may only be excused from games if they have written permission from a parent/guardian. Pupils who are 'off-games' will be looked after by the off-games supervisor. Pupils must also provide a note if they are to be excused from PE.
- Boys are forbidden from possessing or using tobacco (including electronic cigarettes) or alcohol
- The College will not tolerate the possession or use of illegal drugs

School Property and Personal Property

- All garments and articles of personal property must be clearly labelled with the owner's name
- Pupils must ensure that their property is kept safely in their bags
- Pupils remain responsible for the safety and security of their own personal property; therefore expensive items should not be brought into the College
- Books, apparatus or school property lost or damaged must be paid for or replaced
- Betting or gambling in any form or by any means is forbidden
- No one may buy property from another pupil, or sell property to another pupil without permission from a member of teaching staff

Safety of Members of the College

- It is forbidden for any pupil to tamper with or otherwise misuse fire extinguishers or alarms or any other items relating to the safety and security of the College
- Pupils are forbidden to have in their possession at any time dangerous items such as knives, fireworks, lighters, laser pens or other items that may harm others.
- Pupils must never endanger the health of those who suffer from severe peanut allergies by bringing peanuts or products containing peanuts into school
- Pupils should not jeopardise the safety or health of another member of the College.

Electronic Safety

- Cameras, including phone-cameras and all other means of recording images and sound may not be used without the express permission from a member of staff
- Pupils who make use of the College ICT facilities, which includes gaining access to the internet and communicating electronically, must first sign a copy of the Junior School's E-Safety and Acceptable Use Agreement, and must, at all times adhere to the E-Safety and Acceptable Use Policy.

In order to maintain the good name, environment and public image of the College, we have the following expectations:

- Pupils must wear their uniform correctly, and with pride and abide by the regulations stated in the Uniform and Appearance Policy.
- Pupils must behave with courtesy and respect to one another and to members of the public
- No one may use the school name, badge, crest or motto for personal reasons without permission
- Pupils must take pride in the appearance of the campus. Litter should be placed in bins; pupils may only eat in the designated areas.
- Graffiti and vandalism are not tolerated.
- Pupils may not chew chewing gum
- Pupils must never bring the College's good name into disrepute through any form of act or means of communication (including electronic communication).

11. EXPECTED BEHAVIOUR ON EDUCATIONAL TRIPS AND VISITS

Pupils who are participating in any extra-curricular activities/trips are ambassadors for the school and their parents. As such we have the following expectations:

Pupils are expected to:

- cooperate fully with all staff (teaching and supervisory) at all times;
- avoid taking unnecessary risks, and tell the group leader of anything that may hurt them or others within the group;
- take responsibility for their own property and respect that of others;
- behave with courtesy and consideration to all members of the party, as well as members of the public with whom they come into contact;
- keep clean and tidy any facilities that they use, including means of transport;
- report punctually for any activities, tours etc;
- refrain from smoking, drinking or taking illegal substances, or be knowingly near those who do;
- advise staff immediately about any problems or concerns experienced during the visit;
- adhere to the normal school rule regarding the appropriate use of cameras or mobile devices and seek consent from a member of staff to take photographs of staff or other pupils.
- dress sensibly and responsibly (especially when uniform is not required) being sensitive to local codes and customs;
- Maintain appropriate relationships with others that they may come into contact with;
- Act as ambassadors of the College and behave in a way that maintains the College's good name.

In addition, for residential trips:

- treat accommodation and facilities appropriately. Damage caused or discovered must be reported to a member of staff at once;
- be aware of the health and safety regulations of the accommodation;
- adhere strictly to the deadlines for 'lights out' set by staff. All pupils must then remain in their rooms until the following morning
- follow the group leader's arrangements for contacting a member of staff after curfew;
- NOT enter a bedroom other than the one you have been assigned (unless permission has been given by a member of staff).

It may be necessary to stop a pupil from attending an education trip if members of staff have concerns regarding the conduct, welfare, work ethic or attendance of a pupil.

In serious cases of negative behaviour, or when the staff have concerns over the welfare of a pupil, the pupil may need to be sent home early from the visit/trip and parents will be responsible for making the necessary arrangements and any costs arising. A pupil may be barred from subsequent educational visits.

12. RECOGNISING ACHIEVEMENT AND POSITIVE BEHAVIOUR [REWARD STRUCTURE]

Junior School aims to motivate its pupils and create an appropriate environment for effective learning and teaching and every opportunity should be taken to recognise effort, attainment and positive behaviour. Instant recognition is achieved with supportive gestures and comments in class and through more formal opportunities such as:

- Supportive comments noted on written work
- House points
- Dojos (electronic House Points)
- Recognition of achievement by Head of Junior School, class teachers and classroom assistants
- Pupils visit Head Teacher's office
- Head of Key Stage Award
- Recognition in reports and progress cards
- Recognition in Keystage Assemblies
- Recognition in Whole School Assemblies
- Given posts of responsibility (House Captains, Librarians, ICT Leaders, Eco-Committee, Sport's Team Captains etc.)
- Prizes and awards for academic, musical, dramatic and sporting excellence are presented on Prize Days.

Every opportunity should be taken to praise pupils who have previously been associated with negative behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

House Plus Points

Where boys show a level of commitment to their work or positive behaviour above the expected level, classroom teachers can award plus points.

Plus points are awarded for:

- Consistent effort in class
- Consistent effort in homework
- Courtesy, manners and conduct
- Significantly high assessment
- Notable improvement (Effort/Behaviour)
- Notable Improvement (Attainment)

Progress Cards Commendations

Effort Grades which earn House points are given in progress cards at half-term, and in reports at end of term, along with comments from teachers and Head of Junior School.

House Competitions

Throughout the school year a number of House competitions are held. Each pupil in each House participates and contributes to their House points total or House teams. Cups are awarded on Prize Days to winning Houses.

Positions of Responsibility

Pupils can hold positions of responsibility in the Junior School which recognise positive behaviour, their personal skills and talents and positive contributions to school life. They are not simply a reward but bring with it an expectation that the pupil will rise to the challenge that the position of responsibility brings.

Responsibilities within teams, clubs and societies

- Team and Club Captains
- **House Captains** – new captains at the beginning of each term for each house
- **School Council** – elected from each class from Prep 4-7
- **Librarians** – new librarians for each class each term
- **ICT Leaders** – pupils who show real competence are appointed to assist in ICT
- **Eco Committee** – elected from each class from Prep 4-7
- **Charity Committee** – elected from each class from Prep 4-7
- **Buddies** – Prep 7 pupils linking up with Prep1 pupils to form a "Buddy" partnership, with older boys being excellent role models
- **Class room duties** – pupils given specific responsibilities in the classroom for specific periods of time

13. RESPONDING TO UNDERACHIEVEMENT AND NEGATIVE BEHAVIOUR [SANCTION STRUCTURE]

Although the Junior School's emphasis is very firmly on both the recognition of rewards for good conduct and a positive attitude to learning, it is important that it also sets out the sanctions it will use when pupils do not meet the expectations outlined in the Code of Conduct.

Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly.

Disciplinary sanctions have three main purposes:

1. To impress on the pupil that what he has done is unacceptable;
2. To deter the pupil from repeating that behaviour;
3. To signal to other pupils that the behaviour is unacceptable and thereby deter them from doing it.

Advice to Staff

The application of sanctions is more likely to promote positive behaviour if the process is seen as being fair. Teaching staff are advised to:

- Make it clear during any investigation that it is in the pupil's best interests to tell the truth
- Make it clear that a sanction is being applied to deal with the pupil's behaviour and not to stigmatize the person. Deal with the pupil directly and not to humiliate or degrade him in front of his peers; however there are times when it may be appropriate to challenge behaviour directly when it affects the class as a whole.
- Make the pupil fully aware of the issue with his behaviour, the expectation he has not met and the behaviour that is now expected. Sanctions should not just be automatic.
- Avoid whole-group sanctions that punish the innocent
- Avoid an early escalation towards sanctions, reserving them for more serious or persistent misbehaviour
- Use a sanction that is sufficient for the pupil to learn from his mistake and to recognise how they can improve their behaviour.
- Make the pupil aware of the next step if the behaviour does not improve

Sanctions should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of an expectation, would be all that is needed. Staff should consider when it might be appropriate to encourage pupils to reflect on the harmful effects of their behaviour, rather than impose a sanction; for example, through writing an apology letter, a written account of the problem, writing a behaviour contract or through individual or group discussions aimed at repairing any harm.

We believe that restorative justice is a powerful tool to encourage pupils to actively right any wrongs and learn from mistakes.

Encouraging pupils to take responsibility

Where possible, an attempt should be made to discuss the consequences of negative behaviour and encourage the pupil to take ownership of his actions. Attempting to link the concept of sanctions to the concept of choice, helps pupils see the connection between their choice of behaviour and its impact on themselves and others. The intention is to encourage and teach pupils to take responsibility for their own behaviour.

Sanctions

Sanctions should be applied when rewards have failed, or where it is necessary to show appropriate disapproval.

Although this is not intended to be an exhaustive list, sanctions can include:

- Verbal warning
- Imposition of Extra work / carrying out a useful task
- Suspension of privileges / Time-Out of class (under supervision)
- Break-time detention
- Lunchtime Detention
- Phone call home
- Daily Report : Class teacher, Head of Key Stage
- After-School Detention
- Withdrawal from a school trip or event
- Letter or note in Prep diary to parents
- Interview with parents
- Behaviour Plan
- Formal oral warning
- Formal written warning
- Time out of timetable ('internal suspension')
- Suspension
- Expulsion

Guidance on sanctions and lines of responsibility is given in appendix 1

Support of Pupils

- **Referral to Learning Support**

A Head of Key Stage, in consultation with the Pastoral Co-ordinator/Head of Junior School, may seek the advice of the Junior School SENCO about behaviour or academic progress. This occurs when a pupil exhibits significant and sustained behavioural difficulties. The SENCO can advise on developing a Behaviour Plan for that pupil.

- **Referral to External Agencies**

Junior School may seek advice and support from external agencies such as the Education and Welfare Service, the Educational Psychology Service, Behaviour Support Team (BELB).

Detentions

- **Break-time Detention**

These last for 15 minutes and can be used for pupils to catch up on work if they have not been working in class or to reflect upon the choices they made and their consequences – to be completed in Meeting Room.

- **Lunchtime Detention**

These last for 20 minutes and are held during lunch playtime before going up for lunch. Pupils may be asked to attend lunchtime detention to reflect upon the choices they made and their consequences – to be completed in Meeting Room.

- **After-School Detention**

This is held from 3pm-4pm at the end of the closest day to the detention being given. Parents must be given 24 hours notice and agreement with them sought.

Detentions form part of the positive behaviour policy of the school and failure to comply with sanctions at an early stage will result in the sanctions progressing to a higher level and may result in formal disciplinary procedures.

Parents must provide a written note if a pupil is unable to attend a detention; the detention will only be postponed for very valid reasons.

Daily Report Cards

These are issued for a two week period at a time when the class teacher has concerns involving effort or behaviour of a particular pupil. The card is signed by the class teacher and a grade will be given:

- A Excellent
- B Very Good
- C Satisfactory
- D Below satisfactory
- E Unacceptable

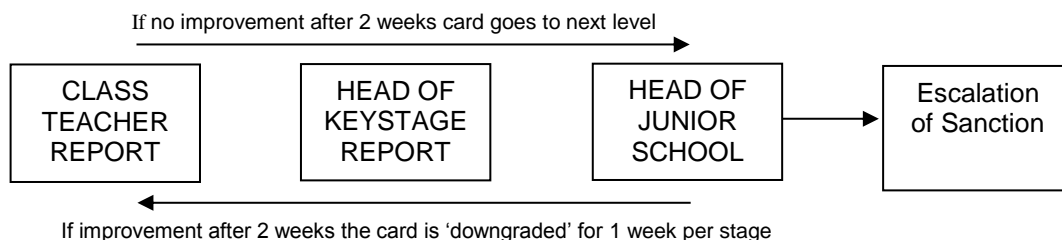
The card should be signed every evening by a parent and will be signed by a member of staff every morning (and normally at the end of the day).

Parents will be informed in advance that their son is on daily report.

Daily Report may be issued at one of three levels:

- Class Teacher
- Head of Key Stage
- Head of Junior School

A pupil will normally be on a report card for two weeks. If there is no improvement after two weeks the report card will move up to the next stage for a further two weeks. If there is an improvement then the card will be downgraded and the pupil will remain on the lower level card for one week and so on until being taken off report.



Formal Disciplinary Sanctions

- **Formal Oral Warning**

A Formal Oral Warning is given to a pupil by the Headmaster in the presence of the Head of Junior School and his parents and will form the first stage of formal disciplinary proceedings. It will normally be given alongside other sanctions.

- **Formal Written Warning**

A Formal Written Warning is given to a pupil by the Headmaster in the presence of the Head of Junior School and his parents and forms a stage before suspension.

- **Internal Suspension / Withdrawal from Class**

This sanction is applied for offences that warrant a serious sanction, but do not warrant suspension from school. The pupil is withdrawn from normal classes to complete work set by his teachers. It will be employed to give pupils a chance to reflect upon their actions and attitudes. Parents are informed about the withdrawal and it is emphasised that continued unsatisfactory behaviour will have more serious consequences.

- **Suspension**

For very serious misconduct or repeated misconduct where other sanctions have not been effective, the Head of Junior School, in consultation with the Headmaster, may suspend a pupil from school. Suspensions vary in length from one to five days. A pupil will not be suspended for more than 45 days in any one school year.

There are circumstances when a pupil may be suspended for precautionary or investigative reasons. Under these circumstances, suspension will not be recorded as a disciplinary sanction unless it is warranted.

- **Expulsion**

It is envisaged that the permanent expulsion of a pupil by the Headmaster, in consultation with the Head of Junior School, would only happen as a result of repeated suspensions or the most serious breach of school discipline.

The procedures covering suspensions and expulsions are laid out in the College's Suspension and

Expulsion Policy.

14. **BANNED AND RESTRICTED ITEMS**

The following items are restricted/banned:

1. Anything that could jeopardise the conduct of a lesson or good order within Junior School
e.g. mobile phones must not be used in class without teacher's permission
2. Anything that could negatively affect the school environment
e.g. chewing gum and correcting fluids such as 'Tippex' are not allowed
3. Anything that poses a threat to others safety
e.g. laser pens, laser pointers, knives or penknives, fireworks are not allowed
4. Items of clothing or adornment that contravenes Junior School uniform regulations
e.g. items of non-regulation uniform or jewellery should be removed
5. Anything that is counter to the ethos of Junior School
e.g. images or items that could cause ill feeling or could damage the image of Junior School are inappropriate
6. Anything that is unlawful for a pupil to have in his possession
e.g. illegal substances, racist or pornographic material are banned
7. Items that are against school policy
e.g. fluid lighters, cigarettes, electronic cigarettes are not allowed

If found with any inappropriate or dangerous item, it is likely that it will be confiscated and may be destroyed. For possession of items which could cause harm or injury, the PSNI can be informed and disciplinary action may follow

15. **PROMOTION OF AN ANTI-BULLYING ETHOS**

The Junior School adopts the NIABF definition of bullying:

"The repeated use of power by one or more people intentionally to harm, hurt or adversely affect the rights and needs of another or others"

The Junior School has an Anti-Bullying Policy in place, which is reviewed annually. The policy describes the Junior School's procedures to ensure bullying behaviour is dealt with promptly and sensitively.

[See Anti-Bullying Policy]

16. **SMOKING, ALCOHOL AND DRUGS**

The Junior School forbids a pupil from

- smoking (including the use of electronic cigarettes)
- any possession, use or supply of alcohol or drugs
- bringing the College into disrepute for any reason associated with smoking, alcohol or drugs.
- acting in a way that may tarnish the good name of Junior School.

A pupil who is not smoking / drinking alcohol / involved in drugs but who is present with another pupil who is, will also receive an appropriate sanction as it is Junior School's belief that boys need to learn to distance themselves from inappropriate conduct.

Full details on the Junior School's response to incidents is given in the Smoking, Alcohol and Drugs Policy.

[See Smoking, Alcohol and Drugs Policy]

17. ELECTRONIC MOBILE DEVICES

Pupils may bring mobile technology devices into school as it is recognised that at times they may wish to use them to support their studies and maintain their safety on the way to and from school; however the Junior School adopts the following regulations:

- Mobile devices may only be used with the permission of a member of staff;
If mobile phones are needed after school pupils must hand them into class teacher or office for safekeeping during the school day and collected at the end of school.
- The use of mobile phones to intimidate other pupils is unacceptable and may constitute a form of bullying.
- The use of the camera/recording facility is strictly banned unless specific permission has been given by a member of staff and other pupils involved

The school accepts no responsibility for replacing lost, stolen or damaged mobile devices. Their safety and security is wholly in the hands of the pupils.

It is the parents' responsibility to ensure appropriate internet filters and anti-virus software are in place on any mobile device able to connect to the internet.

[See Electronic Safety Policy]

18. SEARCH AND CONFISCATION OF ITEMS

A member of staff may confiscate an item which poses a risk to health and safety or in order to maintain an environment which is conducive to learning [this includes mobile devices].

If a member of staff has reasonable grounds for suspecting that a student is in possession of an inappropriate or prohibited item, a member of staff can ask a pupil to turn out his pockets / bag / locker. This should be in the presence of the pupil and if possible another member of staff.

Staff may not physically search a pupil.

Handling confiscated items:

- 'Safe' Items which have been confiscated will usually be returned to the pupil before the end of the school day; however for repeated offences items may be held for longer and parents may be asked to collect them personally;
- Banned items such as cigarettes may be destroyed;
- Unsafe items will either be destroyed or will have to be collected by parents;
- Unlawful items (such as controlled drugs) will be handed over to the Police.

In the case of electronic or mobile devices, content which may cause offence to others in the school community may be deleted in the presence of the pupil and 2 members of staff. However, if the content is deemed to be unlawful, the device and its contents may be held and given over to the Police.

The Head of Junior School may instigate a search of a pupil's belongings without their consent if the safety or welfare of a pupil is a concern.

19. THE USE OF REASONABLE FORCE / SAFEHANDLING

There are circumstances when teachers and other adults in positions of responsibility are empowered to act in a way that involves some physical intervention – in particular when the health and safety of pupils or anyone else is seen to be at risk, but also to prevent damage to property or possessions and in some circumstances to preserve good order. In all cases the intervention should be **reasonable and proportionate**.

A member of staff may take forceful but reasonable non-injurious measures in order to prevent a pupil from:

- Committing an offence
- Causing personal injury
- Causing damage to property
- Prejudicing the maintenance of good order and discipline

[See Use of Reasonable Force / Safe Handling Policy]

20. SPECIFIC ROLES IN MAINTAINING A DISCIPLINED LEARNING ENVIRONMENT

Teaching Staff

All teaching staff should be firm and fair in their application of discipline within and outside the classroom. It is their responsibility to take positive, affirmative action to ensure that all pupils abide by the Junior School's Code of Conduct and meet the College's expectations.

It is our aim to have a community in which good behaviour is the expected norm. Such an ethos depends on good relationships, whether involving pupils or members of staff, which are based on mutual respect, warmth and good humour.

Teaching staff are the first line of responsibility for discipline within their classroom, their responsibilities include:

- Promotion of the academic progress and well-being of their individual pupils;
- Ensuring that the College expectations are adhered to;
- Maintaining good order and discipline among their pupils;
- Providing a positive, disciplined and supportive learning environment;
- Safeguarding the health and safety of their pupils, and dealing with any poor behaviour.
- Acting as first point of contact between home and school.
- Checking reasons for absence or lateness, monitoring patterns and raising concerns.
- Checking Homework Diaries and ensuring the boys record and complete homework correctly.
- Commenting on Progress Cards in order to provide context on how a pupil is progressing.
- Commending pupils for achievements both inside and outside of the classroom.
- Monitor SIMS Behaviour Manager.
- To ensure the boys abide by Junior School's expectations throughout the school day

Developing good relationships and effective strategies for classroom management will prevent most problems. Problems should only need to be referred if they cannot be dealt with effectively by standard classroom management techniques.

Headmaster

The Headmaster has overall responsibility for all members of the Campbell College community

SUMMARY

| | |
|------------------------------|--|
| CLASS TEACHERS | General Behaviour in class, while on site or when on a trip or activity led by the member of staff. Minor breaches of discipline should be dealt with by the class teacher. It is the responsibility of class teachers to keep appropriate records. Persistent behaviour problems which relate to academic matters within the classroom. To encourage the engagement of a pupil with the extra-curricular provision of Junior School.. |
| HEADS OF KEY STAGES | More serious and more persistent poor conduct in school, while in uniform, while representing the school or while on a school activity. Not responding to intervention by the class teacher. |
| HEAD OF JUNIOR SCHOOL | More serious and more persistent poor conduct in school, while in uniform, while representing the school or while on a school activity. Conduct which puts pupils at significant risk or harm. Conduct which seriously damages the image of the school. |
| VICE PRINCIPALS / HEADMASTER | Conduct which puts pupils at significant risk or harm. Conduct which seriously damages the image of the school. |

21. PROMOTION OF POSITIVE BEHAVIOUR

(a) Consistency of Approach

To ensure fairness of treatment and encourage consistency of response, a structure of 5 levels has been designed to categorise a variety of positive behaviours and negative behaviours which may occur along with a clear chain of responsibility.

To ensure consistency of application, regular meetings are held between:

- Classroom assistants and Class Teachers
- Classroom assistants and SENCO
- Class teachers and the Heads of Keystage
- Head of Junior School and teaching staff
- Head of Junior School and Core Team (Heads of Keystage 1 and 2, and SENCO).

The procedures are regularly discussed and kept under regular review.

(b) Recording

Junior School uses the Pastoral and Behavioural Logs in the Private 2 Folder to record behavioural and pastoral incidents/information. This enables staff to track the pupils' behaviour chronologically from year to year at Junior School and enables staff to see if there is a connection between behavioural and pastoral issues.

(c) Strategies to promote and encourage positive behaviour

- Communication with Pupils:

- Each pupil in Key Stage 2 is made aware of the SUPER behaviour anachronism and are expected to adhere to it.
- Junior School's expectations are discussed at the start of each term, and regularly discussed throughout the term
- Each class, at the start of each year, discusses and establishes classroom rules which are then displayed on the classroom wall.

- Communication with Parents

It is the policy of Junior School to keep parents informed when significant negative behaviour issues arise, but also to communicate with parents when there is a significant improvement in their son's behaviour.

Difficulties are more likely to be resolved when parents and the school work closely together. The pastoral structure of the school provides a valuable link with parents and the school encourages parents to make contact with their son's Class Teacher or Head of Key Stage if they have concerns.

- Class Teachers and Heads of Key Stage are encouraged to make contact with parents when a concern first arises so that school and home can work together to address the concern
- Class Teachers and Heads of Key Stage are encouraged to contact home for positive reasons to acknowledge good behaviour or a significant improvement in behaviour.
- Parents are encouraged to contact their son's Class Teacher when they have a concern.

Whole School strategies

- All members of the Campbell College community are expected to exercise self-discipline and take responsibility for the consequences of their actions
- Effective Classroom Discipline is essential to create a disciplined learning environment where pupils learn best
- Input in class contributes to building awareness of the importance of self-discipline
- The school staff work together to ensure that all pupils are given the necessary support and encouragement to develop high levels of self-discipline
- The House system and the Extra-curricular provision of the School offers a wide range of opportunities for pupils to contribute to the life of the School and to develop life-long skills of decision making, teamwork, service and leadership.
- Pupils holding posts of responsibility such as House Captains contribute to the promotion of positive behaviour particularly in their capacity as role models. Prep 7 pupils are linked to Prep1 pupils as Buddies and have a direct positive influence on their behaviour by setting a good example.
- Positive behaviour is promoted and celebrated during Assemblies (Key Stage 1 and Key Stage 2 Assemblies as well as Whole School Assemblies).
- Class teachers, Pastoral Co-ordinator, Heads of Key Stage and Head of Junior School monitor behaviour through the Pastoral and Behavioural Logs in the Private 2 Folder.
- Positive behaviour is acknowledged and rewarded through progress cards, reports and parent consultations.

22. TRAINING AND PROFESSIONAL DEVELOPMENT OF STAFF

- The school will provide training and development for the teaching staff relevant to pupil behaviour management issues through
 - Induction training for new staff
 - Guidance and support materials
 - Appropriate training tailored to specific needs and priorities
 - Mentoring from the SENCO, the Pastoral Co-ordinators, Heads of Keystage 1 and 2 and the Head Teacher.
- Junior School provides opportunities for staff to share good practice relevant to behaviour management through:
 - Classroom Assistant Meetings
 - Whole Staff Meetings
 - Keystage Meetings
 - Class Teacher Meetings
 - Core Team Meetings
- Staff are offered opportunities to attend external training courses.

23. REVIEW OF POLICY

This policy will be reviewed annually by the Board of Governors; however, the school may revise the policy at any time it considers necessary. The latest version will be available by contacting the school office.

APPENDIX 1 GUIDANCE ON LINES OF RESPONSIBILITY / SANCTIONS

| LEVEL 1 MISCONDUCT | LEVEL 2 MISCONDUCT | LEVEL 3 MISCONDUCT | LEVEL 4 MISCONDUCT | LEVEL 5 MISCONDUCT |
|--|---|--|---|--|
| Dealt with by Class Teachers | Dealt with by Class Teachers | Dealt with by Class Teachers/ Heads of Key Stage | Dealt with by Heads of Key Stage / Head of Junior School | Dealt with by Head of Junior School / Headmaster |
| CATEGORIES <i>(This list is not exhaustive and does not supersede the professional judgement of individual members of staff)</i> | | | | |
| LEVEL 1 MISCONDUCT | <i>Repetition of level 1 misconduct or not responding to previous sanctions</i> | <i>Repetition of level 1 misconduct or not responding to previous sanctions</i> | <i>Repetition of level 2 or 3 misconduct or not responding to previous sanctions</i> | <i>Repetition of level 4 misconduct or not responding to previous sanctions</i> |
| (A) General Behaviour in class, while on site or when on a trip or activity led by the member of staff | Academic concerns Classroom Management of the members of their Department [Head of Key Stage should be kept informed] | General conduct while in school. Persistent classroom issues Conduct at break/ lunch or in the library | Inappropriate conduct in school, while in uniform, while representing the school or while on a school activity / trip. Not responding to intervention by a Head of Key Stage | Conduct which puts other pupils at significant risk or harm. Conduct which seriously damages the image of the school Not responding to intervention by Head of Key Stage |
| (B) Safety Rules in class (Head of Key Stage should be involved) | Ignoring safety rules within the classroom | Possession of banned objects (e.g. lazer pens) | Use of banned objects which could cause injury (Head of Junior School should be informed) Injury to another pupil (Head of Junior School should be informed) | Use of illegal objects (e.g. knives) Deliberate damage to whole school safety equipment (fire extinguishers / alarms) |
| (C) No Homework Work-related deadline not met | Persistent lack of homework | Lack of homework | Continued or repeated homework concerns | Serious homework issues across subjects. |
| (D) Copying Homework/ Conduct in class tests | Plagiarism of internally assessed work. Poor conduct in exams / practice tests. (Head of Keystage should be informed) | Conduct in class tests | Conduct in school examinations | Conduct in school examinations |
| (E) Poor Effort in class | Lack of effort seriously affecting academic in that subject | Poor effort | Lack of effort seriously affecting academic outcomes | Obvious disengagement from the curriculum. |
| (F) Lateness to School | Lateness to school | Lateness to School | Persistent lateness to school Leaving school without permission (or not following protocol) | Truancy |
| (G) Attendance | | Initial attendance concerns (<95%) | Attendance Concerns (<90%) | Attendance concerns (<85%). |

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| (H) Incorrect use of Mobile Phones | | Repeated/Deliberate breach of Mobile Phone/Device policy | Incorrect use of Internet or mobile phone affecting or causing offence of other pupils | Issues on the storage or distribution of images that may involve a Child protection issue. |
| (I) General Appearance | | Incorrect Uniform | Hair Issues Piercings | |
| (J) Lateness to Games (Games teacher) Conduct during games | | Incorrect games kit Missing games without correct documentation | Mitching Games Pattern of missing games Public misconduct during games | |
| (K) Inappropriate Language | | Inappropriate Language to another pupil | Abusive language to another pupil | Abusive language to a member of staff |
| (L) Out of Bounds | | Out of Bounds | Smoking | Alcohol / Drug Misuse |
| (M) Littering | | Graffiti | Damage to another pupil's property Damage to school property (inform VP) | Serious and Malicious damage to school property. Deliberate vandalism. Theft. |
| (N) Conduct to another pupil (which can be easily dealt with by a classroom teacher) | (Initially) Conduct to a member of staff in class, is dealt with by the Head Of Key Stage. Head of Junior School should be informed as depending on the details, this may progress to Level 5 misconduct. | LEVEL 1 BULLYING [Consult Anti-Bullying Policy] Disagreements between pupils. | LEVEL 2 BULLYING [Consult Anti-Bullying Policy] Bullying or when the level 1 is repeated Provocation to fight or fighting involving physical aggression. | LEVEL 3 OR LEVEL 4 BULLYING [Consult Anti-Bullying Policy] Systematic Bullying / racism / sectarianism. Bullying considered to be high level and resistant to interventions. Fighting causing serious physical injury |

SANCTIONS

(This list is not exhaustive, does not necessarily represent a hierarchy and does not supersede the professional judgement of individual members of staff)

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| <ul style="list-style-type: none"> - Verbal warning - Extra work / imposition - Time-Out - Suspension of privileges - Break-time detention - Contact with home | <p>As level 1 but including:</p> <ul style="list-style-type: none"> - Phone call home - Letter home - Lunchtime detention - Parental meeting - Referral to Head of Key Stage | <p>As level 2 and including:</p> <ul style="list-style-type: none"> - Class Teacher Report - Pupil Contract - Homework Watch - School Bounds Card - Lunchtime detention - Parental meeting - Referral to Head of Junior School - Confiscation of items | <p>As levels 2 & 3 but including:</p> <ul style="list-style-type: none"> - Behaviour Plan - Head of Key Stage Report Card - After-School Detention - Parental interview - Loss of Privileges - Loss of Free-time - Referral to SENCo | <p>As levels 4 but including:</p> <ul style="list-style-type: none"> - Head of Junior School Report Card - Further after-school Detention - Removal from class - Formal oral warning - Formal written warning - 'Time-Out' / Internal Suspension - Referral to Agency <p>Following consultation with HM</p> <ul style="list-style-type: none"> - Suspension <p>Headmaster only:</p> <ul style="list-style-type: none"> - Expulsion |
|--|--|---|--|--|

