



A Policy for Promoting and Sustaining Positive Behaviour

May 2024

Review: June 2026



Respect

Community

Achievement

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Rationale

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

The policy has been informed and guided by the following legislation and associated publications :

- The Education (NI) Order, 1998
- Towards a Model Policy in Schools on the Use of Reasonable Force (2002)
- Pastoral Care in Schools: Promoting Positive Behaviour (2001)
- Welfare and Protection of Pupils Education and Libraries (NI) Order, 2003
- Suspension and Expulsion Procedures (2004)
- Safeguarding and Child Protection for Schools - a Guide for Schools (2017)
- SEND 2016
- Anti-Bullying Legislation 2016

Consultation

Pupils, Parents, Carers, Staff (teaching and non-teaching) and Governors have been involved in the consultation process.

The findings have been used to guide and inform the delivery, development, and review of this policy, and to inform the school development plan.

Pupil Participation

Through the School Council pupils have played an active role in the development of this policy, particularly in the decision-making processes linked to sections relevant to them e.g. rewards and sanctions, class plan for learning etc. At all stages in this policy the 'Voice of the Child' has been considered.

Our Values

Larne High School has three core values at the heart of everything we seek to do:

Respect Community Achievement

First and foremost, we are a community in which each individual pupil and member of staff is valued and everyone works together to bring about the best outcomes for our pupils. We are also at the heart of the community in Larne and benefit greatly from all that the community offers to us and that we offer to the local community. The sense of community is built on mutual respect where everyone's potential is valued regardless of their background. The support of the school community and underlying respect has allowed the outcomes for pupils to improve steadily year on year so that everyone is able to achieve and move on to the next stage in their career successfully.

Ethos and Vision

Ethos

Larne High School promotes positive moral values in a climate of high expectations and achievement among all the individuals and groups based on mutual respect. The school provides a secure caring and happy learning environment where everyone is valued and respected. The whole school community is committed to working together to achieve success inside and outside the classroom in preparation for a changing world.

Vision

Larne High School will strive to be a community-based centre of excellence whereby high-quality teaching and learning will serve to enhance the lives of all, enabling pupils to achieve their potential in a spirit of mutual respect and support.

The Governors' Statement of Principles

Since 2001 Governors are required to make and keep under review a written Statement of Principles.

The Governors' Statement of Principles is set out below. These principles reflect our shared values and outline the behaviour expected of every member of our school community; pupils, parents, guardians, carers, and Governors. Bullying behaviours of any kind by any member of our school community to any member of our school community are unacceptable and will not be tolerated. Such behaviours have no place in our school.

All members of the Larne High School Community are entitled to learn, teach, and work within a safe, inclusive, supportive, and respectful environment. A key aspect of the school's development work has been to upskill staff in terms of understanding Adverse Childhood Experience (Childhood Trauma). It is, therefore, expected as that everyone will behave in a thoughtful, well-mannered and positive way enabling the school community to feel safe, with the key approach to challenging situations being that we regulate, relate and resolve.

Every member of the Larne High School Community will have the right to work and learn in a safe, supportive and inclusive environment in which they will be nurtured and supported to meet their individual needs. We will act as ambassadors for our school and always uphold the high standards of behaviour set out in this statement of principles.

Aims and Outcomes for Learners

This Policy seeks to address the following 3 overarching aims:

- A. Promote positive attitudes and create sound working relationships.*
- B. Maintain an orderly and safe environment and keep unacceptable behaviours to a minimum.*
- C. Create a climate conducive to effective learning and teaching.*

Details of how these aims will be met together with the outcomes for our students can be found in the following tables.

TABLE A

AIM: To promote positive attitude and create sound working relationships.

All staff, students and stakeholders work together to establish and maintain whole school practices which promote:	Outcomes:	Sources of Evidence:	Timescale:	Review:
• Positive attitudes • Acceptable behaviour • Sound relationships • Effective teaching and learning • Reducing barriers to learning	• Learners demonstrate high levels of: • attendance • confidence & responsibility • resilience and motivation • mutual respect • achievement • participation and engagement in a wide range of extra mural activities.	Attendance (SIMS)	Monthly	VP
		Behaviour Management (SIMs)	Monthly	HOP/ HOY/ SLT SLT
		Assessment Monitor (SIMs)	Half Termly	
		Observations - Dept./PRSD	As required	
		Attendance at Parental interviews	Yearly or as required	SSR/VP SLT
		Involvement in school activities	Termly	Staff
		Baselining Audits/surveys	As required	SLT
		SEN training register/SEN policy	Termly	SENCO
		Pathway choices	Annually	SLT/CEIAG Staff SLT
		Staff and substitute teacher handbook	Annually	
	Working relationships are: • Positive • Trauma informed • Supportive • Open • Based on mutual respect			
	An agreed whole school reward system is in place. It is: • Implemented fairly and consistently • Motivational and aspirational			

Aims and Outcomes for Learners

TABLE B

AIM: To maintain an orderly and safe environment and keep unacceptable behaviours to a minimum.

Staff & students actively work together to create an orderly & safe environment in which unacceptable behaviours are kept to a minimum by:	Outcomes:	Sources of Evidence:	Timescale:	Review:
- Promoting good behaviour/ class plan - Having high expectations - Setting high standards - Identifying individual learning needs and appropriate levels of individual support - Staff responding to individual learning needs	Learners demonstrate high levels of: - feeling safe - compliance based on a shared understanding of what behaviour is acceptable & what is unacceptable - taking responsibility for their behaviour	Behaviour Management (SIMS)	Monthly	VP/HOP/HOY
		Restorative conversations with pastoral team	Ongoing	HOP/HOY/SLT
		SEN training register/SEN policy	Half Termly	SENCO
		Use of WSP map TIP/SEMW reasonable and purposeful measures	Ongoing	Whole Staff
		Pathway choices/attainment/use of data	Termly	SLT
		Use of WSP map TIP/SEMW reasonable and purposeful measures	Ongoing	SENCO/staff
		SEN staff training	Termly	SENCO
	In the classroom: - a trauma informed approach is adopted - the flow of the teaching is maintained - access to learning is sustained - high standards of behaviour are maintained	SIMS assessment manager	Ongoing	SLT/HOD
	Across the school community: - learning needs are met - appropriate interventions are in place & implemented consistently - targets and strategies are agreed and kept under review - individual progress is tracked, monitored and assessed			

Aims and Outcomes for Learners

TABLE C

AIM: *To create a climate conducive to effective learning and teaching*

Staff & students, actively work together to create a climate conducive to effective learning & teaching by promoting in every classroom an 'I can do' and other inclusive attitudes which encourage a predictable, controllable and safe environment. To achieve this aim there should be:	Outcomes:	Sources of Evidence:	Timescale:	Review:
• A shared understanding of the behaviours which foster learning • Motivation, aspiration and resilience • Co-operation and commitment • Space and time for reflection • Achievement and celebration	An agreed Class Plan for Learners is displayed and implemented in every classroom. Through consistent implementation of this plan learners: • demonstrate good learning behaviours (individually/class/practical and classroom based) • reflect and develop increased self-awareness • take responsibility for their learning behaviours Both pupils and adults are able to: • regulate/relate and reason • show purpose • are engaged, supportive and participate Together staff and pupils: • acknowledge achievement • contribute to successful outcomes • celebrate individual achievements	Class plans visible in each classroom Restorative conversations with pastoral team Pastoral notes and observations on SIMS SEN training register/SEN policy Use of WSP map TIP/SEMW reasonable and purposeful measures Achievement module SIMS	Ongoing Ongoing Ongoing Ongoing Ongoing	VP/HOP/HOY HOP/HOY/SLT Pastoral team SENCO All staff All staff

School/Class Plan to promote positive & regulated behaviour

The long-term aim of our school's promoting positive behaviour policy is to develop pupils' self-discipline and ability to REGULATE, RELATE and be RESPECTFUL i.e. pupils will choose to behave in an acceptable manner and will exercise a positive peer influence on each other, thereby creating a climate in which teachers can teach and pupils can learn effectively.

The ethos, or the distinctive character and atmosphere of a school, reflects the extent to which the school, under the Principal's leadership, promotes the all-round development of its pupils within a caring community.

DENI 2001

Through active participation staff and pupils have worked together to create a Class Plan for learning. This identifies key behaviours that both pupils and staff recognise as important. and conducive to effective learning in any classroom.

We have linked these together with our REGULATE, RELATE and be RESPECTFUL approach to create a predictable, controllable, and consistent approach for pupils, staff and all stakeholders to follow.

Regulated and Ready	Relate	Respectful
• Arriving on time to classes, bringing the appropriate equipment. • Wearing the school uniform properly and with a sense of pride. • Arriving ready to learn and with an attitude of openness to the learning process. • Recognise and reach out when we need support. • Recognise that using a mobile phone in class will hinder our learning journey and only use it when needed for learning. • Meeting deadlines • Stay on task and follow instructions.	• Following the instructions of the teacher or other adult as quickly and effectively as possible to ensure that effective learning can take place at the appropriate pace • Listening to the person in our classrooms that is meant to be talking, whether that is an adult or another pupil. • Listening actively and respectfully to the opinions and suggestions of others • Give help to others when they need it or ask an adult. • Work as part of a class 'team'.	• Keeping ourselves safe in corridors and in playgrounds by interacting with others in a positive manner. • Keeping our hands, feet and unkind words to ourselves in order to keep everyone safe • Taking care of all equipment, materials and the environment of our classrooms and school, including using litter bins. • Keeping ourselves and others safe on our way to and from school.
Consistently implementing Class Plan in every classroom will encourage a safe and organised classroom environment in which all our learners can and will: • Aspire to achieve within their capabilities • Take responsibility for their learning behaviours • Reflect on their learning • Develop the behaviours which facilitate effective learning • Develop mutually respectful working relationships based on openness and trust. • Be rewarded for their effort and progress • Have their achievements recognised and celebrated • Be appropriately supported to ensure individual barriers for learning are overcome.		

Classroom Climate

As pupils have the responsibility to adopt and agree our class plan for learning, teachers also have a responsibility to create a classroom climate that promotes behaviour for learning.

Larne High School Staff will aim to create and promote a climate within the school that will involve repetitive routines, being reflective on what then will say and what order, how will they encourage and support the students, how will they teach and re teach routine. This will involve:

- Promoting learning for all pupils
- Act as a positive role model. This includes modelling expectations of behaviour and use of appropriate language, using the REGULATE, RELATE and REASON approach to create a CONSISTENT and CONTROL-LABLE environment for the young people.
- Make it possible for teaching and non-teaching staff to work effectively
- Clearly display class plan for learning Regulate and Ready/Relate and be Respectful
- Ensure seating plans are in place for all classes
- Enhance pupils' self-esteem and foster self-respect and respect for others using a Trauma Informed approach
- Encourage pupils to regulate their behaviour so that they and others will learn more effectively
- Ensure that pupils are treated fairly and with respect
- Pay 'first attention to best conduct'
- Recognise, acknowledge and reward high standards of behaviour; 'over and above' school expectations

Model Behaviour

Good behaviour must be modelled by staff and learned by pupils. Therefore, it is important that:

- Pupils and staff are aware of all the rules and the School Class plan for learning.
- Pupils are frequently reminded of rules and expectations, by wrapping instructions or reprimands in a rule. For example; "Let's be safe in the corridors and not push each other". Behaviour needs to be taught before it can be expected. Knowing these expectations helps pupils to make informed choices throughout the school day.
- There is consistency across the school
- Consequences given by staff can be justified in accordance with the behaviour for learning policy.

Advice

- Staff should always be mindful of the language they use when speaking to students and adopt a trauma informed approach
- Staff should model the idea that we speak as we would like to be spoken to
- Language should be used to engage not enrage
- Staff should listen and support pupils and each other
- Always behave with integrity
- RIP and PIP – Reprimand in Private, Praise in Public

Patterns of Behaviour

At Larne High School it is important that we work hard to help those pupils who find it difficult to access the curriculum due to their particular barriers to learning, whether those are educational barriers or medical barriers. In Larne High School positive behaviour will be consistently recognised and praised at classroom, departmental and whole school level. Please find links within our school SEND and inclusion policy.

It is likely that the behaviour patterns of pupils will largely fall into the following categories:

A - Pupils who, for the most part, behave responsibly and respect the rules and values of the school.

B - Pupils who are occasionally disruptive but respond positively to staff intervention which may include the activation of support processes of the whole school provision/SEN Code of Practice. Where the occasionally disruptive behaviours become repetitive such pupils will be added to the school's SEN Register and an PLP with appropriate targets drawn-up and reasonable adjustments made (Reference Good Practice Guidelines in SEN folder within staff resources).

C - Pupils who will require a range of tailored interventions on the Code of Practice to help them remove their barriers to learning. These pupils may have found that their barriers to education require them to avail of further support to maintain high standards of behaviour. This may include additional resources, external agency support (Educational Psychology/Autism Advisory Service/Port Primary Behaviour Support Service) or short-term placement in an external referral unit.

Behaviour Practices and the Individual Teacher

Most behaviours in school can normally be dealt with by the nearest teacher at the time without resorting to sanctions. Ensuring that rules are effective often requires little more than quiet intervention on the part of the teacher. Evident fairness and consistency here will generally prevent minor matters from escalating into major confrontations and will do much to establish and maintain good relations between teacher and pupil. All members of staff should be concerned to promote the positive rather than the punitive side of school behaviour management where this is possible. When possible, the REGULATE, RELATE and REASON model should be followed.

The success of the Positive Behaviour policy therefore depends upon the collective, consistent and professional co-operation of all members of staff in fulfilling their individual responsibilities to pupils in particular and to the school community in general. High standards behaviour in school depends upon positive relationships based on mutual respect and a consistency of approach.

Behaviours and Consequences

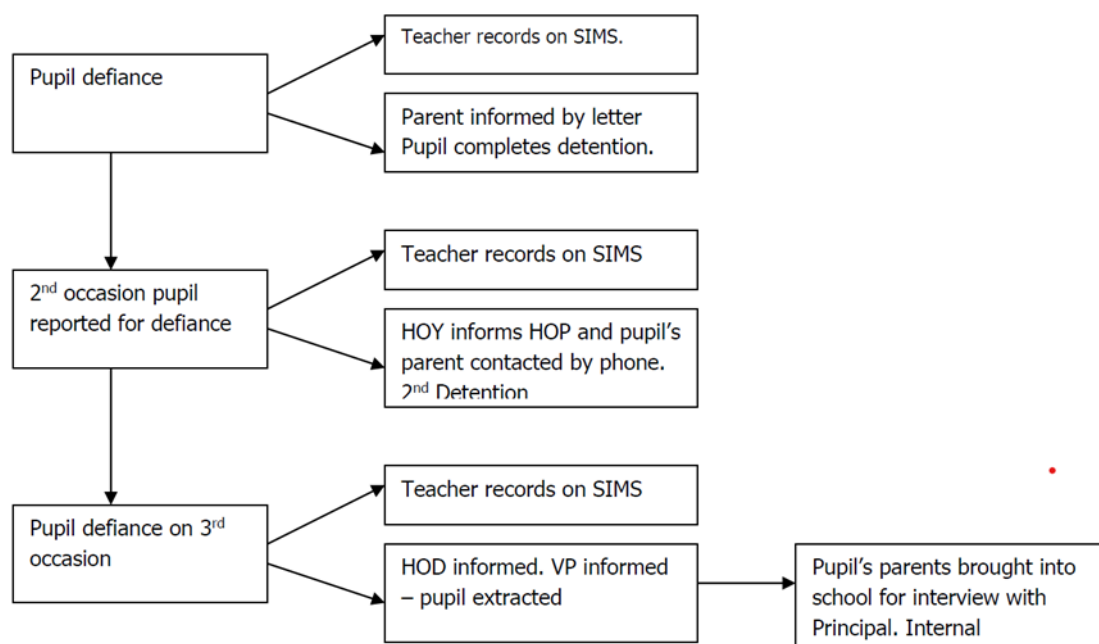
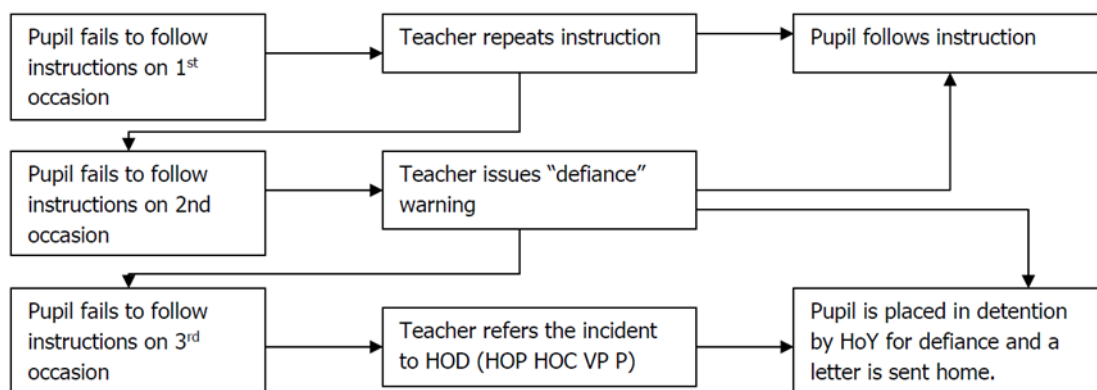
Larne High School Staff will adopt the following consequence model when dealing with pupil behaviours.

Use of Non Verbal signals	All teachers
Regulating and Relating conversation	All teachers
Verbal Reprimand	All teachers
Remark recorded on SIMS	All teachers
Meaningful extra work	All teachers
Confiscation of non-regulation uniform or other articles. Confiscated articles must be returned to the pupil/ parent at the end of the day on first offence. On subsequent occasions the parent/guardian will be requested to collect the article from the School Office.	All teachers
Relocation in the classroom/relocation to another class	All teachers
Teacher directed extra time	All teachers
Departmental Detention (break time or lunch time)	All teachers/HoD
The school will not consider pupils eligible for inclusion on school trips if they have, or have had, discipline problems	Principal
Telephone conversation with parents	All teachers – pass outcome on to HoY and HoD as appropriate
Parental Interview	All teachers (working in conjunction with the relevant HoY)
Daily or Weekly Report Cards	HoY
Removal from class to pastoral team	HoY/HoD/Senior Teacher
Lunchtime Supervision	HoY/Senior Teacher
School Detention	All teachers
Financial implication for damage	Principal
Community Service Duties - particularly in the case of littering or vandalism	Principal/Vice Principal
Internal Suspension - removal from normal classes for a full day	Principal/Vice Principal/Senior Teacher
Extraction – removal from class for part of a day	HoY
Reverse Suspension – attendance at school during holiday period	Principal
Suspension	Principal and Chair of the BoG
Sent home from school trip	Principal and Chair of the BoG
Expulsion	Principal and Chair of the BoG

SIMS - Behaviour Management Module

- Staff will gather and share information using SIMS.net which will be used to make informed decisions about support and interventions for pupil behaviour and record and monitor support given.
- Staff will record and recognise achievement; we will reward pupils who are 'getting it right' in line with school expectations.
- Information held on Sims Behaviour Manager will be treated with highest levels of confidentiality in line with GDPR guidelines. Sims is used to help identify emerging patterns of behaviour; It will only be shared with the consent of parents and always in the best interest of the pupil to determine the most appropriate internal or external support.
- This approach will help interventions for behaviour management to be initiated and monitored as a preventative measure at the earliest opportunity.

Managing Defiant Behaviour



Class Plan for Learning

Level of Behaviour	You have chosen to:	As a result you can expect:	Who will be speak to you about your choice:
8	Live out the values of the school actively by showing RESPECT, contributing to the school COMMUNITY and making a strong effort to ACHIEVE. This could look like: Top effort grades on tracking report Meeting all tracking targets Positive contribution to school reputation Selected for monthly special award Leading or developing a school project Encourage and support others to be successful Winner/runner-up in house event Repeated instances of level 7 contributions	To have your achievement recognised in person by the Principal or Vice Principal Presentation of awards in assembly To receive 30 rewards points Your achievement will be communicated to your home To take part in awards events during the school year	Principal Vice Principal Senior Teachers
7	Find opportunities to develop and improve in line with the values of the school: This could look like: Top tracking score in class Biggest improvement in tracking Punctuality (no lates in a month) Monthly attendance over 95% Positive contribution to school life Charity fundraising Making a positive contribution to lessons Repeated instances of level 6 contributions	To have your achievement recognised by Senior Teachers, Year Heads and Heads of Department To receive rewards cards To receive 20 rewards points Your achievement will be communicated to your home To take part in awards events during the school year	Senior Teachers Year Heads Heads of Department

Class Plan for Learning

6	Behave in line with the values of the school : This could look like: Impressive CW/HW Impressive score on a class test Contribution to a school team Consistently meeting deadlines Consistent enthusiasm for learning Consistently good uniform Consistently demonstrates behaviour which enables learning Being helpful and showing good manners Contribution to a school event Repeated instances of level 5 contributions	To have your achievement recognised by Year Heads and Heads of Department, Form Teacher and Class Teachers To receive rewards cards To receive 10 rewards points Your achievement will be communicated to your home To take part in awards events during the school year	Year Heads Heads of Department Form Teachers Class Teachers
5	Come to class prepared and ready to learn. This could look like: Bring the correct books Mobile phone turned off and in bag or pocket Have pen, pencil, tablet device charged Behave in a respectful and courteous manner Contribute to the lesson Ask when you need help and try to identify the things you find hardest	To be well taught by expert teachers To learn and achieve your potential To enjoy learning To be supported by teachers when you need help	Class Teachers

Class Plan for Learning

4	Behave in a way that disregards the values of the school. This could look like: Speak out of turn Arrive late to class without excuse Wear the incorrect uniform Disrupt teaching and learning at a low level Display irresponsible behaviour Not produce a homework on time Walk the school corridors during break or lunch.	Behaviour recorded on SIMS Use of Non Verbal signals Verbal reprimand Consistently meeting deadlines Warning To move seat Extra work Behaviour highlighted by teacher Confiscation of non-regulation items of uniform or articles requested not to be brought to school by teachers	Classroom teacher Form Teacher
3	Behave in a way which has a negative impact on others. This could look like: Repeat incidents of Level 1 behaviour Display poor manners Use offensive language Cause disruption to Learning and Teaching using an electronic device	Phone call home Confiscation of non-regulation items of uniform or articles requested not to be brought to school by teachers Referral to Head of Department Departmental Detention (Break time/Lunch time)	Classroom teacher Head of Department Form Teacher
	Defy a clear instruction from a staff member Venture out of bounds	Referral to Year Head Withdrawal of privileges	Year Head Form Teacher

Class Plan for Learning

2	Behave in a way which could cause harm to yourself or others. This could look like: Repeat incidents of Level 2 behaviour Serious disruption of learning. Actions or language of a racist, sexist, homophobic, sectarian or discriminatory nature Frequently display irresponsible behaviour Display dishonest behaviour Vandalise Display thoughtless behaviour leading to bullying Smoke or be in the presence of smokers (this includes electronic devices) Irresponsibly use your electronic device	After school detention Phone call home Letter home Parental interview Withdrawal from class for a period of time Referral to member of Senior Leadership Team Daily/Weekly Report Internal suspension Financial penalty Reverse suspension	Classroom teacher Form Teacher Head of Department Year Head Senior Leadership Team
1	Behave in a way which could cause significant harm to yourself or others, or put others at risk. This could look like: Repeat incidents of Level 3 behaviour Display violent or aggressive behaviour towards a member of staff or pupil Irresponsibly use your electronic device causing harm to another pupil. Display offensive language about, or directed towards a member of staff or pupil Actions or language of a racist, sexist, sectarian, homophobic or discriminatory nature intended to cause significant hurt or harm Deliberate or persistent bullying Be in the possession of an object that could be deemed dangerous or used as an offensive weapon Steal property Engage in drug or alcohol abuse	Internal suspension Reverse suspension Parental interview with a member of Senior Leadership Team Suspension (only Principal can impose this sanction) <i>Persistent bullying, violent or aggressive behaviour, possession of a weapon and instances of alcohol and/or substance use or supply will usually be dealt with using the more serious sanctions available to the school including suspension, and can lead to the Principal and the Chair of Governors invoking EA Expulsion procedures.</i>	Principal /Vice-Principal Senior Leadership Team Chair of Board of Governors

Rewarding Positive Behaviour

At Larne High School we encourage and incentivise pupils to be self-motivated and to achieve as much as they can. In terms of behaviour, we want pupils to understand the consequences of their actions, the reason for consequences and the way they may be able to put things right.

As a Trauma Informed School, we try and look at the cause 'antecedent' to certain behaviours and how tailoring support for students can reduce the occurrence of certain 'difficult' behaviours. We also aim to recognise and reward students who demonstrate behaviours conducive to learning and behaviour which is 'over and above' the norm.

Students are recognised and rewarded individually and in groups (classes, year groups, houses etc). Our focus is placed on the students who consistently meet the expectations of the school, prioritising positive behaviour.

Our staff reward and recognise positive behaviour shown by students in the following way:

- Making positive phone calls
- Sending positive texts / emails / letters
- Sending postcards / positive notes home
- Logging positive behaviour points on SIMS
- Planning / organising class wide / individual rewards
- Creating and sending out certificates
- Termly rewards and trips

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

Consultation and Review

The policy has been developed in accordance with DE guidelines, including a consultation process with parents, pupils, staff and Governors.

Using performance and other data the SLT will instigate an annual review of the policy to ensure that:

- Consultation requirements have been met.
- Pupil participation is being developed and implemented.
- The outcomes identified for Learners are being met.
- Support provisions are in place and brought up to date if required e.g. New Department of Education requirement / legislation if required, following Department of Education Circulars relevant to current policy.

The findings will be presented in a “succinct report” to inform the Governors “of how they are fulfilling their own responsibilities in this regard.”

Review Date: August 2024

Appendix 1: Use of Reasonable Force/Safe Handling

“3.1 The behaviour of the vast majority of pupils in a school will never require any form of physical intervention. However, a small number of pupils may exhibit disturbed, or distressing behaviour, which may require some form of physical intervention by staff. In order to minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, the school should carry out a risk assessment under two headings:

- Environmental Risk Assessment; and
- Individual Risk Assessment.

DEFINITION OF REASONABLE FORCE

4.1 The Education (NI) Order 1998 (Part II Article 4 (1)) states:

‘A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- a. committing any offence;*
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or*
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.’*

Based on this legal framework, the working definition of ‘reasonable force’ is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

“Towards a Model Policy in Schools on the Use of Reasonable Force”, DENI Guidance, 2002

See also:

Regional Policy Framework on the Use of Reasonable Force/Safe Handling DENI, 2004