



# **The Royal School Armagh**

## **Positive Behaviour Policy**

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# INTRODUCTION

## Mission Statement

The Board of Governors has adopted the following Mission statement for The Royal School, Armagh.

*“The Royal School Armagh aims to provide its pupils with an education which in its wholeness will enable them to achieve their full potential in academic, social, moral and spiritual terms. The values of the School, both implicitly and explicitly, reflect and are informed by the reformed tradition of the Christian faith. The School warmly welcomes the presence of pupils and staff of other Christian traditions, other world faiths and those with no religious convictions.”*

## Ethos

Following from the Mission Statement, The Royal 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.

## Rationale

This policy has been developed following consultation with a range of stakeholders (pupils, parents, staff, Board of Governors). Its overall purpose is to promote Positive Behaviour in The Royal School and to create a calm and caring community where each pupil feels safe and has the opportunity to fulfil his/her intellectual, physical, spiritual, social and emotional potential. Moreover, we aim to establish a community where pupils, teachers, support staff and parents enjoy a sense of belonging and all know that they have an important part to play in maintaining the ethos and standards of the school. 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 or school kit.

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. The 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, in line with DE guidance, makes clear our expectations and procedures and aims to provide support to pupils who have been experiencing bullying behaviour and pupils who engage in bullying behaviour.

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001) Paragraph 125 states:

**"As well as ensuring that pupils who are bullying are dealt with in accordance with accepted school policy and procedures, it will be necessary to work with these pupils to try to help them change their unacceptable behaviour."**

### **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.

### **Responding to Inappropriate Behaviour**

In the event of behaviour which is contrary to the values of School or is in contravention of the Code of Conduct, 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;
- an opportunity for restitution is provided.

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

### **General Aims and 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 the School.

## DEVELOPMENT and IMPLEMENTATION

### 1. Roles and Responsibilities

#### **Staff**

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 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;
- 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 necessary equipment for class and 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, drinking alcohol or taking any illegal substance 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/Guardians/Carers

The school sees parents/guardians as important partners in encouraging good pupil behaviour. Parents/Guardians can help by:

- Fostering mutually respectful relationships between pupils, parents 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.

## 2. School Standards, Expectations and Rules

On the occasion of registration with the school, parent and pupils are asked to sign an agreement to accept the school's standards, expectations and rules. (The core element of these standards, expectations and rules are set out in the ethos at the start of this policy.) Thereafter, following suspension or involvement in serious disciplinary matters, the pupil and parent 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 **(see Appendix 2)**

### Standards to be Followed in the Classroom

1. No books/homework
  - **First** offence elicits a **warning**. Homework should be completed for the next day.
  - **Second** offence warrants a **break detention or extra work**.
  - **Third** offence is a **teacher's after school detention** with the detention form noting a continued problem. (HOY's should be alerted at this stage so they can be aware if this is a pattern across subjects.)
  - (Groups of departments may wish to work together to arrange *a teacher's detention afternoon, which would be staffed on a rota basis.*)
  - Staff should record offences in their mark book and on Behaviour Monitor on SIMS so that an accurate check can be made.
  - If offence is repeated for a **fourth** time, then pupil should be referred to the Head of Department who may warn or give detention. (The Head of Year should also be alerted at this stage.)
  - **Further offences** should be reported to the Head of Year. However, there is an expectation that work should still be completed.
2. Pupils should be discouraged from leaving the classroom to fetch work from their lockers. This merely encourages disorganisation.
3. Talking during lessons should also move through the warning and detention stages.

4. Disrespect to teachers and pupils should immediately warrant a detention. Depending on its severity, this can either be break or teacher detention. Pupils should not be allowed to make negative comments about other pupils without a reprimand, as this can simply reinforce the negative comment. Serious disrespect should also be reported to Head of Year on the Pastoral Incident Report Form.
5. If a pupil is particularly/continually disruptive during a lesson, they may be removed to the Head of Department. If the Head of Department is not available, then a member of the SLT should be sent for, to extract the pupil. (A pupil should never be sent out the room, particularly not one who is misbehaving). The Head of Year should also be alerted by phone or email if possible.
6. It is important as a school consistently to challenge negative behaviour. Points for negative behaviour should be recorded on SIMS in line with this Policy.
7. The Head of Year is responsible for dealing with serious or repeated breaches of behaviour and will take appropriate action, considering all of the pastoral information available. This may involve a range of measures before a Friday detention is given. The Head of Year will place pupils on stage 1 of the Education/Behaviour Plan if they fail to moderate their behaviour after initial sanctions have been applied. When a matter is passed on to a colleague (HoD, HOY or SLT) control of the matter is also passed on. The teacher should be kept informed of the outcome but may not have further input into deciding on the outcome.

**Important note:** It is essential that pupils recognise that the teacher is in charge of discipline in their classroom. Consequently, teachers must work through all the stages first before referring the matter to the HoD or HOY.

It is also essential that teachers are consistent in their approach. Discipline is maintained if pupils know what to expect and know that the teacher will always follow through with sanctions for offences.

### 3. Discouraging Negative Behaviour

#### **Aims**

- To maintain a well ordered and pleasant atmosphere in the Royal School;
- To make pupils aware of the consequences of negative behaviour;
- To develop high standards of behaviour, self-discipline and a positive attitude towards school;
- To identify ways of discouraging negative behaviour.

The behaviour of pupils in school is the responsibility of all staff who, with the support of the SLT, should promote good standards of behaviour. Staff will strive to show consistency in relation to agreed protocols for classroom management and how any substandard behaviour is dealt with.

The following table should be used as a guide as to the behaviours that should be recorded on SIMS. Incidents that require further action by senior staff should be recorded on the Pastoral Incident Report Form (**see Appendix 4**) This list is not exhaustive and it is up to the teacher to

record any behaviour they deem unacceptable. One Behaviour point will be given in response to each of the following inappropriate behaviours.

Behaviour		
Report to HOY on Pastoral Incident Form	Report to HoD	Teacher Applies Sanction
Disruptive behaviour Disruptive behaviour in a sub class Bringing the school into disrepute Leaving school without permission Lack of respect Insolence Verbal Abuse - pupil Verbal Abuse - teacher Defiance Physical Abuse Wilful disobedience	Deadlines not met Lack of effort in class Lateness Excessive Talking Cheating Dishonesty Vandalism Missed detention	Missing Books/Equipment Incomplete homework Late Homework Uniform infringement Not following instructions Failure to produce absence notes Eating in class Misuse of mobile phone

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

#### 4. Behaviour Sanctions

##### Agreed Sanctions for specific behaviours

Behaviour	Action	Responsible for Sanction
<b>3 late/ incomplete/ unacceptable subject specific homeworks</b>	Referral to HoD	Head of Department
<b>3 no books/equipment subject-specific</b>	Referral to HoD	Head of Department
<b>3 behaviour points subject - specific</b>	Referral to HoD	Head of Department
<b>Mobile Phone misuse</b>	Phone to Concourse	Support Staff & Head of Year
<b>3 late book entries</b>	Referral to HOY	Head of Year
<b>3 uniform card infringements</b>	Referral to HOY	Head of Year



## **Uniform Card**

Uniform will continue to be monitored using the uniform card. The uniform card can be signed by any member of staff. When a uniform card has been signed three times, the card should be retained and passed to the Head of Year by the member of staff who signs it for the third time.

## **Range of Sanctions**

Examples of sanctions that could be used are:

- Verbal reprimand;
- Move place in class;
- Punishment task/extra work;
- Removal to nearby classroom (HoD);
- Detention at break or lunchtime organised by subject teacher;
- Departmental Detention after school organised by subject teacher/HoD;
- Use of departmental reporting system/subject report, with subject-specific targets;
- Head of Year / Vice-Principal's / Headmaster's Detention after school;
- Uniform report;
- Attendance report;
- Lunchtime reporting;
- Withdrawal from the school canteen for a specified period of time;
- Removal of privileges such as non-essential out of class activities;
- Change of timetable/class;
- Target setting;
- Behaviour Report Card;
- Begin Stages of the Education Authority Policy for Special Educational Needs (Education/Behaviour Plans);
- Pupil Support arrangements;
- Meeting with parent/guardian;
- Suspension;
- Interview with representatives of the Board of Governors;
- Expulsion.

## **Break or Lunchtime Detention**

This detention will be given by a subject teacher for infringement of the Classroom Behaviour Policy and will last for 10 or 15 minutes. Pupils will be allowed reasonable time to have their lunch and to visit the toilet.

## **Departmental Detention**

This detention will be given after consultation between a subject teacher and their Head of Department for repeated infringement of the Classroom Behaviour Policy. Parents will be informed in writing 24 hours before the detention which can last up to an hour after school

## **Head of Year Detention**

A Head of Year will authorise a detention in response to serious incidents of poor behaviour or infringements of school rules, with the aim of supporting the pupil towards positive behaviour. Head of Year detention will be held on Fridays from 3.20pm until 4.20pm. The pupil concerned will

be given a detention slip to be signed by their parents to confirm arrangements. If a pupil misses a detention for an invalid reason the detention will be doubled or extended.

### **Vice-Principal's / Headmaster's Detention**

After a pupil has received two Head of Year Detentions (or does not attend a Head of Year Detention) any further misbehaviour will be punished by a Vice-Principal's Detention after school on a Friday. Any further breaches of the school rules will warrant a Headmaster's detention and further levels of intervention. Failure to comply with the detention regulations can result in suspension.

### **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 of Report**

If pastoral staff have concerns about a pupil's progress or behaviour, or if they have gained too many behaviour points they may be put on to Stage 1 Report for a minimum of 6 weeks. This gives parents, Form Tutors and Heads of Year an opportunity to monitor progress.

**Stage 1** The pupil will be on an Education / Behaviour Plan drawn up in consultation with the parent, pupil and Head of Year. 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. 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.

**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 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.

### **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 social time and breaks. Pupil Support is supervised at all times.

Pupil Support is part of school management procedures and it is not open for pupils or parents 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/Guardians 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 (**see Appendix 2**) 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 may be found in **Appendix 1** at the end of this document.

### **Interviews with representatives of the Board of Governors and an officer of the Education Authority**

Where a young person has failed to respond positively to continued interventions made by the school, parents and other relevant outside agencies, it may be necessary for that young person and parents to meet with representatives of 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.

### **Exceptional Conditions**

During exceptional situations (such as Corona Virus), it is vital that pupils observe government guidance (such as social distancing). Pupils who wilfully disobey this instruction should expect to receive the most serious school sanctions.

## 5. Promoting Positive Behaviour through Praise

### Aims

- To maintain an atmosphere of success in the Royal School;
- To recognise and celebrate a pupil's achievement, attainments, effort and uniqueness;
- Raising self-esteem through recognition of hard work;
- Providing pupils with an incentive to work to the best of their ability;
- Developing high standards of behaviour, self-discipline and a positive attitude to school;
- Developing a climate of encouragement, praise and respect for achievement by supporting pupils to value their own successes and those of others;
- To promote positive behaviour.

### Rewards' Implementation in RSA

It is our firm belief that rewards:

1. should be earned.
2. should not be impossible to achieve.
3. should be meaningful to our pupils.
4. should be a motivation to success.

**Speech Night:** This annual event, which is held in September before an invited audience of parents, governors and community representatives, has prizes issued for academic achievement, endeavour and progress; sporting and cultural success; and commitment to school values. Academic awards are based on available data in public and school examinations. The non-academic prizes are awarded by staff selection and election.

**Headmaster's Commendation:** Teachers can credit pupils in KS3 with Positive Behaviour Points according to the Guidelines for Awarding Positive Behaviour document. These cover all areas of school life including outstanding work, improved work, greater effort, manners, representation and impressive contribution to activities during the year. There is no limit to the number that can be awarded. The Head of Year will reward the top achievers each term with a Headmaster's Commendation, to be presented at a coffee morning and a copy placed in the pupil's file. These are awarded at the end of each term. The top achiever from each class in KS3 will receive a prize on Speech Night. Pupils in KS4/5 can also be nominated to receive a Headmaster's Commendation by any member of staff to reward and recognise their academic and extra-curricular achievements.

**Acclamation by whole school:** presentation in Morning Assembly to outstanding achievers in inter-school, inter-provincial and international competition.

**Collective rewards:** non-uniform day or end of term cinema visit for adherence to uniform code and general behaviour in public areas of the school.

### **Individual activity rewards:**

- Awards dinners** for rugby, hockey & debating;
- CCF presentations** at end of Annual Camp in Great Britain;
- Pizza Party** for school play participants;
- External certification** for Maths Challenge and Duke of Edinburgh Award.

**Action Head of Years:** Staff are encouraged to report positive behaviour and contribution to Head of Years for compliment and possible use for future reference purposes. This can include support for those experiencing bullying behaviour, lifting litter or conspicuous examples of honesty. Awarding of monthly Headmasters Commendations.

**Prefectship** by staff election on non-academic criteria including adherence to uniform code, standards of behaviour, contribution to the life of the school, and capacity and potential to manage their peers.

**Honours Blazers:** VI form students can be awarded a distinctive blazer and tie for significant measured contribution to a range of extra-curricular activities.

**The House System and the Combined Cadet Force:** Not everyone can represent a school team, so the House System and the Combined Cadet Force affords greater opportunity for posts of student responsibility, sporting and cultural representation. This widens self-esteem and character-building and therefore, as a consequence, opportunities to praise. Moreover, they align perfectly with the school's holistic mission allowing it to drill down more deeply into the school population.

**Praise within the classroom:** At its simplest level, staff reward good behaviour by verbal praise, gestures of approval, positive comments on written work and the display of such. Each department/teacher is encouraged to offer praise in their own way: stickers, stamps, awards, food, cinema and restaurant trips etc. In addition, pupils can earn achievement points which will be recorded on SIMS and can lead to the awarding of rewards as outlined in this Policy.

## **6. Achievement Points**

In promoting positive behaviour, it is important that the school places a high priority in recognising and rewarding achievements and the type of behaviours which we want the pupils to exhibit. Moreover, it is important to encourage and reward pupils who consistently adhere to the school rules and constantly give of their best, without ever achieving the very top grades. Opportunities for the Form Tutor to reward such achievements should include but are not limited to the following:

- |  |   |                        |
|--|---|------------------------|
| ⇒ No behaviour points in a month       | - | + 3 Achievement points |
| ⇒ No marks on uniform card in one term | - | + 2 Achievement points |
| ⇒ No late homework in a month          | - | + 1 Achievement points |

In addition, all pupils will be encouraged to be good citizens and to work hard through the awarding of achievement points.

Pupils may earn achievement points from class teachers in a variety of ways, including:

Achievement	
Academic Achievement	Good Role Model
Excellent effort/participation in class	Helpful to peers/staff
Consistently enthusiastic	Marked Improvement
Consistently diligent	Extra-curricular (other)
Dependable	Music Endeavour
Displays good social skills	Sporting Endeavour

Pupils can earn one behaviour point for each of the above achievements. These reward points are recorded on SIMS and will be used to reward pupils appropriately.

The class teacher should give out a minimum of 2 Achievement points to each KS3 class every week.

**Extra-curricular Activity:** A student should be given +2 Achievement points per term for consistent contribution to an extra-curricular activity.

## 7. Behaviour and Achievement Points Tracking

Pupils will start the year with 30 points and will have points added or withdrawn for behaviour and achievement as appropriate. Points will be tracked on a weekly basis using the pupil's individual charts (**see Appendix 3**) which they will keep in their homework diaries. Pupils will record their points on their tracking sheets on a Tuesday morning during registration with the Form Tutor.

### Rewards and Sanctions for Points Totals

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 Speech Night. The general framework for rewards and sanctions is set out below:

**40+ Points** - Headmaster Commendation – certificate presented at a coffee morning with the Headmaster and Head of Pastoral Care.

**35+ Points** - Head of Year Commendation – certificate presented at an appropriate time. Lunch queue pass.

**25 Points** – Form Tutor to inform Head of Year – Head of Year to investigate

**20 Points** – Form Tutor to inform Head of Year – Head of Year to contact parents and deal with as appropriate

**15 Points** - Head of Year to meet with parents and place on Stage 1 Behavioural report.

### Possible End of Term Reward Trips for Yr 8 – 10 Classes (One per term)

At the end of each term the highest achieving classes or groups of pupils can be rewarded as follows:

Cinema Trip/Talent Show/Activity Day only for those who are above 25 points.

Common Room for the afternoon (Term 1) (40+ points)

DVD and popcorn afternoon (Term 2) (40+ points)

Tayto Park/Planetarium/Lisburn visit (Term 3) (40+ points)

## 8. 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, Boarding and Sixth Form. 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 and the Code of Conduct.

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 the teaching staff and support staff 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/guardians.

## 9. Linked Documents

This policy should be read in conjunction with:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Code of Conduct
- Online Safety Policy and Bring Your Own Device Policy
- Pastoral Care Policy
- Social Media





## 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 Type Behaviour;
- 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 following a suspension;
- 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 used between 8:45am and 3:15pm;
- Where the Headmaster or his deputy has cause for very grave concern due to the unacceptable behaviour of a pupil;
- Where the Headmaster judges that a pupil is causing serious problems for organisation and discipline within the school;
- Where the Headmaster judges that a pupil's continued presence is infringing the rights of other pupils to be taught and to learn;
- Where the Headmaster 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 the Board 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. The pupil may continue to offer work to a member of staff for feed, back like any other pupil.

## **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.

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.

**Important note:** A pupil may lose the opportunity to use The Royal School, Armagh 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 will 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.

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

### Risk Assessment

Name:

Class:

Date:

Other Support Involved:

Background information:

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Targets to Address Risks:

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Management Plan:

Do's	Don't's

Monitor, Review Date Set, eg HOY / FT / SENCo

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 3: Tracking Sheet for Behaviour and Achievement Points

Pupils will start the year with 30 points and will have points added or withdrawn for achievement and behaviour as appropriate. Points will be tracked on a weekly basis using the chart below. This will be completed on a Tuesday morning during registration with the Form Tutor. Pupils will be given the sheet below to keep in their homework diaries to record their points.

	Term 1																
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	
	September				October				November				December				
40																	HM Commendation -
35																	HOY Commendation
30																	On target
25																	Form Tutor notify HOY
20																	HOY notify parents
15																	Behaviour Report Stage



## Appendix 4: Pastoral Incident Report

<b>Name of Person Completing Report</b>	<b>Date, Time and Location of Incident</b>
<b>Details of Incident (please include names of pupils involved and main facts)</b>	
<b>Action Taken/Sanction Issued</b>	

**Report passed to: \*Head of Year/ Vice Principal/ Principal**

*\*Please delete as appropriate*