



Positive Behaviour Policy

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Ethos of the School

GROSVENOR GRAMMAR SCHOOL		
<i>Relationships</i>	<i>Respect</i>	<i>Responsibility</i>
<i>Working together</i>	<i>Fostering mutual understanding</i>	<i>Developing self and others</i>

Mission Statement

To inspire our pupils within a supportive caring environment to be lifelong learners, enabling all pupils to realise their full potential and become tolerant and confident adults.

Aims:

- to ensure that every individual is valued within an inclusive learning environment;
- to enable pupils to achieve high levels of success commensurate with their ability in all of their activities and prepare them for adult and working life;
- to provide a broad, balanced curriculum and extensive extra-curricular programme;
- to encourage the personal, moral and spiritual growth of our pupils and to encourage a sense of pride in being a member of the Grosvenor community; and
- to build upon the partnerships between pupils, staff, parents, local and international communities, so that everyone enjoys and benefits from their experience of Grosvenor.

1. Introduction

This policy has been written following consultation with staff, pupils, parents and governors of the School.

- 1.1 It is the policy of this School that pupils should be encouraged to behave in ways that show self respect and respect for others and which maintain a safe, orderly and enjoyable learning environment.
- 1.2 The procedures and documents produced and the approaches adopted by staff, in and out of the classroom, emphasise the School's ethos by focusing on positive behaviour strategies.
- 1.3 This policy recognises the positive impact that good, orderly behaviour has on learning and teaching.
- 1.4 At the heart of positive behaviour lies a good relationship between pupils and staff. The aim of the School is to foster such relationships based on mutual respect.
- 1.5 Whilst seeking to ensure a consistent approach to behaviour management, there is an equal recognition of the need to treat each pupil as an individual, taking account of mitigating circumstances as and when appropriate.
- 1.6 The contents of the policy apply to pupils whether in school, travelling to and from school, on school trips or representing the school off-site (see *Educational Visits Policy* for the Code of Conduct relating specifically to school trips).
- 1.7 The contents of the policy and the contents of the *E Safety, ICT Acceptable Use and Digital Media Policy* apply to pupils at all times.
- 1.8 The Governors are committed to a process of consultation and will review the *Positive Behaviour Policy* regularly to ensure that the aims of the Policy are being met.

GROSVENOR POSITIVE BEHAVIOUR CHARTER

Pupils will:

- attend school;
- show respect for the views, feelings, thoughts and property of others;
- come to school and class on time and be suitably equipped for lessons;
- behave safely in and out of the classroom;
- follow the *School Code of Conduct*;
- always work to the best of their ability in class;
- seek help with work they don't understand;
- accept ownership of their behaviour and learning and develop the skill of working independently;
- meet deadlines for the submission of work; and will
- value all members of the school community.



Relationships
Working together

Respect
Fostering mutual understanding

Responsibility
Developing self and others

Staff will:

- empathise with, respect and value all members of the school community;
- behave in a professional manner at all times;
- ensure that lessons are well prepared and challenging, taking into account the ability and any special needs of individual pupils;
- record, celebrate and reward pupil achievement;
- liaise with parents, sharing successes or concerns they may have about a pupil;
- be a positive role model;
- be fair with praise, rewards and sanctions; and will
- create an environment where pupils can learn.

THE CODE OF CONDUCT

The *Code of Conduct* sets out the School's expectations of all of its pupils. Grosvenor is proud of its traditions and of the good relationships existing between pupils, teachers, parents and the wider community, which are such an important part of this School. The *Code of Conduct* can be summarised as follows.

- **Respect yourself. Display the highest standards of conduct at all times.**
- **Treat all members of the school community with respect.**
- **Attend school whenever possible.**
- **Arrive punctually to school and to the start of each lesson.**
- **Take responsibility for your own belongings and respect property belonging to the school and to others.**
- **Behave in a safety-conscious manner at all times.**
- **During lessons, act in a manner that will maximise the learning opportunities for yourself and others.**
- **Complete all homework to the best of your ability and meet all homework and coursework deadlines.**
- **Wear your uniform with pride. It identifies you as a member of the School community.**

The *Code of Conduct* is based on the 3 essential components of our School ethos: relationships, respect and responsibility.

The School respects you and it expects you to respect yourself and others. If you participate fully in the life of the School and do your best, in and out of the classroom, you will be a credit to yourself, to your family and to Grosvenor.

The staff in this school are here to look after you. They will treat you with respect and they will work to help you.

This means:

- there is no excuse for rudeness, disrespect or insolence towards any member of staff;
- any reasonable request from a staff member should be carried out at once and without argument; and
- breaking these basic rules will be treated as a serious matter.

The health, safety and wellbeing of every member of this School community - staff and pupils - is an important concern. **You must be where you are supposed to be and never leave School premises without permission.** In the event of a fire or other emergency, if you cannot be located it must be assumed that you are still in the building and others - particularly members of the emergency services - may put their lives at risk trying to find you.

ANY LARGE ORGANISATION REQUIRES A ROUTINE THAT EVERYONE MUST FOLLOW.

a. ATTENDANCE

Arrive on time –8.40 am at the latest.

Absence: On the morning of return after any absence you must bring a written explanation from your parents/guardians to your Form Tutor. You must follow your timetable and remain on the premises until the end of the session, unless you are given an alternative instruction by a member of staff.

Appointments (dentists, doctors, etc.) should be after school; if this is not possible you must bring a note from your parents/guardians to your Head of Year, preferably on the previous day. You will be given a signing-out slip which you must take to the office when you are leaving School. If you return before the end of School you must sign in again.

You must never leave the School premises without the permission of one of the following people: the Pupil Welfare Auxiliary (PWA), your Head of Year (HoY), your Head of School (HoS), a Vice Principal (VP) or the Principal. Apart from sickness, you will not be allowed to leave School if written permission has not been provided.

Leave of absence for very special occasions must be sought by your parent or guardian in advance and in writing from the Principal. The School cannot approve absence for holidays during term time.

The School monitors punctuality and attendance. It is vital you are in class, and School references give information on attendance and punctuality. Pupils consistently late to class are failing to respect themselves or others and can expect a sanction to be applied. Pupils recorded as late for School on three occasions in any academic year will be given a warning (issued by letter to parents/guardians); after three subsequent late arrivals, the HoYs will implement the sanctions as outlined in Appendix 3. If you miss three consecutive School days, or if you miss more than three days in a four-week period, the School will contact your home.

b. ARRIVING & LEAVING

On your way to and from School, you should always be well behaved: leave room for others to use the footpaths; observe road safety rules; use controlled street crossings, where they are available. If you travel by bus remember that mistreating property may mean withdrawal of your bus pass. Those found to have committed such an offence will meet cleaning or replacement costs and a further sanction may be imposed by the School.

c. ILLNESS IN SCHOOL

Tell your teacher if you are unwell during class and request permission to go to the Pupil Welfare Auxiliary.

d. SELF RESPECT

If you do not respect yourself, you cannot expect others to respect you. Set yourself high personal and academic standards and be careful of your personal appearance and conduct. Let your manners, speech, behaviour and uniform do you credit.

e. RESPECT FOR OTHERS

Show tolerance, compassion and courtesy to others.

Treat School visitors with the utmost respect.

Bullying, rudeness and dishonesty are disrespectful and spoil relationships.

Speak quietly and politely to everyone.

f. PROPERTY

Always respect the property of others and do not interfere with anything belonging to the School or to any other person. School property is there for the good of all; treat it carefully, making sure it is not damaged by your actions. (In the event of an accident, report immediately to the office or to an appropriate member of staff. Pupils are responsible for cleaning any mess that they make).

To prevent damage, chewing gum, indelible permanent markers and correction Fluid (e.g. Tippex) are forbidden.

Avoid bringing large amounts of money or valuables to school.

The Principal and Vice Principals are empowered to impose a fine to cover repair or replacement costs for damage to, or theft of, property, as outlined in the *Charges and Remissions Policy*. Limited cover is provided from the School Fund for loss / damage to personal belongings which are legitimately in school. In the event of a claim, you must have: looked after your property, securely labelled it, have proof of purchase and have a / some witness(es) who can support your claim. All claims must be made in writing to the Principal.

g. MOVEMENT

There are large numbers of people in school. In the corridors, on the stairways, in playgrounds and in classrooms, show consideration for others. Walk on the left-hand side of the corridor. Do not enter areas reserved for staff. Avoid running, jostling or pushing inside the building. Recognise the dangers of unruly or inconsiderate behaviour, especially for younger or smaller pupils.

h. LITTER

We can all play a part in improving our environment. Litter is unsightly, but it is also a pollutant. Never drop litter yourself, remind others that they should not do so, and clear up any litter that you see around School.

i. MEALS

You must not leave School premises without permission. You may go home for lunch only if you bring a written request from your parents/guardians verifying that an adult will be present in the home. In School, you may eat lunch outside or in the School Dining Area or Multi-purpose Hall (for pupils taking packed lunches), remembering always to display good manners and to maintain tidiness.

Senior School pupils are permitted to leave the school grounds during lunchtime, provided they have brought in written permission from their parents / guardians at the beginning of the school year.

j. SAFETY.

It is vital that you observe all safety precautions set by the School. In all lessons, listen carefully to the teachers and obey their instructions. In the event of fire or other emergency, move quickly and quietly out of School by the recommended route and take your place in the class group as you are directed at the muster stations.

k. PLAYGROUNDS

You may play only with tennis balls in the playgrounds (no racquet sports). Take care of trees, plants and seating areas.

l. LESSONS

Most activity of the School occurs within the classroom. As a result, pupils need to behave in appropriate ways.

START OF LESSONS

The lesson begins the moment you enter the room. Enter rooms in an orderly fashion once instructed to do so by a member of staff; go straight to your workplace. Take out books, pens, rulers, etc. Place bags safely below the desk or where assigned by the teacher.

DURING LESSONS

When your teacher talks, remain silent and concentrate. If the class is asked questions, put up your hand to answer, do not call out (unless asked for quick ideas). During group work or practical sessions, work with your classmates. Ensure that your behaviour does not interfere with or interrupt the learning of others.

Eating and chewing gum are not permitted during class. Pupils are permitted to drink water.

END OF LESSONS

The bells are not signals for you - they are information for your teacher. Do not begin to pack away until told to do so. Then, stand and push in your chairs; any litter should be picked up. Only when the teacher says so may you leave the room.

m. HOMEWORK

Enter all homework neatly in your student planner. You should do all work thoroughly, to the best of your ability.

Make sure written work is neat, in the correct book and ready to hand in on the day stated. If possible, get an adult to read over your work and ask them to check it with you. Your parent/guardian should sign your student planner on a weekly basis.

n. UNIFORM

The School uniform shows all pupils are valued equally. This is important to Grosvenor.

You must follow these regulations:

Wear your uniform at all times in school, to school, and to all official school functions.

The uniform identifies you as a pupil of this school. Display only the highest standards of behaviour at all times. Detailed uniform regulations are published elsewhere.

o. USE OF SANCTIONS

Whilst the School seeks to use praise and encouragement more often than sanctions, disciplinary measures are needed from time to time.

Class routine and discipline are the responsibility of the subject teachers and they will follow a system of:

- warning;
- additional work to be done at home;
- a teacher imposition, such as staying in class at lunch time or after School;
- reporting to a higher authority; and then
- Daily Report.

Inappropriate behaviour in class will be recorded by all subject teachers on Lesson Monitor. A referral system operates in School which means that if you fail to co-operate with members of staff, despite their best efforts, the matter will be passed on to the Head of Department (HoD) or Head of Year and appropriate sanctions will be applied. Out-of-class misbehaviour will be dealt with by the teacher on duty in the first instance who will then take appropriate action.

For serious or persistent misbehaviour Heads of Year or members of the Senior Leadership Team may place a pupil in the weekly School detention (Friday 3:35pm – 4:35pm). Parents/Guardians are notified by letter of the cause and are given 24 hours notice.

In exceptional cases a pupil will be suspended and the Education Authority notified. Parents/Guardians of such pupils must attend an interview with the Principal before their child is accepted back to School. In a few isolated cases, parents may be asked to consider enrolling their child in another school because of the detrimental effect that a pupil's attitude or behaviour is having on the progress of others.

In all cases regarding questions about sanctions, or about any aspect of your school career, your parents/guardians are encouraged to arrange an appointment with the Head of Year.

Parents / Guardians and prospective pupils should note that acceptance of a place at Grosvenor Grammar School is taken to mean acceptance of the School's *Positive Behaviour Policy* (including School Rules) and the *Code of Conduct*.

GROSVENOR GRAMMAR SCHOOL - SCHOOL RULES

While the School prefers the positive approach to discipline outlined in the Grosvenor Grammar School *Code of Conduct*, the Governors believe that rules are necessary for the smooth functioning of the school community. **These rules are based on the 3 essential components of our School ethos: relationships, respect and responsibility.** The School Rules help to describe what we accept as "positive behaviour" and emphasise the ethos of Grosvenor. In accepting a place in Grosvenor Grammar School, pupils and parents are indicating that they understand and subscribe to the School's *Positive Behaviour Policy*, including the School Rules.

The School Rules apply at all times whether pupils are on the School Campus or elsewhere, including travelling to and from school, so long as they are seen to be part of Grosvenor Grammar School.

1. Attendance and Punctuality

Pupils must:

- 1.1 be punctual and regular in attendance and in their arrival to all assemblies and classes;
- 1.2 not enter the School premises before 8.00 am each day, or remain after 4.50 pm, unless taking part in a school activity supervised by a member of staff;
- 1.3 wait outside the buildings before 8.00 am;
- 1.4 attend for the full School Day i.e. 8.40 am to 3.25 pm (except with explicit permission from the Pupil Welfare Auxiliary, their Head of Year, their Head of School, a Vice Principal or the Principal);
- 1.5 sign the appropriate form at the School Office if they arrive or leave during the School day;
- 1.6 remain on the premises throughout the School Day (except with the permission of the Pupil Welfare Auxiliary, their Head of Year, their Head of School, a Vice Principal or the Principal);
- 1.7 go home for lunch only if they have brought a written request from their parent/guardian verifying that an adult will be present in the home;
- 1.8 never leave a class or fail to attend it, without the permission of an authorised member of staff;
- 1.9 attend School detentions and teacher impositions on the dates and at the times stated; and
- 1.10 attend morning assembly unless they have been officially excused. The Principal will permit exemption only on grounds of conscience or religion. Parents / Guardians wishing to seek such an exemption for their child must make the request in writing to the Principal.

2. Movements within School and Grounds

Pupils must:

- 2.1 move around the School in an orderly way, keeping to the left in corridors and on stairs;
- 2.2 queue in single file, on the classroom side before entering a room;
- 2.3 allow other classes to leave before entering;
- 2.4 leave the doorway clear;
- 2.5 not enter a classroom, store or teaching space without the explicit permission of a member of staff;
- 2.6 not play or enter areas where flowers, shrubs or trees have been planted;
- 2.7 use only tennis balls for ball games in the playground. The only sports equipment permissible is a plastic cricket bat as supplied by the P.E. Department. The only exceptions to this rule are where it takes place as part of a supervised P.E. class. No ball games are permitted in the Science courtyard.
- 2.8 not bring cars or motorbikes/scooters into the School grounds except with the Principal's permission.
- 2.9 **Access**

Pupils must not enter the following areas which are out of bounds:

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- 2.9.1 The Main School Entrance, the Reception Area and the associated seating (except for special business in the School Office).
- 2.9.2 School lifts (except with the permission of the Principal or a Vice Principal).
- 2.9.3 The staff car parks except for Senior School to access their own car.
- 2.9.4 The synthetic hockey pitches (unless accompanied by a teacher).
- 2.9.5 Other areas of the School as deemed necessary to ensure pupil safety and positive behaviour.

- 3. In the Classroom** - the key is to contribute to an orderly learning environment. Pupils must prepare for work immediately, behave appropriately, follow instructions and listen attentively.

Pupils must:

- 3.1 get out books quietly and prepare for work immediately;
- 3.2 remain silent and concentrate on their work when the teacher talks to the class;
- 3.3 put up their hand when they wish to answer a question and not call out;
- 3.4 not distract or annoy other pupils;
- 3.5 not leave their seat without the teacher's permission;
- 3.6 pack away at the end of a lesson only when the teacher tells you to do so; and
- 3.7 leave the room neat and tidy and exit in an orderly way.

4. Behaviour

Pupils must:

- 4.1 maintain a high standard of personal appearance and act at all times with courtesy and consideration;
- 4.2 refrain from abusive or violent behaviour, spitting and using foul or offensive language;
- 4.3 be aware that bullying of any nature e.g. verbal, mental or physical is totally prohibited. This includes inappropriate use of mobile digital devices and other ICT equipment;
- 4.4 respect all employees, parents, pupils and members of the general public at all times;
- 4.5 carry out reasonable instructions of staff.
- 4.6 complete homework on time, at home;
- 4.7 not consume food and drink during class or in corridors, the library, computer areas, offices, stores, toilet areas or Halls;
- 4.8 place litter in the bins provided or take it home for proper disposal;
- 4.9 refrain from smoking, vaping, drinking alcohol and taking non-prescribed drugs or bringing any such materials and substances into School or to School events; this policy applies to all pupils regardless of age, and to all School activities, and on all trips. The sanction used in such cases will include suspension and/or expulsion;
- 4.10 never bring the School into disrepute (whether in or out of uniform and whether in or out of school).

5. Uniform and Appearance

Pupils must:

- 5.1 wear full School uniform to and from School, at assembly, during the School day and at all times that they are seen by others as representing the School. Only the Principal or her appointed deputy may make exceptions to this rule. Details of the school uniform are published separately;
- 5.2 label all articles of uniform and other personal property brought to school with their name;
- 5.3 not wear any badges other than one non-political badge;
- 5.4 not wear jewellery with School uniform except for one plain ring and/or one non-political bracelet. Earrings are not permitted, but girls may have **one** plain gold or silver stud or sleeper in each earlobe;
- 5.5 not wear make-up in Junior School. Girls may wear unobtrusive make-up in Middle School and Senior School. Boys must keep facial hair close shaven;
- 5.6 ensure that hair style is natural looking, unobtrusive and acceptable to the Principal;

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- 5.7 be made aware that body piercing (apart from that permitted under rule 5.4 above) is not acceptable;
- 5.8 ensure that they do not have tattoos which are visible when wearing school uniform;
- 5.9 not bring non-uniform items to school without permission from a staff member;
- 5.10 ensure that girls' summer blouses are only worn from Easter to Halloween.

The Principal may waive any of the above rules where they are in conflict with religious beliefs.

6. Property

Pupils must:

- 6.1 not bring any items, other than normal school books and stationery or games kit, to School which have not been specifically requested by a teacher;
- 6.2 only bring money for daily needs to school. Where it is essential that other money is brought, it should be looked after carefully and kept on their person. During P.E. or Games, money or valuables must be handed to a member of staff for safe-keeping;
- 6.3 treat School and personal property with respect. Any damage to property must be reported immediately to the School Office;
- 6.4 not bring chewing gum, correcting fluid (e.g. Tippex) or permanent markers to School at any time;
- 6.5 not bring any sharp or pointed instruments, knives, firearms (replica or otherwise), fireworks, lighters, matches, laser pens, any harmful or illegal substances, or any item which might cause damage to others onto the School campus at any time or to any school event e.g. School Trips. The range of sanctions used in such cases will include suspension and/or expulsion. With some of these items the PSNI must be informed;
- 6.6 never vandalise property with graffiti - e.g. on school books, school bags, personal clothing, furniture, fittings or fabric, walls, buildings, etc.;
- 6.7 pass any article found that is not their property to a member of the Office staff;
- 6.8 not bring offensive material of any sort into School;
- 6.9 remember the School's policy on mobile phones and other electronic devices. In the exceptional circumstances when they are allowed, School accepts no responsibility whatsoever for loss or damage to any such device, howsoever caused, on or off the School premises. Mobile phones and any other communications or entertainment equipment must never be brought into an examination room or used in a classroom; **Mobile phones etc. must be switched off (i.e. completely, not just on silent) from 8:35am until 3:25pm. If the device sounds at any time, or a teacher discovers it to be switched on (without proper authorisation), it is the teacher's duty to confiscate it and give it to a member of SLT who will set an essay. On the first such occasion, the phone may be reclaimed by the pupil at 3:25pm. On subsequent occasions, the member of SLT may only return the phone directly to the parent/guardian;**
- 6.10 not sell any articles whilst on school premises, on the way to or from school or on school activities, other than School-approved business.

7. Safety

Pupils must:

- 7.1 observe and obey safety instructions at all times;
- 7.2 never use subject specialist equipment or apparatus without the supervision of a member of staff;
- 7.3 obey emergency evacuation signs, signals and instructions and leave the buildings by the most direct route when the alarm is raised;
- 7.4 report to the designated muster station / assembly area in an emergency evacuation;
- 7.5 never climb a school fence, gate or wall and must not enter areas cordoned off by Amey FM staff / contractors;
- 7.6 place all medications (including headache tablets) brought to school, in the safe-keeping of the Pupil Welfare Auxiliary;

- 7.7 report any concerns regarding abuse (neglect, domestic violence, physical, sexual, emotional or exploitation) of themselves or others to any member of staff or the Designated Teacher. The Designated Teacher is Mr Brunt and the Deputy Designated Teachers are Mrs McLaughlin, Mrs Fox and Mr Young.

Parental / guardian unwillingness to engage with school Positive Behaviour Policy

1. If parent(s) / guardians(s) are unwilling to respond to school communications, or attend a meeting to review behaviour of their child, the school discipline process will continue following a lapse of 5 school days.
2. The relevant stages will continue without parental / guardian participation. A written record will be provided of any meeting / intervention / sanction.

Consideration of suspension

If pupil behaviour is serious enough to be considered for a suspension, he/she will work under the supervision of a member of SLT whilst a school-based investigation is carried out. This will ensure the pupil's protection from any further allegations and / or involvement in the relevant behavioural incident.

APPENDIX 1 RECOGNITION AND REWARD STRUCTURE

In keeping with the ethos of the School, there is a desire to recognise the good behaviour, achievements and attendance of our pupils. This positive reinforcement of behaviour is designed to minimise the need for the use of the sanctions outlined in Appendix 2.

The following list is by no means exhaustive but identifies some of the strategies employed by staff in the school to recognise the work, behaviour, attendance and effort of pupils.

- Junior Certificate Presentation
- Prize Distribution
- School Honours
- Verbal and written class affirmations
- Recording of achievements on Lesson Monitor
- Attendance-Stickers / Certificates
- Principal's noticeboard
- Personal letters of congratulations from the Principal and other staff
- Announcements in assemblies
- Announcements on School Website and Twitter feed
- Digital signage
- School pens & other stationery for Report Card Grade Achievement or Improvement
- Year Group Achievement Boards
- Educational trips
- Subject-specific celebrations e.g. Sporting Awards Dinner
- Stickers/stamps
- Postcards / certificates of attainment home to parents
- Thank you emails / cards e.g. Open Nights
- Certificates recognising improvements
- Shares / stars / points towards a goal e.g. free homework night
- End-of-year prizes e.g. books

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APPENDIX 2 SANCTIONS

The following is a list of sanctions that can be used in enforcing discipline. Those permitted to enforce such sanctions are indicated.

Use of non-verbal signals	All teachers
Verbal reprimand	All teachers
Meaningful extra work	All teachers
Non-regulation uniform or other articles not requested to be brought to School by teachers, removed from the pupil and returned at the end of the school day	All teachers
Relocation in the classroom / sent to work with Head of Department	All teachers
Teacher imposed extra time - Imposition	All teachers
Referral	All teachers
Departmental extra time - Department Imposition	All teachers/HoD
Withdrawal of privileges	HoY/Head of Senior School
The school will not consider pupils eligible for inclusion on school trips if they have, or have had, discipline problems	Principal
Parental Interview	All teachers (working in conjunction with the relevant FT/HoY)
Telephone conversation with parents	All teachers (after consultation with FT/HoD and HoY)
Written Warnings	HoY/HoD
Daily Report	HoY
HoY Extra Time - HoY Imposition (automatic detention after 3 impositions and for every three subsequent impositions)	HoY
Parental Interview (automatic after three detentions and every subsequent three)	HoY
Temporary withdrawal from class	HoY/HoD or SLT
Clock In – supervised break and lunch imposition	HoY or SLT
School Detention	HoY or SLT
Saturday Detention	SLT
Financial Penalty	Principal or Vice Principal
Internal Community Service Duties - particularly for graffiti artists	Principal or Vice Principal
Repeating a School Year	Principal
Internal (reverse) Suspension	Principal or Vice Principal
Sent home prematurely from School Trip	Principal and Chair of BoG
SUSPENSION	Principal and Chair of BoG
EXPULSION	Principal and BoG

NOTES:

1. In operating its Suspension/Expulsion Policy, the Board of Governors will abide by the reporting system introduced by the Department of Education. Under this system, the school has the power of Suspension/Expulsion for breaches in discipline which occur:
 - 1.1 at any time;
 - 1.2 in or outside school;
 - 1.3 whether or not a pupil is in school uniform;
 - 1.4 and particularly for any act committed against an employee and/or their property.
2. Individual Suspension or an accumulation of Suspensions may lead to Expulsion.
3. The above list does not indicate any order in which the sanctions might be imposed, each case being considered individually.
4. 24 hours written notice is required for extra time after the normal school day.
5. 24 hours written notice is required to the parent(s), for Friday School Detention.
6. BoG = Board of Governors
7. FT = Form Tutor
8. HoY = Head of Year HoD = Head of Department
9. SLT = member of Senior Leadership Team
10. HoS = Head of School

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APPENDIX 3 GUIDANCE ON USE OF SANCTIONS

Apart from exceptional circumstances, for the following offences the minimum sanction that the School automatically imposes is outlined below. Please note that this is not an exhaustive list.

Alcohol – supply/consumption	Normally suspension
Assault – physical / verbal assault of a staff member	Normally suspension
Chewing gum – possession or use	Uniform card initialled
Climbing over a school fence or wall	Detention
Daily Report – no sign of improvement	Parent interview
Deliberate damage to property	Detention or suspension and financial penalty
Detentions – 3 in one year and each subsequent 3 detentions in a year	Parent interview
Drugs – distributing, dealing or inciting others to use	Expulsion & referred to PSNI
Drugs (unprescribed) - possession or use	Suspension and possibly expulsion, referred to PSNI
Laser Pen inappropriate use	Suspension
Laser Pen Possession	Detention
Lateness (all years) – first 3 per annum Lateness (Years 8-12) – 6 lates Lateness (Senior School) – 6 lates Lateness (Years 8-12) – 9 lates Lateness (Senior School) – 9 lates Lateness (all years) – 12 lates Lateness (all years) – 15+ lates	Written warning FT interview and essay on punctuality FT interview and removal of 2x Period 10 privileges HoY imposition and removal of 2 further Period 10 privileges Detention Parent interview (and detention for every subsequent 3 lates per annum)
Mobile phone use	Confiscation of phone and essay (handed to SLT as per <i>Mobile Phone and Digital Devices Policy</i>)
Out of Bounds – persistent	Clock In – supervised break and / or lunch imposition
Possession of dangerous weapons	Suspension & referral to PSNI
Smoking/vaping - possession or use	Detention
Spitting	Warning or essay
Theft	Detention/suspension and possible referral to PSNI
Theft repeated	Suspension/expulsion - referral to PSNI and/or EWO
Truancy from class	Detention
Truancy from school	Saturday Detention / Internal (reverse) suspension
Uniform irregularity	Uniform card initialled and removal of offending article

APPENDIX 4 THE PROCESS OF SUSPENSION AND EXPULSION

The Board of Governors of this School has approved a *Code of Conduct*, which states, in positive terms, the School's expectations of all its pupils. Supporting this *Code of Conduct* are a *Positive Behaviour Policy* and School Rules and Sanctions. These documents are included in the School Prospectus and are given to pupils and their parents/guardians at the start of each academic year. They are also available for inspection at the School Office 9.00 a.m. – 4.00 p.m. Monday to Friday, when school is operational.

It should be noted that:

- A acceptance of a place at Grosvenor Grammar School, in any Year Group, is taken to mean an acceptance by the pupils and by their parents/guardians of the School's *Code of Conduct*, *Positive Behaviour Policy*, Rules and Sanctions;
- B as evidence of that fact, pupils, their parents/guardians, the Principal and the appropriate Head of Year must sign an annual contract in which they and the School enter into an agreement, stating their mutual expectations of each other;
- C i this School takes its duty of care seriously; priority is given to the wellbeing and progress of the young people. Grosvenor is proud of its ethos and of the positive relationships which characterise it. A well-integrated Pastoral Care System is in place and pupils have access to a Counselling Service. Amongst other duties which the Governors assign, it is the Principal's responsibility to ensure an orderly, safe and supportive learning environment by promoting quality learning, pupils' self-discipline, proper regard for the School's authority, good behaviour and respect for others;
- ii in those few instances in which the behaviour of any pupil prevents an orderly, safe and supportive learning environment, and is of a sufficiently serious nature, or has been repeated over time and the pupil has not responded to the School's discipline, the Principal is empowered to suspend* the pupil from the school for an appropriate length of time;
- iii having suspended the pupil and followed the procedure for Controlled Schools as required by the Education Authority's (EA) Belfast Region, Transitional Scheme of Management, the Principal may then discuss the expulsion of the pupil with the Chairman of the Board of Governors, the Senior Leadership Team and the EA's officers as appropriate. If the decision is to expel the pupil, the Principal must ensure that all involved are properly informed.

FACTORS TO BE CONSIDERED IN DECIDING UPON SUSPENSION

- Age and state of health of pupil
- Effects on other pupils
- Extent and influence of external pressure
- The degree to which the offending behaviour was a violation of the school's disciplinary rules and the relative importance of the rule in question
- Pupil's previous record
- Degree of severity of the behaviour
- Mitigating circumstances

REPORTING OF PUPIL SUSPENSIONS TO THE (EA)

An initial suspension will not exceed 5 days. Pupils can be suspended for a maximum of 45 school days in a year. Suspensions are classified as shown below:

- **Substance abuse:** possessing, using or dealing in illegal drugs or solvents or alcohol on school premises
- **Alcohol abuse:** possessing, drinking or selling alcohol on school premises
- **Bullying of a pupil:** all forms whether physical, verbal threats or other
- **Verbal abuse of a pupil:** of a personal nature including swearing and sexually explicit language
- **Physical attack on a pupil:** with or without a weapon, sexually motivated, fighting
- **Disruptive behaviour in class:** persistent or one-off incidents which occupy teacher time and/or distract other pupils
- **Persistent infringements of school rules:** smoking, non co-operation with sanctions, etc.
- **Significant damage to or misuse of property:** belonging to School staff or other pupils in or outside school

- **Stealing:** from school, pupils, staff in school or outside school while in uniform
- **Verbal abuse of staff:** of a personal nature including swearing, threatening behaviour and sexually explicit language
- **Physical attack on staff:** with or without a weapon

EXPULSION OF A PUPIL

The school follows statutory guidance outlined above in expelling pupils and will work closely with an authorised officer at the Education Authority throughout the expulsion process. The expulsion of a pupil involves the School and the Education Authority following the below requirements:

- the pupil has already served a period of suspension;
- a consultation has taken place between the Principal, the parent / guardian of the pupil, the Chair of the Board of Governors, an authorised officer from the Education Authority (the consultation will include discussing future provision of suitable education for the pupil concerned); and
- the decision to expel the pupil is made by the appropriate ‘expelling authority’ which is the Education Authority.

Where a final decision has been taken to expel a pupil, the Principal will immediately notify the parent(s) / guardian(s) of their right to appeal that decision to an independent appeal tribunal established by the Education Authority and will inform them of the arrangements and timetable for doing so.

APPENDIX 5 STAFF DISCIPLINARY DUTIES

- 1 Staff are always on discipline duty. Should they see any pupil contravening the School Rules they must take action to enforce the rules.
- 2 Never push or hit pupils.
Physical contact is unacceptable, except in circumstances where the health and safety of the pupil(s) is (are) a concern (refer to Appendix 9, *Health and Safety Policy: Guidance on the use of reasonable force / safe handling*).
- 3 Staff should be aware of potential situations in which misconduct can arise amongst pupils and should take such preventive action as is necessary to avoid problems developing.
 - 3.1 Insist that pupils stand in single file whilst waiting to enter rooms.
 - 3.2 Prevent blockage of staircases.
 - 3.3 Prevent pupils running in corridors and on stairs.
 - 3.4 Insist on pupils lifting litter.
 - 3.5 Prevent shouting or name calling by pupils.
 - 3.6 Patrol the corridor outside your room at change of period whenever possible.
- 4 Staff should insist on good manners and respect for others and their property from all pupils.
- 5 Staff should, by their own actions, act as exemplars of good conduct for pupils.
- 6 In enforcing discipline, it is imperative that staff treat pupils with due respect.
 - 6.1 Do not seek to intimidate or bully pupils.
 - 6.2 Where possible have a witness to your disciplinary interviews with pupils and parents. If a witness is not available, keep the door to the room fully open.
 - 6.3 Keep a written record of all disciplinary meetings and file it in the respective pupil's file.
 - 6.4 Do not have more than two staff at any disciplinary interview with pupils.
 - 6.5 Attempt to obtain as many witnesses to an event as is possible. Take a written note of their statement. Do not permit key witnesses to collude.
- 7 Staff must not participate in contact sports with pupils.

APPENDIX 6 HOMEWORK LETTER



Pupil's name: _____	Form: _____
Subject: _____	Date: _____

Dear Parent / Guardian,
I wish to inform you that your son / daughter has failed to complete their homework / coursework in the above-named subject as indicated below:

- Your son / daughter has not handed in homework / coursework on the date set.
- Your son / daughter has not handed in work to a standard of which he / she is capable.

Additional comments

I would be grateful if you would **sign and return this letter** with the completed / redrafted work on the day requested below:

- Next day
- Next lesson in this subject
- Alternate date. Date: _____


If you wish to discuss this matter further, please do not hesitate to contact me at School on 028 90 70 2777. I appreciate your support in this matter.


Yours faithfully,

I have been made aware of my son / daughter's progress with regards to homework in this subject.
Please note any comment you wish to make in the space below.

Parental signature: _____

APPENDIX 7 UNIFORM CARD

<h1><u>Uniform Card</u></h1>											
Card No:			Date Issued:								
<input type="text"/>											
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Code:	U = Uniform			C = Chewing Gum							
Name: _____						Form: _____					
Form Tutor: _____											
Please see overleaf for completion instructions.											

<h1><u>Uniform Card</u></h1>											
Card No:			Date Issued:								
<input type="text"/>											
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Code:	U = Uniform			C = Chewing Gum							
Name: _____						Form: _____					
Form Tutor: _____											
Please see overleaf for completion instructions.											

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APPENDIX 8 POSITIVE BEHAVIOUR MANAGEMENT STRATEGIES

“Grosvenor is a caring school, providing a supportive learning environment in which all are inspired to achieve high standards and to become tolerant and confident adults.”
The imposition of the sanctions listed below is at the discretion of the member of staff involved.

Level	Examples of classroom behaviour problems in lessons	Examples of teacher response likely to modify and improve behaviour	Staff involved	Classroom Positive Behaviour Management
1	Speaking out of turn Late to class without good reason Disturbing other(s) / preventing other(s) from working Incorrect uniform Irresponsible behaviour Failure to produce a homework Arriving to class unprepared	Use of non-verbal signals Verbal reprimand Warning Pupil asked to move seat Extra work set Non-regulation uniform or other articles not requested to be brought to School by teachers, removed from the pupil and returned at the end of the school day Behaviour highlighted by teacher Homework letter issued	Classroom teacher Form Tutor	<p>The list below outlines a range of strategies and approaches that teachers may adopt in order to maintain good behaviour and engage all pupils in their learning:</p> <ul style="list-style-type: none"> • Clear expectations and classroom ground rules • Consistent and fair application of the <i>Positive Behaviour Policy</i> • Maintaining positive relations with pupils • Maintaining high expectations • Use of seating plans • Shared learning intentions and outcomes • Awareness of pupils with additional needs • Differentiation to engage all learners • Group work • Active learning to motivate and involve all pupils • Use of praise, rewards and recognition • Recording of achievements in Lesson Monitor • Use of effective questioning that allows all pupils access to learning • Use of pupil focus groups to help inform planning and assessment • Assessment feedback • Appropriate pace of teaching • Challenging resources and materials
2	Repeated incidents of Level 1 behaviour Repeatedly disturbing other(s) / preventing other(s) from working Defiance Repeated irresponsible behaviour Use of mobile phone Repeated failure to produce homework by deadline Poor manners Being cheeky or insolent Out of bounds Use of offensive language	Lunch time or after-school – departmental or teacher imposition Departmental imposition Homework letter issued Zero entry in mark book if homework is not produced Indication in student planner for attention of parents / Form Tutor (green pen) Phone call home by the Class Teacher or Form Tutor Non-regulation uniform or other articles not requested to be brought to School by teachers, removed from the pupil and returned at the end of the school day Withdrawal of privileges Referral to HoD/HoY	Classroom teacher Form Tutor HoD HoY	
3	Repeated incidents of Level 2 behaviour Continual repeated disturbing of other(s) / preventing other(s) from working Serious disruption of learning Frequent irresponsible behaviour Dishonesty Vandalism Thoughtless behaviour leading to bullying Consistent failure to produce homework by deadline	Phone call home and/or parental interview by the HoY Withdrawal from class (must still be under supervision by a member of staff) Friday detention Internal (reverse) suspension Letter home Daily Report Community Service duties Financial penalty Clock in Referral to SLT	HoD HoY SLT	
4	Repeated incidents of Level 3 behaviour Violent or aggressive behaviour towards a member of staff or pupil Offensive language about, or directed towards a teacher Deliberate or persistent bullying Theft	Saturday detention Parental interview with SLT Suspension	SLT	

APPENDIX 9 SCHOOL REFERRAL SYSTEM

1. AIMS

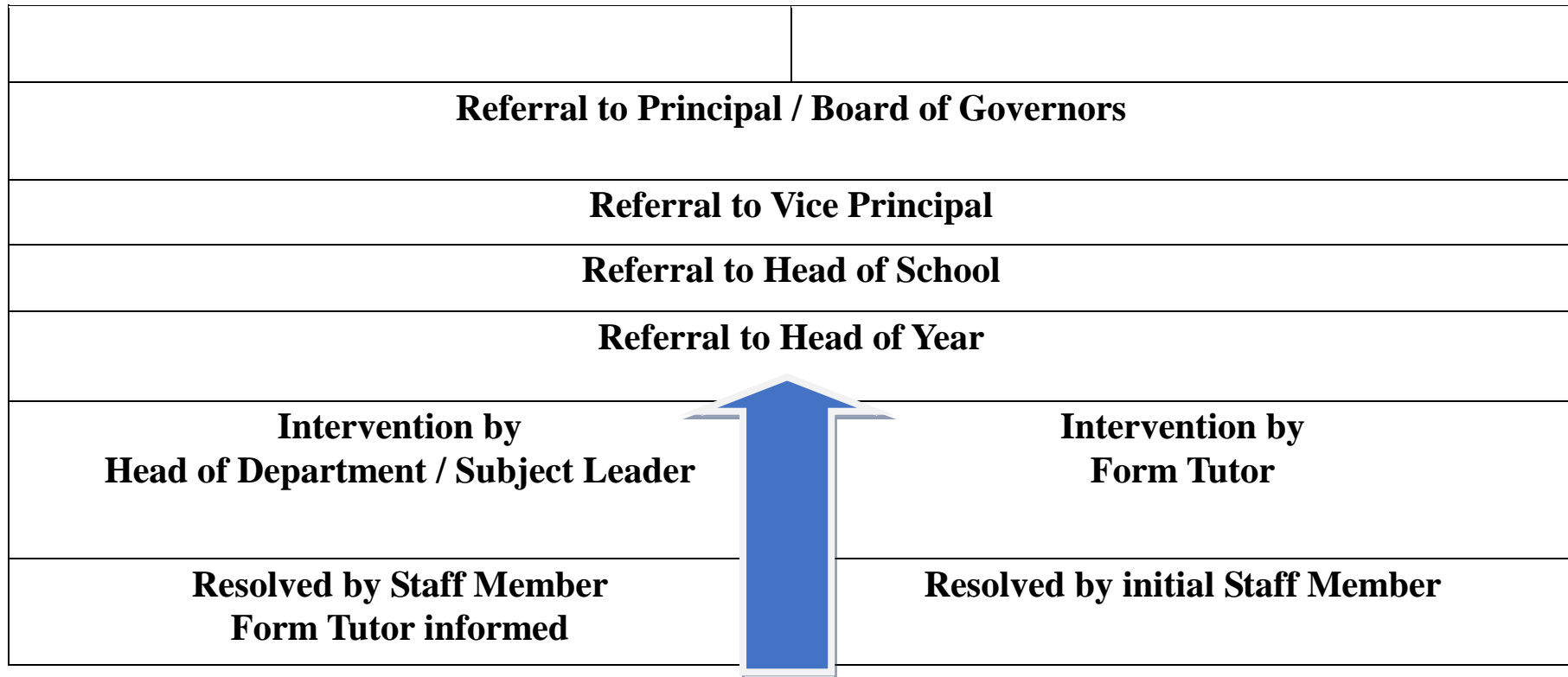
- 1.1 To implement an agreed procedural structure in order to clarify areas of responsibility when exerting sanctions.
- 1.2 To improve communication and ensure that HoYs and HoS have an overview.
- 1.3 To provide a structure where HoYs, HoDs and HoS are better informed and more directly involved in improving behaviour of pupils.
- 1.4 To afford HoYs and Heads of School more time to devote to more serious issues.
- 1.5 To provide written documentation on pupils. This would provide concrete evidence if it became necessary to enforce more serious sanctions at any stage.

2. PROCEDURE

- 2.1 Problems directly related to teaching, i.e. homework or classwork / behaviour during a lesson.
 - 2.1.1 If the classroom teacher's sanctions (e.g. extra time, extra work) are not having the required effect(s), (s)he should refer the pupils directly to his/her HoD.
The HoD should directly and immediately involve the HoY or Head of School if (s)he considers that the breach of discipline is sufficiently serious. In most cases, the HoD takes appropriate action (e.g. departmental extra time, extra work).
- 2.2 Problems during Registration time or outside the classroom (e.g. before school, during break or during lunch)
 - 2.2.1 If teacher's sanctions are not having the required effect (s)he should refer the pupil directly to the pupil's Form Tutor.
 - 2.2.2 The FT should attempt to resolve the issue but will refer to the HoY if (s)he considers that the breach of discipline is sufficiently serious. In most cases, the FT takes appropriate action (e.g. extra work, imposition, contact with home) and adds the information to the pupil records.

HoY reviews Lesson Monitor feedback on a regular basis and intervenes when necessary e.g. School detention/daily report/parental interview etc.

Inappropriate behaviour in the first instance, should be dealt with by the Subject Teacher or initial member of staff. The referral system is summarised below, where the behavioural concern is referred up to the appropriate next stage.



APPENDIX 10 DAILY REPORT TEMPLATE

This template will be used to track daily behaviour, effort and any other relevant concerns in helping to improve pupil behaviour.



Daily Report to Head of Year

Name		Form		Date	
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Student – please hand this to your teacher at the start of each class. It must be signed by yourself and at home each day. Return the completed report to xxx xxx before registration each morning.

Teachers - please complete all sections of this report and return to the student at the end of the class. Record all positive and any behavioural concerns on SIMS. **Parents / Guardians** – please sign and comment each day

Period	Subject	H/W Complete?	Class work complete?	Behaviour 1 Excellent 4 Poor	Respect to staff 1 Excellent 4 Poor	Signed Teacher
P1						
P2						
P3						
P4						
P5						
P6						
P8						
P9						
P10						

Signed	Comment
Student	
Parent	
Head of Year	