



SHIMNA

INTEGRATED COLLEGE

Positive Behaviour Policy

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1) Introduction

1.A) Principles

The Positive Behaviour Policy of the College arises out of the “Agreed Statements” which are the guiding principles on which the College was founded ([See Appendix 1](#)). The purpose of this policy and its implementation is to provide a safe and secure environment which will allow students to develop as autonomous people living in empathy with others. Our policy will be successful only if it enables students to establish good relationships, achieve self-esteem and self-discipline and respect for others. The purpose of the policy is to encourage positive behaviour and good relationships.

We seek ways to support students working and living co-operatively with each other and with staff and other members of the Shimna community and the local community. To achieve our aim, staff get to know students and their circumstances and take a genuine interest in them. The pastoral care system of the College underpins our positive approach.

1.B) Responsibility

Although the Board of Governors, as part of its pastoral responsibilities, has a common law duty of care towards the students, as well as a statutory responsibility for discipline and good behaviour in the college, the principal has ultimate responsibility for the implementation of this policy. Students are encouraged to develop responsibility for their own behaviour. Staff, student and parent/carer responsibilities are set out below.

1.C) Expected Outcomes

The expected outcomes of our behaviour policy are:

- a positive learning environment;
- a safe and secure environment for all;
- mutual respect between teachers and students and between the College and the parent(s)/guardian(s);

2) Elements of Positive Behaviour

2.A) Recognising the Rights and Responsibilities of Students, Staff, Parent(s)/Guardian(s)

The college recognises the following rights and responsibilities of the students, staff and parents:

2.A(i) Students’ Rights

Students have a right to:

- be valued as members of the College community.
- be listened to;

- get help when they seek it;
- make mistakes, and learn from them;
- be treated fairly and with respect;
- be consulted about matters that affect them;
- be taught in a pleasant, well-managed, safe and secure environment;
- experience a broad, balanced and suitably differentiated curriculum;
- learn free from threat and fear;
- have any specific learning needs identified and met.

2.A(ii) Students' Responsibilities

Students have a responsibility to:

- come to the College on time, with homework done, and suitably equipped for the day ahead;
- respect the views, rights and property of others;
- behave safely and responsibly in and out of class;
- co-operate in class with their teachers and with their peers;
- abide by classroom and school rules;
- co-operate in resolving disciplinary issues;
- seek help when necessary;
- accept responsibility and ownership for their own behaviour.

2.A(iii) Staff Rights

Members of staff have a right to:

- work in an environment where they feel valued and respected;
- work in a well-ordered, disciplined and non-threatening environment;
- co-operation and support from students and their parent(s)/guardian(s) when dealing with matters of behaviour;
- be listened to;
- support and advice from colleagues and external bodies.

2.A(iv) Staff Responsibilities

Members of staff have a responsibility to:

- be role models for students;
- behave in a professional manner at all times;
- treat students fairly and with respect;
- deal appropriately with behaviour or disciplinary incidents, including bullying;
- ensure the highest possible standards throughout the school.
- Teachers, in addition, have a responsibility to:
- ensure that lessons are well prepared and ensure that homework is appropriately set and constructively marked;

- be positive and encouraging towards students in their work, behaviour and learning;
- listen to the students, value their contributions and respect their views;
- share with parent(s)/guardian(s) any concerns they have about a student's educational progress and/or behaviour;
- ensure that students know, understand and abide by given classroom behaviour rules;
- expect high standards of behaviour;
- ensure that students learn in an orderly environment;
- acknowledge effort and achievement;
- participate where appropriate, in College-based or other in-service courses.

2.A(v) Parent(s)/Guardian(s) Rights

Parent(s)/guardian(s) have a right to:

- a safe and secure environment for their child(ren)'s education;
- reasonable access to the school;
- be listened to;
- be treated with courtesy at all times;
- have their enquiries and concerns dealt with sympathetically and efficiently;
- be informed about their child(ren)'s progress and prospects;
- be informed about College rules and procedures;
- be involved in key decisions about their child(ren)'s education.

2.A(vi) Parent(s)/Guardian(s) Responsibilities

Parent(s)/guardian(s) have a responsibility to:

- ensure that their child(ren) attends school regularly and on time and in correct uniform;
- ensure that their child(ren) completes homework and coursework;
- ensure that their child(ren) comes to school suitably equipped for lessons;
- encourage their child(ren) to abide by the school rules and conventions;
- take an interest in their child(ren)'s learning;
- attend planned meetings with teachers and, when possible, support school functions;
- treat all school staff with respect and courtesy at all times;
- provide the school with all the necessary medical and pastoral information about their child(ren);
- inform the school promptly of any changes to contact details;
- inform the school of any concerns they may have in relation to their child(ren)'s learning or behaviour;
- co-operate with the school when required in resolving behavioural or disciplinary issues involving their child(ren).

2.B) Promoting Positive Relationships

Good relationships at all levels are an essential element of school life. The College will encourage good relationships among students, members of staff, parent(s)/guardian(s) and governors.

Staff may encourage positive relationships by:

- listening to what students have to say;
- considering intentions as well as actions;
- taking every opportunity to talk to parent(s)/guardian(s).

2.C) Creating Success

We value and encourage all kinds of achievement. For students and adults alike, success brings with it:

- a sense of well-being and satisfaction;
- increased motivation;
- improved performance in the area where success has been experienced;
- increased self-esteem.

In an all-ability setting, success will be achieved through the commitment of teachers to the highest possible achievement for each individual student. Each student is capable of achieving, and should be expected to achieve, excellence.

2.D) Praise

We all recognise that praise is highly motivating and that people respond well to praise. Consequently, members of staff will take every opportunity to praise the achievements of students and, when appropriate, to communicate that praise to parent(s)/guardian(s).

2.E) Fairness

Rules should be applied fairly at all times. Fairness will only be achieved if the particular circumstances are taken into account.

2.F) Encouraging and Expecting Good Attendance ([See Attendance Policy, Appendix 2](#))

3) Rules

Given that our guiding principle is that we should treat others as we would wish ourselves to be treated, the following are the only rules which the school feels it necessary to make explicit:

3.A) Dangerous implements

Dangerous implements are strictly prohibited. A dangerous implement is any item which may be used to cause harm. Any infringement of this rule will result in parent(s)/guardian(s) and the police being informed and the suspension of the student(s). The incident will be dealt with under the scheme for Suspension and Expulsion ([Appendix 7](#)).

3.B) Smoking/Drugs/Alcohol

Smoking, including the use of e-cigs/vaping etc., is strictly prohibited within the school and its grounds and anywhere when wearing Shimna uniform. Alcohol consumption is also strictly prohibited. Students who break these rules may be suspended. Drugs are also strictly prohibited. Any infringement of this rule will result in parent(s)/guardian(s) and the police being informed and the suspension of the student(s). The incident will be dealt with under the Scheme for Suspension and Expulsion. These rules are in place both for health and safety and for legal reasons.

3.C) Bullying

Bullying in all its forms is unacceptable and the College will implement assiduously its anti-bullying policy: ([See Anti-Bullying Statement, Appendix 3](#)).

3.D) Uniform

Students should wear the correct Shimna uniform at all times, including en route to and from school. ([See Uniform Policy, Appendix 4](#)).

3.E) Chewing Gum

Chewing gum damages clothing and property and is strictly prohibited in the school.

3.F) Other Forms of Unacceptable Behaviour

The school makes every effort to promote positive approaches to behaviour and discipline. There is, however, behaviour which has a negative effect, not only on the student(s) who engage in it, but also on the learning of their peers. Where a student's behaviour is impeding learning, a behaviour contract will be negotiated among the student, the school and the parent(s)/guardian(s). ([See Appendix 5](#)). The staff will discourage behaviour which impedes learning and will seek to deal with it as quickly and effectively as possible.

3.G) Outside College Grounds

The College reserves the right to suspend any student who, while wearing the College uniform, engages in behaviour that may bring the College into disrepute.

4) Suspension and Expulsion

The principal has the power to suspend a student whose behaviour is considered to be unacceptable and, in the case of persistent unacceptable behaviour, to recommend to the Board of Governors the expulsion of a student. The procedure for dealing with the suspension and expulsion of students is detailed in the school's Scheme for Suspension and Expulsion. ([See Appendix 7](#)).

5) 5 Procedures

5.A) Teachers are responsible for the maintenance of good discipline in classrooms.

In doing so, they use a wide range of well-tried strategies that enable them to deal with the vast majority of behavioural incidents. On occasions, they need to use the following referral as appropriate:

- referral to the form teacher;
- referral to the principal/vice principal.

Staff will contact and involve parents/guardians as appropriate.

5.B) Other procedures that teachers may use include the following:

5.B (i) Daily Report

A student may be placed on a daily report to monitor organisation, behaviour, work, punctuality or attendance. Students may also refer themselves so that they can monitor their own work.

5.B (ii) Form Record

The form teacher maintains a SIMS record of achievements and behaviour points (lateness; not having books/equipment, not completing homework) so that a student's progress and well-being can be monitored and support can be offered as appropriate.

5.B (iii) Achievement Points

Staff enter achievement points on SIMS (the school computer management system) when they consider that a student has made a special effort or has excelled in some way, or has worked consistently well. Their main purpose is to celebrate students' success and to make students feel good about their work, their learning and themselves. Achievement slips are passed on to the students, and the form teacher has access to the SIMS record for monitoring and further action.

5.B (iv) Postcards Home for Achievement

The postcards home allow parent(s)/guardian(s) to share in the success of the student.

5.B (v) Concern Points

Minor though ongoing concerns are also logged on SIMS.

5.B (vi) Homework Diary

The homework diary is an essential means of communicating both praise and concern to parent(s)/guardian(s) and for parent(s)/guardian(s) to communicate with teachers on their child(ren)'s progress.

6) Measures for Monitoring, Encouraging and Ensuring Positive Behaviour

The following measures contribute to positive behaviour in the school:

- achievement points on SIMS;
- achievement certificates;
- postcards home for achievement;
- congratulatory comments from staff;
- celebrating achievement in registration and assembly;
- letters or telephone calls to parent(s)/guardian(s) to celebrate success and progress;
- Parents' Council Awards;
- Annual Presentation Evening;
- time out of class to reflect;
- progress report;
- behaviour contract;
- daily report;
- suspension and expulsion ([See Appendix 7](#))

7) Use of Reasonable Force

Article 4 of the Education (Northern Ireland) Order 1998 clarifies the powers of members of staff of a grant- aided school regarding the use of reasonable force. The College will adhere to the guidelines on reasonable force contained in the "Reasonable Force" document produced by the Department of Education.

8) Record Keeping

Record keeping in the school includes:

- SIMS records of achievement and concern;
- computerised attendance records;
- daily report;
- achievement manager record.

Staff will ensure that all records are objective, suitably detailed and are signed and dated. Confidential safeguarding information is held separately in a locked cabinet to which only the safeguarding team has access.

9) Staff Development

The school ensures support and development for staff in relation to student behaviour, so that all staff are well equipped to undertake their responsibilities in this area. The principal prioritises support for staff in addressing behavioural issues.

10)Monitoring and Evaluation

The principal, with staff support, will monitor the implementation and effectiveness of this policy and review it as appropriate to take account of changing circumstances and advice from the Department of Education and the Education Authority.

11)Complaints Procedure

Parents/guardians who have any concerns about how a behavioural issue has been addressed in the school should use Shimna Integrated College Complaints Policy, which is available on the Shimna website or in hard copy from the office.