

North Coast Integrated College: Positive Relationships and Behaviour Policy

(This policy can be found on the College website www.ncic.org.uk/policies . Parents/carers/guardians can also request a hard copy of our complete policy at the College office.)

Mission Statement

Developing young people to become empowered, confident, caring citizens, pursuing excellence through integration.

Rationale:

Our integrated ethos at North Coast Integrated College underpins pastoral care for all our students. Every day, we work in partnership with you, our parents/carers/guardians, to ensure that your children, and our pupils, are given the opportunity to be educated in a happy and productive environment where they develop as valuable, and valued, members of the College community. We endeavour to deliver this daily by promoting our Integrated College ethos and vision: “A society where all children are educated together; confident to express their own identity and culture; respectful of, and prepared to engage with, the identity and culture of others.” (NICIE) In doing this we aim to fulfil our College mission statement to develop pupils who become empowered, confident and caring citizens, whilst “pursuing excellence through integration.”

Through the delivery of formal and informal care, our pastoral system promotes positive relationships among all members of our College community: pupils, teaching and non-teaching staff. It also promotes the development of character, resilience and accountability through learning and guidance, reflection, collective and personal responsibility, and self-care. Bullying behaviour of any kind is completely unacceptable in our College community. The principles of Restorative Practice complement our integrated ethos, and it is our aim to have the development of a culture of Restorative Practice at the core of our Positive Relationships and Behaviour Policy. As stated in Pastoral Care in Schools: Promoting Positive Behaviour, “A climate which fosters both effective learning, both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships.”

This Positive Relationships and Behaviour Policy actively works together with the suite of safeguarding policies: Safeguarding and Child Protection, RSE, SEN and our Addressing Bullying in Schools Policy, and alongside our Preventative Curriculum to promote the welfare and wellbeing of all our pupils.

This policy is set within the context of key legislation, key DE Guidance and key ETI Documents (see Appendix 1).

Policy Development and Consultation

This policy has been developed following consultation with staff, pupils and parents/guardians/carers. It is reviewed annually.

Pastoral Care

All staff at North Coast Integrated College hold responsibility for the pastoral care, and the safeguarding of all students. Teachers, and all College staff aim to work in partnership with parents/carers/guardians and students to deliver the pastoral care provision. We value these relationships immensely. We also value the expertise of professional outside agencies with whom we may also work to ensure the best educational and emotional outcomes for our students. At all times, the College aims to work harmoniously with all our stakeholders.

Student Council and Parents' Forum

Integral to our integrated ethos is our Student Council, our Parent Forum and our Parent-Governors, all of whom fulfil an essential role in College life. Our Student Council promotes leadership skills among our students and gives members the opportunity to represent the views of their fellow students on College life. Parents/carers/guardians are encouraged to become members of our Parent Forum as we continue to work together to promote our integrated ethos among our College community, and our wider community.

Pastoral Teams

Each year group has their own Pastoral Care Team at North Coast Integrated College. The team comprises a Head of Year, who coordinates several Form Teachers. Heads of Years work in conjunction with the Vice Principal for Pastoral Care. Pastoral Care Teams work closely with all staff, including SEN and the Safeguarding Team for Child Protection, to provide consistent pastoral care in conjunction with parents/carers/guardians and outside agency support services, such as Counselling Support Services (Family Works), EA Youth Service, Careers Team, Care Team, Education Welfare Service, Educational Psychology and Child Services, where appropriate.

Whilst there is a separate pastoral team for post-16, it is expected that your child's Head of Year and their Form Teacher will remain the same from Year 8 through to Year 12. We believe that this offers the best opportunity for strong relationships to develop between students, parents/carers/guardians and pastoral staff. We believe that these mutually strong relationships are key to your child developing as a happy, productive, and successful student at North Coast Integrated College who is best able to learn. We encourage all parents/carers/guardians to contact your child's Form Teacher, by email or phone call to the College office, should you have anything you wish to discuss about your child.

Year 8 Nurture Group

The transition from primary school to secondary school is a complicated time for all students. Every effort is made by all College staff to welcome our new students into our College community.

For a variety of reasons, some students may find this transition more difficult than others. It can be beneficial for those students to be part of our Year 8 nurture group. This group focuses on the building of friendship groups, organisational skills and resilience whilst helping students to navigate the new Year 8 curriculum.

The Hub

Pupils are referred to The Hub via their Heads of Years in liaison with their Form Teachers. The Hub provides a supported environment to focus on social, behavioural, and emotional wellbeing so that pupils are ready to learn. The aim of the Hub is to provide a more inclusive and integrated approach to behaviour

support and wellbeing, alongside our already established Positive Relationships and Behaviour Policy and our pastoral programmes.

Pupils can access 1-2 sessions per week in the Hub for up to 6 weeks. A bespoke programme is created for each pupil in conjunction with their teachers and other professionals if necessary. Each programme focuses on individual needs with a view to improving the pupil's experience in school and ensuring their readiness to learn. Sessions may involve one-to-one work within the Hub itself or supported work within the classroom.

We are lucky to have very experienced behaviour support assistants working with our pupils in the Hub. Together they create a warm and welcoming environment which not only offers our pupils a sense of belonging and a safe space when required, but also encourages them to develop emotional intelligence, resilience, and interpersonal skills.

Restorative Practice

Working to protect and safeguard the emotional health and wellbeing of pupils, staff and our whole College community remains at the heart of our core values at North Coast Integrated College. We aim to use the principles of Restorative Practice to develop the processes of restorative thinking and conflict resolution. Restorative Practice has been identified as an effective approach within the Fair Start Report Emotional Health and Wellbeing in Education Framework and in the Addressing Bullying in Schools Act (NI) 2016 legislation. There is also evidence to suggest it can also help to improve attendance. As a college, we seek to embed the restorative practice model into the culture at North Coast Integrated College. As such, teaching and non-teaching staff have received, and will continue to receive, training on modelling positive and effective relationship and restorative skills when dealing with conflict and wrongdoing. All pupils similarly engage in restorative practice training through the use of check-ins and check-outs during registration and several pupils in years 10,11,12 and post-16 are trained in peer mentoring. If wrongdoing does occur, a restorative solution may be reached using the following key questions:

What happened?

What were your thoughts at the time?

How did you feel at the time?

How do you feel now about what's happened?

Who has been affected by what's happened?

In what way/s have they been affected?

What needs to happen to make things right/repair the harm?

Student Planning and Communication

Strong communication between home and school is essential if students are to thrive both academically and pastorally. At North Coast Integrated College, each pupil has a Pupil Planner in which to record and plan homework and assessment work, and to allow teachers and parents/carers/guardians to communicate easily between school and home.

Other Means of Communication

We encourage all parents/carers/guardians to contact your child's Form Teacher if there is anything you wish to discuss. This can be done by writing a note in the pupil planner, by email, or by contacting the College office by phone. Your child's Form Teacher will endeavour to return this contact as soon as possible. Email addresses for all members of College staff can be found on the College website and in the pupil planner. The College also uses a text message service to communicate essential information with parents/carers/guardians. We ask that you always ensure we have your most up to date mobile phone number and contact details.

Promoting Positive Relationships and Behaviour

It is expected that all staff and students at North Coast Integrated College will treat each other with the respect and kindness that is central to the College's integrated ethos. This mutual respect should be extended to all students and all staff, teaching and non-teaching, regardless of their role within our College community. Students are expected to come to school ready and prepared to learn; all students have the right to learn, and all teachers have the right to teach in a safe and positive school environment. Positive relationships with our students are promoted in all aspects of school life.

Pupils are regularly rewarded for positive behaviours and academic progress. Some ways in which these are rewarded include certificates for Student of the Month, positive phone calls and/or notes home, achievements celebrated in Assemblies and Principal's Reward where pupils are congratulated for their progress and achievements with a celebratory tea party.

Bullying behaviours are not condoned at North Coast Integrated College and we follow the guidelines as set out in the Addressing Bullying in Schools (NI) Act 1996. If the behaviours raised are not deemed to be bullying type behaviours, the behaviours will be addressed following our Positive Relationships and Behaviour Policy. Our complete Addressing Bullying in Schools Policy may be viewed on our College website.

Sims Management/ Academic Progress/Tracking

The Sims Management System is used to track pupils' progress, including positive achievements and behaviours.

At all Key Stages, Sims is used to record and report on academic progress at exam periods. At GCSE and Post-16, half-termly tracking dates also ensure that academic progress is monitored. This information is recorded on sims by subject teachers and is monitored by Heads of Year who use it to make decisions on class moves, and other necessary interventions to support our pupils in achieving the best possible academic results.

We believe our strong pastoral care system promotes an effective learning environment and the best educational outcomes our pupils, enabling each pupil to make academic progress and achieve their full potential. Form Teachers in conjunction with subject teachers and Head of Years monitor and evaluate your child's academic progress. A wide range of extra-curricular activities to enrich the curriculum is also provided and updated termly.

Target Setting

Pupils are encouraged to adopt a growth mindset approach to their academic and personal achievements. From teachers encourage pupils to reflect on this aspect of their progress and to set individual targets of

both a personal and academic nature. These targets are recorded in each pupil's Pupil Planner and are reviewed termly in conjunction with their form teachers.

Extra-Curricular

A wide range of extra-curricular activities is offered across the College. A new timetable of activities is created for each term. Students are encouraged to take part in as many activities as they wish to. This is an excellent way to enhance their contribution to College life and to make new friends. It also helps students to feel part of our College community. Sport and drama play a large role in the extra-curricular offer but there is something for everyone to enjoy! (Extra-curricular timetables are available at appropriate times on the College website.)

Appendix 1:

This Positive Relationships and Behaviour Policy actively works together with the suite of safeguarding policies: Safeguarding and Child Protection, RSE, SEN and our Addressing Bullying in Schools Policy, and alongside our Preventative Curriculum to promote the welfare and wellbeing of all our pupils.

This policy is set within the context of key legislation, key DE Guidance and key ETI Documents:

The Special Needs and Disability Act (SEND) Act (NI): DE Circular 2005/2016

The Education (School Development Plans) Regulations (NI) 2010

The Children's Services Co-operation Act (NI) 2015

The Mental Capacity Act (NI) 2016

The Addressing Bullying in Schools Act (NI)2016

Education (NI) Order, 1998 Promoting and Sustaining Good Behaviour in Schools: Articles 3, 4, 5, 6

Welfare and Protection of Pupils Education and Libraries (NI) Order 2003, DE Circular 2003/13: Articles 17 and 19

The Education (2006 Order) (Commencement No.2) Order (NI) 2007: DE Circular 2007/20: Article 19

Pupil Participation: DE Circular 2014/04

Safeguarding and Child Protection Guidance for Schools Updated 2020: DE Circular 2017/04

Suspensions and Exclusions: DE Circular 2021/04

Restraint and Seclusion: DE Circular 2021/13

Inspection and Self-Evaluation Framework (ISEF) – post primary

Safeguarding Proforma Guidance

