

# St. Patrick's College, Banbridge



## Positive Behaviour Policy

Draft May 2019

**Date ratified by Board of Governors:**

**Signed by Principal:**

**Date of Review: May 2018 & Updated with key personnel September 2019**

**Date of next Review: December 2019**

**Consultation:**

***In drawing up this Positive Behaviour Policy the following were consulted between February 2019 and April 2019 using online questionnaires, focus groups, Pastoral classes and dedicated assemblies.***

- ***Governors***
- ***Staff – teaching and non-teaching***
- ***Pupils***
- ***Parents***

***Date of Policy*** \_\_\_\_\_

***Date of Review*** \_\_\_\_\_

***The effectiveness of this Policy will be monitored, evaluated and reviewed by the Vice-Principal during the interim review of the Pastoral Action Plan which will incorporate consultation with staff, parents and pupils. HoY and HoD will monitor, evaluate and review the Policy in their interim review of Action Plans and at the end of the academic year.***

***An Annual Report on how effectively the policy is delivering its outcomes will be presented to the Board of Governors by the Vice-Principal including an overview of the reward system and details of any sanctions applied.***

***This Policy should be read in conjunction with the following related Policy Documents:***

***Safeguarding and Child Protection (Reviewed 2018)***

***Attendance (Reviewed 2018)***

***Anti-Bullying (Currently under review, 2019)***

***E-Safety***

***SEN***

***Sensory Room Policy (Reviewed 2019)***

## ***Our Ethos and Mission***

To achieve our aims, staff and pupils at St. Patrick's will work to an agreed set of standards. We wish to create an ethos that celebrates and reinforces achievement of those standards and which identifies the consequences of failure to work towards them. This policy will attempt to balance the rewards and consequences and create conditions in the school in which effective teaching and learning can take place in an atmosphere of mutual respect. These considerations emanate directly from the mission of the school and provide a broad framework out of which guiding principles are drawn so that staff can guide their practice where specific procedures do not exist.

### ***Our School Mission Statement:***

***'Our work in Saint Patrick's College involves the efforts of teachers, parents, pupils and the whole school community in pursuit of excellence in everything we do. We are a school in which everyone is valued, respectful and are given the opportunity to learn in an environment which is happy and safe. We foster the spiritual and moral development of the children within the context of the Catholic faith, whilst sustaining a respect and understanding of other faiths and beliefs.'***

### ***Policy Statement and Aims:***

St. Patrick's College is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful. We believe that anyone who is to reach their potential must develop self-discipline and be given autonomy to make the right choices. Learning habits provide a framework to ensure our core values are embedded within our daily practice and routines. We fully believe that verbal praise can be very powerful in developing a happy and purposeful school environment.

Positive behaviour should be maintained, as far as is possible, with the minimum of tension. Responsibility for maintaining good standards lies with each member of staff. Teachers are expected to correct inappropriate behaviour or breaches of regulations wherever they occur and not just in their own classrooms. Without the active interest and participation of every member of staff it is impossible to achieve the desired results. We aim:

- To have the highest expectations of student behaviour to maximise their opportunity to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create a safe environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

- To give all our pupils the opportunity to have their voices heard.

This policy applies to all students whilst they are in school, travelling to and from school, in school uniform, attending the Southern Regional College or businesses associated with St. Patrick's College programmes and whilst participating in activities or events organised by or associated with the school. Uniform rules may be relaxed at the school's discretion; students will be informed prior to the event.

The School has developed a rewards system that aims to encourage and promote good, as well as improving behaviour.

### ***Values and Rights***

As a school, we believe that all children, parents / carers and staff should work together to create an environment which builds social, emotional and physical wellbeing for all. At the heart of our approach are our **6 core values** decided by all stake holders. They have shaped our mission statement and underpin the Governor's written Statement of Principles.

- 1: TRUST: Confidence among all that we show honesty and integrity in everything we do.
- 2: RESPECT: Due regard for the feelings, wishes and rights of everyone.
- 3: CONSISTENCY: Students can predict how staff will respond in any given situation.
- 4: HIGH EXPECTATIONS: Those who are expected to learn more or do better, generally do.
- 5: SAFETY: Relative freedom from danger, risk, or threat of harm, injury, or loss to personnel and/or property, whether caused deliberately or by accident.
- 6: INCLUSIVITY: We value diversity and allow opportunities for people (both with and without disabilities) to have meaningful relationships.

Our approach sets clear boundaries about what is acceptable and expected based on our 3 underpinning rights:

### ***Our Rights***

1. To learn and teach without unnecessary interruption
2. To be safe
3. To be heard

This inclusive policy takes into consideration the needs of all children and allows for reasonable adjustments to be made based on individual specific needs.

### ***Our Statement of Principles***

- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- We strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and

reasonably, considering special educational needs and disabilities (SEND) and the needs of vulnerable children.

- The teaching and non-teaching staff in this school aim to provide a caring, friendly and safe environment for all of our children so they may learn in a relaxed and secure atmosphere.
- The children are valued and are encouraged to be polite and courteous to each other and work and play together in a friendly and cooperative manner.
- To develop socially acceptable skills in all children based on the assumption that we should treat others how we wish to be treated ourselves.
- The ethos of this Catholic school is based on Christian values and seeks to provide an environment where children are given a sense of belonging and are encouraged to learn.
- The family atmosphere within this small school encourages older children to have due regard for the younger children. We feel this atmosphere is based on harmonious relationships between the teaching staff, the children and all adults within the school.
- The children are encouraged throughout the school to become increasingly independent and responsible for their own behaviour. Acceptable social behaviour is encouraged for the benefit of the children, parents and staff.
- We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.
- The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.
- For those children with special educational, physical or mental health needs, and looked after children (LAC) can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need.
- Pupils should act as appropriate ambassadors for the school on, for example school trips, work placements, sports events, and journeys to and from school. Action will be taken to reduce the risk of poor behaviour occurring.
- Children should be encouraged to respect environment/surroundings.
- All members of the school community should understand and accept the principles on which the behaviour policy is grounded.

## **LEARNING HABITS**

All pupils must model the Learning Habits. Each teacher will ensure they agree a Classroom Behaviour Management Plan with their classes to establish an effective teaching and learning climate within their classroom. The Plan will include:

- 1: A class set of values
- 2: Sets of acceptable and unacceptable behaviours
- 3: An agreed set of classroom rules and routines
- 4: An agreed set of rewards and sanctions in the classroom

### **Learning Habit 1: Deadlines**

Students who wish to be successful will complete homework on time; completing work outside of lessons is very important to consolidate and master learning. It also helps students to develop their organisational skills and it shows that they are hard working. Deadlines must be met with work that is done to the best of their ability. Students who fail to meet a deadline will be given the opportunity to complete this work at a time agreed with the teacher and parent if applicable.

### **Learning Habit 2: On-Task Behaviour**

Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be difficult for students to remain on task, but we will remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what s/he has planned. We expect all students to be attentive. Pupils who cause low-level disruption in the classroom may receive a signing on SIMS.

### **Learning Habit 3: Punctuality & Attendance**

Students who wish to succeed always attend school every day of the academic year and are punctual. We are trusting that students will be in Assembly at 8:55am (See Attendance Policy) so that they are ready for the day's learning. Failure to be on time for a lesson will result in a signing on SIMS the day the lateness occurs, and the number of minutes late will be recorded by the class teacher. Students who arrive late for school should sign in at reception. Anything less than 95% is not acceptable and the school would expect this only to be the case for students with serious medical issues. If students are ill, then parents/carers must contact the school on the morning of each day of absence. Written confirmation of absence should be given to the Form Teacher within 5 days of the pupil's return. Any planned absence should be requested in writing to the Principal. Any holiday requests during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

### **Learning Habit 4: Respectful Attitude**

We know that students who wish to succeed must behave with respect and courtesy towards staff at all times. We know it is important that students learn self-discipline. If a student feels unfairly

treated, students may approach the adult to discuss the situation. Students are expected to be polite and respectful. A disrespectful attitude towards a teacher (for e.g. answering back) may lead to a signing on SIMS.

### **Learning Habit 5: Appearance**

Students who wish to succeed wear uniform in line with school regulations. It is important that our students take pride in themselves and in our school. It is important all members of our school are treated fairly. If students breach any one part of our strict uniform code, then they will be asked to remove the offending item. Parents may be asked to bring correct uniform to the school so that the pupil may attend class. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some do not. No headphones are permitted unless authorised for a class-based activity. Students should not be wearing outdoor clothing around the school. Further details around specific uniform expectations can be found in the Uniform Policy.

### **Learning Habit 6: Equipment**

Students who wish to succeed always bring the right equipment to school, for the right lessons, each day. We wish to develop our students' organisational skills for success in future life. We will endeavour to provide additional equipment for pupils in exceptional circumstances in order that they can access their learning.

Mobile phones are not to be switched on or seen in school. We would strongly recommend students do not bring a mobile phone into school. If parents want their child to bring a phone to school for safety reasons, they must be switched off and kept in their inside pocket (we cannot accept any responsibility for lost or stolen possessions). If a teacher finds a pupil with a phone in school, the phone will be confiscated, labelled with the pupil's name, and sent to the Office. A parent can collect their phone from the office at the end of school. Contacting a parent for any reason is not a valid reason for having a mobile phone out. This call can be made, if urgent, by the office staff.

If a pupil takes a mobile phone into an examination room (whether they have used it or not) they will have broken school rules associated with examinations and therefore they will not receive a grade in this examination. This is in line with external examination boards.

The successful implementation of this policy depends on full participation. Every member of the school community has a responsibility to ensure positive behaviour.

### **Responsibilities of Students:**

- To be prepared to listen and learn
- To control his/her own behaviour
- To let others work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school

- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability
- To wear full school uniform
- To follow school rules

**Responsibilities of Teaching Staff:**

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which students can learn.
- To teach positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating pupils with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register pupils in every lesson
- To support the school's positive behaviour and SEN policy, in particular the referral system in line with the school's pastoral care structure
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen

**Responsibilities of Form Teachers:**

- To teach interpersonal skills by promoting positive, supportive relationships within the form
- To keep a record of attendance and to be aware of lateness and absence. Lateness to be recorded on SIMS. To inform parents of poor attendance in line with our Attendance Policy and in consultation with the Head of Year.
- To maintain positive communications between home and school
- To do all possible to ensure correct uniform and appropriate self-presentation
- To provide guidance and assistance to individuals as necessary
- To monitor and sign student planners
- To support the school's Positive Behaviour Policy

**Responsibilities of Heads of Department:**

- To ensure that departmental schemes of work include activities designed to suit different learning styles and cater for any additional needs
- To ensure/co-ordinate a positive learning environment within the department for both staff and students
- To ensure that the school's policies are consistently implemented, in particular the referral system through the pastoral structure
- To ensure that there is a climate of reward and praise within the department which outweighs sanctions
- To monitor the attendance, behaviour and learning of pupils within the department



- To agree and implement consistently, ways of entering and leaving the departmental classroom and areas
- To monitor the work set by absent colleagues and to liaise at the start of, and at some point during, each lesson taught by a cover/supply teacher whenever practically possible

#### **Responsibilities of Heads of Year:**

- To liaise and communicate with parents and outside agencies regarding pupil needs
- To manage closely troubled and challenging pupils with their line manager and SENCO.
- To support individual pupils by:
  1. tracking the pupil's behaviour/achievement through the early identification of need process
  2. meeting with parents and pupils to solve problems which interfere with their learning and others'
  3. monitoring pupil attendance and punctuality
  4. consistently implementing, upholding and supporting the school's Pastoral Care, Positive Behaviour and SEN policy

#### **Responsibilities of SEN Classroom Assistants:**

- To support SEN students within the classroom
- To support specific departments
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students
- To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions
- To consistently implement the school's SEN, Pastoral Care and Positive Behaviour Policy

#### **Responsibilities of the Senior Leadership Team:**

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- To ensure that good practice is both developed and shared
- To ensure that the school regularly communicates with parents, carers and governors
- To provide a visible and dependable support to staff throughout the day
- To ensure a curriculum is in place which motivates the disaffected

#### **Responsibilities of the Board of Governors:**

- To monitor the effectiveness of the school's Positive Behaviour Policy
- To support the Principal and SLT in the monitoring of attendance and exclusions of different groups of students

#### **Responsibilities of Parents / Guardians:**

- To ensure their child's regular attendance and punctuality
- To encourage their child to bring the right equipment and wear full school uniform

- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy

### **POSITIVE BEHAVIOUR IN THE CLASSROOM**

Staff will endeavour to develop personal strategies for positive behaviour management. This will include preventative and corrective strategies aimed at promoting and sustaining a positive learning environment. Behaviour is based around our 3 school rules:

***Rule 1: To be respectful***

***Rule 2: To be prepared***

***Rule 3: To be safe***

### **Positive Behaviour Management Preventative Strategies**

- Arrive at class on time
- Have an aesthetically pleasing and functional classroom
- Use a seating plan consistently
- Use clear routines
- Provide opportunities for pupils to experience success
- Know your pupils' names
- Use differentiation
- Let pupils know what constitutes "finished"
- Give work in small manageable steps
- Use praise
- Find out and talk to learners about their lives, hobbies and interests
- Provide opportunities for expressing emotions
- Use display to demonstrate that we value our learner's work
- Use display to reinforce learning
- Use display for affirming messages
- Communicate high expectations and sense of pace and challenge positively
- Enable learners to feel it is ok to make mistakes

- Give feedback, which is constructive, educative and positive
- Catch learners doing well and celebrate it with them
- Encourage learners to think and talk about themselves and others positively

Examples of rewards include:

1. Positive affirmation by all teachers in the classroom and in extra-curricular activities, including positive reinforcement and encouragement, the regular display of work and marking for improvement
2. Positive and encouraging comments in reports
3. Awards and prizes distributed on Prize Night and on other special occasions
4. Congratulations in Assembly, daily notices and items posted on the school website as well as promotion on the school Facebook and the school Twitter account
5. A rewards system in Years 8-12 which encourages merits
6. Certificates for attendance, academic results and improving academic performance
7. Election of Prefects and members of the School Council, the appointment of Mentors and Learning Mentors

**Teachers may award merits on the SIMS system which will accumulate towards formal rewards. Behaviours which are likely to attract a merit include, but are not limited to:**

- Exceptional Class work
- Participation in class
- Good or improved effort
- Improved behaviour
- Formal assessment success
- Going above and beyond
- Peer support
- Assisting staff
- Helping out at school events
- Extracurricular activities

## MERITS SYSTEM

<u>KS3</u>	<u>KS4</u>
<p>Pupils who accumulate merits may receive:</p> <p>Verbal praise</p> <p>Postcard of Praise</p> <p>A comment in their diary</p> <p>Exemplar Work may be showcased (<i>Facebook etc.</i>)</p> <p>Pupils who receive 10 merits will be awarded a Bronze Level Certificate</p> <p>Pupils who accumulate 20 merits will be awarded a Silver Level Certificate</p> <p>All pupils who hold a Silver Level Certificate will be invited to a Pizza Party and receive recognition at Assembly.</p> <p>Pupils who accumulate 30 merits will be awarded a Gold Level Certificate</p> <p>Pupils who hold a Gold Level Certificate will receive a letter from the Principal and be awarded a voucher.</p> <p>Pupils who accumulate 40 merits will be awarded the St. Patrick's College Silver Badge.</p> <p>Pupils who accumulate 50 merits will be awarded the St. Patrick's College Gold Badge.</p> <p>Each term there will be a winning form class who will be treated to hot chocolate and muffins.</p> <p>Each Term there will be a prize for the Top boy and Top girl in each Year Group.</p> <p>At the end of year there will be a Pizza Party for the winning Key Stage 3 Form Class.</p> <p>100% Attendance Certificates will be awarded on a termly basis.</p>	<p>Pupils who accumulate 10 merits will receive a canteen voucher.</p> <p>Pupils who accumulate 15 points will be awarded a Canteen Voucher and front of queue.</p> <p>Pupils who accumulate 25 merits will be treated to lunch from 'Mac's Chippy' on Chip Shop Friday</p> <p>Pupils who accumulate 40 merits will receive a cinema voucher</p> <p>Pupils who accumulate merits during KS4 will be considered for positions on the Student Senior Leadership Team</p> <p>Pupils who accumulate merits during KS4 will be considered for a Rewards Trip at the end of Term 1.</p> <p>Pupils who accumulate merits at KS4 will be considered for participation in the Peer Mentoring Programme</p> <p>100% Attendance Certificates will be awarded on a termly basis.</p>

## Consequences for inappropriate behaviour

### Consequences

These depend upon the severity of the incident and the individual needs of the students. It is important for this to be the case as there may be specific reasons why a sanction is not appropriate e.g. if there is a CP concern and Reasonable Adjustments should be made (where appropriate) for SEN students

Low Level Type Behaviours may include:	Consequences	Person/s Responsible
<ul style="list-style-type: none"> <li>• Use of bad language</li> <li>• Answering back</li> <li>• Swinging on chair</li> <li>• Out of seat without permission</li> <li>• Chewing gum/eating in class</li> <li>• Refusing to complete work</li> <li>• Low level bullying behaviours</li> </ul>	<p>Subject teachers will employ the following:</p> <ol style="list-style-type: none"> <li>1: Reminder of the 3 rules</li> <li>2: Warning about logging the behaviour on SIMS</li> <li>3: Make a SIMS record including ACTION TAKEN recorded</li> </ol> <p>An accumulation of 5 Behaviour Points will result in the Form Teacher meeting with the pupil to discuss behaviours and agree targets. Targets are to be recorded on the Target Setting Grid and stuck into the homework diary. Form Teachers will send a letter home to inform parents that their child has accumulated 5 behaviour points and will provide details of the agreed targets.</p> <p>An accumulation of 8 Behaviour Points will result in a phone call to a parent to explain the seriousness of the persistent infringement of school rules. Review of targets.</p> <p>If the issues are subject specific the Form Teacher will liaise with class teacher who may phone home.</p>	<p>Subject teacher</p> <p>Form Teacher</p> <p>Form Teacher</p>

	<p>An accumulation of 10 Behaviour Points will result in a phone call home to a parent to arrange a meeting with the Head of Year. The HoY may offer Counselling, help from other external organisations or a review of the school day.</p> <p>Parents will be made aware that further issues may result in the introduction of an Individual Intervention Passport.</p> <p>An accumulation of 13 Behaviour Points may trigger Cycle 1 of the Individual Intervention Passport (See appendix 1 for full details of this intervention programme)</p>	Head of Year
<b>Mid Level Type Behaviours may include:</b>	<b>Consequences</b>	<b>Person/s Responsible</b>
<ul style="list-style-type: none"> <li>• Poor behaviour travelling to/from school</li> <li>• Refusing to comply with instructions/deliberate defiance/disrespect/inappropriate confrontation</li> <li>• Truancy</li> <li>• Compromising safety</li> <li>• Out of bounds</li> <li>• Destruction of property</li> <li>• Persistent repeated incidences of minor in-disciplines</li> <li>• Foul language</li> <li>• Misuse of mobile phone</li> <li>• Complex bullying behaviours</li> </ul>	<p>All mid-level type behaviours will be recorded directly on SIMS. The teacher may apply one or more of the following to support a change in behaviour:</p> <ul style="list-style-type: none"> <li>• Phone call home</li> <li>• Additional learning support after-school/at break-time or lunchtime</li> <li>• Follow-up reflection by form teacher/HOY</li> <li>• Friday after-school additional learning support</li> <li>• After initial interventions the teacher may refer the pupil to the HoY for additional support. The pupil may be required to attend school on a staff day for additional support.</li> </ul>	Teacher responsible for class or who witnesses incident

	<ul style="list-style-type: none"> <li>• If the pupil has accumulated more than 13 points it may trigger Cycle 1 of the IIP Programme.</li> <li>• Referral to external agencies</li> </ul>	
<b>High Level Type Behaviours may include:</b>	<b>Consequences</b>	<b>Person/s Responsible</b>
<b>Smoking</b> <b>Possession or use of a weapon</b> <b>Fighting/assault</b> <b>Possession of illegal substances</b> <b>Complex/High level Bullying</b> <b>Misuse of technology</b>	<ul style="list-style-type: none"> <li>• Additional Learning Support</li> <li>• Risk Assessment</li> <li>• Risk Reduction Action Plan</li> <li>• IIP/IBP</li> <li>• Internal suspension</li> <li>• Suspension</li> <li>• Referral to external agencies: HSCT, Gateway, Social Services</li> </ul>	HoY Vice-Principal Principal

### SLT SUPERVISION

SLT supervision of a pupil may take place at any time if judged appropriate e.g. during a period of poor behaviour or a pupil in distress, following an infringement of the school code of conduct or to separate pupils while an investigation is carried out.

Internal suspension may be arranged in consultation with parents and at the discretion of the Principal/Vice-Principal.

### SUSPENSIONS AND EXPULSIONS

For Suspensions and Expulsions, the school adheres to the Education Authority Policy. When a serious incident has occurred at school, a full investigation will be undertaken. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents will be asked to attend the school to discuss the incident. Please consult relevant policies for treatment of bullying and drugs related offences. Corporal punishment is illegal and is not permitted.