



'Every Child Matters'

St Mary's High School Downpatrick

Principal: Ms R McLaughlin



Celebrating 60 Years of
Education

Behaviour for Learning Policy 2020/2021

St Mary's High School is a Rights Respecting School and we recognise we need to work in close partnership with families to support every child to experience success.

Staff, Students and our wider school family support us in this work by accepting our core values which were drawn up in 2017 by all stakeholders. This policy is underpinned by the United Nations Convention on the Rights of the Child(UNCRC) e.g.

Article 3-The best interests of the child are a priority

Article 6-Every child has the right to life and to be able to develop to their full potential

Vision



Core Values

- Child centred, every child receives an appropriate education to meet their needs and is supported to experience success
- A supportive environment for all where honesty and integrity underpin our working practice
- High aspirations for every child and all students are helped to develop resilience and perseverance
- Caring ethos, treating each other with mutual respect, looking after each other in terms of personal difficulty and helping those less fortunate than ourselves

Working Procedures

Associated WP's will be consistently and fairly applied and promote the professional responsibility of every member of staff towards the whole school community.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Roles and Responsibilities

All stakeholders have a responsibility to promote a mutually respectful working environment

- The Governing Body will support the school in maintaining high standards of behaviour.
- The Principal is responsible for the school's policy and procedures and may delegate aspects of its day-to-day implementation and management to members of staff.
- All staff are positive role models and are responsible for ensuring that the policy and
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour.
- Students will be expected to take responsibility for their own behaviour on or off the school site and be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Behavioural for Learning Policy in St Mary's High School is in keeping with the aims of the school and in line with its Pastoral and SEN Policies.

St Mary's High School works in partnership with Parents/Guardians and the community to ensure that the pupils:

- Reach their full potential
- Develop skills and knowledge which will equip them to be adaptable in the 21st century
- Respect themselves and others (in line with Rights Respecting Schools ethos)
- Have self-worth
- Recognise that they have a contribution to make to the wider society
- Take responsibility for the choices they make.

In view of the above aims St Mary's High School promotes assertive discipline where the emphasis is on both self and mutual respect.

This policy is set within the legislation established by the Education (NI) Order 1998 Article 3-(1)

Vision Statement

In St Mary's all rules, rewards and consequences are underpinned by the following principles:

The Three R's

1. Respect for self
2. Respect for others
3. Respect for property

In St Mary's we work on the premise that there are **4 main school rules**. These rules permeate all areas of the school and relate to pupil involvement with all members of the school community. Always remember you are a positive ambassador for yourself and your school.

1. Arrive to class on time fully prepared and enter and leave in an orderly fashion
2. Listen carefully and promptly follow all instructions given by all members of staff
3. Keep hands, feet, objects and unkind words to yourself
4. Display good manners at all times

Good Manners are demonstrated as follows:

- Be a positive ambassador for yourself both inside and outside of school
- Knock before entering a room if late or interrupting the class
- Excuse yourself to the teacher for being late
- Say good morning /good afternoon if the Principal or a visitor enters the classroom and stand up
- Raise hand to get teacher's attention
- Be patient –wait for the teacher or classroom assistant to give you help
- Do not talk when someone else is talking
- Look and listen to the person who is meant to be speaking
- Refer to others by their name
- Use 'please' and 'thank you'
- Return all things you might have borrowed from the teacher or fellow pupils at the end of class
- Leave the room tidy – chair in and any rubbish in the bin
- Do not eat or drink in a computer room

Rights and Responsibilities

Everyone in the school community has Rights but they also have Responsibilities. (In line with RRS – Convention of the Rights of a Child)

Article 29 & 29 – ‘Right to an Education’

Rights

Students’ Rights

- To feel safe
- To be listened to
- To be able to learn in a positive learning environment
- To fair treatment
- To be treated with respect by other students and staff

Staff Rights

- To feel safe
- To be listened to
- To be able to teach in a positive learning environment
- To fair treatment
- To be treated with respect by students, staff and parents

Parents’ Rights

- To know their daughter is in a safe environment
- To be listened to
- To have their daughter/son taught in a positive learning environment
- To be treated fairly and with respect

Responsibilities

St Mary’s is a Rights Respecting School – we promote the idea that with rights come the responsibility to uphold them.

Staff Responsibilities

To maintain a consistent approach to promoting positive behaviour by:

- Maintaining high expectations for every pupil
- Using appropriate teaching and learning strategies to promote a positive and stimulating learning environment
- Rewarding pupil achievements and efforts and promote a growth mind set
- Using support strategies when appropriate
- Promoting a climate of mutual respect with clearly defined boundaries
- Having clearly defined rules and procedures in place to which everyone is expected to conform

- To review student targets
- To work in partnership with pupils and parents

Pupils' Responsibilities

To help maintain a positive learning environment pupils are expected to:

- Respect the rights of teachers to teach and pupils to learn
- Accept direction and correction by staff in the classroom and elsewhere in a positive manner
- Bring all they need to school each day
- Arrive on time each day and to class, wearing the correct uniform and with a 'can-do' attitude
- Complete all homework on time
- To meet all deadlines in relation to classwork, homework and coursework
- Let other pupils get on with their work
- Sort out disagreements without fighting
- Treat other pupils and adults with respect
- Respect the school environment
- Move in a safe and orderly manner throughout the school
- Only use mobile phones / electronic devices in line with the ICT and Acceptable Use Policy

Parents' Responsibilities

To work in partnership with the school to promote positive behaviour and realise the value of education by:

- Ensuring their daughter/son comes to school on time and wearing the correct school uniform
- Ensuring their daughter/son has homework completed and brings all necessary equipment for every class
- Supporting the school in its expectations of pupil behaviours and progress
- Providing absence notes on their daughter/son's first day back to school
- Keeping appointments with staff
- Attending parent/teacher meetings
- Arrange medical appointments for their daughter outside school hours
- Signing the exit book when taking a child to a medical appointment
- To sign their child's planner on a weekly basis

Expectations

***Pupils are expected to conform to the following regulations for their health and safety and for the maintenance of standards within the school. This is particularly important in light of COVID 19**

Pupils are expected to:

- **To act as a positive ambassador for the school at all times**
- Wear full school uniform with pride
- Appropriate language should be used in all aspects of school life
- Co-operate with and respect all members of the school community
- Report to the office if you arrive to school after 9.15 am. Go promptly to form room if arrive into school before this time
- Move around the school in an orderly manner, on the right hand side of the corridor maintaining the social distance guidance where possible
- Help maintain the appearance of the school
- Hair should be tidy and long hair should be tied back to meet safety requirements in practical subjects. Only plain hair accessories may be worn
- Wear only one pair of ear studs in the lower ear lobe and one small ring – this is a health and safety issue
- No nose studs or other facial jewellery is permitted
- Ensure mobile devices usage conforms to the ICT Acceptable Use Policy. This includes any mobile technology to access the internet or portable device which has the ability to take photos or videos.
- **Mobile phones should not be taken to school.** It is NOT the responsibility of the school if mobile devices are lost / stolen. This includes pen drives, ipods, mp3 players etc.
- Bring a written note from your parent/guardian explaining any absence to your Form Teacher. Alternatively, they may ring the office on days of absence.
- Restrict eating to break and lunchtime (water only may be allowed in school)
- As a public building smoking is prohibited on school grounds and in the school premises. Please note this may lead to a hefty fine. E-cigarettes are not permitted in school.
- Chewing gum is prohibited
- Do not take aerosols to school

****In light of COVID 19 it is vital that students adhere to all guidance issued by staff in relation to hygiene practices, social distancing etc. Students must ensure their behaviour does not put themselves or others at risk. Failure to adhere to such guidance will lead to severe sanctions as deemed appropriate by the Principal***

Positive Learning for Behaviour Procedures

The classroom Teacher has primary responsibility for the maintenance of good order in his/her classroom and throughout the school, and should make every effort to deal with disruption to Teaching and Learning that arise by employing a range of positive behavioural management strategies over a reasonable period of time as deemed appropriate. ***(Refer to Resource File chapter entitled; “Understanding and Managing Social and Emotional and Behavioural Difficulties”).***

Support staff should work under the direction of the class teacher and also employ a range of positive behaviour management strategies to ensure a holistic approach to promoting and sustaining good behaviour in St Mary’s High School.

As we are all working in partnership to ensure each child reaches their potential, it is vital that all teachers have the responsibilities of monitoring the support mechanisms that have been implemented for individuals such as Support Cards, E reports etc.

All staff must liaise with each other at the various stages of the **Referral system**. The guidance of the Principal and staff is paramount in relation to promoting and sustaining good behaviour and ensuring learning takes place in a positive, mutually respectful learning environment.

This is in keeping with the **NI Education Order 1998** whereby the Principal and BOG have overall responsibility for promoting good behaviour and discipline in the school

The ‘Flow Chart’ on the next page outlines the roles and responsibilities of the various personnel, including Classroom Teacher, Form Teacher, HOY, HOD, Vice-Principal and Principal in implementing the **Assertive Discipline procedures**.

Classroom Teacher

The class teacher must decide if the issue with the student is Pastoral (e.g. behaviour) or Curricular (e.g. failure to produce work).

PASTORAL ISSUE	CURRICULAR ISSUE
<p><u>CLASS TEACHER</u> to implement Assertive Discipline Positive Behavioural Management Strategies</p> <ul style="list-style-type: none"> • 3 warnings • On third warning note in SIMS (even if student on support) • Fourth warning - Removed from group (If space in class allows) • Fifth warning (or on fourth depending on size of class or activity) <ul style="list-style-type: none"> - Removed from room with Cream Slip and class work - Class Teacher to record this as 'Removed from class' on SIMS – Behavioural log / and if necessary eReport / support card <p>Cream Slip is given to BUDDY Teacher (<i>Each Class Teacher should have an arrangement with a neighbouring teacher to be a 'BUDDY', depending on time and location</i>)</p> <ul style="list-style-type: none"> - <i>No communication is required by BUDDY teacher.</i> - Pupil and Cream Slip (<i>which is completed by BUDDY teacher</i>) to return to Class Teacher at end of lesson. - The Cream Slip is forwarded to the Form Teacher (<i>persistent inappropriate behaviour will require a referral being made to the form teacher -see the PRF-Appendix 1</i>) - In instances of a severe clause*, HOY (if available) or SLT must intervene. Pupil can be removed by a teacher who is not teaching if HOY/SLT not available (*criteria for a severe clause will be used when a pupil wilfully hurts another person, wilfully destroys property or engages in any unacceptable behaviour which impacts on Health and Safety. (Appendix 2) A conversation must take place soon after with the pupil and teacher to build relationships. <p>If a pupil is on an eReport please complete it in SIMS:</p> <ul style="list-style-type: none"> • Positive and Negative comments can be made – where possible comments should be positive. • If a pupil is absent write the topic they are missing on their report. <p>If you have a double class, one comment is required;</p> <ul style="list-style-type: none"> • such as 'excellent work throughout this double'. <p><i>These are posted home and so it is of utmost importance they are completed by all class teachers.</i></p>	<p><u>CLASS TEACHER</u> to follow Departmental Policies</p> <p>(H/W and Assessment policy has been reviewed and customised across the departments)</p> <p>Issues regarding missed homework, missed deadlines, missed equipment to be recorded on SIMS and in the student planner following second offence</p> <p><u>HOD involvement</u></p> <p>If no resolution Class Teacher refers to HOD (HOD should liaise with the FT and check that there are no pastoral issues)</p> <ul style="list-style-type: none"> - HOD to contact home via text or letter and subject support card given - If still no improvement HOD to meet with parents (if possible class teacher also to be present)

Positive behaviour management strategies implemented and used by classroom teacher should be listed in SIMS so others are aware of what strategies have been used.

Class teacher must monitor any support that the pupil has been given by the form teacher / HOD such as pink support card/ subject support card and e-report sheet to ensure good behaviour and enhanced learning in the classroom takes place

FORM TEACHER SHOULD MONITOR ALL BEHAVIOURS WITHIN THEIR CLASS AS RECORDED IN SIMS (making use of SIMS overview sheet for their Form Class)

To support form teachers in keeping an overall picture all removal from class slips must be given to the Form Teacher/ all curricular referrals must be CC to the Form Teacher or Form Teacher informed of these

- Form teacher discusses the issues with class teacher / HOD/ HOY for advice
- FT /CT speaks with the pupil one to one
- FT / CT agree action necessary with HOY/HOD
- A support card (pastoral / curricular) may be issued for no longer than 3 weeks initially – FT/ CT requests text message to parents informing parent that their daughter has been placed on support card and asking them to contact the Form Teacher/ CT

*This card is **NOT** posted home and it is the responsibility of the pupil to get it filled in*

- The FT/ CT sets and reviews performance targets on support card
- The FT/CT reviews these targets every morning through registration
- FT/CT to log this on SIMS- Behavioural LOG as 'ON SUPPORT'. And send this as an email, via SIMS to HOY and HOD (if appropriate)
- **Following this timed period of support from FT and class teacher (maximum 2 x 3 weeks on pink support card) where strategies implemented have not improved the situation parents may need to be invited into school to help support staff in working in partnership with all concerned.**

<u>Head of Year (over view of all pupils within his/her year group(s))</u>	<u>Head of Department (over view of all pupils within their department)</u>
<ul style="list-style-type: none"> • Liaises with the FT • Speaks with the pupil, one to one • FT and HOY agree a course of action (e Report) Parent informed by standard letter • E Report is reviewed and signed by HOY at the end of each week. (three weeks' maximum initially) These are posted home and so it is of <u>utmost importance</u> they are completed by all class teachers • Form Teachers should monitor eReports (if this becomes the next course of action) for those pupils on report • HOY will review eReports after 3 weeks with the pupil • Parents are invited in to school to meet with HOY to review a pupil who has not significantly met the targets set down by HOY and where the situation has not significantly improved. <p>Following a period of support from HOY/FT where strategies implemented have not improved the situation HOY referral to Pastoral Leader (same PRF)</p> <ul style="list-style-type: none"> • In severe clause cases referrals should be made directly to HOY from Class Teacher. HOY will 	<ul style="list-style-type: none"> • Liaises with Class Teacher (and Form Teacher) • Speaks with the pupil, one to one • CT and HOD agree a course of action (e.g. subject support card / eReport- monitored by HOD) • HOD will review situation after three weeks • Where a subject card / eReport has failed HOD invites parents into school and monitors the situation for three weeks - subject report is sent home at the end of this period. <p><u>HOD may choose to act more quickly if they feel it is necessary</u></p> <p>Following a period of support from HOD/CT where strategies implemented have not improved the situation HOD referral to VP (same PRF)</p>

<p>liaise with SLT where an appropriate course of action will be implemented - contact made with parent/guardian to remove the pupil of the premises (PRF 2)</p> <ul style="list-style-type: none"> • The pupil should remain with HOY until the Parent/Guardian arrives • HOY to have a 'Back to School Interview' with pupil and Parent/Guardian on return of a pupil sent home or suspended. SMART targets must be set at this meeting and monitored by FT and HOY (Parents/Guardians to be kept informed of progress) (eReport Card) 	<p><u>Pastoral Leader</u></p> <ul style="list-style-type: none"> • Pastoral Leader liaises with HOY or HOD (as appropriate) • The Pastoral Leader speaks to the pupil on an individual basis • A course of action will be decided between Pastoral Leader and HOY/ HOD (as appropriate). This will be in accordance with the consequences outlined in the document Parent/Guardian input necessary here <p>If a period of support implemented at this level does not result in an improved situation involvement by the Principal and Board of Governors may be necessary.</p>
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ALL TEACHERS ARE RESPONSIBLE FOR MONITORING THE SUPPORT CARDS/EREPORT SHEETS AND BEING AWARE OF WHAT THEY HAVE BEEN ISSUED FOR AND COMMUNICATE THIS TO THE PUPIL.

THE DECISION TO ISSUE A SUPPORT CARD IS TAKEN BY FORM TEACHER BASED ON FREQUENCY OF CONCERNS REGARDING A PARTICULAR PUPIL. HOY MAY HAVE INPUT AT THIS STAGE.

Consequences

The following are examples of consequences, which may be used depending on the type, degree or frequency of unacceptable behaviour. These may be put in place after a range of Positive Behaviour Management Strategies have been used.

- Verbal feed back
- Recorded behaviour on Merit and SIMS (and e Report where necessary)
- Working away for group
- Removal to another classroom, using the Buddy system or by another member of staff if a 'Severe Clause' occurs
- Contact with Parent/Guardian-Parents will be informed when their daughter has been put on E Report by the HOY and they will be involved in the monitoring process.
- Referral Form to Form Teacher
- On report to HOY/ HOD
- Referral to VP
- Change of class for a limited period
- Change of year group
- Withdrawal from class on a temporary basis
- Suspension
- Expulsion

Seriously Disruptive Pupils

The school defines seriously disruptive behaviour as:

- Behavioural within the school which seriously impinges upon the Catholic ethos
- That which, on a frequent basis, makes it difficult for other pupils to learn
- That which, on a frequent basis, makes it difficult for a teacher to teach
- That which endangers the health and/or safety of other pupils or staff
- Fighting with another pupil
- Unsuitable behaviour/language towards a member of staff
- Behaviour which adversely affects the school's good name and standing in the local community

Any action taken will be guided by the following aims:

- To bring about an improvement in the behaviour of the pupil(s) concerned
- To maintain the right of other pupils to learn and teachers to teach.

Support Strategies

The following support strategies will be applied to attempt to overcome these difficulties. These will be implemented after a range of Positive Behaviour Management strategies have been used:

- Support card
- Daily e Report
- Additional support from Mentor/HOY
- Individual Behavioural Contract
- Counselling within the school
- Meeting with parents
- Counselling and assistance from outside agencies

Parent/Guardian will be informed if a pupil goes on e Report by HOY and will be involved in the monitoring progress

Suspensions and Expulsions

The school will act in accordance with the guidance and documentation laid out by CCMS.

Rewards

It is important to balance consequences for unacceptable behavioural with a series of rewards to reinforce positive behaviour by pupils. The following are some examples of rewards which could be used in this context:

- Praise
- Attendance Rewards
- Acknowledgement at year/school assembly
- Termly 'Achievement' Assembly
- Positive notes home
- Reward stamps/stickers
- Certificate for Effort
- Certificate for Improvement
- Certificate for Fundraising
- Certificate for Attendance
- Certificate for Sporting Achievements
- Certificate for Good manners/Behaviour
- Letter Home for improvement in work, behaviour/attitude
- School Trip
- Public displays of work
- Pupil/Class of the month/term
- Pastoral Awards
- Health and Beauty treatments

This policy is integral to other school policies such as:

- Reasonable Force and Safe Handling Policy
- Special Educational Needs and Inclusion Policy
- ICT Policy
- Attendance Policy
- Safeguarding/Child Protection Policy
- Anti-Bullying Policy
- Assessment Policy
- Healthy Schools Policy

Review of Policy

**This policy has been drawn up in consultation with staff, parents and pupils.
This policy will be implemented, monitored and reviewed to take account of current regulations and further developments on a 2 Yr basis**

Other policies related to this one are:

- **Anti-Bullying Policy**
- **Acceptable use policy**
- **Child Protection Policy**
- **Safeguarding Practices for staff**

