



ST MARY'S COLLEGE

Positive Behaviour for Learning

Reviewed September 2020

Positive Behaviour for Learning

RATIONALE

Our approach to behaviour management is embedded in our values and ethos as a Catholic school and we strive to follow our school motto '*Truth*'.

Our work is guided by our school mission statement '*A community of learners growing in faith learning for life and aiming for excellence*'.

Behaviour Management is based on supporting and rewarding good behaviour and in raising the self-esteem of the pupil so that she can achieve her full potential.

'May Respect for each other be the light that guides us'. (School Prayer)

PURPOSE

The Positive Behaviour for Learning Policy supports the school aim that all pupils have access to a high standard of teaching and learning in a calm, purposeful and caring environment. It also fosters mutual respect and supports the development of self-management skills necessary for adult life. Pupils will be informed about the type of behaviour that is expected of them through a code of conduct and a summary of the school regulations in their day book.

When discussing a pupil's behaviour staff will focus on the type of behaviour displayed and not on the pupil's self.

What is Good Behaviour

- *Respect and tolerance for everyone/School Code of Conduct Appendix 2 _
- *Respect the views, rights and property of others and school property
- *Behave safely in a responsible manner out of the classroom and when wearing the school uniform
- *Follow the School Regulations (page 3 of pupil diary)
- *Take responsibility to report bullying to a member of staff and do not engage in bullying behaviour yourself (page 5 of pupil diary and Prevention of Bullying Policy)
- * Respect the right of the teacher to teach and your peers to learn.
- * Work hard in class and completing all homework
- *Attend school daily and arriving to school and class on time
- *Adhere to the school regulations regarding uniform, makeup, body art and body piercings
- *Only use mobile phone for clear academic purposes instructed by the teacher/Use of mobile phone for personal use is strictly forbidden. Videoing and photographing others is also strictly forbidden.
- *The policies regarding the use of drugs/cigarettes, e-cigarettes and alcohol is respected
- *Respect decisions taken by staff regarding sanctions

PRACTICE

(A) Record Keeping

- (i) **School Diary** will be used by pupils to record homework and by Staff to communicate with parents and record comments.
- (ii) **RED Flag on Sims** can be used to record information on pupils and action taken.
- (iii) Information from incident reports will be stored on **SIMS**
- (iv) Information regarding involvement in bullying incident may be recorded on Bullying Concern Assessment Forms. Refer to Bullying Prevention Policy
- (v) Information regarding reasons for detention and record of attendance will be stored on Staff Documents
- (vi) Information regarding suspensions/expulsions will be held by the main office

(B) REWARDS - These will be used frequently to encourage good behaviour:

- Positive praise as often as possible
- Positive comments in the diary/SIMS
- Praise for the whole class
- Rewards for well-behaved pupils (e g Disco at Halloween, Cinema etc)
- Prize giving
- Note home
- Positive report at end of year
- Merit Award Scheme
- Recognition at monthly Head of Year assemblies
- Recognition at whole school assemblies
- Recognition on school monitored Social Media Platforms

(C)

Step 1: Mildly Disruptive Behaviour will be dealt with by the class Teacher this may include.

- Not keeping on task
- Refusal to be quiet after numerous prompts
- Distracting Peers from learning
- No books, no equipment, no homework.
- Inappropriate Language (use discretion)

Procedures

- Staff should be prepared with options for how to respond to inappropriate behaviour in a planned, deliberate and positive way.
- Use a range of strategies-Appendix 1 of this policy
- Remain calm and emotionally in control and have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify her behaviour if she perceives that a teacher cares.
- Explain the inappropriateness of behaviour in line with the School Code of Conduct
- Use eye contact with pupil
- Move close to pupil, if disruptive behaviour stops acknowledge with 'thanks' or similar remark
- Ask for behaviour to change e.g. "Please don't talk to your neighbour as she is working, Thanks"
- The expectation of compliance is very important.
- Allow for "Take-Up-Time", walk away from the pupil after asking her to stop to give her time to think about her actions, this reduces the risk of confrontation.
- Refer to agreed specific classroom rules and review seating regularly
- Give pupil a choice e.g. "Either give me that now until the end of class or put it in your bag please, thanks." Then walk away again expecting compliance.
- If the pupil refuses to do either, then record incident in daybook.
- Subject Teacher checks if pupil has an Individual Education Plan/ personal issue that may be causing the change in their behaviour pattern

Step 2: Continuous Disruptive Behaviour/May Include:

Pupils at this stage may also repeat behaviours from Step 1.

- Not keeping on task after having been through stage 1 previous lesson
- Refusal to be quiet after numerous prompts
- Continues to distract peers over a series of lessons
- No books, no equipment, no homework for the third time in two weeks
- Persistent use of inappropriate Language (use discretion)
- Persistent Disrupting Teaching and Learning
- Persistent Lateness to class.
- No daybook available on a number of occasions
- Refusing to surrender electronic devices

PROCEDURES

- Staff should be prepared with options for how to respond to inappropriate behaviour in a planned, deliberate and positive way.
- Remain calm and emotionally in control and have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify her behaviour if she perceives if a teacher cares.
- Use a range of Strategies-Appendix 1 of this policy
- Explain the inappropriateness of behaviour in line with the School Code of Conduct appendix 2
- Remove pupil to adjoining class if necessary
- Complete incident referral or Red Flag if incident is not resolved within class time (class teacher will follow up a rebuild relationship with pupil as soon as the issue is resolved).
- If Form Teacher receives **3 incident reports/red flags** parents should be informed by Form Teacher
- Form teacher will place pupil on daily report using report pages in day book
- Form Teacher checks if pupil has an Individual Education Plan/ personal issue that may be causing the change in their behaviour pattern
- Behaviour Targets will be agreed

If pupil persists and there is no improvement, then:

- Head of Year will discuss with pupil and take appropriate action
- Head of Department may also be involved at this step
- Parents will be contacted by Head of Year
- Head of Year will help pupil rebuild relationship with key staff as soon as the issue is resolved.
- If no improvement is noticed Head of Year will place pupil on Head of Year report for no longer than **2 weeks**.
- Behaviour Targets will be agreed and reviewed at the end of the report session
- Record the incident electronically using SIMS Behaviour Module.
- Head of Year will discuss strategies at Pastoral meeting
- Head of Year checks if pupil has an Individual Education Plan/ personal issue that may be causing the change in their behaviour pattern

Step 3 Seriously Disruptive Behaviour:

When a pupil is at this step she moves to Stage 3 of Code of Practice/Behaviour Plan will be drawn up and if necessary a Risk assessment will be carried out

Head of Key stage will liaise with Head of Year/Pastoral Heads

- Failure to follow strategies outlined in Step 2
- Continuous disruption to learning and teaching
- Aggressive verbal behaviour towards staff
- Inappropriate use of the internet, mobile phone, individual device and social media
- Repeated Truancy
- Physical fighting in school/school bus/after school clubs/outside of school while wearing the school uniform
- Self-harming.
- Abuse of substances including e-cigarettes
- Theft.
- Any other major discipline infractions/ dangerous behaviour towards self/others in school and out of school while wearing the school uniform.

Procedures:

- Staff should be prepared with options for how to respond to inappropriate behaviour in a planned, deliberate and positive way.
- Use a range of strategies- Appendix 1 of this policy.
- Remain calm and emotionally in control and have in mind the importance of maintaining a positive relationship with the pupil. A pupil is much more likely to modify her behaviour if she perceives if a teacher cares.
- Senior Management, relevant staff members and parents will be involved at this step.
- A formal disciplinary meeting will take place with SMT, parents, pupils
- All relevant documentation should be forwarded to SMT in preparation for meeting – eg Risk and UNOCINI assessment prepared if relevant.
- Interventions should be restorative in orientation. The use of a behavioural contract linked to IEP and School's Risk Assessment Action Plan should also include social and emotional mentoring.
- Consult and work with pupil's parents.
- If appropriate Consult and meet with relevant outside agencies may become involved/MAST Meeting.
- Principal kept informed if not directly involved.

Step 4 Suspension and Expulsion will be at the discretion of the Principal and Board of Governors using CCMS guidelines.

- Inappropriate use of mobile phone, personal device internet and social media
- Physical fighting
- Vandalism of School Property, staff property or another pupil's property
- Abuse of substances
- Theft

Any other major discipline infractions/ dangerous behaviour towards self/others.

A formal disciplinary meeting will take place with the Principal, Pupil and Parents where suspension/expulsion may be applied

Suspension will operate as follows:

- First offence: 1 day
- Second offence: 2 days
- Third offence: 3 days
- In exceptional circumstances and only after all other avenues have been fully explored, a formal meeting with the Board of Governors will be convened.

Suspension/Expulsion will apply to misbehaviour in school, on the school premises, school bus or on an educational visit or activity

Managing Behaviour Outside the Classroom

CORRIDORS:

- All staff are to stand in the centre of the corridor and supervise proactively at the end of each lesson until their next class arrives.
- Teachers next to the stairs are to stand at the stairs and supervise pupils at the change of each lesson.
- Teachers are to stand along the main corridors being used by pupils at lunch dismissal times, 11.40/12.40 pm
- At 3.05/3.10 pm teachers will escort their classes to the exit doors

TOILETS

- Pupils must be monitored by staff
- Official toilet breaks lesson 2 and 6

LUNCHTIME

- Pupils buying a lunch will use Blue Belles Restaurant
- Pupils who bring a packed lunch to school will be supervised in the Sports Hall
- On dry and warm days' pupils may use the Amphitheatre/Junior playground after they have eaten
- On wet days KS3 pupils are to go to the gym/MPH and seniors are to remain in the Sports Hall
- At the end of lunch pupils will be dismissed by lunch time supervisors
- On Tuesday and Thursday pupils will line up for assembly
- All litter is to be placed in the bins.
- Bags are to be taken to lunch.

Whole class management

- Line up pupils in an orderly quiet line
- Pupils should immediately take out books and bags placed on floor
- Teachers should insist that pupils are silent until class instructions are given and the Learning Intention is recorded
- A prayer may be said at the beginning of the class
- The register is called
- Pupils should remain silent while register is being called, response 'Present, Miss Ms, Mrs, Mr/Sir
- Bottles of water should be put in school bag/ if a pupil needs a drink of water this should happen before formal teaching begins. No pupil should be eating food or sweets.
- At the end of the lesson pupils should tidy resources, clear litter and replace chairs under desks.
- Pupils should line up for dismissal
- The teacher should see the class out of the room

It is worth remembering that some of our pupils have learning disabilities and for them, coping with the classroom can be very difficult. We need to be mindful of what standard of behaviour we can reasonably expect from these pupils while continuing to maintain a high standard of behaviour in the classroom.

Please note schools have been advised by the Department of Education to revise the Behaviour Management Policy to deal with COVID-19 incidents. The measures are designed to protect all pupils and reduce the risk of spreading the virus. The Board of Governors have been informed of this amendment.

Temporary Additional Statement

‘In response to COVID-19 restrictions and safety guidelines pupils are expected to follow the rules on social distancing and working in ‘protective bubbles’ while in class and moving around the school. Pupils are advised to wear a face mask on school buses and on entering the school. On arriving to school pupils will have their temperature taken and are required to sanitise their hands. Hand hygiene is a priority and pupils are asked to wash hands regularly. Pupils should not cough or sneeze without using a tissue. Pupils are not to share equipment or clothing items. Pupils will be required to wear a face mask when changing class, walking on corridor, when they leave class to use the toilets and on the way to the canteen. Anyone who wilfully refuses to follow the guidelines or puts others at risk may be asked to go home until a guarantee can be reached that the rules will be followed.’

The school will work with parent(s) / guardian(s) of pupils should the challenge of adhering to the Department of Education's advice prove to be an obstacle to achievement. This will include confinement in an area of the school for that particular pupil, subject to a risk assessment and supporting the key health and safety principles in the school, as laid down by the Department of Education. In essence, the pupil will work in school but undertake her studies on an individual basis. However, limited support may be available.

Monitoring and Review

The policy will be reviewed by the Pastoral Team in line with the Whole School Policy Review Cycle.

Appendix 1

Strategies for dealing with inappropriate behaviour/to support classroom learning

Level 1 Interventions:

SCRIPT EXEMPLARS: Adapt according to age and ability of pupil and classroom situation.

1 Rights Respecting Script:

Please stop (*eg talking in class*) thank you. In this school we all have a right to learn. Please be thoughtful and think of others. Thank you.

2 Rule Reminder Script:

Teacher: Please remember not to use (*eg: inappropriate language*). What does the school Code of Conduct say we should do?

Pupil: It says ‘show good manners when speaking to others.’

Teacher: That’s right – you have remembered the rule. Now please remember this in future.

3 Expectation Discussion: This strategy requires the pupil to verbally commit to behaving appropriately thus taking greater responsibility for her subsequent behaviour. By referring to specific expectations it is less likely that the pupil will perceive the correction as a personal attack and therefore be more inclined to accept responsibility for her behaviour.

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| <p>Step 1: Gain attention.</p> | <p>T T</p> | <p>Susan please sit down and begin your work/take out your books. (pupil may respond with delaying tactics – I haven’t got my book/I am getting a pen; Teachers acknowledges pupil but repeats request. (withdraw and give a few ‘minutes’ grace.</p> |
| <p>Step 2: Prompt expectation.</p> | <p>T P</p> | <p>In the event that pupil does not do as requested, teacher can ask ‘What is expected of you in this lesson. We are expected to do --- (subject) work etc</p> |

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|------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------|
| Step 3: Request the pupil identifies expected future behaviour. | T P | That's right. What are you going to do now? Sit down and do my work. |
| Step 4: Praise co-operation. | T | Well done. Thank you Susan for settling down to work. |

Appendix 2

ST Mary's College Code of Conduct

Respect for Others:

'May Respect for each other be the light that guides us'

- Show respect for all who work and learn in the school community
- Show good manners when speaking to other pupils and adults remember please, thank you, sorry
- Be responsible for your learning and others' learning
- Report any concerns about bullying
- Respect decisions taken by staff regarding sanctions

Respect for Self

'Work for success in class and at home'

- Move around the school in an orderly and safe way
- Be there, be on time for every lesson
- Come to class prepared with books and equipment
- Make sensible lifestyle choices
- Complete all homework and meet assignment deadlines

Respect for School Identity

'Be Proud of Your School'

- Always wear the correct uniform and shoes
- Respect the rules relating to make up, hair colour and piercings
- Respect the school environment and school property
- Dispose of litter sensibly
- Report vandalism to personal and school property