



ST PAUL'S HIGH SCHOOL, BESSBROOK

PROMOTING POSITIVE BEHAVIOUR

Revised April 2018

Mission Statement

St Paul's High School is a Catholic community committed to providing high quality education in an atmosphere of mutual respect where each individual is valued as an important member of our school family. We value the personal, moral, social and spiritual development of each student, encouraging respect for self and others including the core values of truth, kindness, integrity and compassion.

Rationale

St Paul's High School is a Catholic community which expects the highest standards of behaviour from its students, towards all those within or outside our school community.

We work in partnership to actively promote a school environment in which care, courtesy and concern for others are central tenets in the behaviour of all members of our school community.

St Paul's is committed to developing in our pupils a set of values and beliefs which reflect the central themes of our Patron's mission; justice, peace, faith, hope and love. As such, we seek to engender in our pupils an ability to distinguish between right and wrong.

The Promoting Positive Behaviour Policy at St. Paul's High School provides an agreed course of action amongst teachers, support staff, pupils and parents, which promotes effective learning and teaching. This Policy recognises and respects the rights of all members of the school community. We believe a healthy balance between sanction and rewards is fundamental and encourage everyone to implement the school rules firmly, fairly and consistently.

Aims

- To support all our pupils to develop a standard of behaviour that demonstrates self-respect, self-discipline, respect for others, respect for the environment and respect for the local community.
- To engender a 'praise culture' in St Paul's where pupil effort and achievement is celebrated, to ensure a pupil sense of pride in themselves and their peers.
- To create a calm and caring community where teachers teach and children learn.
- To recognise and respect the rights of each member of our school community, ensuring the development of mutual respect, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life.
- To promote and develop high expectations among parent/guardians so that parent/guardians fulfil their vital role in supporting the parent/school partnership.
- To provide a systematic and structural response to behaviour support in St Paul's.

- To promote the Catholic Education and the values inherent therein and thus highlight its relevance to life and contemporary culture.

Objectives

- To encourage our pupils to understand what behaviour is acceptable or unacceptable.
- To encourage our pupils to accept the need for high standards of behaviour.
- To ensure our pupils behave appropriately at all times.
- To support classroom teachers and classroom assistants with issues of behaviour support.

St Paul's promotes positive behaviour by:

- Delivering an on-going Pastoral Programme to pupils, based on assigned themes and personal development.
- Encouraging and commending positive behaviour by routinely and regularly praising and recognising it on corridors and in class.
- Using weekly year group assemblies to share successes and achievements of pupils inside and outside school.
- Awarding Grádam Naomh Pól to pupils who have excelled in extra-curricular areas.
- Rewarding the pupil via merits on SIMS.
- Publishing, internally and externally, all individual, team, class and year group successes via noticeboards, social media (Facebook, twitter, instagram), and local newspapers.
- Acknowledging and sharing the success of pupils through KS3, KS4, and Post 16 Prizegiving Ceremonies.
- Providing opportunities for pupils to engage in Peer Mentoring Programmes.
- Implementing a range of behaviour intervention strategies at individual and group level.
- Providing individual and group support around behavioural issues through Circle Time Programmes, Anti Bullying Programmes.
- Accessing support from external agencies to provide coaching on appropriate behaviour (mentoring, counselling, BST)

In St Paul's High School, we prefer to use preventative rather than reactive strategies when promoting positive behaviour. Some of the strategies staff may use to prevent or deescalate potential behaviour incidents are listed below:

- Creating/maintaining relationships
- Tactical ignoring
- Praise/proximity praise
- 5W reflection form
- Target planning
- Behaviour planning
- Active learning activities
- Class layout
- Good news letters home
- Circle time
- Time out cards
- Time out timetable
- Parental meetings
- Counselling
- Community service
- Mentoring
- Formalised referral system

Roles and responsibilities

While promoting the rights of each individual, it is important that everyone recognises their responsibility in the promotion of a Positive Behaviour Policy. The agreed rights and responsibilities are summarised as follows:

Roles and responsibilities of the teacher

All teachers will maintain a firm, fair and consistent approach in managing pupil behaviour. This is in the context of Christian principles – particularly those of care, understanding, respect, compassion and forgiveness.

- To be classroom manager, promoting a safe and caring environment and setting standards of acceptable behaviour.
- To have clearly defined structures through a Pupil Contract (displayed in all rooms).
- To be fair and consistent in their application of the Promoting Positive Behaviour Policy, adapting constructive and effective reward sanctions.
- To continuously monitor and evaluate pupil progress, recording and reporting areas of concern (pastoral, safeguarding, learning, achievement).
- To use the Staged Referral Process when reporting challenging behaviours.
- To deliver the curriculum, recognizing the individual needs of pupils.
- To facilitate learning in a pupil centered manner, helping pupils to achieve their full academic and personal potential.
- To be organised, planning and preparing for lessons.

- To listen and value pupil contributions.
- To promote life long and independent learning, preparing for adult life.
- To be a positive role model in terms of own behaviour.
- To seek to improve, as part of being a reflective practitioner.
- To provide support for colleagues.

Rights of the teacher

- To be treated with equality and respect.
- To teach in a safe, healthy and secure environment.
- To pursue opportunities to develop professionally.
- To access adequate resourcing.
- To be informed and consulted on whole school issues.
- To be supported by colleagues.
- To be kept well informed regarding issues relevant to pupils.
- To be given notice of a parent contacting school so appointment can be made.

Roles and responsibilities of the classroom assistant

All classroom assistants are highly valued and trained members of our staff, who are key in supporting the teacher in promoting positive behaviour among pupils.

- To assist the classroom manager, in promoting a safe and caring environment and setting standards of acceptable behaviour.
- To support in the management of behaviour with assigned pupils.
- To continuously monitor and evaluate pupil progress, recording and reporting areas of concern to the class teacher.
- To assist in the planning and delivery of the curriculum, recognising and responding to the individual needs of pupils and following teacher guidelines.
- To facilitate learning in a child-centered manner, assisting pupils achieving their full academic and personal potential.
- To listen to and value pupil contributions.
- To assist in promoting life long and independent learning, preparing pupils for adult life.
- To be a positive role model for pupils.
- To help pupils achieve full potential.
- To seek to improve, as part of being a reflective practitioner.
- To provide support for colleagues.
- To attend lessons punctually.
- To liaise with the SENCO to ensure an input into annual reports to parents/guardians.
- To report to parents annually, if assisting in the Learning Support Centre, Numeracy and Literacy Support.

Rights of the classroom assistant

- To be treated with equality and respect.
- To work in a safe, healthy and secure environment.
- To be given opportunities to develop professionally.
- To access adequate resourcing, to meet the needs of the individual pupil and/or class.

- To be given direction from the class teacher or their specific role.
- To be informed and consulted on whole school issues.
- To be supported by colleagues.
- To be kept well informed regarding issues relevant to pupils.

Roles and responsibilities of the pupil

- To follow the Pupil Contract and to be aware of the consequences of their own actions.
- To wear the correct school uniform.
- To attend form teacher registration time (am and pm).
- To attend weekly year group assemblies.
- To attend all classes punctually.
- To line up outside the classroom door.
- To take responsibility for their own learning and progress.
- To come prepared for classwork (books, equipment, homework), ready to engage in the learning process.
- To catch up on work on return to school e.g. illness; sporting activity; medical appointment.
- To record all homework and have parent/guardian sign Pupil Planner weekly.
- To complete homework on time, following St Paul's Homework Policy, and to the best of their ability.
- To focus on work, respecting the school environment and property.
- To listen to and co-operate with the teacher and classroom assistant.
- To participate in the class to the best of their ability.
- To seek and accept appropriate support as necessary.
- To be polite, well-mannered and treat others with respect.
- To deal with conflict in a non-aggressive manner, accepting direction and support from the teacher and/or classroom assistant.
- To engage with all key personnel at different stages of the Code of Practice.
- To agree targets for behaviour and self-reflect, as outlined in Target and Behaviour Plans.
- To engage in solution focused work within the Pastoral care system.

Rights of the pupil

To enjoy these rights, pupils must respect the rights of others.

- To be treated with respect.
- To be taught in a safe, healthy and secure environment.
- To be valued, listened to and acknowledged.
- To have individual diversity.
- To be provided with a positive learning and social experience.
- To access support, when needed.
- To access opportunities to develop spiritually, morally, cultural, physically and academically.
- To be free from verbal, emotional and physical abuse.

Responsibilities of the parents/guardians

We see the parents/guardians as partners in promoting positive behaviour.

- To foster mutually respectful relationships between staff, pupils and families.
- To support the school in its expectations of pupil behaviour.
- To ensure their child attends school every day and on time.
- To ensure their child wears the correct school uniform.
- To provide the necessary equipment for school, so that their child is prepared for learning.
- To ensure their child follows the Pupil Contract and shows respect for other pupils, all school staff and property.
- To oversee and promote the value of homework and monitor child's books to pick up on teacher's marking for improvement.
- To check and sign Pupil Planner weekly.
- To support and monitor their child's behaviour through Pupil Planner, Target Plans and Behaviour Plans.
- To support their child at different stages in the Code of Practice.
- To make an appointment when they wish to meet a member of staff.
- To tell the school promptly of any concern about their child.
- To respond quickly to concerns raised by the school.
- To maintain regular communication with the school, via notes in Pupil Planner, appointments, attendance of annual parent/teacher meetings.

Rights of the parent/guardian

- To receive a quality education for their child,
- To have their child taught in a warm, welcoming and safe place.
- To have their child treated fairly and with respect.
- To seek support for their child if he/she has any problems.
- To be responded to sensitively when raising any concerns.
- To be told promptly about any concerns.
- To be informed about any issue which affects their child's education/welfare.

ST PAUL'S PUPIL CONTRACT

The overall aim of the Pupil Contract is to support every pupil in a consistent and appropriate manner, to make sure that every pupil becomes a responsible young adult.

We come to school on time and ready to learn.

- We will be in registration class for 9am and 2pm
- We will attend our weekly year group assemblies
- We will be on time for every lesson
- We will bring the right equipment for every lesson
- We will attempt all activities/tasks given
- We will complete all homework set

We will move quietly and safely around the school.

- We will walk on the left hand side of the corridors and stairs
- We will walk on the corridors
- We will move without pushing or shoving others
- We will not eat or drink o the corridors
- We will line up quietly outside a classroom before class begins
- We will stay in our designated areas during break and lunchtime

We respect and care for ourselves, others and others' property.

- We will interact safely with others
- We will be kind to others and include them
- We will be well mannered in our interactions with staff and students
- We will listen to others when they are speaking
- We will listen to the teacher so that we know what to do
- We will make positive contributions to learning
- We will look after school equipment
- We will have respect for the belongings of others

We will ensure our appearance is appropriate for school

- We will wear full school uniform
- We will wear our blazers to and from school and also on school trips
- We will project a positive image of St Paul's

We want our students to wear their school uniform with pride and to project a positive image of themselves and of our school to members of the wider community.

Uniform

Full school uniform must be worn to school each day.

It is compulsory for school blazers to be worn

Jumpers are optional for Year 13/14 students only and are not to replace the school blazer

Tights for girls must be worn from 1st November until 1st April; socks are optional outside this period

School shoes must be flat and dark in colour (black or navy)

Jewelry

Small stud earrings only permitted

No other visible piercings allowed, in line with Health & safety regulations

Watches permitted

Hairstyle

Hairstyles should be appropriate

STAGES IN THE CODE OF PRACTICE

The Code of Practice exists to provide support for pupils to ensure they manage their behaviour in a way that benefits them personally and in their learning. There exist different levels of support, depending on need.

Pre Stage 1 of the Code of Practice (Subject Teacher and Head of Department)

Stage 1 of the Code of Practice (Form Teacher)

Stage 2 of the Code of Practice (Year Head)

Stage 3 of the Code of Practice (SENCO/Head of Pastoral Care, referral for external support)

Stage 4 of the Code of Practice (Head of Pastoral Care, SENCO, referral to external agency)

Stage 5 of the Code of Practice (Head of Pastoral Care, SENCO, external provision)

Pre Stage 1 of the Code of Practice

- If the pupil is displaying social, emotional and/or behavioural difficulties (SEBD) in a given class, the subject teacher will put supportive mechanisms in place to ensure progress is made
- The class teacher may place the pupil on **Curricular Target Plan and/or curricular detention**
- If SEBD persists, additional support is required. The HoD will be informed and will work with the teacher to review/support/plan with the class teacher in meeting the needs of the pupil (Target plan, withdrawal).
- Once the class teacher and HoD have put strategies in place and there remain levels of concern, then this will be moved to Stage 1 and passed on to the Form Teacher.

Stage 1 of the Code of Practice

- The Form Teacher plays a central role in the life of pupils as they move through school and are the first point of contact in relation to class teacher concerns
- A Form Teacher may have their own concerns about a pupil and/or receives a referral via Pre Stage 1 of the Code of Practice
- The Form Teacher, during this stage, places the pupil on **Form Teacher Target Plan AND pastoral detention** (5 W Reflection worksheet, classwork) to support the pupil. This will run for **two weeks**, signed each day by the Form Teacher as a form of monitoring
- The form teacher will inform the Year Head of who they have placed on Stage 1
- Parents/guardians will be informed by the Form Teacher when their child has been placed on Stage 1, via phone call, and will be invited to sign the two week Target Plan daily
- After two weeks, there are two outcomes:
 - a. The Form Teacher will have identified a improvement in the pupil's behaviour and be moved off Stage 1 and off the Code of Practice (Stage 0)
 - b. The Form Teacher has continued concerns and refers the pupil to the Year Head for Stage 2 Code of Practice

Stage 2 of the Code of Practice

- This occurs when Stage 1 has identified that the pupil requires additional support other than that provided at stage 1. Year Head takes on responsibility of report and notifies SENCO to put child on SEN register
- The Form Teacher passes on the two week (can vary depending on need) Target Plan booklet, so that the Year Head can identify what behaviour targets are appropriate to address the need and where support is needed. Target 1 is something child always can do, target 2 is something child mostly gets right and target 3 is the behavior we are really focusing on (2 stars and a wish)
- The Year Head arranges a parental meeting
- A **Behaviour Plan** is developed in partnership with the parents and pupil. This is forwarded to all staff involved with the pupil. Also a risk assessment/ Management plan if appropriate
- To support and monitor the Behaviour Plan, the pupil is placed of **Year Head Target Plan** for a period of **four weeks** and must report to the Year Head each morning
- Parents must sign the Target Plan daily
- After the period of four weeks there are four possible outcomes:
 1. The pupil is identified as no longer needing support and moved off the Code of Practice (Stage 0)
 2. There have been significant improvements, but some individual monitoring still required; the pupil is moved back to Stage 1 of the Code of Practice
 3. There have been significant improvements, but some individual monitoring still required; the pupil remains on Stage 2 of the Code of Practice for a further two weeks
 4. After two cycles of Behaviour plans and when internal strategies/ reasonable adjustments have been exhausted. There have been minimal improvements or even deterioration in the pupil's behaviour; the pupil moves to Stage 3 of the Code of Practice

Stage 3 of the Code of Practice

- This occurs when Stage 2 has identified that the pupil is still presenting challenging or significant social or emotional behaviours and require external support
- A further parental meeting takes place, with Year Head, SENCO, Head of Pastoral Care
- A further **Behaviour Plan** is drawn up and the pupil is placed on **SENCO/Head of Pastoral Care Target Plan** for a period of **four weeks**
- The pupil must report to SENCO/Head of Pastoral Care daily
- Parents must sign the Target Plan daily
- **Referral to external agencies** may be made (Behaviour Support Team, Education Psychology, EWO etc)
- If improvement is made, the pupil is taken off Stage 3 and must complete one week of Stage 2 to be monitored by the Year Head

Stage 4 of the Code of Practice

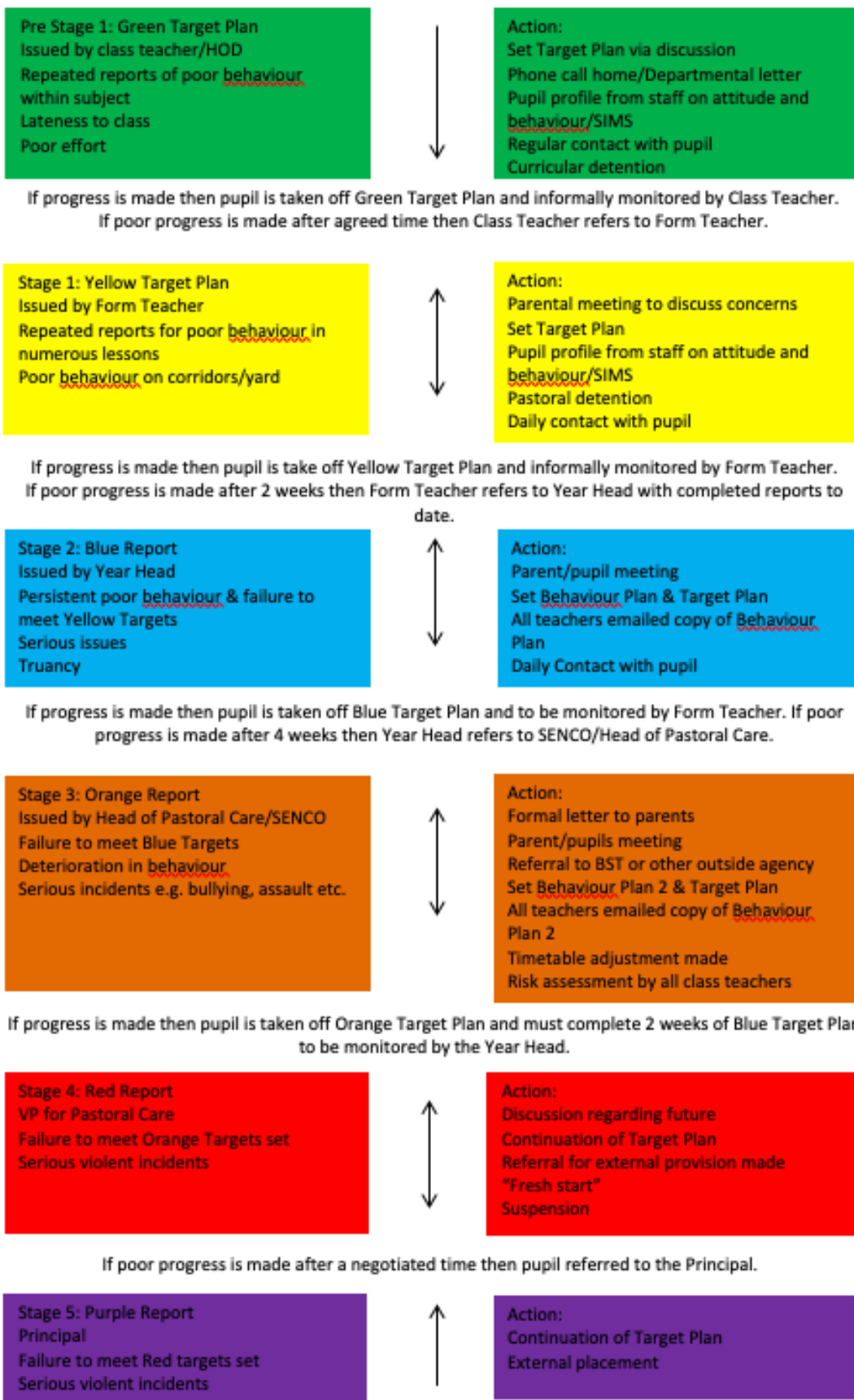
- This occurs when Stage 3 has identified that the pupil has significant behaviour needs
- The pupil is **considered for statementing**, supported by the Educational Psychologist in consultation with the stage 3 agencies, the child and parents

Stage 5 of the Code of Practice

- The pupil may **statemented** on the basis of behaviour
- A referral to alternative placement may be made

Kinnego Partnership and EOTAS are available from stage 3 of the Code of Practice

A STAGED REFERRAL PROCESS



BEHAVIOURS

Behaviours to be corrected by relevant members of staff.

Staff are to deal with student behaviour at the different levels outlined below by using a range of strategies from Good Practice Guidelines/SEN Resource File and by support from colleagues.

<p style="text-align: center;">Class Teacher</p> <p>General appearance (uniform/makeup) Late to lesson Lack of equipment Eating, chewing, drinking in class Use of mobile phone during class Failure to remove coat/hoodie Being noisy/talking disruptive Failure to follow instructions Interrupting a teacher/shouting out Throwing objects in the classroom Time wasting/avoiding work Truancing class – identified from SIMS Lesson monitor (refer to form teacher) Using inappropriate language Getting out of seat and walking around Failure to complete class work, homework, coursework etc. Writing graffiti in exercise books or on the desks</p>	<p style="text-align: center;">Head of Department</p> <p>Persistent unacceptable behaviour in subject Take action on pupils who have been "exited" on several occasions Disrupting the education of other students Persistent lack of effort Minor issues in curriculum area Failure to meet deadlines Failure to complete controlled assessments Make a referral to Form Teacher if all other intervention strategies</p>	<p style="text-align: center;">Form Teacher</p> <p>General appearance (uniform/makeup) Lateness to registration General attendance Assembly attendance Follow up absence notes No student planner Signing of planner Truancing of classes Poor behaviour of pupils; before, during and after school in public areas of the school and in subject areas Consistent poor behaviour of pupils in numerous curriculum areas (Green Target Plan) Refusal to follow instructions of staff on lunch/break duty and of lunchtime assistants Refusal to follow the instructions of the Form Teacher Disrupting Form time Referring pupils who are persistently displaying poor behaviour to Year Head for Stage 2 in Code of Practice Follow up Green Target Plan, by placing on Yellow Target Plan</p>
<p style="text-align: center;">Head of Year</p> <p>Place pupil on Blue Target Plan Plan and feedback to FT Disruption of learning in several subject areas Persistent refusal to hand over jewelry/non-uniform Persistent inappropriate language Persistent bullying Persistent defiance of the uniform code Persistent <u>lates</u> Poor attendance 85-90% Persistent poor behaviour on corridors Persistent refusal to hand over mobile Persistent truancy</p>	<p style="text-align: center;">SENCo/Head of Pastoral Care</p> <p>Failure to comply with <u>sanctions</u>/strategies laid down by Year Head Follow up Blue Target Plan by placing pupil on Orange Target Plan and feedback to Year Head Monitoring demerits Serious verbal abuse of staff and pupils Fights between pupils in and out of lessons Liaising with Year Heads/EWO regarding attendance and punctuality Ongoing refusal to follow the instructions of the class teacher/<u>HoD</u> Unacceptable behaviour to/from school Ongoing disagreements/behaviour issues between pupils/bullying Inappropriate use of social media Ongoing truancy/disruption of learning in several subject areas or school – truancing pupils may be referred to EWO</p>	<p style="text-align: center;">Vice Principal/Principal</p> <p>Failure to follow up strategies and sanctions laid down by Head of Pastoral Care Drug possession/dealing with assault on a member of staff Serious verbal abuse of staff Serious aggressive fight/assault on another pupil Parental confrontation of staff Recommendation to Principal re. Governors Discipline Committee In event of long suspension – recommendations for final warnings to be issued/alternative provision to be made</p>

Use of External/Support Agencies

Additional support will be available from various outside agencies including;

- Behaviour Support Team
- Our assistant Advisory Teacher is Ms M Coogan
- The Education Psychology Service – Mairead McMahon, Tracy Cunningham
- The Educational Welfare Service – Mr O Houlihan
- Counselling
- Kinnego, EOTAS

Related School Policies

This policy is set within the broader school context of Pastoral Care and, as such, should be implemented in conjunction with the following school policies in order to be truly effective:

- ✚ Pastoral Care Policy
- ✚ Safeguarding Policy
- ✚ Anti-Bullying Policy
- ✚ Pupil Attendance Policy
- ✚ Inclusion Policy
- ✚ SEN Policy
- ✚ Homework Policy

Training Needs

- ✚ Staff have attended SIMS training and behaviour support training to support the Positive Behaviour Policy.
- ✚ Staff have received Positive Behaviour support training from the Behaviour Support Team.
- ✚ Identified staff have been trained in Circle Time
- ✚ Year Heads have attended inservice training courses

Dissemination of the Policy

Pastoral Policies are shared annually with Year 8 parents at our Parental Induction Evening and are available on the school's website. A Pastoral Policies overview is emailed to all parents at the start of each academic year.

Staff are reminded about their roles and responsibilities in relation to promoting positive behaviour at pastoral training day each August.

Pupils are reminded about their roles and responsibilities in relation to promoting positive behaviour during induction at the end of August and reminded throughout the year.

Monitoring and evaluation

The effectiveness of the policy will be measured by:

- An increase in rewards and merits being awarded
- An increase in attendance percentage
- A reduction in demerits and detentions
- A reduction in the number of pupils being placed on Target Plan at Stage 3 of the Code of Practice
- A reduction in the number of pupils referred to external agencies
- A reduction in suspension

Review

This policy has been written and agreed with the Local Authority Behaviour Support Team. It will be reviewed regularly in response to on-going advice and training. It will form part of the school's overall Pastoral Care Policy.