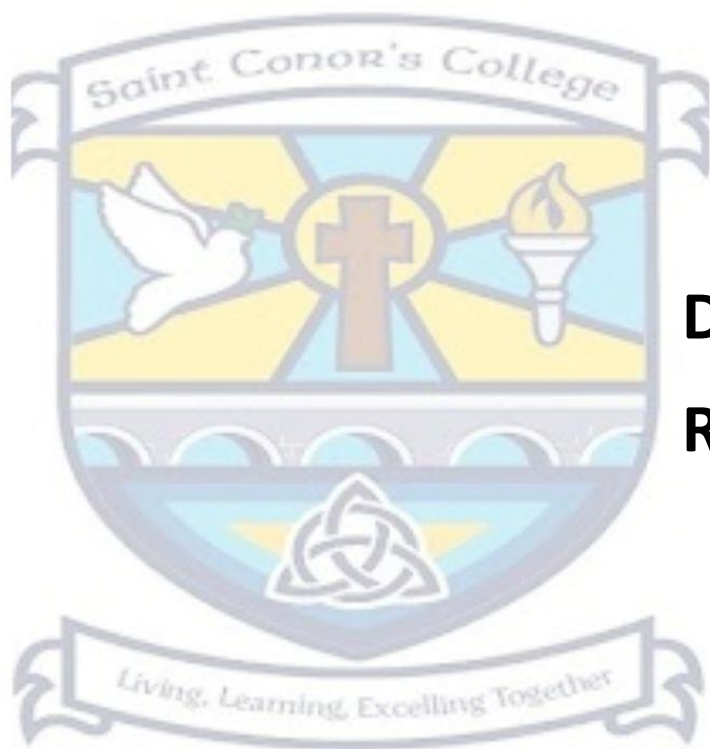


Saint Conor's College



Policy Name:

Behaviour for Learning

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Approved by Board of Governors:

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St Conor's College Behaviour for Learning Policy has been developed through consultation with the school community - pupils, parents/carers, teaching and non-teaching staff, school council and Governors. To ensure that the policy is effective it will be monitored annually by SLT and formally reviewed by the school community every three years. An annual report on positive behaviour will be presented to the Board of Governors by the school Principal.

"The Catholic school recognises that upholding and protecting the dignity, self-esteem and self-worth of the individual is what provides a learning and teaching environment that enables their human potential to flourish" (Catholic Schools Delivering for Communities).

The Board of Governors of St Conor's College and the Principal and staff are responsible for ensuring that the school has behaviour policies which:

- provides a safe, secure environment
- promotes positive behaviour among pupils
- encourages the development of pupils' self-esteem and confidence
- supports pupil responsibility for their work and behaviour
- removes barriers to learning so pupils can fulfil their potential
- supports relationships for learning and demonstrates mutual respect, trust and openness

In essence, St Conor's College 'Positive Behaviour Policy' is central to the pastoral and academic progress and achievement of every child.

"It is virtually impossible for students to develop self-management skills and take responsibility for their behaviour without a structured, rational and consistent classroom setting." (V Jones and A Greenwood)

Core Values

The mission statement of our school "Living, Learning, Excelling Together" emphasises the commitment of staff in St Conor's College to creating a warm, welcoming, cohesive environment where pupils feel confident in their ability to learn, achieve, and make progress. We have high expectations of all our pupils and believe in challenging them so that they achieve their full potential. The core values of our school are inspired by the life of Jesus Christ. It is our goal to ensure that "Every child is known...and every child is challenged." At the heart of our Positive Behaviour strategy is a desire to consistently inspire, encourage and promote the following 3 behaviours:

"Ready"

Pupils are expected to be ready for learning, ready to listen, ready to participate etc.

“Respectful”

Pupils show respect to their peers, to adults, to their environment, to themselves.

“Responsible”

Pupils are expected to have high standards of personal behaviour, acting responsibly in school, in the community and online.

Staff make it a priority to:

Relate to young people

“Teachers who foster a sense of empathy for and with their students are able to promote positive student behaviour and engagement.” (K Perez)

Restore and repair trust

“The most critical intervention for all behavioural change is a positive and nurturing relationship between students and adults.” (D Lewis Carrere and W Kinder)

Refocus the learner

“When students receive praise for appropriate behaviour, they will be eager to continue to engage in expected behaviour.” (L Kern. M George, M Weist)

In terms of outcomes, it is hoped that the positive behaviour policy will:

- help young people to reflect on their behaviours and environment
- promote positive attitudes and behaviours across the college
- reduce the number of incidents of unacceptable behaviour
- create a positive working and learning environment for everyone

Consistency in practice

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour – Ready, Respectful, Responsible.

- Consistent follow up: Ensuring ‘certainty’ at the classroom, middle and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging, and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent respect from the adults: Even in the face of disrespectful learners –
“Students are not giving us a hard time; they are having a hard time.”
(J Alexander)
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced rituals and routines for behaviour around the site
-Meet and Greet, Positive Noticing, End and Send.
- Consistent environment: consistent visual messages and echoes of core values.

Behaviour Referrals

In Saint Conor’s College, we aim to create a positive and supportive teaching and learning environment. In keeping with our Catholic ethos, the wellbeing, spiritual and moral development of the child is at the heart of everything we do. We encourage pupils to recognise the benefits, to both them and others, of being ready, respectful, and responsible.

We believe that every child has a right to be known, challenged, and celebrated. Sanctions for poor behaviour are in place to allow all students to reach their potential and to enable students to learn from and move on from their mistakes. Staff adopt a restorative approach showing awareness of each child’s unique educational needs.

Negative Behaviour is recorded on SIMS and below is an example of behaviours that result in sanctions:

- D [D]-Disruptive Behaviour
- H [H]- Homework incomplete/not done

- P [P] - Poor participation in class
- L [L]- Late for no good reason
- MP [MP]-Texting / using a mobile phone in class
- U[U]-Incorrect Uniform
- HS [HS]- Health and Safety. Not being safe/causing danger.

Equally, we recognise and celebrate good behaviour and use our rewards system to promote such behaviour.

Rewards are used to:

- Encourage pupils to behave appropriately
- Ensure pupils excel in their effort and performance
- Promote engagement in acts of service in the school and wider community

Informal rewards

- Positive noticing board, praise, one question less for homework, 5-minute quiz, YouTube clip, class bingo, well done post-it etc.

Formal rewards

- Attendance, behaviour and merit awards, texts home, treats, pizza/ice-cream parties, end of year trips,

Positive behaviour is also recorded on our SIMS Behaviour Module. Examples include:

- M-Great effort and participation
- M-Excellent work
- M- Good Homework
- M- St Conor's Ethos- kindness, manners, respect, helpfulness
- M- Excellent progress

Detention

If a pupil does not display the agreed learning behaviours, they may have to complete a detention.

Detention by a class teacher for a misdemeanour like incomplete homework or late-coming may

result in an informal break-time or lunch-time detention. A Head of Year may also add pupils to the whole school weekly lunch-time detention rota based on an accumulation of behaviour points on SIMS or a more serious incident. An afterschool detention sanction may be applied after consultation between a Head of Year and member of SLT.

Report stages and procedures

It is possible for a pupil to be placed at any level of the reporting stages depending on the severity of offence. Suspend-able offences are automatically referred to Head of Junior School/Principal. SIMS Behaviour Management points are monitored by Form teachers on a fortnightly basis. If a pupil receives 6 negative comments in a fortnight Form Teachers will inform Head of Year. Parents and pupils will be made aware that the College may use Stage 1 or Stage 2 reports to monitor behaviour and to help students take ownership of and regulate their behaviour for learning.

Stage 1 Report: duration 1 week.

A pupil may be placed on report by their Form Teacher to try to help them adapt and change their attitude to their studies. Form Teachers will phone parents to inform them that their child is on a Stage 1 report and inform them of the targets the pupil and form teacher have agreed. Pupils will carry a report card and will be encouraged to reflect on their behaviour, attitude, and application. The report will be signed each day by a parent or guardian and reviewed at the end of the week by the Form Teacher.

Stage 2 Report: duration 1 week.

A Stage 2 report will be implemented for pupils who need further support and assistance because they have not yet met their targets, are persistently engaging in low level misdemeanors or have been involved in more serious incidents. The Head of Year will phone parents to inform them that their child has been placed on a Stage 2 report. This report booklet will be signed by parents or guardians and monitored by the Head of Year. If a student struggles to meet the targets in their Stage 2 report or displays consistently poor behaviour their parents/guardians will be invited to attend a meeting with the Head of Year, Head of Key Stage or Principal. The purpose of this meeting will be to discuss and agree strategies to support their child in improving their behaviour for learning. As a

result of this meeting parents and students may also be directed to outside agencies like the Family Hub, CAHMS or the school counselling service.

At this stage discussion will also involve the possibility that a student may be suspended, referred for external provision (Education Other Than at Schools- EOTAS), asked to attend a disciplinary committee meeting with the Board of Governors or permanently excluded from school. A Stage 1 monitoring report will automatically be used when a student returns to school after suspension. This will be used to help the student refocus on their behaviour targets.

As well as persistent poor behaviour serious one-off incidents can also result in after school detentions and suspensions such as:

- the use of inappropriate language to a teacher, a member of school staff or to another pupil
- inappropriate use of digital devices
- refusal to accept direction/authority of the teacher
- ongoing low or medium level disruption which negatively impacts teaching and learning
- failure to attend timetabled class
- smoking or vaping
- persistent late coming
- health and safety issues
- persistent breach of school rules

Suspension

If a pupil is placed on suspension this will be for a period of up to five days and, with the approval of the Board of Governors, it may be extended to a maximum of forty-five days in any one school year. When a pupil is suspended, parents, the Chair of the Board of Governors, CCMS and the EA are notified in writing. Suspended pupils and their parents will be required to attend a meeting with the Principal, Vice Principal/Head of School, or the Year Head. For suspensions exceeding five days the Chair of the Board of Governors may attend the meeting.

The outcome of the meeting may be:

- to re-admit the pupil subject to terms specified in writing **or**
- to transfer the pupil to another school, Educational Guidance Centre, or other establishment.

The principal may suspend pupils who, in her opinion, are guilty of very serious breaches of discipline, such as the following:

- Physical assault
- Fighting
- Bullying behaviour
- Destruction/vandalism of school premises/property
- Verbal abuse of school staff
- Severe or persistent disruption of teaching and learning
- Misuse of digital devices/social media
- Persistent misbehaviour/breaking of school rules.
- Absent from school without permission.
- Theft/damage of school property
- Theft/damage of property outside school
- Possession of alcohol/illegal drugs
- Taking alcohol/illegal drugs
- Substance abuse

Expulsion

Expulsions usually occur for one of two reasons, a "single major incident" involving gross misconduct and as a "last resort", that is: "where the school has taken all reasonable steps to avoid expelling a pupil" or "where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of the pupil, or that of others in the school." (DFE Circular No 10/94)

Where an incident occurs which is clearly, or may possibly be, of a criminal nature, the police, parent/guardian together with Senior Management Officer, Designated Officer in the EA and Social Services must be consulted by the principal and a suspension invoked immediately, pending arrangements being made for the consideration of an expulsion.

Problems and Concerns – Who to contact

The wellbeing of your child is very important to us, and all teaching staff are available to listen to any concerns you may have about any aspect of your child's experience at school.

You can expect that:

- Your concerns will be listened to

- Complaints will be investigated
- Every step possible will be taken to resolve difficulties
- The outcome will be reported to you as soon as possible
- The principal will advise you of other courses of action you may take including how to make a complaint to the Board of Governors in the event of the issue not being resolved to your satisfaction.

Year Group	Head of Year
8	Mrs B Mc Bride
9	Mrs N Mitchell
10	Mr M Rice
11	Mrs C Halferty
12	Mr M Boyle
13 & 14	Mrs S Campbell
Please contact the school and ask to speak to the relevant Head of Year.	

If the issue is of a more serious nature you may wish to contact:

Principal – Mrs M Collins

Vice Principal- Mrs B Ferguson

Designated Child Protection Officer - Mrs B Ferguson

The school ensures that there are close working links between the Positive Behaviour/discipline policy and the SEN policy to ensure early intervention takes place when a pupil's behaviour is a barrier to their learning and progression. School staff work in partnership with external support agencies when required to support the care and welfare of pupils.

Using the strategies of the SEN code of practice, individual needs are identified and met, through interventions such as:

- IEPs/PLPs (Stage 1)
- Referrals to External agencies (Stage 2)
- Signposting and involvement of Education Psychology (EA)
- Multidisciplinary Meetings

This policy is closely linked to the following:

- SEN Policy
- Attendance Policy
- Safe Handling policy
- E-Safety Policy
- Safeguarding and child protection policy
- Anti-Bullying Policy

Appointments

Appointments during the school day are discouraged. If a pupil must leave during the school day, then they must first notify their Form Tutor and present this letter to a member of SLT before signing out. The parent should also ring the office to confirm this appointment. The student must sign out of the Main Office before leaving the school premises.

A record of appointments will be kept and if there is a cause for concern then the Head of Year or member of SLT may contact parents/guardians to discuss the matter.

Homework

At St Conor's College, students are supported to ensure that meaningful homework is set, completed, and marked. Pupils are expected to record their written and learning homework in their Pupil Planner each lesson. Teachers must ensure that adequate time is given to record homework in the lessons. If pupils fail to complete homework this will be recorded on SIMS.

Mobile Phones

Pupils are not permitted to use their mobile phones in school and must place their phone in a box at the beginning of each lesson for safe keeping.

A Graduated Approach and Support Framework (Ladder of Refer



Staff will consider individual circumstances e.g., SEN before applying sanctions.

Disruptive Learning Behaviours	MILD DISRUPTIVE LEARNING BEHAVIOUR Level 1 Pupil <u>who occasionally chooses</u> not to keep the learning behaviour/s	MODERATE DISRUPTIVE LEARNING BEHAVIOUR Level 2 Pupil <u>who repeatedly chooses not to</u> keep the learning behaviour/s	SEVERE DISRUPTIVE LEARNING BEHAVIOUR Level 3 Pupil <u>who hardly ever chooses</u> to keep the learning behaviour/s:
Frequency Levels	Low Frequency Sanctions Options	Medium Frequency Sanctions Options	High Frequency Sanctions Options
Class teacher	- Look, hand signal (non-verbal) - Oral- use of name to request redirection - Rule reminder - Quiet word (at the end of class) (RIP and PIP)	- Verbal warning - Moving seats - Warning 1,2,3- give pupil choice/chance to make a good decision - Note in diary - Record behaviour on SIMS	- Break detention (max 15 mins) - Lunch detention (12.40-1pm) - Extra work (class teacher) - Refer to HoY - Record on SIMS
Form Teacher	- Quiet word - Encourage verbal/written apology - Note in diary - where happening in more than one subject area - Rule reminder - Verbal warning	- Concerned conversation - Phone home (inform HOY) - Agreed (email staff) supervised time out of class - with work set if out for more than 5 mins. - Implement Stage 1 Report	- Withdrawal of privileges - Extra work checked - Discuss incident and wider behaviour of pupil with HoY
Head of Year	- Quiet word and verbal warning outlining consequences - Encourage a restorative approach	- Sanction put in place such as lunchtime detention - Internal suspension- supervised withdrawal at an agreed time, appropriate work set & marked by class teacher - Phone home if behaviour is repeated	- Withdrawal of privileges for a fixed period - Written apology (HOY) - Placed on report copies kept, SLT informed. - After school detention or lunch detention - Parent contacted – invited to come to school for meeting - SLT/Principal informed - Restorative conversation
Principal/SLT	Monitors SIMS Behaviour Module data	- Withdrawal of privilege/s e.g. Sixth Form loses lunchtime town pass - Contact home - Internal suspension (if necessary) - HoY meeting to discuss agreed strategies and agree next steps	- Permanent withdrawal on safety grounds - Principal's/ Head of School internal suspension/External Suspension - BOG review meeting - Expulsion (EA/DENI Guidelines)

SUPPORT INTERVENTIONS

Discuss appropriate learning behaviours with pupil.

Stage 1 Report is initiated and reviewed by Form Teacher after consultation with SENCO/HOY/SLT.

Stage 2 report initiated by HOY, monitored and shared with SLT.

IEP/PLP initiated and reviewed with SENCO at appropriate stage – 1,2, 3.

Risk Assessment/ reduction action plan.

External Support Services (EA).

School Counselling Service.

Roles and Responsibilities of the School Community



PRINCIPAL Will:

- Record, monitor & review data.
- Report to BOG regularly.
- Present annual report to BOG.
- Consistently and fairly apply Positive Behaviour Policy.
- Consult with pupils, parents & staff.
- Review and amend policy.

SLT Will:

- Monitor and review policy outcomes.

SENCO Will:

- Support subject teacher and share subject specific strategies with all staff.
- Liaise with external agencies as necessary e.g. - Outreach Behavioural Services.
- Support pupils who exhibit behaviour of concern.
- Monitor and review interventions.
- Chair multi-disciplinary meetings and seek support for pupils of concern.

HEAD OF YEAR Will:

- Communicate with parents, SLT and Principal.
- Analyse data on SIMS Behaviour module.
- Liaise with SENCO about individual pupils and vulnerable pupils.
- Apply rewards, sanctions & support for the Year Group.
- Monitor pupils on Stage 2 Report and discuss with SLT as necessary. Set individual behaviour targets with challenging pupils.
- Regularly discuss learning behaviour with pupils through assemblies, mentoring conversations and whole group discussions.
- Keep detailed and appropriate records of strategies, interventions employed for individuals, groups, classes.
- Report concerns to parents and Heads of School.
- Engage with outside providers to provide appropriate support for pupils with behavioural issues.

SUBJECT TEACHER Will:

- Fairly apply Positive Behaviour Policy and discuss learning behaviours with pupils.
- Celebrate success through agreed departmental awards (certificates/HW pass etc.)
- Apply seating plan as necessary.
- Apply reasonable adjustments and strategies as set out in pupils' IEP/PLP.
- Communicate with HOY/HOD in a timely fashion.
- Make timely referrals through Concern Form and participate in consultation.
- Record behaviours on SIMS

GOVERNORS Will:

Safeguard the welfare of all pupils attending the school.
Ensure policies for the promotion of good behaviour & the use of reasonable force are in place.
Create and keep under review a written statement of principles.
Ensure there are appropriate procedures for dealing with bullying behaviours (see anti bullying policy).
Ensure that suspensions and/or expulsions comply with current regulations (Education Authority Guidelines).

FORM TEACHER Will:

- Hold high expectations for every child 'Every Child Known, Every Child Challenged.'
- Monitor pupil behaviour daily on SIMS and configure SIMS Behaviour module on their dashboard.
- Contribute to rewards, sanctions & support.
- Monitor pupils on Report (distribute Stage 1 and support HOY in delivery of stage 2 report).
- Regularly discuss learning behaviour with pupils through pastoral conversations and discussions.
- Report concerns to parents and HOY.

PUPILS Will:

- Follow the desirable learning behaviours.
- Adhere to the uniform policy.
- Accept responsibility for their actions and be truthful.
- Participate fully in the consultation process to promote their voice and opinions.
- Be active members in the school community and take on a range of roles and responsibilities.

CLASSROOM ASSISTANTS Will:

- Ensure pupils understand consequences of choices.
- Refer concerns/class issues to class teacher/form teacher/HOD/HOY.
- Support pupils' learning behaviours through positive reinforcement and reasonable adjustments.

PARENTS / CARERS Will:

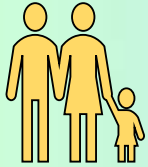
- Assist pupils in making wise choices.
- Help pupils come to school prepared.
- Support staff.
- Participate fully in the consultation process.
- Seek advice from school if necessary and share important information.

OFFICE AND NON-TEACHING STAFF Will:

- Fairly apply Positive Behaviour Policy.
- Refer pupils who make unwise choices to Head of Year.

Refresh your Mindset on CHALLENGING BEHAVIOUR

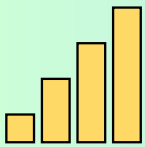
To refresh your mindset and prepare to support positive behaviour in your students, read this mantra and take some time to think about each line.



This is someone's child.



This is a good person.



This student wants to be a success.



I can help this Student s succeed.



I can forgive past mistakes.



I can choose to respond with care and kindness.



I can welcome this student into this space.



I can begin each day with a fresh start.



I can figure out what this student needs.



This student is communicating with their behaviour.



Stage 1 Report

Name: _____ Class: _____ Date: _____



		Excellent	Good	Moderate	Poor	V. Poor
1 Period Subject	Homework completed:					
	Quality of homework:					
	Follows teacher instructions:					
	Contributes sensibly in class:					
	Overall behaviour in class:					
	Records homework in diary:					
	Further Comment: -			Teacher Initials:		
2 Period Subject	Homework completed:					
	Quality of homework:					
	Follows teacher instructions:					
	Contributes sensibly in class:					
	Overall behaviour in class:					
	Records homework in diary:					
	Further Comment: -			Teacher Initials:		
3 Period Subject	Homework completed:					
	Quality of homework:					
	Follows teacher instructions:					
	Contributes sensibly in class:					
	Overall behaviour in class:					
	Records homework in diary:					
	Further Comment: -			Teacher Initials:		
4 Period Subject	Homework completed:					
	Quality of homework:					
	Follows teacher instructions:					
	Contributes sensibly in class:					
	Overall behaviour in class:					
	Records homework in diary:					
	Further Comment: -			Teacher Initials:		
5 Period Subject	Homework completed:					
	Quality of homework:					
	Follows teacher instructions:					
	Contributes sensibly in class:					
	Overall behaviour in class:					
	Records homework in diary:					
	Further Comment: -			Teacher Initials:		
6 Period Subject	Homework completed:					
	Quality of homework:					
	Follows teacher instructions:					
	Contributes sensibly in class:					
	Overall behaviour in class:					
	Records homework in diary:					
	Further Comment: -			Teacher Initials:		
Form Teacher/ Head of Year Signature:				Date:		
Parent's Signature:				Date:		

WHOLE CLASS MONITORING SHEET

Please could you note the name/s of pupils who have not completed homework, forgot to bring books, or are disruptive during class.

Period 1	
Period 2	
Period 3	
Period 4	
Period 5	
Period 6	

Stage 2 Report

Pupil's Name: _____

Year and Class: _____ Date: _____

Targets:

1 _____

2 _____

3 _____

This pupil has been placed on Stage 2 report and requires particular monitoring across lessons. A brief comment will be appreciated and will guide future strategy.

Period	Comment/Action Taken:	Teacher Signature
Reg		
1		
2		
3		
4		
5		
6		
Student Comment: <i>Student Signature:</i>		
Parent Comment: <i>Parent Signature:</i>		



Stage 2 Report Targets



My targets:

1 _____

2 _____

3 _____

Pupil:

Head of Year: