

St. Conor's College, Kílrea and Clady



POSITIVE BEHAVIOUR POLICY

PROMOTING AND SUSTAINING GOOD BEHAVIOUR FOR LEARNING

The positive behaviour policy and strategy in St Conor's College, is a statement of good practice. We are committed to creating a positive and supportive learning environment where every child feels supported and valued. We have high expectations of all our pupils and believe in challenging them to reach their full potential. It is essential that they work to the best of their ability and behave in a responsible manner, showing respect for other pupils, staff and property. Our school discipline policy is based on the Catholic ethos of our school. We believe that children will learn best in an ordered environment where there are good relationships based on mutual respect in the school community. All aspects of discipline are dealt with in the context of our pastoral programme. Our aim is to help our pupils to live, learn and excel together in a supportive and stimulating school environment.

As a college we work in partnership with parents and carers to help pupils achieve their full potential. We work hard to achieve their agreement and active support in implementing our positive behaviour policy and strategies. We expect parents to reinforce the importance of a positive attitude towards school and study and remind pupils of the impact their actions can have on the people around them.

The school promotes and sustains good behaviour in the following ways:

- by actively seeking the co-operation of all pupils in their learning and promoting pupil voice in regard to learning expectations and student rewards
- by encouraging self-discipline and a sense of responsibility

- by making our expectations for pupils' behaviour clear
- by insisting on high standards in relation to uniform, attendance and punctuality
- by respecting the rights of all pupils to learn and all teachers to teach
- by ensuring that sanctions are fair and appropriate and are applied consistently and persistently
- by respecting the dignity of all members of the school community
- by actively seeking out, promoting and rewarding good behaviour in our pupils
- by providing a curriculum which is appropriate to the needs of pupils
- by providing a range of extra-curricular activities which pupils can enjoy
- by providing a pastoral care system in which Form Teachers are available to advise and assist pupils who are experiencing difficulties of any kind
- by promoting strong links with parents to ensure pupil progress and happiness
- by enlisting the help of outside agencies e.g. the school psychologist, Area Based Behaviour Support Team, or the Education Welfare Officer, to help pupils who are experiencing difficulties

Our Expectations:

In St Conor's College, we expect all pupils to be:

- In full school uniform
- Punctual to school and to all classes
- Prepared and fully equipped for all classes
- Responsible for the school environment
- Kind, polite and positive
- Motivated to learn
- Respectful of their own needs and the needs of others

School Rewards - The Points System

In St. Conon's College, we believe it is important to reward students for their achievements and endeavour. We actively look for opportunities to praise pupils and encourage them to be the best that they can be. Strategies for rewarding pupils include verbal praise, merit points recorded on SIMS, letters or texts home, displays of pupil work in school or online and reward assemblies. A key element of the school behaviour strategy is the points system. In St Conon's College points are awarded for attendance, excellent work, good behaviour, endeavour, consideration to others and good manners. At the end of every half term all pupils with full attendance and pupils in Junior School with the most merit points are rewarded at assembly. In Senior School rewards are awarded termly and are focused on acknowledging a positive attitude to study, consistent application and excellent outcomes.

EXAMPLES OF EXCELLENT BEHAVIOUR FOR LEARNING

Demonstrating a commitment to the spirit, ethos and culture of Saint Conor's College

- Willing to help staff and other pupils
- Exceptionally good classwork/homework/coursework
- Significant academic progress
- Hard work and endeavour
- Excellent test results
- Kind and generous behaviour to others
- Sporting achievements
- Extra-curricular involvement
- Participation in local/national competitions
- Charity work
- Assisting at school functions
- Consistently good behaviour

To be recognised by Class Teacher/Form Teacher/Head of Year/Head of School/Vice Principal or Principal, as appropriate, by use of some of the following rewards:

- Verbal praise
- Merit Point
- Prize-giving Award
- Recognition at Assembly
- Photographic displays
- Selection as prefect
- Celebratory events

CLASSROOM EXPECTATIONS

Registration

- Line up outside the classroom until the teacher arrives.
- Enter the classroom and go to your seat.
- Sit quietly while the teacher marks the register.
- If you have an absentee note, missing books, homework or PE gear inform the teacher.
- If you have missed school find out from another pupil the work and homework you have missed. Record in diary and make arrangements to copy it up.
- Say a prayer.

Daily Class

- Enter the classroom and go to your seat.
- Sit quietly while the teacher marks the register.
- If you have an absentee note, missing books, homework or PE gear inform the teacher.
- Take out books, homework, homework diary, pens, rulers and any other equipment you need.
- Put your schoolbag in a safe location.
- When the teacher is talking to the class listen carefully and concentrate fully.
- If the teacher asks a question and you know the answer put up your hand and wait to be asked rather than calling out the answer.
- Participate fully in group work. Follow instructions, stay on task and make sure everyone in the group is involved.
- Treat school property with respect.
- Do not ask to get out of class unless it is absolutely necessary.
- You should not eat or drink in class but you may drink water at the end of the class. Bottles of water should remain in your schoolbag during class and when moving between classes. Make sure you throw empty bottles in the recycling bins.
- Remember that mobile phones, i-pods, apple watches or any other products with text/digital facilities should be switched off in school otherwise they will be confiscated.
- You must follow the individual safety rules of all practical classes fully.

CLASSROOM BEHAVIOUR

In order to establish a positive school climate and a classroom atmosphere conducive to learning, teachers in St Conor's College employ a consistent approach to discipline. Pupils are taught and encouraged to choose responsible behaviour, thereby raising their self-esteem and increasing their academic success. We provide positive reinforcement in a clear, concise, understandable manner for pupils.

In order to help pupils to choose responsible behaviour, each teacher devises a **Classroom Behaviour Plan** which incorporates a set of classroom rules, positive recognition if pupils adhere to the rules, and consequences should pupils choose not to observe the rules.

If pupils are to succeed, they need to know what is expected of them, and that their good behaviour will be recognised and supported. They also need to know the limits - what will occur if they choose not to comply with those expectations.

Benefits of a Classroom Behaviour Plan

A behaviour plan:

- protects pupils right to learn
- protects teachers right to teach
- ensures that everyone feels safe and secure in the classroom

If a pupil chooses irresponsible behaviour, he/she knows that consequences are inevitable. Consequences are not punishment - they are actions that pupils know will occur should they choose to break the rules of the classroom.

Consequences are organised into a discipline hierarchy as part of the classroom discipline plan and might include:

1. A verbal warning
2. Recorded warning
3. A note in the planner to inform parents of behaviour
4. Movement of the pupil to another part of the room
5. Loss of privileges e.g. no practical work
6. Referral to Form teacher
7. Referral to Head of Year

BEHAVIOUR REFERRALS

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. Suspendable offences are automatically referred to Head of Junior School/Principal.

SIMS Behaviour Management points are monitored by Form teachers on a weekly basis.

If a pupil receives 3 negative comments in a week they will have a break time detention with their Head of Year.

If a pupil receives 5 negative comments in a week they will have a lunch time detention.

If a pupil is given 2 lunchtime detentions, they will be placed on Stage 1 report.

A **Stage 1** report (white): duration 1 week. A pupil may be placed on report by form teacher to try to help them adapt and change their attitude to their studies. This involves the pupil carrying a report card which examines their behaviour, attitude and work rate in each class. The report will be signed each day by a parent or guardian and monitored by the form teacher and/or Head of Year.

A **Stage 2** report (yellow): duration 1 week. It is used for pupils who need further support and assistance because they have not met their targets and are persistently engaging in poor behaviour or have been involved in more serious incidents. This report card will be signed by parents and monitored by the Head of Year. If there has been no improvement by the end of a stage 2 report, parents will be contacted by phone to discuss the situation. It may be necessary at this point to organise and a parental meeting to discuss/agree steps for improvement. This improvement will be monitored by a HOY.

A **Stage 3**: Monitoring report (Red): duration of at least 1 week (duration to be agreed with student, parent and HOY). This report is used for students who, having completed a stage 2 report, continue to need support to improve their attitude to work or their behaviour. This report card will be monitored by the HOY, Head of Key Stage or Vice Principal and pupil will complete an after school detention.

Students who fail to meet stage 3 targets or display consistently poor behaviour or are involved in a serious misdemeanour will be referred to the Head of Key Stage, Vice Principal or Principal. At this stage they 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. Parents will receive a formal letter and will be required to attend a meeting with the Head of Key Stage,

Vice Principal or Principal. The red monitoring report will be used when a student returns to school after suspension.

As well as persistent and consistent poor behaviour serious one off incidents can also trigger after school detentions and suspensions such as:

- the use of bad language to a teacher or to another pupil
- abusive/hurtful remarks to another pupil or teacher
- refusal to accept direction/authority of the teacher
- ongoing disruptive behaviour which stops teaching and learning
- Truancy
- Smoking, vaping or being in possession of smoking materials
- persistent late-coming
- health and safety issues – horseplay etc.
- 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 Chairman of the Board of Governors, CCMS and the EA are notified in writing.

Suspended pupils and their parents may be required to attend a meeting with the Principal, Vice Principal/Head of School, the Year Head and the Chairman of the Board of Governors.

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/expel pupils who, in her opinion, are guilty of very serious breaches of discipline, such as the following:

- Physical assault on another pupil or teacher
- Fighting
- Bullying
- Smoking or Vaping
- Destruction/vandalism of school premises/property
- Destruction/vandalism of a teacher's property
- Verbal abuse of school staff
- Severe disruption of class
- Persistent disruption of class
- Persistent abuse of school rules on issues such as smoking

- Persistent misbehaviour/breaking of school rules
- Flagrant disobedience and refusal to accept direction
- Breaches of school's dress code
- Absent from class/school without permission
- Theft/damage of school property
- Theft/damage of a pupil's property
- Theft/damage of a teacher's property
- Theft/damage of property outside school
- Possession of alcohol/illegal drugs
- Taking alcohol/illegal drugs
- Substance abuse
- Coming into school under the influence of alcohol/illegal drugs
- Misuse of technology – computers, phones, electrical equipment

EXPULSION - PROCEDURES GOVERNING ALL EXPULSIONS

Expulsions usually occur for one of two reasons:

"**single major incident**" involving gross misconduct 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.

BREAKAGES, DAMAGE OR LOSS OF PROPERTY

Parents will be required to pay the full cost of the following:

- School or library books - lost, defaced or otherwise damaged
- School equipment lost or damaged
- Interference with fire equipment - fire bells, extinguishers and signs.
- Repair of damage to the school building and its furniture and fittings where this is the result of a pupil's behaviour.
- Replacement or repair of another pupil's or teacher's property which is lost or damaged as a result of a pupil's behaviour.

