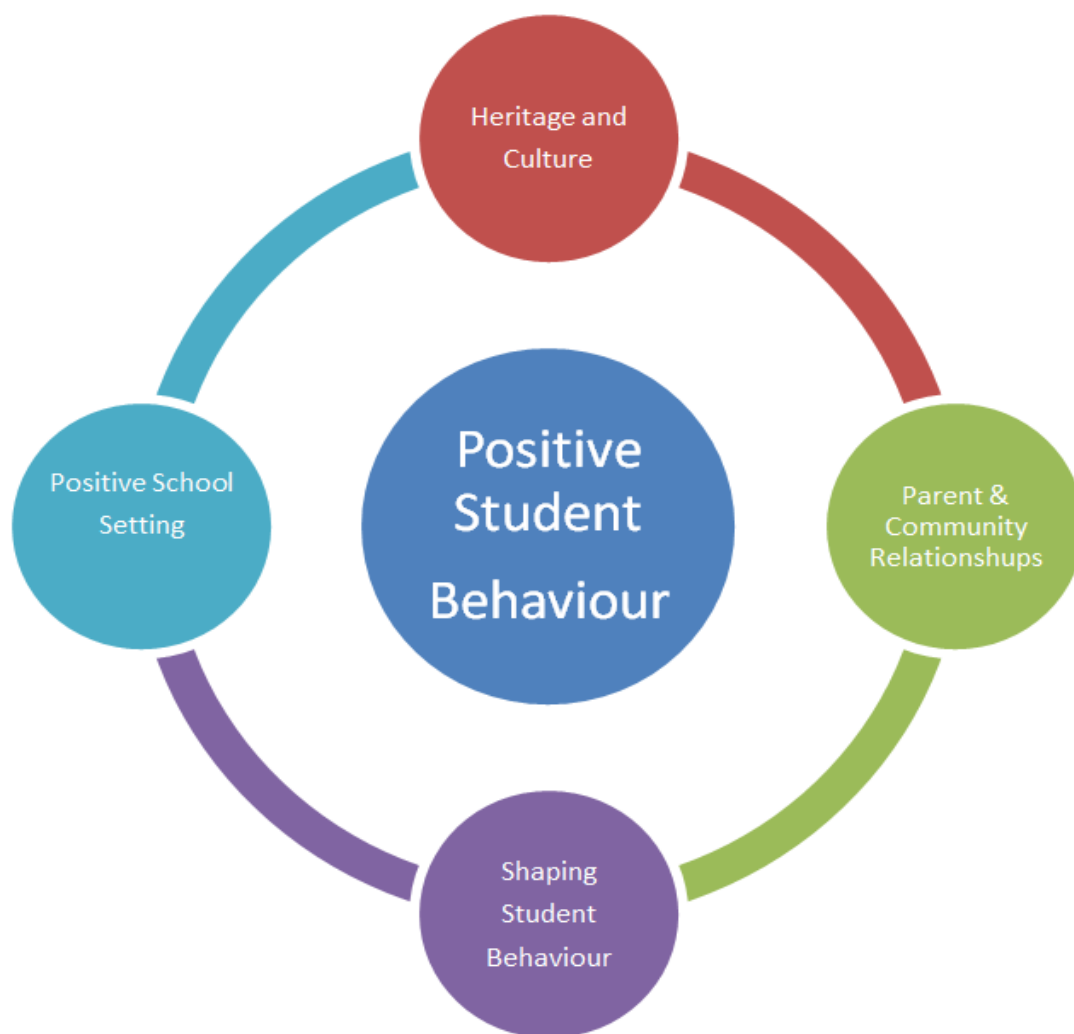




# POSITIVE BEHAVIOUR POLICY



## ST LOUISE'S MISSION STATEMENT

*"In partnership with parents, guardians, staff, governors and students St Louise's promotes excellence in learning and teaching within a Catholic, Vincentian, Comprehensive ethos"*

## **ETHOS OF THE SCHOOL**

St Louise's promotes excellence in teaching and learning within a Catholic, Comprehensive and Vincentian ethos and in partnership with parents supports all students within a caring school and encourages a positive self-concept leading to personal responsibility and self-discipline.

The school's behaviour policy aims to:-

- create a safe and secure learning climate for all students in which they are valued as individuals, encouraged in their learning and in their physical social and emotional development.
- develop within all classrooms a code of behaviour that allows for consistency through the use of positive behaviour strategies and the coaching of behaviour for learning.
- enable all departments/classrooms to develop clear guidelines based on appropriate ground rules, rewards and sanctions.
- protect staff and students from any form of physical, verbal, psychological aggression, violence or bullying.
- develop and sustain a sense of community and shared identity amongst students and staff within the school.
- ensure that students experiencing behavioural difficulties are provided with the appropriate support and intervention using the Special Needs Code of Practice and/or the internal Pastoral Support Centre. Within the Pastoral Support Centre students will receive support in dealing with situations that may arise inside and outside school.
- through the Pastoral Support Centre (SENCO), students requiring additional support will be referred to an appropriate support link such as Educational Psychology, Family Works, Secondary Schools Support Team, our in-school Occupational Therapist or other agencies that will cater for the students' needs.

## **PROMOTING POSITIVE BEHAVIOUR**

The school promotes positive behaviour by:

- encouraging and commending positive behaviour by routinely and regularly praising and recognising it.
- delivering to students an on-going pastoral programme based on values and behaviour for learning.
- providing individual and group support around behavioural issues through Circle Time, Anti Bullying Programmes, Team Building and Self Worth and Self Confidence sessions at Pastoral level.
- accessing external support from outside agencies to coach appropriate behaviour and develop life skills.
- providing opportunities for students to engage in peer mediation/ peer mentoring programmes.
- acknowledging and celebrating the unique gifts and value of every student. Students likewise are taught to recognise, respect and value the worth of all school staff and their fellow students.
- measuring, recording and commenting positively on the academic, social and personal progress made by each student during the school year through regular progress updates to parents.
- publishing internally and externally all individual, team and class successes or achievements using the Electronic (Plasma Screen), Noticeboards, local papers, the school's Sharing Excellence magazine and other achievement notice boards.
- acknowledging successes at Key Stages 3, 4 Post 16 at relevant Celebration of Achievement ceremonies during the year.
- using year assemblies to share successes in sport, music, dance, competitions and clubs in and out of school.
- within the Pastoral Support Centre students are given the opportunity to engage in individual and group work programmes. Referrals are made to the Pastoral Support Centre by the Year Team.

## **ROLES AND RESPONSIBILITIES OF STAFF**

All staff will maintain a fair, firm and consistent approach to student behaviour in the context of Christian principles particularly understanding, caring, respect, compassion and forgiveness. All staff are expected to:

- foster mutually respectful relationships between students, parents/guardians and staff.
- have clearly defined structures through a Positive Behaviour Plan (posted in all rooms).
- reward good behaviour and learning achievements through a reward system at departmental and year team level.
- adopt constructive, effective and fair sanctions.
- implement appropriate teaching strategies to enable all students to achieve their potential.
- maintain high expectations of all students.
- provide support through the pastoral system i.e. Heads of Year, Leaders of Learning, Assistant Principal, Vice Principal, Form Tutors, Pastoral Leader and SENCO.
- use the ladder of referral to report breaches of discipline. This ladder of referral is clearly defined in the next section.
- deal with any incident of bullying when reported.
- Provide on-going support through the Pastoral Support Centre and the key personnel in both internal support and through external agencies.

## **PARENTS'/GUARDIANS' ROLES AND RESPONSIBILITIES:**

We see parents/guardians as partners in fostering good student conduct by:

- fostering mutually respectful relationships between students, parents/guardians and staff.
- sending their daughters/sons to school on time, every day, in uniform, with their Home learning tasks completed and with all the necessary equipment.
- supporting the school in its expectations of student behaviour.
- supporting their daughter/son at different stages in the Code of Practice and monitoring her behaviour through her Individual Education Plans (IEPs) and liaising with school throughout this process.
- maintaining regular communication with the school including providing absence notes, attending parents' meetings and keeping appointments made.

## **THE STUDENT'S ROLE AND RESPONSIBILITIES**

We expect the student to:

- come prepared to school and ready to engage in the learning process.
- respect the rights of teachers to teach and students to learn.
- attend regularly and punctually in correct uniform with Home Learning completed and all necessary equipment for class.
- deal with conflict in a non-aggressive manner.
- engage with all key personnel at different stages of the Code of Practice.
- set targets for her behaviour and self-reflect on her behaviour as outlined on her own individual education plan.

- engage in solution focused work within the Pastoral System.
- accept correction and direction.
- treat fellow students and adults with respect.
- respect the school environment.
- respect the property of others.
- be loyal to the school by maintaining high standards of behaviour and uniform in public.
- think and speak well of the school.

## **The Major School Rules**

The following school rules must be adhered to by all students:

1. Students are forbidden to smoke in school uniform  
**(No Smoking)**
2. Students must not tamper with the fire equipment/fire alarms  
**(Health and Safety)**
3. Students must show respect for others on all occasions and in all circumstances  
**(No Fighting)**
4. Students must uphold the reputation of the school in all circumstances  
**(No Disgracing the School)**
5. Students must not play truant  
**(No Mitching)**

***A student is expected to maintain high standards in school uniform and behaviour on her way to and from school and while in uniform is subject to school rules.***

If any of the rules are broken the following procedures are followed:

### **Rules 1-5**

- (a)** The student will be sent home with a letter or the student will have to be collected by their parent(s).
- (b)** Parents will have to come to school to discuss the matter with a senior member of staff.
- (c)** Students will initially be suspended by the Principal who can suspend for a maximum of five days. Depending on the circumstances of the incident, the suspension may be extended with the approval of the Chair of the Board of Governors. In serious cases which affect the health and safety of students and staff, the Board of Governors has the right to consider expulsion.
- (d)** Before the student can return to school, there will be a reintegration meeting with the student and parent. At this meeting a contract of good behaviour must be signed outlining shared expectations regarding acceptable behaviour and pastoral support available.

### **ADDITIONAL DESCRIPTORS:**

Below is a list of general descriptors that schools should consider when constructing a formal suspension notice. The list is by no means exhaustive and will cover many of the types of misbehaviour that will warrant suspension this will be at the discretion of the school.

#### **1.0 VIOLENT BEHAVIOUR**

- 1.1 Physical assault on (an) other pupil(s)
- 1.2 Physical assault on (a) teacher(s)
- 1.3 Fighting with (an) other pupil(s)
- 1.4 Bullying (an) other pupil(s)

- 1.5 Vandalism to school premises
- 1.6 Destruction/vandalism of a teacher's property
- 1.7 Destruction of school property

## **2.0 DISRUPTIVE/INAPPROPRIATE BEHAVIOUR**

- 2.1 Inappropriate behaviour with (an)other pupil(s)
- 2.2 Unacceptable verbal abuse of school staff
- 2.3 Unacceptable verbal abuse of (an)other pupil(s)
- 2.4 Dangerous behaviour
- 2.5 Bringing the school into disrepute
- 2.6 Severe disruption of class
- 2.7 Persistent disruption of class
- 2.8 Persistent abuse of school rules on smoking
- 2.9 Persistent misbehaviour/breaking of basic school rules
- 2.10 Flagrant disobedience and refusal to accept direction
- 2.11 Absent from class without permission
- 2.12 Absent from school without permission
- 2.13 Breaches of the school's dress code/personal grooming

## **3.0 ILLEGAL ACTS**

- 3.1 Theft/damage of school property
- 3.2 Theft/damage of (an)other pupil(s) property
- 3.3 Theft/damage of a teacher's property
- 3.4 Theft/damage of property outside school
- 3.5 Substance Abuse

***Please note that suspensions may be imposed under Appendix 4 of the Scheme for Suspension and Expulsion of Students (CCMS Revised May 2002).***

## **The Code of Behaviour and the Different Stages in the Code of Practice**

The overall aim of the Code of Behaviour is to support every student in a consistent and appropriate manner in order to make sure that every student becomes a responsible young adult and has the skills to cope with any situation that may



arise. As defined in the Policy for Special Educational Needs students can receive support at different levels of the Code of Practice.

### ***Pre Stage 1 of the Code of Practice***

1. Ultimately the responsibility for your child's behaviour lies with her/him and the relationship that your child has with her/his subject teacher.
2. The skills and expertise of the subject teacher means that he/she caters for the needs of your child.
3. If additional support is required, the Head of Department will intervene and support the classroom teacher in classroom management and dealing with your child.
4. Once the subject teacher/Head of Department have put strategies in place and there are still levels of concern. The Head of Department and subject teacher passes on his/her concerns to your child's Form Tutor.

### ***Stage 1 of the Code of Practice***

1. Our pastoral structure is such that the Form Tutor play a key role in the life of your child (defined in the current Special Educational Needs/Behaviour Policy).
2. A Form Tutor may have his/her own concerns and receives concerns from departmental teams/teachers.
3. Having identified a problem/issue regarding your child, the Form Tutor (after the subject teacher and Head of Department) is the second level of support. This issue can be learning, emotional or behavioural.
4. The Form Tutor sets targets with your child and places your daughter/son on a Stage 1 – Support Plan. This is time bound and will run for a maximum of four weeks.
5. Parents will be informed once your child is placed on Stage 1 of the Code of Practice.

6. After a period of time the support will be removed from your child or she/he may move on to Stage 2 as identified by the Code of Practice.

### ***Stage 2 of the Code of Practice***

1. Having tried Stage 1 this stage is initiated by your child's Head of Year
2. Information has already been gathered from the Form Tutor and other sources
3. The Head of Year informs the parents through a meeting or by letter
4. An Individual Educational Plan/Behavioural Plan is developed in partnership with the child and the parents involved/informed. Your child reports to the Head of Year through the daily completion of her/his Individual Educational Plan.
5. This runs for a maximum of four weeks initially and then can be extended
6. In liaison with the Pastoral Support Centre there may be a referral made for the student to receive in-school support from the SENCO
7. A student may be identified as stage 0 (no longer a need), remain at Stage 2 or may move to stage 1 or 3

### ***Stage 3 of the Code of Practice***

1. Stage 2 has not fully worked and therefore your child needs to be referred to external agencies for additional support
2. Stage 2 support through an IEP etc must be maintained for the child
3. Your child may require external agency support from the outset and therefore may be an immediate stage 3. The Educational Psychologist may become involved at this stage.

4. The Head of Year liaises with the SENCO and the SENCO (in consultation with parents) makes the referrals to the external agencies:

Educational Psychologist  
SPSS  
Outreach – St Gerard's

The Pastoral Support Centre will make referrals to New Life/EWO through the completion of forms from the Head of Year.

### ***Stage 4 of the Code of Practice***

Having collected relevant information, the SENCO will have responsibility for seeking the statement and will inform parents and seek advice at all stages of this process.

### ***Stage 5 of the Code of Practice***

In liaison with the Year Team the SENCO will have the responsibility for drawing up IEPS and carrying out reviews in liaison with the relevant Education Board and with parents.

### ***The following personnel are involved in the Behaviour Support System:***

***Team Level*** – Form Tutors, Heads of Year, Leaders of Learning, Assistant Principal/Vice Principal

### ***Other internal support***

Additional Needs Co-ordinator  
Assistant Principal - Pastoral  
Classroom Assistant/Behaviour Support Assistant  
Occupational Therapist  
School Chaplain

## Transition Co-ordinator