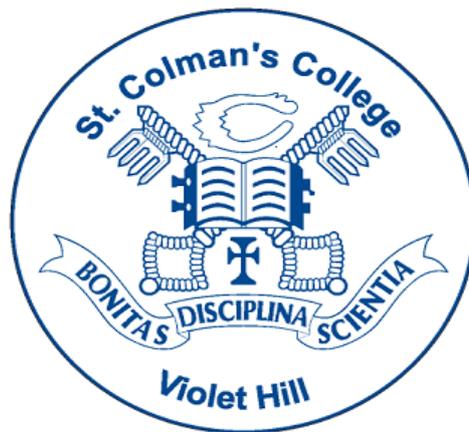


**Preparing for Life  
Pursuing Excellence**

# **St Colman's College**

# **POSITIVE BEHAVIOUR POLICY**



*Date of Policy: September 2015*  
*Last Reviewed: March 2017*  
*Reviewed by: P Collins SLT and Michael Doyle VP*  
*Next Review: September 2019*

St. Colman's is a Christian community in which all our members are valued and in which every member of staff is committed to ensuring that every one of our pupils is fully alive to and empowered to reach his full potential.

**February 2014**

## SCHOOL AIMS

The College *Aims* to

- ♦ create a climate wherein all students can flourish and fully develop all their God-given talents.
- ♦ ensure that St. Colman's is a happy and fulfilling place to be.
- ♦ instil in students a sense of responsibility for their own actions and achievements.
- ♦ awaken in students a sense of their dignity and self-worth.
- ♦ inculcate in students respect for their dignity and rights of others.
- ♦ *teach about children's rights by putting them into practice every day*
- ♦ create warm and positive relationships between students, staff and all members of the College community.
- ♦ build an effective partnership between parents, students and staff.
- ♦ bring our students to a full understanding of our Catholic Faith and to promote Christian values and attitudes in all members of the College Community.

## MISSION STATEMENT

Our school motto is

**Bonitas:** to encourage moral uprightness and good citizenship; to develop a rounded personality;

**Dísciplina:** to instil through the operation of the school's discipline, that self-discipline necessary for success both in school and in the world of work.

**Scientia:** to encourage the highest academic achievement of which the individual is capable; to equip each student with a set of attitudes and ideals for the shaping of his life.

### School Mission Statement

St. Colman's College, Newry is a Catholic voluntary Grammar School located in a magnificent 65 acre site close to the centre of Newry. It is a school with a proud tradition dating back to 1823 from its foundation as the Dromore Diocesan Seminary. The school which is also known as Violet Hill is characterised by the excellent academic achievements of its students, its dedicated and hardworking staff and the wide range of extra-curricular activities that are offered. The students who attend the College are friendly, open and justifiably proud of their school. The happy and positive atmosphere which pervades all that is done in the College is a consequence of the excellent relationships that exist between staff, pupils and parents. All that is provided in the school ensures that the students have every opportunity to meet their academic and extra-curricular potential. The caring and supportive Pastoral Care system aims to develop students' self esteem to the full, and all who are associated with the College work to ensure that students leave as fulfilled and mature young men.

The work of the school is embodied in the vision statement which says, "St. Colman's is a Christian community in which all our members are valued and in which every member of staff is committed to ensuring that every one of our pupils is fully alive to and empowered to reach his full potential.

# St Colman's College

## POSITIVE BEHAVIOURAL POLICY

### Rationale

The positive behaviour policy at St Colman's College provides an agreed course of action amongst teachers, pupils and parents, which promotes effective teaching and learning, the worth and value of each person and respects the rights of all members of the school community. We believe an appropriate balance between intervention and rewards is fundamental and encourages everyone to implement the school rules fairly and consistently. Suggested but not definitive strategies are included.

Our aims are:

- ◆ 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.
- ◆ To foster good behaviour in a positive way within an environment where our children feel secure and free from emotional and physical harm.
- ◆ To enable our children to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response.

### Rights 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.

***As a Rights Respecting School, the UN Convention on the Rights of the Child is central to our ethos and culture so as to improve well-being and develop every child's talents and abilities to their full potential.***

The agreed rights and responsibilities are summarised as follows:

# RIGHTS, ROLES & RESPONSIBILITIES OF THE TEACHER

## **The roles and responsibilities of the teacher are to:**

be classroom manager.  
deliver the curriculum.  
impart knowledge.  
facilitate learning.  
listen and value pupils contributions.  
address individual needs.  
use continuous monitoring and evaluating.  
prepare pupils for adult life.  
promote life long learning.  
be fair and consistent.  
help pupils achieve full potential.  
have pupils' welfare at heart.  
plan and prepare lessons/be organised.  
instil a love of life long learning.  
always act/behave in a professional way  
promote the Catholic ethos of the school.  
treat others with respect.  
be a positive role model.  
promote a safe and caring environment.  
report on areas of concern.  
accept shortcomings and seek to improve.  
provide support for colleagues.

keep abreast of legislation.  
set standards of acceptable behaviour.  
model appropriate behaviour.  
manage behaviour in the classroom/  
school.  
attend lessons punctually.  
assess pupils for improvement.  
report to parents annually.  
refrain from all forms of abuse and  
discrimination.

## **The rights of the teacher are to:**

be treated with respect.  
teach in a safe, healthy and secure  
environment.  
have opportunities to develop  
professionally.  
have equality  
have adequate resources.  
be informed and consulted on whole  
school issues.  
be supported by colleagues.  
be valued and acknowledged.  
be kept well informed regarding the  
pastoral needs of students where  
appropriate.

# RIGHTS & RESPONSIBILITIES OF THE PUPIL

Rights of the Child)

## The responsibilities of the pupil are to:

- attend punctually
- come prepared for work—books, equipment.
- listen and co-operate.
- participate to the best of his ability.
- seek appropriate support as necessary.
- focus on work and care for resources.
- complete homework on time and to the best of his ability.
- follow the school rules and to be aware of the consequences of his own actions.
- be polite and pleasant and treat others with respect.
- show respect for self, others and property.
- behave in an exemplary manner.
- report harassment/bullying.
- refrain from all forms of abuse and discrimination

## The rights of the pupil are to:

- be treated with respect (Article 28).
- be taught in a safe, healthy and secure environment (Article 24).
- be provided with a positive learning and social experience (Articles 15 and 28).
- have opportunities to develop spiritually, morally, culturally, physically and academically (Article 29).
- be free from all types of abuse and discrimination (Article 19 and 30).
- be valued, listened to and acknowledged. (Articles 12 and 13)

***The above Articles refer to the UN Convention on the Rights of the Child***

# RIGHTS & RESPONSIBILITIES OF THE PARENTS

## **To enjoy these rights parents ensure that:**

Their child attends regularly and on time.

Their child obeys the school rules and shows respect for other pupils, school staff and property.

Their child wears the correct school uniform.

They treat school staff with respect.

They provide the necessary equipment etc and oversee homework.

They make an appointment when they wish to meet a member of staff.

They tell the school promptly of any issues or concerns about their child to the appropriate member of staff.

They respond quickly to concerns raised by the school.

They attend at least one parent/teacher meeting each year.

They inform school promptly of changes in (a) address, (b) telephone/mobile numbers (c) and any other relevant change in personal circumstances.

## **The rights of the parents are to:**

receive a quality education for their child.

have their child taught in a warm, welcoming and safe place.

have their child treated fairly and with respect.

seek support for their child if he has any problems.

be responded to sensitively when raising any concerns relating to their child.

be told promptly about any concerns.

be informed about anything which affects their child's education.

support the policies and procedures of the school.

# SCHOOL RULES

## **We respect and care for ourselves, others and property (safe treatment rule) and we:**

- look after school equipment
- listen to others when they are speaking
- leave other peoples belongings alone
- are always respectful and mannerly in our behaviour
- will be kind to others
- play safely and allow others to join in

## **We come to school on time and ready to learn (learning rule) and we:**

- are in class before 9.00 am
- are on time for every lesson
- bring the right equipment for every lesson

## **We always do our best (learning rule) and we:**

- attempt all activities/tasks given
- continue our learning outside the classroom
- come to school on time every day
- are fully prepared for all lessons

## **We listen and take turns to speak (talking & listening rule) and we:**

- listen attentively to the teacher so that we will know what to do
- make positive contributions to learning
- speak respectfully
- listen to others

## **We move quietly and carefully around the school (safe movement) and we:**

- walk on the left on the corridors and stairs
- stay with our year group at break and lunch times
- arrive at a classroom we line up
- walk at all times indoors
- move without pushing or shoving
- do not eat and drink on the corridor

## **We will ensure our appearance is appropriate for school and we:**

- wear our full uniform
- project a positive image of St Colman's College
- follow the school's policy for appearance
- wear our blazers to and from school and also on school trips

# DRESS CODE

*'We want our students to wear their school uniform correctly and with pride, to and from school, in the college and in the wider community.'*

## Uniform

The school uniform consists of the following as provided by our uniform suppliers\*:

- ◆ School blazer.
- ◆ Light grey trousers.
- ◆ Plain blue shirt.
- ◆ Plain light grey V-neck pullover—this may be dispensed with in warm weather.
- ◆ A junior or senior school tie.
- ◆ Black leather shoes.
- ◆ School overcoat / school fleece for senior students.

The school PE kit consists of the following\*:

- ◆ White College shorts with blue stripes
- ◆ Football jersey
- ◆ Blue College socks
- ◆ Swimming trunks
- ◆ Gym shoes with non-marking soles

## Shoes

If a student is unable to wear black shoes in excess of one day, he must present medical evidence to the relevant Year Head and must wear black trainers. School shoes must be black in colour. No canvas or trainer type shoes are permitted. Parents should ensure that footwear is appropriate for all weather conditions.

## Jewellery

Students are permitted to wear a **Fáinne** or **Pioneer Pin** only at school. Body piercing is unacceptable. If a student cannot remove an earring, eye-ring etc. he will be sent home until he can do so.

## Hairstyle

Natural hair colour only is acceptable. If a student's hair is long, it must be tied back during the school day and on the journey to and from school. No partially or fully shaven, Mohawk or artistic hairstyles are acceptable. Unacceptable length is determined by the school's authority. Students must be clean shaven at all times.

**If for any reason, a student appears in school without full uniform, he must present a letter from his parents to his Year Head before 9.00 a.m.**

Failure to comply with the school regulations regarding hair or uniform will result in the pupil being sent home from school until such time as the situation has been rectified in line with the Positive Behaviour Policy.

## **Outfitters\*:**

The articles listed above can be obtained from:

1. Messrs. McCartan Bros, Sugar Island, Newry
2. E. O'Hare & Sons, 17a Church Street, Warrenpoint
3. S.D. Kells, 9-11 Newry Street, Banbridge
4. S.D. Kells, 59 Market Street, Lurgan
5. Saints and Scholars, Mill Street, Newry

\*Available from O'Neill's, The Quays, Newry

# MOBILE AND ELECTRONIC DEVICES

## Mobile and Electronic Devices

The procedures governing the use of mobile and electronic devices can be found in the following policies:

*Mobile Devices*

*Acceptable use of iPad*

*Safe and Acceptable use of ICT*

Misuse of any mobile or electronic device will result in its confiscation. Parents will be notified by Groupcall if this has occurred. Devices will be returned to a parent/guardian or responsible adult over 18 (not including a student from this school) from the Students' Secretary's Office at the end of that school day.

## POSITIVE BEHAVIOUR COMMENTS

A positive comment can be awarded for an exceptional contribution to school life.  
A teacher can add positive comments on SIMS (the college's MIS system) for the form tutor to read and report to home.

If a student has made an effort in the course of a school day he can be awarded a positive comment.

For example;

If a student:

- Produced an essay/project which took a lot of extra work. Showing marked improvement.
- Showed initiative to do extended self study in a topic on an area covered in class.
- Consistently volunteering to help in canteen, office staff, environment etc.
- Participated in a school assembly involving a lot of extra time in preparation.
- Represented the school in an inter school /school competition/ presentation
- Intervened positively in a bullying, fight, child protection situation.
- Made an exceptional contribution to a charity event.
- Won a competition outside school. eg sporting, arts etc.
- Performed solo, a reading etc at a school function.
- Acted as mentor for another student experiencing difficulty.
- Showed remarkable and sustained improvements in attendance, punctuality or behaviour.
- Participated positively in an after school club for a school term.
- 100% attendance / punctuality for a term / half term.
- With exceptional circumstances still maintained school work to a high standard.
- Who consistently volunteers to improve school life. e.g. School Council, prefect duty etc.

## REWARDING POSITIVE BEHAVIOUR

Underpinned by building positive relationships, attention, coaching and praising and promoting positive relationships. Promoting social skills and problem solving and motivating through incentives which decreases inappropriate behaviours.

### Principal Rewards

Prize Giving  
Award from Examination Body

Whole School Trips for year groups

Most Improved Pupil in year/  
Keystage award  
Largest contribution to charity

Award Assemblies  
Prizes/ Certificates etc  
Highlighting significant class/year /  
individual achievements

### Year Head Rewards

Award Assemblies highlighting  
Most positive comments/ Individuals/ class  
Highlighting significant individual/  
class achievement  
Groupcall after assessment showing  
marked improvement

### Form Teacher Reward

good phone call/email home/groupcall/  
good news card sent home

### Subject Teacher Reward

Positive Comments  
Marking for improvement  
Verbal/written praise on SIMS

# BEHAVIOURS

## Behaviours to be corrected by relevant members of staff

The following illustrates the types of behaviour that each member of staff is expected to address by using a range of strategies provided and by support from colleagues.

### Class Teacher

Late to lesson  
Lack of equipment  
Eating, chewing, drinking in class  
Being noisy / talking  
Failure to follow instructions  
Being un-cooperative  
Interrupting a teacher / shouting out  
Throwing objects in the classroom  
Time wasting / avoiding work  
Using inappropriate language / swearing  
Getting out of seat and walking around  
Failure to complete class work, homework, coursework, etc.  
Writing graffiti in exercise books or on the desks  
Truanting class  
Expectation of work – quality and quantity  
Inappropriate behaviour towards another student

### Form Teacher

Persistent lack of equipment and school bag  
Persistent lateness  
Continued truanting of classes  
General appearance: Uniform, footwear, jewellery, hair colour.  
Poor behaviour of pupils; before, during and after school in public areas of the school and in some curriculum areas  
Consistent poor behaviour of pupils in numerous curriculum areas  
Refusal to follow the instructions of the Form Teacher  
Disrupting Form Time

**Referring pupils who are persistently displaying poor behaviour to YH following intervention**

### Head of Department

Persistent unacceptable behaviour in subject lessons  
Take action on pupils who have been referred for persistent academic and / or discipline issues in subject area  
Disrupting the education of other students in subject area  
Persistent lack of effort  
Verbal abuse of class teacher  
Minor issues in curriculum area

**Referring pupils to Senior Teacher if all other strategies have failed**

### Head of Year

Personal issues leading to poor behaviour  
Altercations between pupils in and out of lessons  
Failure to comply with interventions / strategies laid down by FT/Subject Teacher  
Persistent refusal to hand over jewellery / non-uniform  
Persistent inappropriate language  
Persistent bullying (see AB Policy)  
Persistent defiance of the uniform code  
Disruption of learning in several subject areas  
Persistent lateness  
Poor attendance between 85-92%  
Persistent poor behaviour in corridors  
Persistent breaches of Safe and Unacceptable Use of ICT Policy  
Persistent truancy

**Referring pupils to Senior Teacher if all other strategies have failed**

### Senior Teacher

Serious verbal abuse of staff and pupils  
Liaising with YH / HOD regarding attendance and punctuality  
Ongoing refusal to follow the instructions of the class teacher/subject leader  
Ongoing unacceptable behaviour to/from school  
Ongoing disagreements/behaviour issues between pupils  
Ongoing truancy/disruption of learning in several subject areas or school – with pupils referred to the EWO/Teacher responsible for Attendance where appropriate  
Failure to comply with interventions / strategies laid down by the YH / HOD

**Referring pupils to VP if all other strategies have failed**

### Vice Principal/Principal

Alleged Drug possession / dealing  
Alleged Smoking tobacco / consumption of alcohol  
Alleged Assault on a member of staff  
Alleged Possession of harmful weapons  
Serious verbal abuse of staff  
Serious altercation with other pupils / another pupil  
Vandalism  
Failure to follow strategies and interventions laid down by ST  
Parental confrontation with staff  
Serious misuse of ICT  
Matters of Child Safeguarding  
Matters compromising the health and safety of any member of the school community

**Recommendation to Principal regarding Board of Governors**

# Intervention: Preamble

## Interventions

Teachers will normally employ strategies under **Direction/Possible Intervention** (see below) before the need to use an **intervention/Intervention (Further)** might arise. In some instances, however, due to the nature of the behaviour, this may not always be the case.

### **Direction**

Direction is quiet directing of the student ie to be on task, to moderate his behaviour, etc and is designed to give space and reflective time so that the teaching and learning can continue in a positive environment.

### **Possible Intervention**

talking to the student  
phone call home  
Communication with home (Y/H HOD S/T)  
note in diary (C/T)  
request meeting with parent/guardian  
lunchtime detention  
break time detention  
written reflection on behaviour  
homework centre (before/after school)  
apology (written)  
apology (verbal)  
apology (written signed by parent/guardian)  
report card  
behaviour contract  
academic contract  
action plan for improvement  
referral to student counsellor  
referral to external supporting agencies (Behavioural Support Team / PPDS)

### **Intervention**

detention (Wednesday)  
referral to Teacher responsible for Attendance  
referral to EWO  
referral to Senior Teacher  
behaviour contract  
referral to external supporting agencies (Behavioural Support Team / PPDS)  
referral to VP/P

### **Intervention (Further)**

Sent home from school  
all day detention (non student day)  
all day detention (student day)  
behaviour contract  
referral to external supporting agencies (Behavioural Support Team / PPDS)  
after school (detention non Wednesday)  
detention (Friday)  
suspension (1 day)  
suspension pending investigation  
suspension (2 day)  
suspension (3 day)

### **Referral to BOG (In certain severe cases this may be necessary)**

suspension (5 day)  
further sanctions BOG

## Expulsion

(in accordance with *Legislation and Guidance for Schools on the Suspension and Expulsion of Pupils*)

1. Normally, expulsion will be resorted to only after all other means of maintaining discipline have been tried and found unavailing or inappropriate.
2. Notwithstanding No. 1, expulsion may be considered even for a first offence, where the nature of gravity or the offence is such that, in the judgement of the Board of Governors, expulsion is the only appropriate remedy. Examples where this might apply include the following: (This is not an exhaustive list):

- Physical assault on a teacher or any member of staff, whether in or outside the school.
- Verbal abuse of a teacher of such gravity or in such circumstances that the dignity and effectiveness of the teacher are seriously impugned.
- Physical assault of another student.
- Arson, gross indecency, manifest drunkenness, the use or possession of drugs in the school or attempting to supply them to others even outside the school, theft, where the scale is serious or the offence repeated.
- Abusive use / misuse of images of pupils or staff.
- Abusive use / misuse of the internet whereby a member of staff's or pupil's dignity is impugned.
- Abusive use / misuse of an electronic device whereby there are child protection issues in relation to pupils or infringement of staff's rights.
- Possession of / use by a student of any type of firework.
- Possession of / use of any device which might leave the school community at risk.
- Possession of / use of chemicals or removal of same from any Department.
- Any action or attempt to bring the school into disrepute whether on or off the school premises.
- Any action that compromises the safety of other pupils or staff.

### **THIS LIST IS NOT EXHAUSTIVE**

**Expulsion will be considered when a student is seen to be in complete defiance of school discipline, or when the parental support to which we are entitled is not forthcoming.**

# A STAGED REFERRAL PROCESS

The following tables merely illustrate types of behaviour and possible strategies to employ.  
See Intervention: Preamble on previous page for explanation of Interventions

Class Teacher
1. Late to lesson
2. Lack of equipment
3. Eating, chewing, drinking in class
4. Being noisy / talking
5. Failure to follow instructions
6. Being un-cooperative Interrupting a teacher / shouting out
7. Interrupting a teacher
8. Throwing objects in the classroom
9. Time wasting / avoiding work
10. Using inappropriate language / swearing
11. Getting out of seat and walking around
12. Failure to complete class work, homework, coursework, etc.
13. Writing graffiti in exercise books or on the desks
14. Truantiing class
15. Expectation of work—quality and quantity
16. Inappropriate behaviour towards another student

Intervention:
<i>Direction</i>
<i>Direction / Opportunity to apologise</i>
<i>Direction: persistence refer to P/G</i>
<i>Direction: persistence refer to F/T</i>
<i>Direction: persistence refer to HOD</i>
<i>Record on SIMS</i>
<i>Record on SIMS – persistence follow up by Y/H</i>
<i>Record on SIMS / possible Intervention</i>
<b>eg. 6. Direction: persistence refer to F/T</b>
<b>13. Record on SIMS / possible Intervention</b>

If progress is not made, pupils who are persistently displaying poor behaviour are to be referred to Form Teacher following Direction

Form Teacher
1. Persistent lack of equipment and school bag
2. Persistent lateness
3. Continued truantiing of classes
4. General appearance: Uniform, footwear, jewellery, hair colour
5. Poor behaviour of pupils; before, during and after school in public areas of the school and in some curriculum areas
6. Persistent poor behaviour of pupils in numerous curriculum areas
7. Refusal to follow the instructions of the Form Teacher
8. Disrupting Form Time

Intervention:
<i>Direction: persistence refer to Y/H</i>
<i>Refer to Y/H</i>
<i>Intervention</i>
<i>Direction: persistence refer to Y/H</i>
<i>Record on SIMS / possible Intervention</i>
<i>Possible Intervention: persistence refer to Y/H</i>
<i>Intervention: persistence refer to Y/H</i>
<b>eg. 5. Record on SIMS / possible Intervention</b>
<b>8. Possible Intervention: persistence refer to Y/H</b>

If progress is not made, pupils who are persistently displaying poor behaviour are to be referred to Year Head following Direction

Head of Department
1. Persistent unacceptable behaviour in subject lessons
2. Take action on pupils who have been referred for persistent academic and / or discipline issues in subject area
3. Disrupting the education of other students in subject area
4. Persistent lack of effort
5. Verbal abuse of class teacher (unresolved)
6. Minor issues in curriculum area

Intervention:
<b>1. Possible Intervention</b>
<b>2. Intervention</b>
<b>3. Intervention</b>
<b>4. Intervention</b>
<b>5. Intervention</b>
<b>6. Possible Intervention</b>

Pupils should be referred to Senior Teacher if all other strategies have failed

<b>Head of Year</b>
<ol style="list-style-type: none"> <li>1. Personal issues leading to poor behaviour</li> <li>2. Altercations between pupils in and out of lessons</li> <li>3. Failure to comply with interventions / strategies laid down by FT/Subject Teacher</li> <li>4. Persistent refusal to hand over jewellery / non-uniform</li> <li>5. Persistent inappropriate language</li> <li>6. Persistent bullying*</li> <li>7. Persistent defiance of the uniform code</li> <li>8. Disruption of learning in several subject areas</li> <li>9. Persistent lateness</li> <li>10. Poor attendance between 85-92%%</li> <li>11. Persistent poor behaviour in corridors</li> <li>12. Persistent breaches of Safe and Unacceptable Use of ICT Policy*</li> <li>13. Persistent truancy</li> <li>14. Serious breaches of Health and Safety</li> <li>15. Stealing</li> </ol>

<b>Intervention:</b>
<ol style="list-style-type: none"> <li>1. <i>Possible Intervention</i></li> <li>2. <i>Possible Intervention/Intervention</i></li> <li>3. <i>Intervention</i></li> <li>4. <i>Intervention</i></li> <li>5. <i>Intervention</i></li> <li>6. <i>Possible Intervention / Intervention</i></li> <li>7. <i>Possible Intervention</i></li> <li>8. <i>Intervention</i></li> <li>9. <i>Possible Intervention</i></li> <li>10. <i>Possible Intervention</i></li> <li>11. <i>Possible Intervention</i></li> <li>12. <i>Possible Intervention / Intervention</i></li> <li>13. <i>Intervention</i></li> <li>14. <i>Intervention / Intervention (Further)</i></li> <li>15. <i>Intervention / Intervention (Further)</i></li> </ol>

Pupils should be referred to Senior Teacher if all other strategies have failed

<b>Senior Teacher</b>
<ol style="list-style-type: none"> <li>1. Serious verbal abuse of staff and pupils</li> <li>2. Ongoing problems with Punctuality</li> <li>3. Ongoing refusal to follow the instructions of the class teacher/subject leader</li> <li>4. Ongoing unacceptable behaviour to/from school</li> <li>5. Ongoing disagreements/behaviour issues between pupils</li> <li>6. Ongoing truancy/disruption of learning in several subject areas or school – with pupils referred to the EWO/Teacher responsible for Attendance where appropriate</li> <li>7. Failure to comply with interventions / strategies laid down by the YH / HOD</li> </ol>

<b>Intervention:</b>
<ol style="list-style-type: none"> <li>1. Intervention (Referral to VP/P)</li> <li>2. Liaising with YH / HOD regarding attendance and punctuality</li> <li>3. Direction / Intervention / Possible Intervention</li> <li>4. Direction / Intervention / Possible Intervention</li> <li>5. Direction / Intervention / Possible Intervention</li> <li>6. Direction / Intervention / Possible Intervention</li> <li>7. Referral to VP/P</li> <li>8. Vandalism Intervention / Intervention (Further)</li> </ol>

Pupils should be referred to Vice Principal if all other strategies have failed

<b>Vice Principal / Principal</b>
<ol style="list-style-type: none"> <li>1. Alleged Drug possession / dealing</li> <li>2. Alleged Assault on a member of staff</li> <li>3. Serious verbal abuse of staff</li> <li>4. Serious altercation with other pupils / another pupil</li> <li>5. Failure to follow strategies and interventions from Senior Teacher</li> <li>6. Parental confrontation with staff</li> <li>7. Serious misuse of Safe and Unacceptable Use of ICT Policy*</li> <li>8. Matters of Child Safeguarding</li> <li>9. Matters compromising the health and safety of any member of the school community</li> <li>10. Committing a criminal offence</li> </ol>

<b>Intervention:</b>
<ol style="list-style-type: none"> <li>1. Intervention (Further)</li> <li>2. Intervention (Further)</li> <li>3. Intervention (Further)</li> <li>4. Intervention (Further)</li> <li>5. Intervention (Further)</li> <li>6. Parental confrontation with staff *</li> <li>7. Intervention (Further)</li> <li>8. Matters of Child Safeguarding*</li> <li>9. Intervention (Further)</li> <li>10. Intervention / Intervention (Further)</li> </ol>

The Principal reserves the right to consider as a breach of discipline any behaviour which adversely affects a pupil, a member of staff, school property or the reputation of the school.

## DETENTION POLICY :

Detention will take place every Wednesday at 3.30 pm in G5.

### Procedure for Administering Detention

Detention, as a sanction, involves at least eight people. **Since, so many people are involved and also in order to make detention a more effective corrective discipline, it should be imposed strictly in accordance with the guidelines set out in the Disciplinary Policy.**

**The teacher who wished to impose** a detention informs the Year Head and subsequently completes a detention form on line. The Year Head initials the form, writes the number of detentions the boy has received and places it in the designated on line folder of the Senior Teacher with responsibility for detentions.

2. On **Tuesday** mornings form teachers will be sent an email naming students who are on detention. This is intended to have a three-fold purpose (i) to advise the form teacher of those who are getting detentions (ii) to inform the form teacher as to who should return signed detention forms (iii) to ask the form teacher to help ensure that detentions are completed. The signed detention forms should be placed in the mail box in the staff room of the teacher with responsibility for detentions.
3. On **Wednesday**, the Senior Teacher with responsibility for detentions will provide a folder for the **teacher assigned to supervise detention**, work and appropriate writing material. This teacher must record the names of those students on detention in the register on SIMS, indicating any student who has failed to attend and should ensure that the assigned work is neatly and thoroughly completed. At the end of the detention period, the teacher leaves the students work in the folder. This work will be collected and inspected by the Senior Teacher with responsibility for detentions.
4. On **Thursday or Friday**, the Senior Teacher with responsibility for detentions will contact the parents of those who failed to attend Wednesday detention. The relevant Year Heads will also be informed. Alternative arrangements will be made in order to complete the outstanding detention which may include attending school for a period when a student would otherwise be absent.

### Student Work in Detention

Students must complete all work set during detention. Students who have been detained for non completion of homework etc will be set the outstanding work or similar. This will be arranged in conjunction with the class teacher who issued the detention.

### Involving Parents

Parents are encouraged to take an active part in the college. We believe that it is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all pupils positive behaviour.

# POSITIVE BEHAVIOUR MANAGEMENT

Possible **Positive Behaviour Management Strategies** to correct behaviour

- Private reprimand after class
- Make expected behaviour explicit
- Offer individual guidance
- Positive correction
- Stop activity and discuss why it is inappropriate
- Contact parents / guardians
- Mediation
- Written work
- Catch them being good – Notice good behaviour, describe it, tell the students why it is good and encourage them to repeat it.
- Non verbal cues – Hands up, fingers on lips
- Casual questions – “Got your pencil, Seán? Do you know what to do?”
- Direction – Tell them what to do, say thank you in advance, walk off
- Re-direction – Repeat direction without being side-tracked. Use thanks and take up time. Don't stand over them in a confrontational way.
- Physical proximity – Move closer to the disruptive student
- Tactically ignore – Ignore secondary behaviour, minor interruptions
- Proximal praise – Praise students who are complying, a private message to those not complying
- Distraction / diversion – Ask a question, give task to disruptive student
- When / then and first / then – “First we do this, then we do that ...” – avoids “no”
- Humour – Use carefully as a distraction
- Rule reminder – Refer to rule, use thank you and give take up time
- Where / what? – “Where should you be according to our rule? (In my seat) “What should you be doing?” (My work)
- Choices – “In your bag or on my desk” Reminder of consequences. Give take up time
- Broken record – Calmly repeat request or rule or consequence, to avoid confrontation or being drawn into argument. Stay neutral
- Partial agreement – “That may be so, but I need you to do this”
- Private reprimand – A quiet word rather than public confrontation

# BULLYING: MANAGING BEHAVIOUR

Article 19 (protection from all forms of violence) of the UN Convention on the Rights of the Child states: *“Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents and anyone else who looks after them.”*

How to deal with a bullying concern:

Staff should be prepared to deal with bullying incidents in a planned, deliberate and positive way. They should be self controlled:

**Calm** – clear thinking and in control of their emotions

**Positive** - with both parties, a pupil who perceives the teacher cares about him is more likely to modify his behaviour

**Assertive**—directly and clearly express their thoughts, feelings and expectations that the pupil needs to stop the bullying behaviour but make restitution with the target through time.

**Confident**—trust that the Target will be successful in implementing practices that will have a positive impact on the pupils future. Focus on the behaviour.

Teachers should get a clear and accurate picture of the facts, assess where it is on the 1 – 4 stage (see below) and deal with it at the appropriate level of response and in conjunction with this Positive Behaviour Policy.

Remember inappropriate interventions could risk further harming individuals who are already vulnerable or victimised.

Our main aim is to respond to the bullying, resolve the concern and restore the well-being of all those involved.

1. **Low level bullying behaviours** - staff talk with both parties, possible intervention (see Intervention Section), support for both parties, encourage reparation, monitor
2. **Intermediate level bullying behaviour** - escalate the intervention to include some small group intervention (consent of parents and target) to promote empathy amongst all pupils with agreed outcomes
3. **Complex bullying behaviour** —now involves other people, SENCO, VP, possible Behavioural Support, SELB
4. **High Risk bullying behaviour** —Significant risk to other people including himself / themselves, therefore possible outside agencies including Social Services, PSNI etc. Possible Child Protection issue.

To determine the level of severity, the following will be taken into account:

- Nature (care must be taken not to only rate physical violence as the only bullying behaviour, to the exclusion of teasing or exclusion or other forms)
- Frequency (daily, weekly etc)
- Duration (short or longer prolonged period)
- Perception of target (Perception of the target is key , only the target knows the degree of distress)

## **BULLYING: ADVICE FOR PARENTING**

- Complaints will be met openly, professionally and sympathetically.
- Parents will be involved in all stages.
- Parents will participate in the forming of our Anti-Bullying Policy and Positive Behaviour Policy
- Parents should expect immediate action especially if a child's safety is at risk.
- Consideration will be given to both Target and the child displaying bullying behaviours.
- We are trying to change the behaviour.
- These can be stressful situations for all involved.
- We will try to promote strategies to cope.
- We will have concern for target.
- We will avoid blame of either parent or child of the person with Bullying Behaviour.
- **THE SCHOOL WILL HAVE ZERO TOLERANCE TO BULLYING BEHAVIOURS**

### **Statement from the Principal**

*“Students should be reminded that all members of the College should be treated with respect. Any issues or concerns with bullying should be brought to the immediate attention of a member of staff. We are a school that has no tolerance of bullying behaviours of any form and will deal firmly with any issues that arise. Students must not at any stage or for any reason cause harm to other students or any member of the school community. Specifically physical harm, fighting, kicking, punching, hitting etc will be treated very seriously in all circumstances and the full range of interventions available to the school and to the Discipline Sub Committee of the Board of Governors will be considered in the event of such actions taking place. Students must not physically harm anyone else in any circumstance.”*

## LINKS WITH OTHER AGENCIES/POLICIES

### Other Forms of Support

Additional support will be available from various outside agencies including;

- Behaviour Support Team.
- Our Assistant Advisory Teacher is Ms M Coogan
- The Education Psychology Officer is Dr Michael Stuart
- The Educational Welfare Officer is Joanne Murphy
- The School Welfare Officer is Mary McGeown

### Counselling

Mrs Nuala Woods, from Counselling for Youth, is on site.

This policy has been written and agreed with the SELB 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.

It should be noted that this positive behaviour policy should not be viewed in isolation or as a stand-alone document. To be truly effective, it should link with the following school policies including:

- Attendance Policy
- Behaviour Policy
- Bullying Policy
- Child Protection Policy
- Communication Policy
- Confiscation of Pupil's Property Policy
- Critical Incident Policy
- Drugs Policy
- Educational Visits Policy
- Gifted and Talented Policy
- Health, Safety and Welfare Policy
- Homework Policy
- Induction Policy
- Pastoral Policy
- Safe and Acceptable use of the Internet and ICT Policy
- Sex Education Policy
- Special Educational Needs Policy
- Mobile Devices Policy
- Acceptable use of iPad Policy
- Safe and Acceptable use of ICT

Signed \_\_\_\_\_ Vice Principal/ Principal

Date \_\_\_\_\_

# **POLICY DEVELOPMENT AND GUIDANCE**

## **Consultation**

Key Stakeholders must be consulted on the policy – (Education & Libraries Order (NI) 2003).

These must include:

children and young people;

parents and guardians;

all staff; and

Board of Governors

Date policy agreed by Board of Governors and staff  
.....

Signed Chair of Governors .....

Date for review of policy .....

