

POSITIVE BEHAVIOUR FOR LEARNING POLICY

2025

Revised May 2025

ST CIARAN'S COLLEGE

Including Everyone, Inspiring all to Succeed



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CORE VALUES

We believe in:

- Our Catholic Ethos – supporting and guiding us
- Valuing ourselves.
- Valuing others.
- A belief in personal responsibility and independence.
- An orderly environment facilitating learning.
- Pride in our environment.
- A sense of community.
- Allowing everyone to realise his/her potential.
- Commitment from all.
- Achievement for all.

MISSION STATEMENT

We believe that we are all members of a learning community – everyone is a learner and that we will achieve our best if all concerned work in partnership. Success requires high expectations on the part of everyone, consistent effort and a continual search for excellence.

We aim to create a calm and caring community where teachers teach and children learn.

Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.

BOARD OF GOVENORS STATEMENTS OF PRINCIPLE

Everyone in St Ciaran's College is entitled to work, teach and learn within a safe, inclusive, caring and respectful environment, therefore any form of socially unacceptable and/or bullying behaviour towards any member of our school community by any member of our community, is completely unacceptable.

PRINCIPAL DUTIES

The Principal will determine measure which the school will take to:

1. Promote self-discipline and respect for authority amongst pupils
2. Encourage good behaviour and respect for others
3. Secure an acceptable standard of behaviour amongst pupils
4. Act in accordance with the Board of Governors statement of general principles.
5. Prepare a written copy of these measures and provide a free copy for parents.

RATIONALE

The positive behaviour policy in St. Ciaran'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 a healthy balance between consequence and rewards is fundamental and encourage everyone to implement the school rules fairly and consistently.

The policy draws together all aspects of pupil welfare, i.e. pastoral care, child protection, pupil behaviour, health and well-being, safety and security.

The policy creates and maintains an ethos which promotes aspiration, achievement and restoration.

We believe pupils will do best when the following conditions exist:

- Positive relationships/atmosphere
- Respectful communication
- Clear and agreed rules and routines
- Expectations for improvement not perfection
- Effective/well prepared teaching including active learning
- Differentiation/positive reinforcement for some pupils
- Promotion of self-esteem

AIMS

Staff aim to create a climate that will:

- Promote learning for all the pupils.
- Make it easier for the teachers to teach effectively.
- Enhance the pupils' self-esteem and foster self-respect and respect for others.
- Encourage the pupils to develop interdependence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour.
- Develop the pupils' inter-personal skills and their ability to work with others to resolve problems for potential or actual conflict.
- Have the endorsement or actual support of parents.
- Foster good behaviour in a positive way within an environment where our children feel secure and free from emotional and physical harm.
- Enable our children to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response.

EVALUATION OF OUTCOMES

Procedures to monitor and evaluate the delivery of these outcomes include:

- Tracking of SIMS data – merits/demerits
- Pastoral meetings – Year Head feedback
- Monitoring of after school study/suspensions data
- Annual of report to Board of Governors
- Pupil/staff/parent surveys

LEGISLATION & GUIDANCE

Policy informed and guided by:

Current Legislation

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order, 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016

DE Guidance

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017

ETI Inspection

- Inspection & Self-Evaluation Framework 2017

CONSULTATION & PARTICIPATION PROCESS

The following methods will be used to gather data for the ongoing consultation process:

- Questionnaires
- Online surveys
- Focus groups

This will involve participation with the following groups in an annual baseline audit:

- Parents
- Pupils
- Governors
- Staff – teaching and non-teaching

Analysis of results will be communicated to participants. The information will be used to address concerns; inform and guide amendments to policy and procedures; identify CDP requirements; inform the SDP and monitor and evaluate the efficacy of the policy.

SAFEGUARDING

St Ciaran's College uses the taught curriculum (PD/LLW) to promote the use of "keeping safe messages" and the "preventative curriculum", i.e. the proactive promotion of positive emotional health and wellbeing of pupils within and across the broader school community.

This is achieved through the promotion of social skills such as confidence, self-reliance, resilience and interpersonal skills and in offering early intervention when pupils are experiencing certain difficulties.

GUIDANCE & SUPPORT / REMOVING BARRIERS TO LEARNING

Close working links are maintained between the Positive Behaviour Policy and the SEN Policy to ensure that early intervention takes place when a pupil's behaviour is acting as a barrier to the learning.

School staff work closely together and when external support is needed, with appropriate outside agencies to support the care and welfare of pupils (EA BST, YPP, Kinnego, Educational Psychologist).

Using the stages of the SEN Code of Practice, individual needs are identified and met, through interventions such as:

- IEP's (PLP)
- Personal Support Plan
- RA/RRAP
- Post-incident de-briefing and use of restorative practices

Further to whole school de-escalation, diffusion and the appropriate differentiation of curriculum, if additional support is required, an agreed Individual Behaviour Plan may be drafted to inform the pastoral team and accordingly a student will be on the Code of Practice. This in line with the SENDO addition to the Education Order 1996 Code of Practice.

SEBD is a legitimate SEN and every teacher is responsible for teaching SEN.

Parents/ Careers will be made aware of the child's status on the Code of Practice and be involved at the appropriate stages.

Pupils may be provided with behaviour plans and risk assessments in order to promote positive behaviour. Reasonable adjustments will be made where necessary to ensure the curriculum is accessible to pupils and their interests are prioritised.

RESTORATIVE PRACTICE IN BEHAVIOUR MANAGEMENT

St Ciaran's has started the process of using restorative practice to prevent and deal with behaviour issues. This is a key priority in the school's 2024-27 development plan.

Restorative practice in behaviour management is a proactive approach that focuses on repairing harm caused by incidents rather than simply punishing the wrongdoer. It is used in schools to promote positive relationships, develop empathy, and empower students to take responsibility for their actions.

By using restorative practice, educators aim to reduce instances of misbehaviour, create a sense of accountability, and ultimately foster a more inclusive and supportive school community. This approach is particularly effective in addressing conflict resolution, building resilience, and improving communication skills among students.

Overall, restorative practice prioritises dialogue, relationship-building, and learning opportunities for personal growth and development. Educational work and mentoring are key features of the restorative process which can take place to help deal with an incident or issue.

SCHOOL RULES / CLASS RULES

Class rules are enforced fairly and consistently. They are kept to a minimum and are expressed in positive terms. Staff and pupils have been consulted in the drafting of the rules.

- I will respect my teacher.
- I will arrive to class punctually.
- I will be properly equipped for work.
- I will work to the best of my ability and allow others to do the same.
- I will listen to and follow teachers' instructions on the first occasion.
- I will treat others, their work and equipment with respect.
- I will not use inappropriate or abusive language in class.
- I will raise my hand if I want to speak to a teacher, ask, or answer a question.
- I will remain in my seat during lessons unless I have asked for permission to move.
- I will enter and leave the class in an orderly and safe manner.
- I will not chew gum, eat and only drink water in class.

RIGHTS, ROLES & RESPONSIBILITIES OF THE TEACHER

Roles & Responsibilities

- To manage behaviour in the classroom/school.
- To deliver the curriculum in an organised manner.
- To impart knowledge.
- To facilitate learning.
- To listen and value pupils' contributions.
- To address individual needs with the aid of relevant support.
- To monitor and evaluate learning regularly.
- To prepare pupils for adult life.
- To be fair and consistent.
- To help pupils achieve their full potential.
- To have pupils' welfare at heart.

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- Always act/behave in a professional way
 - To promote the Catholic ethos of the school.
 - To treat others with respect.
 - To be a positive role model.
 - To promote a safe and caring environment.
 - To report any area of concern.
 - To undertake Professional Development.
 - To provide support for colleagues.
 - To be a reflective teacher and engage in professional development.
 - To work as a good team member with all colleagues.
 - To be fair, consistent, professional and respectful
 - To keep abreast of legislation through training
 - To attend lessons punctually. As far as possible
 - To assess pupils for improvement.
 - To report to parents annually.

Rights of the Teacher

- To be treated with respect.
- To teach in a safe, healthy and secure environment.
- To have ample opportunities to develop professionally.
- Equality in the work place, equal opportunities in place for all
- Have access to sufficient resources to confidently deliver the curriculum.
- To be informed and consulted on whole school issues on a regular basis
- To be supported by colleagues.
- To be valued, listened too and acknowledged.
- To be informed about social background etc. of pupils on a need to know basis.
- To be free from verbal, physical and emotional abuse.
- To be able to relocate a pupil who regularly is not fulfilling their responsibilities and whose behaviour impacts negatively on other students, until they are ready to accept their responsibilities.

RESPONSIBILITIES OF THE PUPIL

- To attend school and be punctual.
- To present themselves appropriately in accordance with school presentation code.
- To come prepared for work—books, equipment, etc.
- To listen and co-operate.
- To refrain from bringing mobile devices to school in order to safeguard all members of the school community.
- To focus on work, participate and work to the best of their ability.
- To seek appropriate support as necessary in an appropriate manner.
- To focus on work and care for resources.
- To complete and bring in homework on time, to the best of their ability.
- To follow the school rules, to be aware and accept the consequences of their own actions.
- To be polite and treat others with respect.
- To show respect for self, others, school resources and property.
- To report bullying—physical, emotional, verbal or as outlined in our Anti-Bullying Policy.
- To not engage in abuse—physical, emotional or verbal.
- To accept short comings and seek to improve.

RIGHTS & RESPONSIBILITIES OF THE PARENTS

Responsibilities of the Parents

Parents ensure that their children will;

- Attend school regularly and on time.
- Obey the school rules.
- Show respect for other pupils, school staff and property.
- Wear the correct school uniform.
- Have the necessary equipment, including monitoring the pupil planner regularly to ensure homework is complete and check notes from parents or subject teachers.

We also ask that parents;

- Request an appointment to meet/speak to a member of staff via the front office only.
- Tell the school promptly of any concern about their child.
- Respond quickly to concerns raised by the school.
- Attend parent teacher meetings each year.
- Inform school promptly of changes in contact details and changes in personal circumstances that could affect the child.
- Sign the pupil planner on a weekly basis
- Encourage the child to achieve their best through monitoring of homework.
- Support us in preparing children for adult life.
- Support teachers when implementing strategies.
- Are fair and consistent.
- Help children achieve full potential.
- Listen to and value teacher contributions.
- Set standards of acceptable behaviour.
- Model appropriate behaviour.

Rights of the Parents

- To receive a quality education for their child.
- To have their child taught in a warm, welcoming and safe place.
- To have their child treated fairly and with respect.
- To be listened to when raising any concerns.
- To be told promptly about any concerns.
- To be informed about any decisions which may affect their child's education when deemed appropriate and necessary.

WHEN IN SCHOOL

Pupils will:

- respect and care for ourselves, others and property (safe treatment rule)
 - look after and respect school equipment.
 - listen to others when they are speaking.
 - leave other peoples belongings alone.
 - always remember how to behave appropriately.
 - be kind to other pupils and staff.
 - participate in classroom activities safely and allow others to join in.
 - not bring mobile devices in school.
 - follow our schools healthy eating policy.
- come to school on time and ready to learn (learning rule)
 - be in class by 9.15am.
 - be on time for every lesson.
 - bring the right equipment for every lesson.
 - attempt all activities/tasks given.
 - be fully prepared for all lessons.
 - promptly have books and our pupil planner out ready to start all lessons.
- listen and take turns to speak (talking & listening rule)
 - listen attentively to the teacher so that we will know what to do.
 - make positive contributions to learning.
 - speak respectfully to each other and all members of staff in St. Ciaran's.
 - listen to others.
- move quietly and carefully around the school (safe movement)
 - walk on the right on the corridors and stairs.
 - stay in our year group areas at break and lunch times not sitting/standing around corridors.
 - line up when we arrive at a classroom
 - walk on the right-hand side of the corridors. move along without pushing or shoving when travelling from class to class.

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- only eat and drink in the designated areas of the school. We may drink water in class as long as it is not a distraction.
 - follow the classroom rules as displayed in all classrooms.
 - ensure our appearance is appropriate for school (optional)
 - wear our full uniform at all times.
 - project a positive image of St. Ciaran's College
 - follow the school's policy for appearance, uniform, hair and jewellery.
 - wear our full uniform to and from school and on school trips where requested.
 - not eat sweets or chew gum in class

MOBILE PHONES / DEVICES

Please view our mobile phone policy on the school website.

Following guidance from DE in September 2024, consultations took place with staff and parents which resulted in a review and update of the mobile phone policy.

For reasons relating to Child Protection and Health & Safety mobile phones / devices should be used at school. They will be confiscated immediately if they are seen by any member of staff at any time during the school day.

Devices which have been confiscated will be returned to a parent/guardian or responsible adult over 18 (excluding a student from this school) who call at the Secretary's Office to collect them at the end of the school day.

On a second offence pupils will be asked to sit an 'After School Study'. Senior staff may ask to access images or messages if relevant.

Pupils caught using phones in a toilet will be asked to hand over the phone and issued with an after-school study. This is a denial of privacy to others and a safeguarding risk.

In an emergency or "special circumstances" the front office will phone a parent / carer.

St Ciaran's operates a Bring Your Own Device (BYOD) policy for post-16 pupils.

SUMMARY OF THE SCHOOL POLICY FOR THE ACCEPTABLE USE OF INTERNET & DIGITAL TECHNOLOGIES

St. Ciaran's College appreciates that freedom of expression is a fundamental right. Freedom of expression encompasses the right to freedom of speech and the right to receive information. St Ciaran's facilitates the exercise of this right by our students to provide a computer system that permits access to and use of the wealth of information available on the Internet.

Our separately-published Acceptable Use of the Internet and Digital Technologies Policy and Bring Your Own Device (BYOD) policy at Post-16 clearly state the school's policy in regard to the use of school computers and how we maintain the integrity of our system and ensure that it is used properly.

Outside school, St. Ciaran's parents and carers bear responsibility for the same guidance regarding internet and digital technologies use as they exercise with information sources such as television, telephones, movies, and other media. We cannot monitor how our students use the internet and social media at home or how they use other electronic media and digital technologies, nor does the school have any interest in monitoring such use.

In school, students will act lawfully (for example, use of illegal sites is not acceptable). Additionally, we expect that students shall, at all times both at home and at school, act responsibly and exercise good judgement with a high degree of personal ethics, consistent with our Positive Behaviour Policy. This is particularly important with regard to information and data that may be placed on the internet or communicated via other media relating to students, staff, and with regard to St. Ciaran's College itself.

Each individual student must exercise his/her own discretion and judgement as to:

- whether he/she creates or participates in an internet blog or chat room,
- the uploading of images, video or other content
- whether to access the internet to create a personal profile or to comment on any other individual or the school.
- whether it is misuse of email.
- or print material that is harmful or inappropriate.

We assume that every individual using the internet knows that the absolute privacy of information and data placed on the internet and sent electronically cannot be guaranteed. If he/she fails to act responsibly in that regard the information and content placed on the internet or communicated via other media can have a seriously harmful effect on others.

While we cannot and have no desire to monitor any individual's non-school use of the internet and other communications media, we do have an appropriate interest in ensuring that all individuals associated with the school are treated with respect and dignity at all times (again, consistent with our Positive Behaviour Policy). This is a responsibility that each student accepts upon his/her enrolment in St. Ciaran's.

In view of the School's expectation that students will adhere to our Positive Behaviour Policy and act responsibly at all times, we want to make it clear that the **Positive Behaviour Policy is applicable to the use of the Internet and other communications media and digital technologies outside of School.** Accordingly, the following standards should be adhered to by students in connection with the use of the Internet and other media/digital technologies and in regard to content placed on the internet and other media regarding a student's peers, staff members, or the school:

- Content may not be obscene, or lewd, nor may it contain sexual innuendo or sexually-explicit material;
- Content may not be potentially or actually defamatory, inflammatory, abusive, threatening, harassing, invasive of privacy, or injurious;
- Content should be free of racist, sexist, prejudicial, or otherwise objectionable material, including personal attacks against others;
- Content may not be of a kind that may cause or does result in harm, injury, embarrassment, or disruption to the School;
- Content may not include personal contact information (i.e., address, telephone) regarding any other person without the prior authorisation of that person;
- No person may access another individual's information or files without permission (unless such information and files have been made available voluntarily);
- Content and the use of the Internet and other media/digital technologies may not be in violation of any law. When deemed appropriate by the school, we will notify the appropriate agencies if necessary to protect members of the St. Ciaran's community.
- All content must be in compliance with the school's Positive Behaviour Policy.

Any violation of this policy may result in action as deemed appropriate by the school, up to and including expulsion. We also rely on all students to take reasonable steps to ensure that no violation by any of their peers occurs.

Our assumption, in establishing this policy, is that the overwhelming majority of students use the internet and other communications media/digital technologies in an appropriate manner. Moreover, they do so without regard as to whether the school has established any policy relating to such use. Instead, they understand that freedom of expression carries with it certain important responsibilities that should be adhered to as a matter of personal ethics. Our hope is that we never have to investigate or take action in response to a violation of the above policy.

REWARDS

Positive Behaviour: Monitoring & Reward

The Merit/ Demerit System is used in St. Ciaran's to record both positive and negative behaviour. Our school recognises that the majority of its students work hard and behave in an exemplary way and through our merit system we can provide an opportunity to reward our students. It also serves to build pupils self-esteem when they feel recognised for good work and exemplary behaviour. Our "STAR" values are incorporated into the merit system.

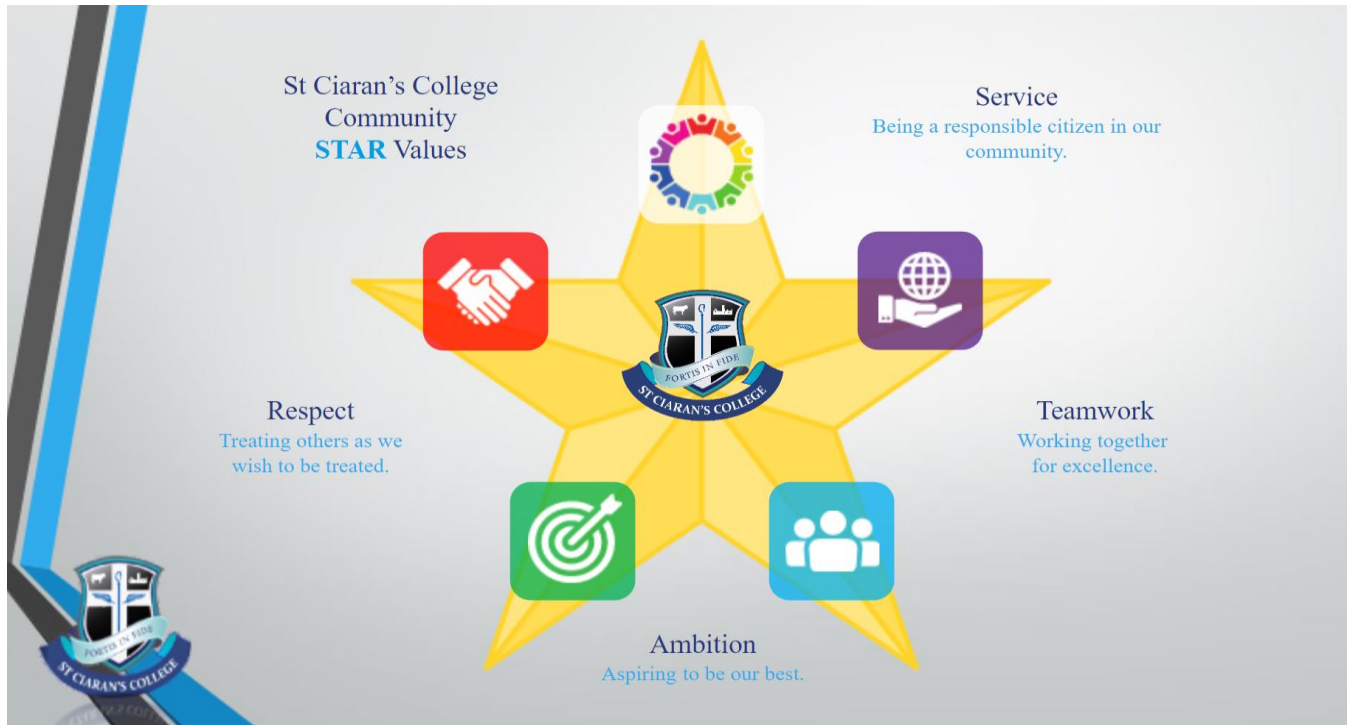
No more than two merits should be given in any one class. Staff are asked to be consistent in awarding merits.

- Evidence of integrity and honesty.
- Evidence of learning.
- Excellent effort.
- Exceptional achievement.
- Full attendance.
- Good homework.
- Good work (written, oral, practical).
- Helping others.
- Respect
- Service
- Teamwork
- Ambition
- School uniform.

Referral System for Merit System

- Each student has an opportunity to gain a merit in class and outside in recognition of their high standard of work or good behaviour.
- The first five students in the year with the highest merits will receive a certificate every month.
- Merits are totalled each half-term by Pupil voice and incentives co-ordinator, Ms CR Rafferty.
- These awards will be presented once a month at assembly.
- Two pupils in each year group receive a voucher in a prize draw.

STAR Values



The STAR values infographic above is designed to provide pupils, staff, and parents with a concise, engaging summary of the Positive Behaviour Policy and values which we hope to develop within pupils in our school.

These are the core values of St Ciaran's, and the aim is that they will become the common language of the school, embedded in everyday activities and conversations. These values have always been developed in St Ciaran's pupils, and this is an attempt to make them more prominent and visible for pupils.

The rationale behind producing this summary (from Paul Dix; "When the Adults Change, Everything Changes") is that it is accessible for all pupils and is a more practical tool than a 35-page policy document.

The values are included in the SIMS Merits, and they can also be used as a focus for targets on behaviour reports.

The STAR values support our motto, *"Including Everyone, Inspiring all to Succeed"*, and will enhance the culture of *"Inclusion, Aspiration, Growth, Success"* which exists on St Ciaran's.

Promoting Positive Behaviour

These are underpinned by building positive relationships, attention, coaching and praising and promoting positive relationships. They help to promote social skills, problem solving and motivating through incentives which decreases inappropriate behaviours.

Whole School Awards

Annual Prize Giving Key Stage 3 and Whole School.

Award from Examination Body.

Principal notice board in main foyer

Year Head Rewards

Award Assemblies.

Most merits/ individuals.

Highlighting significant individuals.

School Merit Trip.

Subject Teacher Reward

Marking for improvement– 2*'s and a wish.

Verbal/ written praise on SIM's.

Positive feedback to parents.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

In St Ciaran's College we prefer to use preventative rather than reactive strategies. We are proactive in our attempts to promote and maintain positive behaviour. Relational learning practices have been embedded across the school based upon the 10 Principles of, "Taking Boy's Seriously". These are applied to all pupils to help create valued relationships between pupils and teachers.

Some of the strategies staff may use to prevent or deescalate potential behaviour incidents are listed below;

- Effective planning, teaching and learning
- Creating / maintaining relationships
- Plan lessons using IEP'S/PLP's – Planning for Learning documents
- Seating plans
- Active learning activities
- Praise / proximity praise
- Sharing good practice.
- Active learning activities.
- Class layout.
- Circle time.
- Distraction / action breaks.
- Time out cards.
- Time out timetable.
- Parent interviews.
- Counselling.
- Extra study during/after school.
- Target setting/behaviour support plans.
- Mentoring.
- Given responsibility role.
- Sharing strategies, including Boxall strategies – Do's and Don'ts
- Earned free time.
- Formalised referral system.
- Access to nurture room.

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- Shadowing of individual pupils when appropriate
 - Parent meetings
 - Counselling
 - Risk assessments/RRAPs
 - SIMS reports

Other positive classroom management strategies used are outlined in **Appendix 1 and Appendix 6.**

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR

Consequences are designed to focus upon achieving behavioural change. A restorative approach should be taken with the aim of establishing and maintaining good relationships. This could also involve educational work with pupils to help them reflect on the impact of their behaviour on themselves and others.

The pupil's age, maturity, home background and special educational needs may be taken into account when deciding upon sanctions. Consequences should be applied as soon as possible in a calm, measured manner. They should be appropriate and avoid escalating the situation. They should not be applied to a whole class or groups of pupils. They may include but are not limited to; a withdrawal of privileges (participation in sports teams), withdrawal of access to extra-curricular facilities, completion of work, detention, referral to senior teacher, withdrawal from lessons for internal support/reflection time, suspension.

Demerit System.

We expect a very high standard of good self-discipline. We ask all pupils and their families to read the school rules carefully and behave in a polite and cooperative way towards everyone who works in or visits the school. We ask that all pupils respect each member of staff and pupil in our school, its buildings and the environs of the school.

- The classroom/ subject teacher records poor behaviours on SIMS with a comment on the behaviour.
- Teachers will be consistent when giving demerits.
- These demerits are recorded against the individual pupil and should not be given to the whole group.
- The Form Teacher will monitor merits and demerits regularly through SIMS and speak to pupils in the tutor group where appropriate.
- A letter will go home at five demerits, which alerts the parent/guardian.
- At ten they will be placed on behaviour report by the Year Head and monitored closely. They will also sit an after-school study. They will be set a maximum of three targets. Teachers will complete behaviour reports using SIMS. Reports will be monitored by Form Teachers and Year Heads. They will be reviewed and sent to parents on a weekly basis. A student will be on report for a given period of time. If it is satisfactory, they will be taken off

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- At fifteen demerits the pupil will complete an after-school study session.
 - At twenty demerits the pupil will meet with their Form Teacher, Year Head/Senior Teacher to discuss behaviour and strategies to be used. They will also complete another Extra Study after school. Their parents will be informed, and the pupil will remain on report.
 - At twenty-five demerits a meeting may need to be arranged with parents. A behaviour contract will be signed, remain on report and help may be requested if appropriate from the EA Behaviour Support Team.
 - Persistent poor behaviour may result in time out, withdrawal from lessons, suspension and further poor behaviour may be referred to the Board of Governors.

Subject Teacher Action

See Appendix 2 (Indiscipline Diagram)

Step One – Isolated incidents of misbehaviour/unprepared for class etc,

- Conversation with pupil.
- Poor behaviours discouraged.
- Use classroom management strategies. (Appendix 1)
- Note in pupil planner to be countersigned by parent/carer before using the Positive Behaviour System.

Step Two – Repeated incidents.

- Enter demerit on SIMS with a factual comment.
- Include the following – a brief factual statement of events and action taken by the subject teacher.
- Report to Head of Department verbally/written report.

Head of Department Action

- Discuss the information provided by the subject teacher with pupil.
- Apply a consequence e.g. break/lunch time extra study.
- Advise on strategies to avoid a repetition of behaviour.
- Record the interview.
- Inform parents of issue.

Head of Department Action

All information regarding merits and demerits are on SIMS and can be used during time with the tutor group. This will help pupils to see how they are doing and encourage remediation. As demerits accumulate a letter is generated by the system with details carefully recorded.

Step one

When the pupil has accumulated less than five demerits:

- Discuss the information provided by the subject teacher/Head of Department.
- Advise on strategies to avoid a repetition of behaviour.
- Record the interview.
- Inform parent of issue.

Step two

When the pupil has reached five demerits:

- Let the pupil know that a letter will be sent informing parents of their demerits.
- Discuss actions taken by subject teachers to date.
- Consult Year Head if necessary.
- Record the interview.

Step three

When pupil reaches ten debits, they will complete an after-school study session on a Thursday from 3.40-4.40pm arranged by the Year Head.

- Speak to pupil about the accumulation of debits.
- Year Head places pupil on SIMS report with specific targets.
- Inform parents using appropriate letter.
- Failure to accept the school policy on after school study may necessitate a time out during a school day.
- Year Head monitors SIMS report and shares with parents. Review after two/three weeks to decide next steps.

Step four

When the pupil reaches fifteen demerits, they will complete an after-school study session on a Thursday from 3.40-4.40pm.

- Year Head interview with the pupil informing them of consequences. Year Head should express concern at the continued pattern of behaviour and will place pupil on SIMS report. A maximum of three targets will be set.
- Referral made to behaviour support mentor in school.
- Year Head monitors SIMS report and shares with parents. Review after two/three weeks to decide next steps.

Step five

At twenty demerits meet with pastoral team: Year Head, Senior Teacher and parent / carer.

- Pupil remains on report with a review of targets.
- May need to consult with special needs department to identify any need for support.
- Interview student – discuss written accounts of incidents/offences/actions taken.
- Informal warning issued and signed by all present
- Sign Behaviour Contract and a referral may be sent to the EA Behaviour Support Team.
- After school study session may be considered for a specified period.

Step six - Formal Warning

Persistent misbehaviour may lead to suspension. A review will take place, which may include the Board of Governors.

EXTRA STUDY / INTERNAL SUPPORT AFTER SCHOOL

In line with our positive behaviour procedures the school will request that our students may need to remain in school on a weekday from 3.40pm until 4.40pm for an extra study session.

On occasion, pupils may be requested to work with “internal support”. This allows pupils to have reflection time when they can reflect on their behaviour and can possibly give pupils time to regulate emotions or behaviour. Work will be provided by normal timetabled teachers, but pupils will not attend timetabled lessons. They will have access to school facilities and will have their lunch. This will be supervised and monitored by pastoral staff. Parents will be notified in advance of the planned use of “internal support”. This may also occur during the school day without parental notification, depending on the circumstances that arise.

Referral System (Appendix 3)

This system operates alongside the demerit system for serious offences which may take place outside the classroom. The criteria are as follows but are not prescriptive;

- Bullying.
- Repeated disrespect towards a member of staff, teaching or nonteaching.
- Endangering their own or others safety.
- Vandalism to school property or the property of others.
- Absence from school or lessons without permission.
- Stealing.
- Smoking/vaping.
- Refusal to hand over a mobile phone/device.
- Using a mobile device in a toilet.

Due to the serious nature of the above negative behaviours the incident will be recorded, and information passed on to the following members of the pastoral team:

- Form Teacher.
- Year Head – relevant year group.
- Senior teacher – relevant year group.

The procedures which follow a referral are:

- **First** – notice by letter of extra study after school on a Monday from 3.40-4.40pm.
- **Second** - notice by letter of time out when a pupil will in a supervised setting be given time to reflect on his or her behaviour. Appropriate work will be provided, and facilities made available for the young person.
- **Third** – a pupil may be asked to attend school for a time on a SDD/Staff Day by letter. They should wear full school uniform and bring adequate work to complete.

SUSPENSION & EXPULSION

In cases of severe misbehaviour or to protect other students from harm or as a last resort it may be necessary to suspend a student and /or expel him/her.

- Only the Head Teacher may suspend a student from school.
- An initial period of suspension may not exceed five days.
- Only the Board of Governors in consultation with EA may expel a student from the school.

This is in line with the Education of Suspended Pupils Order 2011.

The list of behaviours outlined in this policy is not exhaustive and the degree of seriousness of a particular offence will determine the category under which it will be considered.

EXTRA STUDY AFTER SCHOOL POLICY

This will take place on a weekday from 3.40- 4.40pm to support our Positive Behaviour Policy.

- Positive Behaviour procedures as outlined in the policy will be used to decide whether a student should be placed in extra study after school.
- It will be the responsibility of the parent/carer to ensure that their child is collected from the school after this. If the day identified by the school to sit the extra study is unsuitable, the school should be notified, and it should be completed on any day the same week.
- If a pupil misses an extra school study, the parent/carer will be asked to ensure their son/daughter attends on any day that week. If a new day is not arranged, the pupil will be expected to complete the extra study on the next day.
- Pupils who do not complete extra study without a valid excuse on two occasions may be withdrawn from lessons and work under supervision. Refusal to complete an after-school study may lead to a suspension from school.
- Extra study is coordinated and monitored by the pastoral team.
- Extra study will be supervised by members of staff on a rota basis.
- Students will do their own work (other work will be available for those without work).
- A register will be completed to show names and number of students present. This will be kept in the front office.

SUPERVISION DURING SCHOOL POLICY

- Subject Teachers, Heads of Department, Form Teachers, Senior Teachers are encouraged to carry out extra study where appropriate and parents do not have to be notified if a student is asked to take part during the school day. This can be part of break or lunch time.
- Subject teachers /Heads of Department can continue their own extra study with regards to persistent lateness to lessons, homework, minor classroom issues etc. providing that the outlined process is followed. However, official School Extra study takes priority.

INTERNAL SUPPORT DURING SCHOOL POLICY

- Pupils may be asked to work under the supervision of a Year Head or Senior Teacher if their behaviour falls below expectations during lessons or during unstructured time in the school yards or on corridors.
- Pupils will have access to work and will remain under supervision during lunch and break times. Work will be provided by normal timetabled teachers, but pupils will not attend timetabled lessons. They will have access to school facilities and will have their lunch.
- This allows pupils to have reflection time when they can reflect on their behaviour and can possibly give pupils time to regulate emotions or behaviour.
- Parents will be notified in advance of planned internal support.
- An unplanned use of internal support may occur during a school day and parents will not be notified in advance. They will be made aware of this subsequently.

Involving Parents

Parents are encouraged to take an active part in St Ciaran's 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.

Procedures in Place when there is Concern about a Pupil's Behaviour

If there is concern about a pupil's behaviour his / her parents will be consulted. This will allow staff to find out if there are any factors that might be affecting the pupil. The relevant member of staff will then discuss how school and home might help the pupil to improve their behaviour/learning. This might involve extra encouragement or periodic contact with parents to monitor progress.

It is hoped that all pupils will make progress but sometimes the concerning behaviour continues, and more support is required. The pastoral team will then discuss ways of helping the pupil improve their behaviour.

A Risk Reduction Action Plan (RRAP) or (Individual Behaviour Plan/Personal Support Plan) IBP/PSP may be drafted with targets agreed with parents and the pupil. A Family Hub referral may also be advised to access to support from REACT or similar supports.

After an agreed period, the plan will be reviewed and if there has been progress the child might continue with the plan with amended targets, or it might be deemed unnecessary. If progress has been limited, a referral might be made to a specialist support or to the EA Post Primary Behaviour Support Team with parental consent.

In very exceptional circumstances a pupil might be excluded from school temporarily or permanently. This will be carried out in line with the Suspensions and Expulsions Policy. The Education Welfare Service will be asked to support the pupil and their parents and a return to school will be negotiated with support if considered necessary.

Other Forms of Support

Additional support will be available from various outside agencies including;

- EA Post-Primary Behaviour Support Team.
- Our Assistant Advisory Teacher is Grainne Dobbs
- The Education Psychology Service – Dr Louise McDougall
- The Educational Welfare Service – Noreen McElduff
- EA Emotional Wellbeing Team
- School Counsellor – Craig Kirkpatrick, Links Counselling
- Autism Advisory Service
- EA REACH service

Training Needs

- Staff have attended SIMs training and behaviour management training to support the Positive Behaviour Policy – September 2018 Boxall training for Year Heads.
- Staff have received Positive behaviour management training from the Behaviour Support Team – August 2018.
- Verbal Intervention training was delivered to all staff in August 2022.
- Further training and courses will be made available to staff.
- Restorative practice training was delivered to all staff in August 2023.
- Guidance on the use of restorative practice was delivered to staff in February 2024.

Evaluation

The effectiveness of the policy will be measured by a range of data;

- Monitoring the number of pupils referred to external agencies.
- A reduction in suspensions.
- A reduction in time out.
- A reduction in Extra Study referrals.
- Increase in rewards and merits being awarded.
- Increase in attendance percentage.
- Discussion at pastoral team meetings.
- Board of Governors annual report.
- Pupil feedback and surveys.

Review

The policy will be reviewed regularly in response to on-going advice and training. It will form part of the school's overall Pastoral Care Policy.

LINKS WITH OTHER SCHOOL POLICIES

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:

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Drugs Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Assessment and Reporting Policy
- Attendance Policy
- Safe Handling Policy
- Healthy Eating Policy
- Complaints Policy
- “Acceptable Use of the Internet and Digital Technologies Policy and Bring Your Own Device (BYOD) Policy for Post-16”

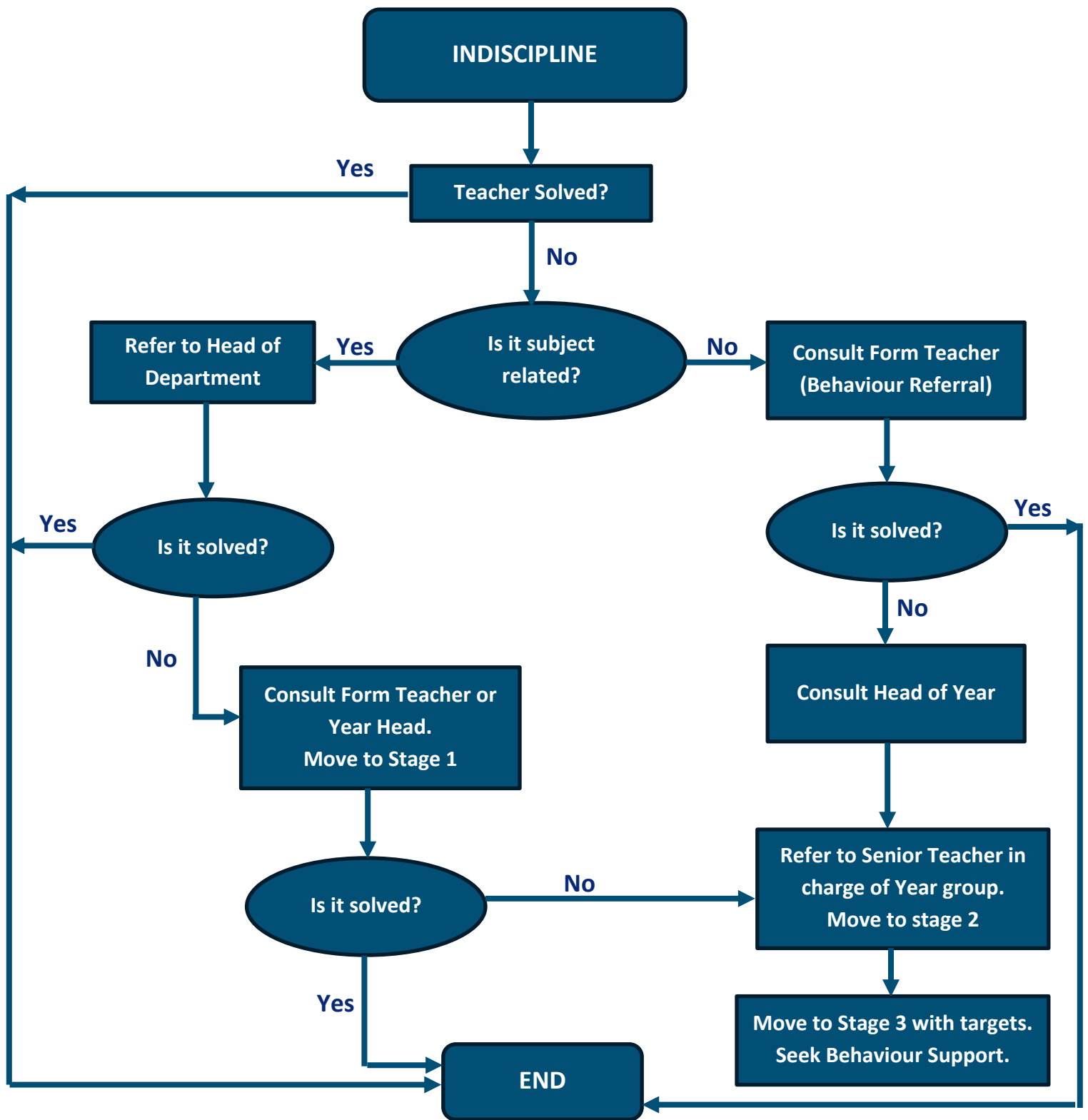
APPENDIX I

Positive Classroom Management

10 ideas to reduce management problems with pedagogic justifications:

1. ALWAYS EXPECT THE BEST FROM YOUR PUPILS.
This shows you have faith in them, and believe that they can behave well.
2. MAKE IT CLEAR WHAT YOU EXPECT FROM THEM. CHILDREN WITHOUT BOUNDARIES- GO IN SEARCH OF THEM.
This shows that you and your lessons are purposeful and you know the conditions that will help them learn.
3. REWARD AND PRAISE THEM OFTEN.
This will enhance and strengthen their self confidence.
4. INVOLVE THEM IN SETTING LEARNING TARGETS.
This will promote independent learning.
5. VALUE THEIR EFFORTS/ACHIEVEMENTS.
This will show them that their learning effort and determination are valued qualities.
6. MAKE TIME TO GET TO KNOW THEIR PERSONAL QUALITIES; INTERESTS AND STRENGTHS.
This will show them that you value them as unique people.
7. AVOID PERSONALISING PROBLEM BEHAVIOURS.
BE HARD ON ISSUES-CARING TOWARDS PUPILS.
This shows the pupils that you value their right to learn and your right to teach. They will see that you believe pupils are okay, though their behaviour might need managing by both you and them. They are able to control what they do.
8. EXPLAIN YOUR TEACHING AIMS AT THE BEGINNING.
This will help pupils relate it to existing knowledge as well as being motivated to the new goal.
9. DIFFICULTIES ARE AN ISSUE BETWEEN YOU AND THE PUPIL NOT JUST THEM.
This shows your commitment to them and their learning, if they are not learning, you are not teaching.
10. TO CHANGE THEIR BEHAVIOUR IN CLASS, CHANGE WHAT YOU DO.
Classroom management is a skill; there are techniques that you can acquire.

APPENDIX II



APPENDIX III

BEHAVIOUR REFERRAL FORM

Name: _____

Class: _____

Subject related: ☐ / Other: ☐ (Please tick relevant box)

| |
|------------------------------|
| Reason for Referral: |
| |
| Action taken to date: |
| |

Form Teacher Informed: ☐

Head of Year informed: ☐

Teacher's signature: _____ Date: __/__/__

APPENDIX IV

BEHAVIOUR ACTION TABLE

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

| | | |
|---|---|--|
| <p><u>Class Teacher</u> Late to lesson. Lack of equipment. Eating, chewing, and drinking in class when it causes distraction or disruption. Being noisy / talking. Failure to follow instructions. Being un-cooperative. Interrupting the 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, etc. Writing graffiti in exercise books or on the desks. Truanting class. Expectation of work – quality and quantity.</p> | <p><u>Form Teacher</u> Persistent lack of equipment and school bag. Persistent lateness. Continued truanting of classes. General appearance: inadequate uniform, footwear, jewellery, hair colour, make-up. 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 – SIMS Report Refusal to follow instructions from staff on lunch/break duty and lunchtime assistants, support staff. Refusal to follow the instructions of the Form Teacher. Disrupting form class. Referring pupils who are persistently displaying poor behaviour to Year Head following Positive Behaviour Policy.</p> | <p><u>Head of Department</u> Persistent unacceptable behaviour in subject lessons. Take action with pupils who have persistent negative behaviours in their subject area. Disrupting the education of other students. Persistent lack of effort / failure to complete homework. Verbal abuse of class teacher. Persistent issues in their curriculum area. Issue extra study if pupil has failed to complete extra study given by a class teacher. Make a referral to Form Teacher or Year Head if all other strategies have failed</p> |
| <p><u>Year Head</u> Personal issues leading to poor behaviour. Failure to comply with consequences/strategies laid down by above. Place on report and feedback to Form Teacher. Persistent refusal to hand over jewellery / mobile phone / non-uniform/ presentation issues. Persistent inappropriate language Allegations of bullying Persistent defiance of the uniform code Persistent lack of effort Disruption of learning in several subject areas Persistent lateness Persistent poor behaviour in corridors. Persistent truancy</p> | <p><u>Vice Principal</u> Serious verbal abuse of staff and pupils. Fights between pupils in and out of lessons. Liaising with Year Head regarding attendance and punctuality. Ongoing refusal to follow the instructions of the class teacher/subject leader. Unacceptable behaviour to/from school. Ongoing disagreements/behaviour issues between pupils. Ongoing truancy/disruption of learning in several subject areas or school – truanting pupils may be referred to the EWO. Failure to comply with sanctions/strategies laid down by the Year Head.</p> | <p><u>Principal.</u> Drug possession / dealing Assault on a member of staff Serious verbal abuse of staff Serious aggressive fight / assault on another pupil. Failure to follow strategies and sanctions laid down in Positive Behaviour Policy. Parental confrontation of staff Recommendation to refer to BoG pre-consultation meeting In the event of long suspension – recommendations for final warnings to be issued Issuing of suspension/expulsion</p> |

APPENDIX V

DE-MERIT LETTER PROCESS

**Form Teacher monitors SIMs
Identifies requirement for letter; 5, 10, 15 de-merits etc.**

**Electronic copy of pre-written letter completed with
individual details.**

**Form Teacher enters details on letter template and
saves in a pdf file format.**

**Form Teacher get signatures from Year Head or Senior
Teacher if required.**

**Form Teacher sends letter out to parent via the app and
links to the pupils SIMs document log.**

APPENDIX VI

ACTIONS WHEN CHALLENGING POOR BEHAVIOUR IN CLASS

Regardless of experience, subject or role within the school, all teachers will be faced with poor behaviour during lessons at times which must be challenged and dealt with firmly and consistently.

Depending on the seriousness and persistence of the behaviour, the following actions can be used to ensure that the lesson continues effectively for the majority of pupils whilst the poor behaviour of one or more pupils is challenged. Beginning at number 1, move onto the next action if required.

1. Verbally challenge the pupil about their behaviour.
2. Move the pupil to another seat; to the front to keep them focused; to the back to prevent them from seeking attention; away from other distracting behaviour.
3. Ask the pupil to remain at the end of class to discuss behaviour.
4. Note the behaviour in the pupil's planner and ask for a parent/carers signature.
5. Issue a de-merit and record the behaviour factually.
6. Issue a break or lunch time detention.
7. Contact the parent/carers by phone to pass on concerns.
8. Refer pupil's behaviour to Head of Department or Form Teacher or Head of Year if necessary.
9. Remove the pupil to another room under another teacher's supervision and request Head of Year issues an after-school study with a referral form due to persistence of poor behaviour.
10. Allow pupils "time-out" with another staff member or teacher. Several pupils have this facility in order to prevent negative behaviour in lessons.

These actions are suggestions and not prescriptive. A teacher will know when the correct actions are necessary using their knowledge of the pupils and professional judgement.

De-merits

De-merits should not be the first strategy used to challenge behaviour but should be issued after other actions have not changed a pupil's behaviour.

Issuing a de-merit records incidents of poor behaviour but has limited impact for a pupil who may already have accumulated a significant number. Many pupils would prefer this to spending 10/15 minutes in detention at break or lunch time or informing their parent/carer about their behaviour.

Clearly and factually record the reason for any de-merit issued (describing the behaviour not the pupil) as parents may challenge these in subsequent meetings with Form Teachers and Year Heads. Parents/carers have the right to access all information written about their children.