SAINT JOSEPH'S HIGH SCHOOL, CROSSMAGLEN

Behaviour for Learning Policy 2024-28

Updated:	**December 2024**
Date Ratified:	**12/12/2024**
Date of Review:	**30/09/2028**

1.0 Introduction

1.1 The Behaviour for Learning Policy has been created having consulted with the students, parents, governors, staff and researching best practice elsewhere. It provides an agreed course of action to promote positive behaviour and actions to be taken when behaviour is short of expectations. We aim to provide a positive, welcoming, safe, and healthy learning environment and will encourage everyone to follow the Code of Conduct fairly and consistently. We are dedicated to the aims of Catholic Education and pursuing educational excellence. We accomplish this by, being forward thinking, promoting innovative practices, practicing our values daily and living out our ethos. We are dedicated to nurturing an increasingly active and integrated community of students, teachers, staff, parents, governors, and developing links within the wider community.

The policy has been informed and guided by:

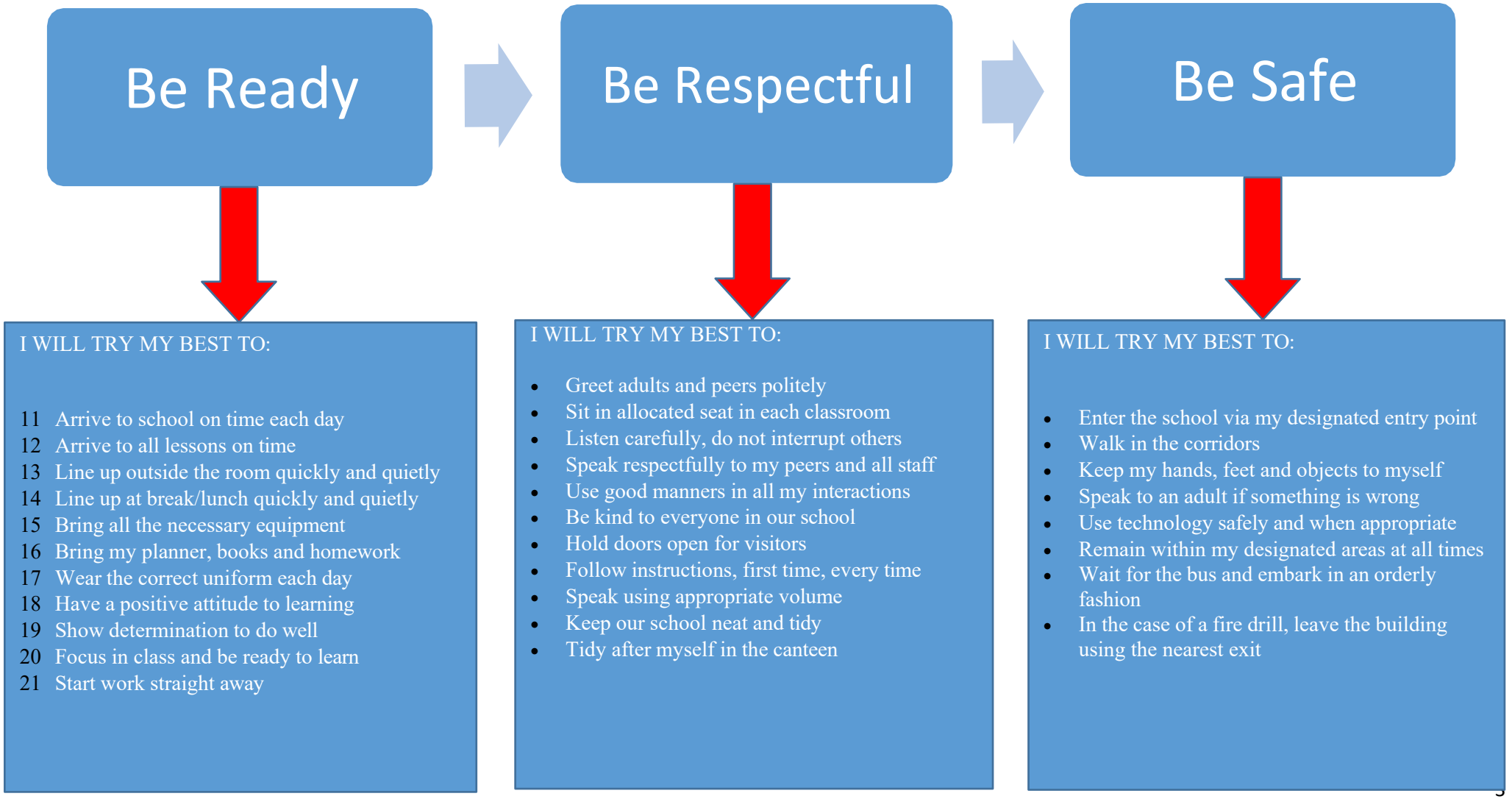
Current legislation	**DE guidance**
• Health and Safety at Work NI Order 1978 • The Children (Northern Ireland) Order 1995 • The Human Rights Act 1998 • The Education (NI) Order, 1998 • Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003 • The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NI) 2007 • The Education (School Development Plans) Regulations (NI) 2010 • Special Educational Needs and Disability Act (Norther Ireland) 2016 • Addressing Bullying in Schools Act (NI) 2016	Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001 Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 **ETI** Inspection and Self-Evaluation Framework 2017

1.2 The Behaviour for Learning Policy at St. Joseph's provides an agreed course of action amongst teachers, students and parents, which promotes positive behaviour, the worth and value of each person and respects the rights of all members of the school community. We believe a healthy balance between sanction and rewards is fundamental and encourage everyone to implement the school rules fairly and consistently.

1.3 While promoting the rights of each individual it is important that everyone recognises their responsibility in the promotion of Behaviour for Learning. We in St. Joseph's encourage and reward positive behaviour in many ways. We want our students to experience an inspiring and rewarding experience with us. We regard ourselves as an extended family and as with any family we want the best for our students. To promote our Behaviour for Learning policy, we have put in place many strategies emphasizing the celebration of achievement and 'positive recognising' of pupils.

2.0 CODE OF CONDUCT:

2.1 We encourage and support all our pupils to follow the school's code of conduct:



3.0 Rewards and Sanctions

Rewards	Sanctions
• Recording Achievement through SIMS • Share good behaviour with other staff- privately and publicly. • Form Teacher Awards • Individual Attendance Certificates/ rewards • Given special Jobs-Roles in the class/ at Special events in school • Displaying work • Positive body Language • Social Media – Website • Facebook used to present positive messages about our pupils • Positive Phone calls/notes home • Special Assembly awards e.g. pupil of the month • Positive notes in student planners • Public praise / recognising in class/ corridor • Rewards Trips • Email to Form Teacher/Head of Key Stage/Senior Leadership Team /Principal • Special acknowledgement at Assembly • Class/Individual Prizes	• Recording information through SIMS • Spoken to by class teacher- before / during / after a lesson • Seat movement in the class • Reflection time • Spoken to by Form Teacher/Head of key Stage/Senior Leadership Team • Phone calls home • Reflection time at lunch • Behaviour Reflection Sheet after incident • Form Teacher/Head of Year/Head of Key Stage/Senior Leadership Team Report • 1:1 time with key adult • Verbal/Written apology • Removal from school teams/ Representing the school • Removal from attending a positive rewards trip • Suspensions • RRAPs • Formal Meetings with Parents- Form Teacher / Head of Year/Head of Key Stage • Formal Meetings with Vice Principal/Principal • Formal Meeting with Board of Governors

3.1 Involvement with Outside Agencies- The school works collaboratively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met.

4.0 Rights and Responsibilities of the Pupils

Rights of the student	**Responsibilities of the student**
♦ Right to a Safe Environment: Every student has the right to learn in an environment that is free from bullying, harassment, and any form of physical or emotional harm. ♦ Right to Education: Students have the right to access a high-quality education that supports their academic, social, and emotional development. ♦ Right to Be Heard: Students have the right to express their opinions, ask questions, and participate in discussions and decisions that affect their learning experience. ♦ Right to Fair Treatment: Students have the right to be treated with respect and fairness by both their peers and teachers, without discrimination based on race, gender, religion, or any other characteristic. ♦ Right to Privacy: Students have the right to privacy regarding their personal information and academic records, which should only be accessed by authorized individuals. ♦ Right to Support: Students have the right to access additional support if they have learning difficulties, disabilities, or personal challenges that may impact their education.	♦ **Responsibility to Respect Others**: Students are responsible for treating their peers, teachers, and school staff with respect and kindness, contributing to a positive school culture. ♦ **Responsibility to Engage in Learning**: Students have the responsibility to participate actively in their education by attending classes regularly and punctually, completing assignments either in class, on Google classroom/Microsoft teams or at home, and seeking help when needed. ♦ **Responsibility to Follow School Rules**: Students are responsible for adhering to the school's rules and policies, including those related to behaviour, uniform, and the use of school property e.g., toilets. ♦ **Responsibility to Take Care of School Property**: Students must respect school property and facilities, ensuring they use them appropriately and help maintain a clean and safe environment. ♦ **Responsibility to Be Honest and Fair**: Students are responsible for being honest in their academic work, avoiding cheating or plagiarism, and acting with integrity in their interactions with others. ♦ **Responsibility to Contribute to a Safe Environment**: Students should avoid behaviour that could harm others and should report any unsafe or harmful situations they encounter.

5.0 Rights and Responsibilities of the Teacher

Rights of a teacher:	**Responsibilities of a teacher:**
• **Right to a Safe and Respectful Workplace**: Teachers have the right to work in a safe environment where they are treated with respect by students, parents, and colleagues. This includes protection from harassment, bullying, and any form of violence. • **Right to Professional Development**: Teachers have the right to access ongoing professional development opportunities that help them improve their teaching practices, stay updated with the latest educational research, and advance their careers. • **Right to Academic Freedom**: Teachers have the right to academic freedom in their classrooms, allowing them to design and implement instructional strategies, choose appropriate materials, and express professional opinions, as long as they align with the school's curriculum and policies. • **Right to Fair Evaluation**: Teachers have the right to be evaluated fairly and transparently based on clear criteria. They should receive constructive feedback that helps them grow professionally. • **Right to Support**: Teachers have the right to receive support from school leadership, especially when dealing with challenging situations such as student behaviour issues, workload management, or conflicts with parents. • **Right to Participate in Decision-Making**: Teachers have the right to be involved in decisions that impact their classroom, including curriculum development, school policies, and professional practices	• **Responsibility to Provide Quality Education**: Teachers are responsible for delivering high-quality instruction that meets the diverse learning needs of all students. This includes planning lessons, assessing student progress, and adapting teaching methods as necessary. • **Responsibility to Maintain a Positive Learning Environment**: Teachers must create and maintain a classroom environment that is conducive to learning, where students feel safe, respected, and motivated to participate. • **Responsibility to Be Fair and Equitable**: Teachers are responsible for treating all students fairly and equitably, without discrimination based on race, gender, socioeconomic status, or any other characteristic. • **Responsibility to Foster Student Growth**: Teachers should encourage the academic, social, and emotional growth of their students by providing guidance, support, and opportunities for them to develop critical thinking and problem-solving skills. • **Responsibility to Communicate with Parents and Guardians**: Teachers are responsible for maintaining open and regular communication with parents and guardians about their child's progress, behaviour, and any concerns that may arise. • **Responsibility to Adhere to School Policies**: Teachers must follow school policies and procedures. • **Responsibility to Continuously Improve**: Teachers have a responsibility to engage in lifelong learning, staying informed about new educational strategies, technologies, and research to improve their teaching practices. • **Responsibility to Serve as a Role Model**: Teachers should serve as role models for their students, demonstrating professionalism, ethical behaviour, and a commitment to learning. • **Responsibility to Protect Student Privacy**: Teachers must respect and protect the privacy of students' personal and academic information, ensuring that it is only shared with authorized individuals.

6.0 Rights and Responsibilities of the Classroom Assistants

Rights of a classroom assistant:	**Responsibilities of a classroom assistant:**
• **Right to a Safe and Respectful Work Environment**: Classroom assistants have the right to work in a safe, supportive, and respectful environment, free from harassment, bullying, or any form of discrimination. • **Right to Professional Development**: Classroom assistants have the right to access training and professional development opportunities that help them enhance their skills, knowledge, and effectiveness in supporting students and teachers. • **Right to Clear Job Expectations**: Classroom assistants have the right to a clear understanding of their roles and responsibilities within the classroom. They should receive proper guidance on their tasks and how they contribute to the overall learning environment. • **Right to Fair Treatment**: Classroom assistants have the right to be treated fairly and with respect by teachers, students, parents, and school administration. This includes fair treatment in terms of workload, responsibilities, and professional interactions. • **Right to Support and Resources**: Classroom assistants have the right to receive the necessary support and resources from teachers and the school administration to perform their duties effectively. This includes access to materials, information, and assistance as needed. • **Right to Participate in Planning**: Classroom assistants have the right to be involved in classroom planning and discussions, especially when it comes to the activities or students they directly support. Their input can be valuable in shaping effective learning experiences.	• **Responsibility to Support Student Learning**: Classroom assistants are responsible for supporting students' learning by assisting with instructional activities, providing one-on-one or small group support, and helping students understand and complete their work. • **Responsibility to Assist the Teacher**: Classroom assistants must assist the classroom teacher by preparing materials, setting up activities and managing classroom resources. They help ensure that the classroom runs smoothly. • **Responsibility to Maintain a Positive Learning Environment**: Classroom assistants are responsible for helping to create and maintain a positive, inclusive, and orderly learning environment. They should support the teacher in managing classroom behaviour and encouraging student engagement. • **Responsibility to Treat Students Equitably**: Classroom assistants must treat all students with fairness, respect, and kindness, ensuring that they do not show favouritism or bias and that they support the diverse needs of all. • **Responsibility to Communicate Effectively**: Classroom assistants should communicate effectively with teachers, students, and, when appropriate, parents. This includes providing feedback to the teacher about student progress, behaviour, and any concerns that arise. • **Responsibility to Maintain Confidentiality**: Classroom assistants have a responsibility to maintain the confidentiality of students' personal, academic, and behavioural information. • **Responsibility to Follow School Policies**: Classroom assistants must adhere to school policies and procedures. • **Responsibility to Model Positive Behaviour**: Classroom assistants should model positive behaviour for students, demonstrating respect, responsibility, and professionalism in their interactions. • **Responsibility to Continuously Improve**: Classroom assistants have a responsibility to seek out opportunities for personal and professional growth, staying informed about best practices in education and ways to better support teachers and students.

7.0 Rights and Responsibilities of the Parents

Rights of the Parents	Responsibilities of the Parents
• **Right to Be Informed**: Parents have the right to be informed about their child's academic progress, behaviour, and overall well-being at school. This includes access to report cards, assessment results, and regular communication from teachers and school staff. • **Right to Participate in Decision-Making:** Parents have the right to be involved in decisions that affect their child's education, including participating in parent-teacher conferences, IEP (Individualized Education Program) meetings, and other school-related activities. • **Right to Access Educational Records:** Parents have the right to access their child's educational records, including grades, attendance records, and any disciplinary actions. • **Right to a Safe Learning Environment for Their Child:** Parents have the right to expect that their child will be educated in a safe and supportive environment, free from bullying, discrimination, and other harmful behaviours. • **Right to Voice Concerns:** Parents have the right to express concerns or grievances regarding their child's education, and they should expect to be heard and receive a timely and fair response from the school. • **Right to Privacy:** Parents have the right to expect that their child's personal and academic information will be kept confidential, shared only with those who have a legitimate need to know.	♦ **Responsibility to Support Learning at Home**: Parents are responsible for creating a home environment that encourages learning, such as providing a quiet place for homework, encouraging reading, and valuing education. ♦ **Responsibility to Ensure Regular Attendance**: Parents must ensure that their child attends school regularly and on time, recognising the importance of consistent attendance in their child's educational success. ♦ **Responsibility to Communicate with the School**: Parents should maintain open and regular communication with teachers and school staff, staying informed about their child's progress by downloading the School Comms app and addressing any issues as they arise. ♦ **Responsibility to Support School Policies**: Parents are responsible for understanding and supporting the school's policies and rules, including those related to behaviour, dress code, academic expectations and provide their child with the necessary equipment for school. ♦ **Responsibility to Model Positive Behaviour**: Parents should model positive behaviour for their child, demonstrating respect for teachers, staff, and other students, and showing a commitment to education. ♦ **Responsibility to Advocate for Their Child**: Parents must advocate for their child's needs, especially if their child requires additional support or services, ensuring that the child's educational experience is tailored to their individual needs. ♦ **Responsibility to Participate in School Activities**: Parents should take an active role in their child's education by participating in school events e.g., Parent-Teacher meetings, volunteering, and engaging in the school community. ♦ **Responsibility to Encourage Positive Relationships**: Parents should encourage their child to develop positive relationships with peers and teachers, fostering a respectful and collaborative school environment.

8.0 Strategies for Promoting Behaviour for Learning

8.1 In St. Joseph's we endeavor to use preventative measures rather than reactive strategies. Some of the strategies that staff may wish to use to prevent or de-escalate potential behaviour incidents are listed below.

- Creating/ maintain positive relationships
- Meet and Greet at classroom door
- Praise- public and private
- Praise the good effort and behaviour
- Gentle reminders of expectations
- Processing time -Then/Now (SEN Guidelines)
- Active learning Strategies
- Positive phone calls home
- Positive notes in planner
- Clean slate daily
- Given a responsibility role in the class
- Tactical ignoring
- Behaviour Reflection worksheet
- Class layout/ Seating plan
- Movement breaks
- Behaviour Plans
- Blended Learning
- Nurture Provision/Reflection Time
- Use of Boxall/Pass Survey
- External Agencies
- Parent Interviews
- Report Cards
- Formal referral to BST
- Lunch time club
- Pupil Voice
- Time out
- Withdrawal for additional Literacy/Numeracy support
- Internal suspension with FT/HoY/HOKS/VP
- Mentoring
- Counselling
- Group workshops

9.0 Dealing with Behaviours Contrary to What Is Expected - Who Does What?

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

Class Teacher	**Form Teacher – Buff Report**	**Head of Year- Yellow Report**	**HOKS – Red Report**
• Late to lesson Lack of equipment • Eating, chewing, drinking in class • Failure to remove coat/hoodie • Being noisy / talking • Failure to follow instructions, being un-cooperative • Disruptive behavior in class • Work avoidance • Truanting class • Using inappropriate language • Getting out of seat and walking around • Failure to complete class work, homework, coursework, etc. • Writing graffiti in exercise books or on the desks • Expectation of work – quality and quantity • Persistent lack of equipment and schoolbag • Inappropriate use of mobile phone Refer to FT if no improvement: Pre-Stage 1	• Lateness/Attendance Follow up absence notes • Continued class avoidance • General appearance: Uniform, footwear etc. • Poor behaviour of pupils throughout the school day. • Consistent poor behaviour of pupils in numerous curriculum areas • Refusal to follow instructions of staff on break duty • Refusal to follow the instructions of the Form Teacher • Disrupting Form time Refer pupils who are persistently displaying poor behaviour to HoY: Stage 1	• Failure to comply with sanction or strategies laid down by FT • Persistent inappropriate language • Bullying Behaviour • Persistent defiance of the uniform code • Persistent lateness • Persistent poor behaviour in corridors. • Disrupting the education of other students • Liaising with FT 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 disruption of learning in several subject areas or school Refer pupil to HOKS and SENCo where there are concerns: Stage 2	• Failure to meet targets set by CT/FT/YH • Verbal abuse of class teacher • Persistent truancy • Bullying Behaviour • Serious disagreements/behaviour issues between pupils • Fight /assault on another pupil • Parental confrontation of staff • Recommendation to VP Refer pupil to VP and SENCo where there are concerns: Stage 3

VP and Principal

All the above behaviours and

- Drug possession / dealing
- Assault on a member of staff/Serious verbal abuse of staff

*In the case of a one off serious incident, expulsion may be appropriate consideration in line with EA policy, 'Scheme for the suspension and expulsion of pupils in Controlled Schools' 2015.

10.0 The Staged Referral Process

10.1 Placing a pupil on report is a supportive mechanism to encourage positive behavior. The pupil will agree their targets and teachers should indicate on the report if the target(s) has been achieved. Teachers are encouraged to make a positive comment. **All other behaviours not relating to the pupil's target(s) should be recorded on SIMS.**

Level 1: Form Teacher Report

ACTIONS by Form Teacher

- Liaise with the HoY
- Contact parents
- Agree appropriate targets with pupil
- Daily contact with student / Monitor report
- Follow Good Practice Guidelines/SEN Resource File/School Policy

Review report after 2 weeks. This should be done in conjunction with behavior report on SIMS
If progress has been made - student is taken off report and monitored by Form Teacher.
If progress has not been made – escalate to Head of Key Stage report (Stage 1)

Level 2: Head of Key Stage Report

ACTIONS by Head of Year

- Liaise with HOKS
- Meet with parents
- Agree appropriate targets with pupil
- Complete Behaviour Contract
- Daily contact with student / Monitor report
- Liaise with Form Teacher regarding progress
- Follow Good Practice Guidelines/SEN Resource File/School Policy

Review report after 2 weeks. This should be done in conjunction with behavior report on SIMS
If progress has been made - student is taken off report and monitored by Form Teacher.
If progress has not been made – escalate to HOKS (Stage 2)

Level 3: HoKS Report

ACTIONS by HoKS

- Liaise with the VP
- Meet with parents
- Agree appropriate targets with pupil
- Complete Behaviour Contract
- Daily contact with student / Monitor report
- Liaise with Head of Year/Form Teacher regarding progress
- Referral: to BST or outside agency
- Risk Assessment and Risk Management plan (if necessary)
- Support from External Agencies
- Follow Good Practice Guidelines/SEN Resource File/School Policy

Review report after 2 weeks. This should be done in conjunction with behavior report on SIMS
If progress has been made - student is taken off report and monitored by Head of Year and Form Teacher. If progress has not been made – escalate to external agencies / VP for further support

11.0 Support Strategies

11.1 Working closely with students, parents/guardians/ and SENCo, one or more of the following interventions may be implemented to reduce individual barriers to learning.

- Phone calls homes
- Meetings with Parents- Target setting for Reports
- Mentoring
- Access to literacy and numeracy support
- Pastoral Panel Meeting e.g., HOKS, SENCo and Pastoral VP
- Classroom Assistant Support
- Counselling
- Nurture
- Referral to Education Welfare Officer
- Reduced timetable/Bespoke timetable/Adjusted timetable

Stage 1 of the Code of Practice

- Stage 2 of the Code of Practice, SAR 1 completed referral may be made to external support agencies including: Educational Psychology, Behaviour Support Service, Education Welfare, Counselling, CAMHS, Youth Service become involved through a referral process.
- Stage 3 of the Code of Practice: Statement
- Annual Review of Statement
- Risk Reduction Action Plan (RRAP)
- Positive Behaviour Report
- PLPs
- Parenting NI Courses

11.2 Staff Development

The Board of Governors will ensure that there is appropriate high-quality staff development provided on all aspects of behaviour management to support the implementation of the policy.

11.3 Review

The Principal, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour for Learning Policy and procedures to evaluate them to ensure that the operation is effective, fair, and consistent. The Principal will keep the Board of Governors informed. The Board of Governors will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the principal, staff, and parents. The outcome of the review will be communicated to all those involved, as appropriate.

11.4 Links to other Policies

- SEN Policy
- Attendance Policy
- Safe Handling Policy
- E-safety Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Pastoral Care Policy
- Critical Incident Policy

APPENDIX 1:

St. Joseph's High School: Behaviour for Learning

RELENTLESS ROUTINES	FIRST ATTENTION FOR BEST CONDUCT	CALM AND CONSISTANT APPRAOCH	STEPPED INTERVENTIONS
Visible corridor presence before class Students walk in the corridor Students line up quietly outside the classroom Greet students as they enter the room **Students will sit according to their seating plan.** Have a starter activity on the board Manage uniform/ behaviour issues which don't meet school expectations before student enters the room Ensure students are ready to learn- equipment ready, planners on desks, bags on the floor, positive body language, (facing the front, sitting up straight) End the lesson on a positive note. ***Visible corridor presence after the lesson***	Set clear expectations for behaviour for learning Actively seek opportunities to highlight and praise positive behaviour and effort Give as little attention as possible to undesirable behaviour- focus on all the positive behaviour Remind students of boundaries before setting off on a task Ensure the last thing pupils hear is positive Award achievement points on SIMS Send positive emails to FT Write a positive note in planners Make a positive call home	*When dealing with disturbances:* **DELAY**: Learning time is too valuable Wait and resolve issues at the end of the lesson or at a natural hiatus: ***PRIORITISE LEARNING*** **DIVERT**: Divert attention off the issue by changing the tone, energy or pace of the lesson. For example: *Quick fire questions *A knowledge check for attention *Quick competition between two sides of the classroom **DIVE** into the work: Don't allow negative behaviour to hijack the lesson. Refocus on the work. If pupils cannot settle begin the stepped interventions.	**Reminder of expectations-**remind pupils with the tone of support **Caution-**speak as privately as possible with a calm voice, again remind pupils of expectations **Last Chance**- Give a calm last chance reminder **Nearest Neighbour**- Calmy ask the student to step outside to talk. If you feel they are unable to settle move them to your nearest neighbour **Re-engage**: Give the pupil another chance to re-engage in the lesson **Sanction**: you may need to apply a sanction before the end of the lesson. **Restore**: This can vary depending on the situation and can be used when the student is in a calm state. This could be after class, break, lunch. **For serious breaches of behaviour or if all stepped interventions have been exhausted call SLT.**

APPENDIX 2:

What happens when…?

The pupil is abusive to a member of staff/involved in a physical fight etc.

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The facts are clarified by the appropriate member of staff

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The HOKS/VP examine the facts and the following action may be taken

First Time Behaviour

- The HOKS will contact parents/guardians.
- The pupil will complete a one-day internal suspension. This is **non-negotiable.**
- During the internal suspension day, the pupil will meet with Mrs. Fox who will carry out the restorative intervention.
- The pupil will return to class the next day on Yellow Report.
- The targets will be specific to the pupil's behaviour.
- **If the internal suspension fails to be agreed with parents, the pupil will automatically be formally suspended from school.**

Repeated Behaviours

- The pupil will receive a suspension from school.
- During this period of suspension, the school will implement all necessary supports, such as conducting a risk assessment, making referrals to the Behaviour Support Team (BST), or arranging counselling services etc.
- Continued involvement in this behaviour **may** result in the pupil:
    - being further suspended,
    - requested to attend a meeting with the BoG's Behaviour Committee
    - excluded from school.

The school reserves the right to initiate any of these steps at any time, based on the severity of the situation.