



Behaviour Policy

Preparing for Life | Preparing to Serve | Preparing for Success

Version	Date	Revision Author	Summary of Changes
1.0	August 2022	Mr Oliver VP & Pastoral Directors	Reviewed August 2022 Full Consultation Date: June 2025

1. Ethos Statement

We aspire to provide a high-quality child-centred education in a caring environment, built upon good personal relationships and honest partnership. Through achievement and the development of mutual respect, all pupils are challenged and encouraged to become valued citizens.

All parents and pupils are encouraged to read and understand the policy upon acceptance of a place at the school. The policy has been devised following consultation with Governors, staff, pupils, and parents. It is refreshed annually, where necessary, and subject to full consultation and review on a three-yearly basis.

The school expects and promotes high standards in dress, manners, language, behaviour, and work. All students will be encouraged to develop their full potential and supported to do so – care will be taken to meet the needs of the individual in the context of the well-being of the whole school community.

The Behaviour Policy is underpinned by four pillars: Positivity, Respect, Aiming High and Kindness.



2. A Culture of Positive Behaviour & Self-Control

The Behaviour Policy is built upon respect, for one another and for authority and the development of self-control.

2.1 Commitment by the School

- The promotion of good behaviour.
- Positive Behaviour Management, including:
 - Support - to come to terms with change, cope with challenges, learn from mistakes and move forward towards realising full potential.
 - clear and fair system of procedures and corrective action to deal with inappropriate behaviour.
 - Repairing, rebuilding, and restoring relationships where mistakes have been made.
 - Planning and target setting towards improvement.

2.2 The Promotion of Positive Behaviour

We promote best behaviour by:

- a) providing a high quality of teaching, which is motivational, engaging and supportive, together with a wide range of well-planned meaningful experiences for pupils, both inside and outside the classroom.
- b) catering as far as possible for the needs and abilities of individuals, using careful streaming procedures and well-devised differentiation in the classroom.
- c) ensuring all special needs are met in a timely and appropriate way – including referral for a Statement of Educational Needs with a learning focus or a referral due to medical needs.
- d) Making use of the profile of Learning Support Assistance to support and advise pupils in their learning – especially those who are anxious or vulnerable.
- e) establishing good teacher/pupil relationships based on mutual respect.
- f) teaching appropriate behaviour.
- g) providing support, encouragement and a system of target setting for improvement at all levels.
- h) promoting safety in school through good supervision, anti-bullying and child protection procedures.

- i) providing opportunities for pupils to assume positions of responsibility with a view to enhancing their personal social development and leadership.
- j) rewarding success: academic, vocational, sporting and cultural pursuits, endeavour and behaviour. These rewards, which are designed to allow as many pupils to achieve in as many ways as possible, are distributed throughout the year in class, special assemblies, sports prize-giving and our annual Prize Day. They consist of cups, shields, medals and certificates for pupils who attain the highest levels of achievement. Pupils who have shown consistency in work, attitude, behaviour, attendance and punctuality are also rewarded through an end of year activity day. Book tokens, vouchers, pens and treats may be awarded throughout the year.
- k) providing a wide range of extra-curricular activities, through which pupils develop their individual talents and gifts.
- l) providing a pastoral system in which Heads of Year, Form Teachers, Bullying Response Team and Peer Mentors, are available to advise and assist pupils experiencing difficulties of any kind.
- m) providing an effective taught pastoral programme.
- n) using clear and fair Classroom Code of Conduct, with known consequences for significant rule breaking, which are discussed with pupils at the commencement of each school year. This Code of Conduct is displayed in all classrooms.
- o) having a positive beginning and end to the day, eg breakfast, assembly, year assembly and form time.
- p) Building a team of Form Tutors who meet and greet pupils every day in individual classes and ensure all students have an understanding ear, access to questions or queries they may have and are kept fully informed of all information relating to their day and their well-being.
- q) having a positive pattern in lessons: eg a meaningful introduction/hooks for learning, followed by development which is appropriately differentiated, a range of varied activities, effective attention to Literacy, Numeracy & ICT and planned strategies to meet a range of learning styles and needs.
- r) promoting strong links with parents so that school and parents can co-operate fully in ensuring pupils' progress and welfare.
- s) addressing in the taught Pastoral programme and through the Counselling programme, issues that potentially affect students such as loss, bereavement, disappointment.
- t) ensuring all students are aware of the school's support. when a student is feeling overwhelmed: eg Counselling, Guidance, extra help with learning, Literacy, Numeracy or Behavioural support.
- u) enlisting the help of outside agencies eg Educational Psychologist, Education Welfare Officer, Behaviour Support Service or Social Worker, to help pupils who experience difficulties.
- v) Ensuring all staff receive regular training on promotion of good behaviour, positive behaviour management, skills in repairing broken relationships, and effective strategies to bring about improvement in attitude and behaviour. This includes visiting or substitute staff and the Learning Support staff.

3. Positive Behaviour Management

Children, like adults, make mistakes in life. The emphasis in school is on recognising, understanding and learning from mistakes, within an environment where healthy relationships are developed and where voices, attitudes and behaviours are respectful towards others.

All pupils have the support and guidance provided through the Pastoral Care System. The emphasis is on positive and proactive approaches towards all matters where behaviour is deemed inappropriate:

- a) preventing indiscipline occurring through the quality of school organisation, quality of teaching and learning, open relationships and clear procedures.

- b) dealing with it firmly and fairly, consistently and compassionately when it arises.
- c) encouraging pupils to repair and rebuild relationships as part of the recovery process.
- d) encouraging the development of self-discipline.

The vast majority of pupils work hard, respond well and behave respectfully. In the minority of cases where work or behaviour fall below acceptable standards, steps will be taken to address the issue.

3.1 The essential elements of effective behaviour management are:

- a) identifying and addressing the underlying cause of the misbehaviour/problem. Reasons are not excuses but they make needs clear and allow for therapeutic planning.
- b) managing the misbehaviour each day to allow the work of the class and of the teacher to continue, and to enable the young person at the centre to stabilise, while the background work is done to address the underlying issues. Very quickly, pupils concerned will be given opportunity to talk about the problem and targets will be set for improvement.
- c) supporting the pupil in the management of targets.
- d) contacting parents and taking a shared approach in the management of the planned improvement.
- e) teaching pupils to repair and rebuild broken or damaged relationships.
- f) showing that there are consequences for misbehaviour and applying correction fairly and consistently.

The College Code of Conduct is designed to encourage all to make a positive contribution towards effective school organisation. This is shared and discussed with all students in pastoral groups at key times of the school year and the School Council has opportunity to contribute regularly to conversations about our shared expectations. Pupils are expected always to speak to their teachers, learning support assistants, other school staff and fellow pupils with respect and good manners. They should present themselves for class neatly, punctually, and well prepared for learning.

3.2 The Stages in Managing Behaviour

The Principal, school staff, parents and pupils will seek to work together as a team.

i. Stage 0

The pupil is well settled, responsive to the teaching, advice and the general discipline of the classroom and of the school. When mistakes are made, the pupil is quick to take advice, respectful towards staff at all times and willing to work to improve. The pupil is on track to meet, or exceed, his/her identified potential.

The majority of our pupils will remain at this stage throughout their school lives.

ii. Stage 1 Part 1 Intervention by Subject Teacher

If a pupil is not working or is holding back his/her own or others' learning, the **subject teacher** will initially:

- Give the student more individual attention – check if anything is worrying them or wrong in their experience.
- Check if the pupil is coping with the level of work in the class. Scrutinise data in relation to the ability and potential of the student. Liaise with the SENCo/Assistant SENCo as necessary.
- Check that all relevant information about the pupil has been taken into account in the planning of the teaching and learning.
- Review the range of teaching strategies currently being used and ensure pupil needs are met.

- Speak to the pupil to establish, if possible, the root cause of the poor work or behaviour and offer support.
- Explain why the behaviour cannot be accepted in the classroom, ensure the pupil is aware of teacher expectations, the agreed rules of the classroom and the reasons for them.
- Agree with the pupil how the matter might be resolved and set targets with the pupil for improvement in that subject.
- offer firm advice and issue corrective options if necessary.

Where the primary aim is to support the pupil to improve, the following corrective action will be taken as necessary, by the subject teacher:

- make sure the pupil understands clearly that you are disappointed and that the behaviour will not be accepted.
- discuss the matters arising with the parent and enlist home support to bring about improvement.
- move the pupil in a quiet area within the classroom for a brief period and ensure he/she understands the basis on which they can become fully integrated and fully interactive again. It is vitally important that the education of other children and the work of the teacher, are not unnecessarily disrupted/prevented by another.
- set extra work to be done at home.
- ask the pupil to stay at break/lunchtime to complete work he/she may have missed, or to learn about the impact of silly or irresponsible attitude or behaviour in class. Take further opportunity to draw alongside the pupil and understand his/her needs.
- ask the pupil to remain after school to complete missed work, or learn other lessons, as necessary.

The classroom teacher will monitor the situation carefully, keeping a record of progress, including unsatisfactory work and behaviour, and efforts made to address the situation. He/she will act quickly so that a pupil does not develop a pattern of repeated misbehaviour, so that there is no detriment to the learning of the rest of the class and no risk that other vulnerable or easily-led young people will copy such behaviours.

Misdemeanour	Intervention
A. Eating, drinking, chewing gum. B. Unnecessary communication with classmates. C. Interrupting teacher. D. Inappropriate Language. E. Inappropriate use of mobile phone or another smart device. F. Uniform infringement. G. Lateness to class. H. No homework/lack of appropriate equipment for class. I. Disrespecting working space and environment. J. Getting Out of Seat without permission. Other misdemeanour.	<ul style="list-style-type: none"> • Non-verbal reminder. • Warning- Give choices and Outline consequences. • Quiet word at end of lesson. • Reminder of class code of conduct. (displayed in classroom). • Reinforce expectations. • Removal of privileges. • Catch up time/extra work (home, lunchtime or after school). • Repair and rebuild. • Contact home.

iii. Stage 1 Part 2- Intervention by the Head of Subject

Teachers will bring matters of indiscipline at Stage 1 to the attention of their **Head of Subject Department**.

The Head of Department will support, advise and intervene as necessary to give encouragement, to promote consistency within the relevant subject department and to bring about change in students who are beginning to slip. They will take the following action:

- a) Create a Subject Monitoring sheet so that the student's behaviour and attitude in class is documented daily and shared with the Head of Department and the parent.
- b) Make the student aware of the departmental standards and that the inappropriate attitude/behaviour must be addressed urgently.
- c) Withdraw the pupil to work in his/her own classroom and seek to gain further insights which might clarify the problem through discussions with the pupil and parents.
- d) Give advice, as necessary to the subject teacher in relation to further effective strategies which might be used.

If there is no improvement, or refusal to comply, the pupil will be referred by the subject teacher, in liaison with his/her Head of Department, to the Head of Year.

Students may be referred to the Head of Year for serious 'one-off' misdemeanours, and for repeated minor misdemeanours where there has been little or no evidence of improvement and which have the potential to undermine the progress and confidence of others.

In the same way Duty Staff may refer pupils directly to the Head of Year for serious behaviour outside the classroom eg in corridors, canteen or playground, or repeated minor misdemeanours where a pupil does not respond to normal reminders.

Misdemeanour	Intervention
<p>A. low-level behaviour that persists. B. Disrupting the learning of others. Other misdemeanour.</p>	<ul style="list-style-type: none">• Subject monitoring sheet.• Remind students of standards.• Catch up time (HoD or staff member).• Discuss the problem (with pupil and/parent).• If required, letter sent home.• Repair and rebuild.

iv. Stage 2 Intervention by Heads of Year

Heads of Year provide guidance and support for all pupils in their year group, including pupils whose work is unsatisfactory or who misbehave in or out of class. They seek to make meaningful contacts and build good open relationships with pupils. Their primary aim is to ensure each pupil is progressing, settled and safe. For Years 8 – 12 & Sixth Form, each Head of Year is supported by an Assistant, who will share a proportion of the referrals.

Initially the Head of Year will **speak with the pupil** who has been referred and may offer advice, counselling or a simple reminder/reprimand. He/she will speak in detail with the teacher referring the pupil, and the Head of the Department, and subsequently, audit other teachers who teach the pupil to build up a full picture of the difficulty. This will establish whether there is a pattern to the misbehaviour and whether there are hot spots in different subject areas, or outside of the classroom situation.

The Head of Year will seek to **get to the heart of the problem/issue**. The pupil may respond to the personal input of the Head of Year at this stage and the HOY may be able to assist with the reparation of relationships within a subject area. However, if the problem persists or is of greater concern, the Head of Year will normally use the following procedure:

- a. Contact parents by telephone or letter to explain the situation and agree the monitoring process.
- b. Keep all staff informed in relation to decisions taken to monitor and support the pupil.

c. Monitor the pupil in all subjects through a **Period Report** and continue to offer support to the pupil throughout the process. A Period Report is a document which records how a pupil has responded in each lesson during the day. This Report often highlights the triggers and challenge points experienced by the pupil.

d. If appropriate, put a **Mentoring programme** in place, particularly if stress in any aspects of learning are leading to a pupil manifesting, or choosing to display inappropriate behaviours.

e. The Head of Year may consider that **Counselling** is necessary to help get to the heart of the problem. Where the underlying difficulties are significant and the pupil is making little response to school support and interventions, a student may be required, in consultation with parents, to engage in the **School Counselling Service**. Counselling may have been offered at an earlier stage for pastoral reasons or a parent and/or pupil may have requested such counselling. By its nature, counselling must be participatory and voluntary. However, at this stage, it would raise questions if a student is not willing to engage in such a helping strategy. Pupils and parents would be given to understand that it is not acceptable to repeatedly refuse help, and yet continue to expect to disrupt his/her own, and others' learning.

f. **Impose sanctions** where the pattern of work and behaviour is poor, or for an individual incident which gives cause for concern, e.g. additional work set to be done at home, detention at break, lunch-time or after school. The pupil may be invited to after school homework club and, at this stage, the attendance will be mandatory.

The pupils may also be more formally detained by arrangement with Senior Staff, of which a formal record is kept on the pupil record. Meaningful work will be done in such detention and the pupil will continue to access support. Pupils are expected to learn from this sanction. It is not usual to allow a pattern of repeated detention without improvement. Normally, non-compliance with time spent in detention will lead to suspension on the grounds of persistent infringement of school rules, and refusal to accept authority. Heads of Year are committed to helping pupils avoid such consequences.

g. **Ask parents to visit the school** to discuss the difficulty. At this point, a **Stage 2 Personal Behaviour Plan (targeted)** with a focus on behaviour will be initiated. The pupil, parent and Head of Year will discuss the situation, consider the outcomes and patterns emerging on the Period Report and decide on an appropriate Behaviour Support Programme and agree targets for improvement.

The plan will detail the roles and responsibilities of the various parties: pupil, parent, subject teachers, Head of Year and learning support assistant, if necessary. The targets will be set out on a **Target-setting Report** which the pupils will carry each day, and which will have three purposes:

- to remind the pupil of the agreed targets as they physically look at them on their desk throughout each lesson.
- to support the pupil in the achievement of the targets.
- to enable the school to monitor the situation and act quickly when concerns arise.
- to ensure parents can see and track improvement each day and discuss successes and/or lapses with the pupil at home.

The Stage 2 plan will normally run for a half-term period before it is reviewed. However, the target setting report may be reviewed at fortnightly intervals, for example, it may be adapted as targets are achieved or new targets emerge. The aim is to gradually reduce the written targets as the pupil takes more responsibility for his/her own progress. To draw a successful programme to a conclusion at this stage, the pupil may eventually use a **record of self-reflection** which can be discussed with the Heads of Year at the end of each week.

Where pupils repeatedly fall short of the set targets, e.g. out of apathy, laziness, defiance or non-co-operation, sanctions will continue be used at the discretion of the Head of Year. At this stage, a pupil may be **temporarily withdrawn from a lesson/lessons**, where there has been particular stress/impact on teaching or other pupils, to work in the teaching area of the Head of Year/Assistant.

The Education Plan at Stage 2 will be reviewed twice, (usually each half term), and adjusted to take account of the progress, or otherwise, of the pupil. Where appropriate, the pupils will be referred to the **School Guidance facility, "Pathways"**. Heads of Year would make such referrals through the Heads of Pastoral Care. This facility is available for pupils at Stage 2 and beyond, and may involve small group or individual work, which is specifically timetabled. The 'Pathways' work is a combination of therapeutic work delivered by a specialist

teacher and also educational support so that the pupil’s learning is maintained in the core areas of the curriculum.

All who attend for such guidance will receive regular reports of their progress. Intervention develops and is increasingly targeted to meet the specific need or potential crisis emerging.

The Pastoral Head will support and monitor the work of Heads of Year, and provide support, as necessary, to both staff and pupils in the implementation of the Stage 2 Education Plan. Where it becomes clear, following the 2nd review, that there is no or little response to the difficulties, the pupil will move to Stage 3.

Misdemeanour	Intervention
<p>A. Behaviour that persists will be referred by the subject teacher, in liaison with HoD, to the Head of Year.</p> <p>Other misdemeanour.</p>	<ul style="list-style-type: none"> • Interview the pupil. • Get to the heart of the problem. • Contact parents. • Maintain information and monitor decisions. • Period report (issues arising). • Target report – behaviour plan. • Mentoring or counselling, if appropriate. • Appropriate sanctions. • Meet with parents/carers, if required. • Repair and rebuild (pathways). • Discuss with Pastoral Directors.

Please note, where misbehaviour, at any stage of the Code of Practice, involves the repeated inappropriate misuse of mobile phones or other technology, school staff reserve the right to remove such items.

Pupils will collect from the school office at the end of the school day. On a third occasion, the Principal will return them to parents/carers and will expect guarantee of improved conduct in this regard. Some pupils may be asked NOT to bring electronic equipment to school under any circumstances or to hand their phone in at the office during class time, to make sure they do not break the rule. If this is done, such pupils have access to their devices during all breaks, and after school. It is recognised that electronic devices can be used productively in learning so the school will, where possible, encourage good use of personal devices brought by children.

Similarly, pupils who repeatedly wear inappropriate clothing which is not approved on the school uniform list, will have these items removed and confiscated, to be collected by a parent. The support of all parents is encouraged and expected, so that high standards can be maintained in the College.

Misdemeanour	Intervention
<p>Repeated inappropriate use of mobile phone or other technology.</p>	<ul style="list-style-type: none"> • Removed by a member of staff and stored in the front office where the pupil will collect at the end of the school day • A record will be retained by office staff • On a third occasion, the Principal will return the item to a parent/carer.
<p>Inappropriate clothing</p>	<ul style="list-style-type: none"> • Removed by a member of staff and stored in the front office where the pupil will collect at the end of the school day • A record will be retained by office staff • On a third occasion, the Principal will return the item to a parent/carer.

v. Stage 3 Intervention by the Pastoral Director

At this stage, the pupils will be referred to the Head of Pastoral Care, Junior or Senior School, who will begin to liaise with the Vice Principal. The following procedure will be followed:

- a. Review Meeting - parents and pupils attend a further meeting with the Senior Leader.

b. The Education Plan and Behaviour Support Programme to date will be discussed. It is important to note that the school's commitment to identifying ways to deal with the underlying cause of difficulties will remain a priority.

c. The Pastoral Director will check the level of progress, or any barriers to progress, shown by the pupil in the school's **Pathway Facility**, and may ask for **further specific therapeutic and restorative work**. At this stage, it will be compulsory to engage with the recovery programme which will be prepared. The pupil is expected to actively engage, and show his/her genuine intention to improve, and to prevent their suspension from school.

At regular intervals the work of Pathways will be shared with the wider teaching and support staff. This will inform them of the progress made by a pupil/s and to support them in the use of the most effective classroom strategies, as such pupils reintegrate more fully following intervention. Such discussions will also encourage constant development of effective early interventions in the classroom, with the aim of improving staff expertise and intuition in managing behaviours.

d. A new Personal Behaviour Plan at Stage 3 will be agreed.

e. School, through its pastoral system, will continue to **monitor** the new Personal Behaviour Plan and to support the pupil. Records will be maintained throughout the process. This will include normal sanctions to maintain peace in the classroom.

f. At this stage, additional sanctions may be applied with increasing severity. This may include **withdrawal from peers** – for up to 3 days. As resources are limited for such provision, pupils who have to be repeatedly withdrawn will be moved to the next stage of the disciplinary process. All sanctions are used with compassion and with a view to providing continued opportunities for learning for the young person.

g. Where appropriate, a pupil may be asked to sign a **written undertaking** regarding future standards of work and behaviour. While this is not legally binding, it represents the genuine intention of the pupil to turn matters around, even at a late stage. The undertaking includes a commitment from the school to help the pupil overcome their identified challenges, recognising that it may have been a difficult pathway for the student to get to this point.

h. At this stage, **altered time-tabling arrangements**, may be agreed with the parent and pupil where this is likely to reduce pressure on the pupil and enable them to make better progress.

i. More **focused work with members of staff**, building on previous mentoring arrangements, will continue, to encourage the pupil.

j. The Pastoral Directors or Vice-Principal for Pastoral may arrange for **pupils to be sent home during the school day** where they persistently display poor attitude, behaviour, or work-rate, or for a single serious disciplinary incident. This would occur on the grounds that, for the child to continue in school, this would negatively affect the learning of other pupils and the work of the teacher or is a danger to those around them.

k. Every effort is made to avoid suspension of pupils from school, but if a build-up of indiscipline continues, a **warning of suspension** will be issued by the Pastoral Directors/Vice Principal.

l. Pupils at this stage will be referred for External Support. This will include: The Educational Psychology Service, The Education Welfare Service, Social Services the Child & Family Consultation Unit, Social Services, Medical Services, Child Line, or PSNI. (It is important to remember that some referrals to these Agencies may have occurred earlier according to the pastoral needs of the individual child).

Application may be made to the Education Authority **Behaviour Support Service**, for **Outreach Support and or Targeted Advice** by a teacher from a Guidance Centre. It may be appropriate to apply for **Tuition** by an external teacher either on the school site, at the home of the pupil or elsewhere. It may be necessary to apply to transfer the pupil to the **Rathmore Guidance Centre** for a period or make application to the **EOTAS Programme (Educated Other Than at School)**. At this stage, the Education Authority will begin to share the provision and the intervention for pupils and there will be a multi-agency approach to ensure all aspects of every case are being addressed.

Misdemeanour	Intervention
A. Behaviour that persists will be referred by the Head of Year to the Pastoral Director.	<ul style="list-style-type: none"> • Interview the pupil. • Get to the heart of the problem. • Contact parents/Carers. • Personal Behaviour Plan. (Behaviour Support Service – if required) • Maintain information and monitor decisions. • Mentoring or counselling, if appropriate. • Appropriate sanctions. • Meet with parents/carers, if required. • Repair and rebuild (pathways). • Discuss with Vice Principal.

vi. Stage 4 Referral to the Principal or Vice Principal

Where there is no, or limited, response to the range of strategies, support and positive management as described above, the Principal, or in his absence the Vice Principal will review the action to date and consider suspension.

Suspension from school is a serious matter. It means that a pupil's behaviour is of such concern that they need to be excluded from the school community until the matter is resolved. It is often the case that the school community is being compromised. Pupils may be suspended from school for up to five days in the first instance, but this may be extended, if circumstances so dictate.

When a pupil is suspended the parents, the Chairman of the Board of Governors and the Education Authority are notified in writing.

Before a pupil can be reinstated, or further appropriate action, suspended pupils and their parents will be required to attend a Disciplinary Meeting.

The outcome of the meeting will be to:

- re-admit the pupil subject to terms specified in writing, together with a new Education Plan and agreed targets. All support strategies will be reviewed and if necessary adjusted.

IMPORTANT NOTES:

- *Where a pupil may be withdrawn from class or suspended from school due to misbehaviour over a period of time, the Principal may also withdraw or suspend a pupil for one serious incident at any point in their school career. In cases, where there is no previous record of indiscipline, there would therefore be no previous warning of suspension. Behaviour warranting immediate suspension includes aggression; violence towards another pupil; violence towards a member of staff, whether verbal or physical, inside or outside school; defiance; vandalism; bullying; theft; substance abuse; total disrespect for others; refusal to accept school rules, refusal to accept discipline and refusal to complete work despite guidance and support. The same procedure for reinstatement will apply in all cases.*
- *The school staff will use safe-handling procedures where a pupil's behaviour is bringing risk to safety for him/herself or others.*

The vast majority of pupils learn from their mistakes and are reinstated. However, where pupils repeatedly make mistakes, despite the balance of support and sanctions, the security of their place at school will be at risk. Repeated suspension is viewed very seriously.

If reinstatement is attempted twice and fails, then on the third occasion the Principal will invite the Chair of Governors and a Representative of the EA to attend the Disciplinary Meeting. The following will be considered:

- A new Education Plan with some significant change, or in response to new information arising
- Application for transfer to another school
- Return referral to the Education Authority Area Behaviour Support Service – with the view to transfer to a Guidance Centre/application for Tuition/EOTAS (Educated Other than at School)
- Consideration of the expulsion process

vii Stage 5 Part 1 Referral for Statutory Assessment

In cases of pupils with severe emotional and behavioural difficulties and in cases where the school has done all in its power, without success, to bring about change, the school will make application to the Education Authority for Statutory Assessment. This will be supported by documentation from the previous stages and the report of the Educational Psychologist.

A Statement of Special Educational Need for Social, Emotional, Behavioural & Well-Being (SEBW) will then be prepared by the Education Authority who will assume responsibility for future decisions relating to the pupil's education and school placement, and also for extra resources that may be required. Where the statement also addresses learning needs, special care will be taken to ensure their learning needs continue to be met, if possible, and to teach them appropriate behaviour according to their ability.

4. Policies & Procedures which Relate Directly to the Promotion and Management of Effective Behaviour Management

'Behaviour Policy' is part of the full package of Pastoral Care at the College and the following policies specifically refer:

a. Safeguarding Policy

The paramountcy of safety and safeguarding is at the heart of everything we do in school and takes precedence over learning or other provision.

b. Organisation of Pastoral Care

The school is committed to a well-organised system which enables policies to live, and to work together efficiently in day/day school life.

All matters relating to Pastoral Care and Behaviour are recorded confidentially and sensitively and shared on a need-to-know basis.

c. Anti-Bullying Policy & Procedures

All pupils have the right to attend school and to travel to and from school without being bullied. Any pupil who experiences bullying in any form is encouraged to report it and assured that the matter will be dealt with effectively and sensitively.

The Anti-Bullying Policy makes clear how the school approaches development of an anti-bullying culture, how it deals with bullying behaviours and their impact when they arise, and how effective monitoring, recording, and checking procedures are in place, which ensure every case is followed through in a timely manner.

d. Complaints Procedure

Parents or others who wish to make a complaint against school are asked to use The Complaints Procedure. It is good to have a conversation about any matter of concern in the first instance. It is important to note that formal complaints to school should be based on facts and not perceptions or anecdotal information which may be exaggerated or not fully accurate. However, it is good to openly discuss and address all such perceptions and differences of opinion. Our pledge is to discuss respectfully all decisions taken by the Principal, Governors, and school staff, and to demonstrate that the commitment of the school is to achieve the best outcome for each child. All complaints should be made to the Principal in the first instance. By listening to one another and working together, most matters can be satisfactorily resolved.

The Principal is available between 8.30am and 5.00pm every day or by arrangement in the early morning or evening. To avoid disappointment at busy times, please make an appointment. If unavailable at the time of contact, the Secretary will note your number in the Principal's call-directory, or take your name and details at the desk, and you will be contacted by the school within twenty-four hours.

e. Charging Policy: Breakages, Damage or Loss of Property

Where wilful behaviour by pupils leads to loss, damage or destruction, charges will be made by the school, for example:

- School or library books or materials lost, defaced, or otherwise damaged
- School equipment or property lost or damaged.
- Repair of damage to the school building and its furniture and fittings where this is a result of a pupil's misbehaviour.
- Replacement or repair of another pupil's or teacher's property which is lost or damaged.

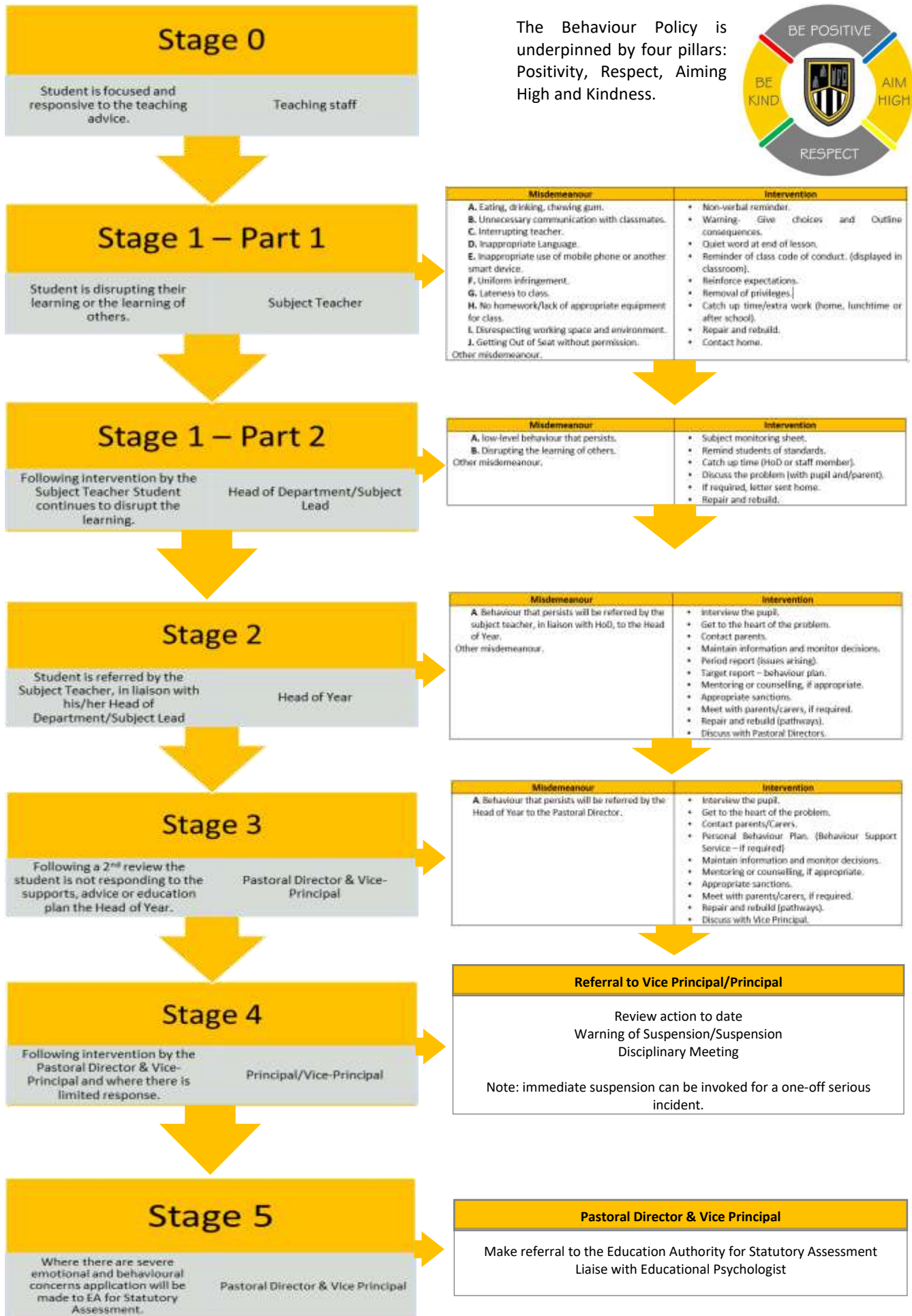
This policy is made available to parents and pupils at the start of every school year, and parents are given opportunity to respond if they require help or clarification.

The Policy is monitored on an ongoing basis, and every three years, is subject to full consultation and review.

N Oliver
August 2022

Behaviour Flow Chart

The Behaviour Policy is underpinned by four pillars: Positivity, Respect, Aiming High and Kindness.



Classroom Code of Conduct



1) Be **PREPARED** for the school day, arriving on time, with homework completed and with all necessary resources.

(Essentials: Pens, Pencil, Ruler, Eraser, Calculator, School Planner)

2) Enter and exit the classroom **QUIETLY**.



3) **LISTEN** while the teacher is speaking and follow instructions.



4) Work hard and **TRY YOUR BEST** in all tasks.



5) Personal electronic devices are **NOT** permitted during lessons unless advised by your teacher. (Mobile phones must be switched off and out of sight)

6) Please make use of the toilet facilities at designated times (Break & Lunch).



7) Overcoats must not be worn in classrooms.

8) Be courteous to **EVERYONE** and ensure that your main focus is **LEARNING**.



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