



BEHAVIOUR MANAGEMENT POLICY

2023-2024

Rationale

The purpose of this policy is to enable all in our college community to create a calm and caring climate where our teachers teach and our pupils learn. In line with our college vision, each of our pupils will be encouraged to fulfil their spiritual, intellectual, moral, cultural, emotional and physical potential. The Behaviour Management Policy is based on the commitment of the college community to Christian values and beliefs, the recognition of the individuality, uniqueness and value of each pupil and the cultivation of self-respect, so that each pupil may accept their appropriate responsibilities and show respect for others.

Mission Statement

We believe that the pupil is at the heart of the college community

We strive to create a happy and safe learning environment in our college

We achieve purposeful relationships between staff, pupils, parents / carers and external agencies

The Behaviour Management Policy is an essential part of the college's pastoral responsibility towards each of our pupils. It has been developed in collaboration with teachers, pupils and parents / carers.

AIMS OF THE BEHAVIOUR MANAGEMENT POLICY

To support all our pupils to develop a standard of behaviour that demonstrates self-respect, self-discipline, respect for others, respect for the environment and respect for the local community.

The college fully recognises the importance of how our pupils behave and the profound effect that behaviour has on our working environment. All behaviour has a purpose and as a school community we aim to create an environment where our pupils consciously want to demonstrate good behaviour. We perceive 'positive behaviour' when individuals' actions, words and deeds allow a positive working environment in our college to flourish. Good behaviour positively impacts on self and others by building esteem and allowing all to take responsibility for actions. Working in partnership with pupils, parents / carers and external agencies, we strive to create an atmosphere in which both the pupils and the staff feel secure, welcome and valued, and able to discuss their interests, fears and concerns, confident that they will receive a sympathetic and supportive response to behaviour management in the college.

To create and maintain good relationships in the College

A climate which fosters effective learning and teaching, both within the classroom and around the college, is at the heart of the education process. This climate will be promoted through focusing on the creation and maintenance of good relationships among teaching and non-teaching staff themselves; between staff and pupils; among pupils and their peers; between parents / carers and the college; and between the college and the community.

To promote learning for all of our pupils

We believe that pupil behaviour is directly linked to their learning; good behaviour and active engagement and participation in lessons results in good progress. When a climate which fosters effective learning prevails, our pupils will take a pride in their achievements and recognise the importance of high standards in their work and their behaviour.

To enable our teachers to teach effectively

In line with our college aims, we believe that each pupil will succeed through experiencing quality in a broad, balanced and relevant curriculum. Central to this experience is the right of our teachers and pupils to work in an environment where common courtesies and social conventions are respected. Effective teaching can help to support the promotion of positive behaviour. By effective teaching we mean that lessons are well planned to include clear learning intentions and high expectations, differentiation for ability and different learning styles, activities that are engaging and challenging, include assessment for learning opportunities and that these lessons are delivered with pace and enthusiasm. Teaching methods should encourage enthusiasm and active participation for all, within a challenging and supportive environment. Lessons should aim to develop the skills, knowledge and understanding which will enable the pupils to work in co-operation with others. Praise will be used to encourage good behaviour as well as good work. Assertive teaching styles and good relationships between staff and pupils are important in establishing a positive ethos in the classroom and teachers need to be consistent and respectful in their interactions.

To enhance the self-esteem of each pupil and foster self-respect and respect for others

The college aims to develop a positive self-image among each of our pupils through the integration of a range of programmes of study within the curriculum which promote a sense of self-esteem and self-respect, respect for others, self-discipline and responsibility. We believe that everyone should recognise and respect the rights of each member of our school community, ensuring the development of mutual respect, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life. Our teachers have a responsibility to listen to our pupils, value their contributions and respect their views. By fostering a positive self-image, our pupils will be empowered to confidently engage in their lessons and recognise and celebrate their achievements. Furthermore, our pupils will be encouraged to respect the views, beliefs, rights and property of others, and behave safely in and out of class. The expectation will be that pupils will fully co-operate in lessons with their teachers and with their peers.

To encourage our pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour and learning

In line with our college aims our pupils will be encouraged to follow and understand the need for a social and moral code whereby they conform to the conventions of good behaviour and the general college rules. Pupils are always expected to have a high regard for truth, honesty and clean speech. Teachers will be sympathetic, approachable and alert to any pupil in difficulty or falling behind. By aspiring to personal excellence, our pupils will grow into mature girls who accept responsibility and ownership for their own behaviour and learning while learning the skill of working independently.

To develop our pupils' interpersonal skills and their ability to work cooperatively with others to resolve problems

We recognise that everyone has the right to make mistakes and contained within this policy are identified personnel and support strategies. Each pupil will be encouraged to seek help from their teachers if they are experiencing difficulties in their learning or their behaviour. Our pupils will be confident that if they are experiencing difficulties that the college will strive to provide the necessary support to help them to resolve their problems and learn from their mistakes.

To secure the endorsement and active support of parents / carers

Parents / carers have an important part to play in securing the appropriate behaviour of their daughter at school. We believe that we must promote and develop high expectations among parent/carers so that parent/carers fulfil their vital role in supporting the parent/school partnership. Close working relationships between school staff and parents / carers are essential in providing effective solutions to difficult problems and our teachers have a responsibility to contact and share with parents / carers any concerns they have about a pupil's behaviour or progress. The college recognises their responsibility to provide an orderly, welcoming and structured environment with a positive ethos, where pupils can feel safe, without fear of threat or harm from others; it is the responsibility of parents / carers to support the college in providing and promoting this ethos.

Each parent / carer (and pupil) will be asked to agree and sign a 'Home-School' agreement in the Student Diary at the start of each academic year. To support their daughters and the

college, parents / carers will be encouraged to familiarise themselves with the Behaviour Management Policy via the college web-site. Parents should understand that the college may have to operate a series of sanctions when an individual pupil's behaviour and work fall below expected standards. Sanctions are applied as part of the college's referral system, the aim of which is to bring about a positive change in an individual pupil's behaviour. We assume that acceptance of admission to the college implies a parent's acceptance of the college's Behaviour Management Policy. Parents / carers should encourage their daughters to obey the college rules and show respect for other pupils, college staff and property. Parents / carers have a responsibility to ensure that their daughter attends college regularly and arrives in good time, with homework completed. Parents / carers should also ensure that their daughters are suitably equipped for the lessons in each school day and show an interest in their daughter's classwork and homework. The college assumes that parents / carers will act as positive role models for their daughter in their relationship with the college by treating staff with the respect they would expect to receive themselves. Parents / carers should make every effort to attend planned meetings with teachers and the annual Parent-Teacher evenings.

To recognise and reward positive behaviours and academic achievement

On a formal and informal basis, the college aims to recognise and reward high standards of behaviour and academic work among all of our pupils. We believe that it is important that pupils realise that their good behaviour is noted and acknowledged, just as instances of poor behaviour are challenged and responded to by sanctions. The college operates a system of rewards and incentives applied with consistency by all of the staff to help to establish and maintain a climate in which our pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. The fact that behaviour and attitudes of this nature are regularly celebrated on a formal and informal basis within the college reinforces this point. The development of a 'praise culture' in St Fanchea's College where pupil effort and achievement is celebrated, to ensure a pupil sense of pride in themselves and their peers.

GENERAL SCHOOL RULES

In Saint Fanchea's College a high standard of behaviour is expected from all of our pupils. Pupils are assumed to have a high regard for truth, honesty and clean speech. Furthermore, pupils should act with respect for themselves and with courtesy towards others in a manner that reflects a pride in their family, their college and their faith. The college rules have been designed to create a safe, orderly and friendly working atmosphere where teaching, learning and play may proceed with as little disruption as possible. The college assumes that acceptance of admission to the college implies a pupils and parent / carer's full acceptance of the general rules outlined below.

1. Pupils should attend college on time and arrive punctually in order to be ready for Morning Assembly / Form Class Registration at 9.00am.
2. Pupils should arrive to their lessons punctually with the appropriate equipment.
3. Pupils are not allowed to be on the corridors during lessons unless they have been given a 'hall pass' by their classroom teacher.

4. Pupils should show respect, consideration and politeness for others in our college community.
5. When meeting a member of staff / visitor pupils are expected to stand aside on corridors and stairways, hold doors open and say “Good Morning” or “Good Afternoon”.
6. Pupils should take care of books, equipment, lockers, furniture and the college building and grounds.
7. Pupils should ensure that litter is carefully disposed into the litter bins around the college building
8. Pupils should remain on the college premises from 9.00am to 3.20pm unless permission is given to leave by the Assistant Principal / Principal
9. Pupils must bring in a dated note that has been signed by a parent / carer if absent from college for one or more days
10. Pupils should have good table manners in the college canteen and take direction from the canteen supervisors
11. Pupils should be neatly dressed in full uniform each day.
12. Pupils are not permitted to wear make-up.
13. Pupils are not permitted to eat chewing gum on the college premises.
14. In the interests of health and safety of all in the college community;
 - (a) Pupils are expected to show orderly conduct throughout the college especially in all classrooms, the canteen, corridors, stairways, Assembly Hall, toilets and locker rooms.¹
 - (b) Pupils are expected walk quietly and purposefully along the corridors when moving from one classroom to another. Running along corridors is strictly prohibited.²
 - (c) Pupils are expected keep schoolbags clear of the tables / desktops.
 - (d) Pupils are forbidden to bring in / or use aerosol sprays (deodorant / hair sprays) in the college building
 - (e) Pupils must leave medication / tablets into the main office with name, note from parent / carer stating the time medication is due and correct amount of medication for the day.
 - (f) Pupils are permitted to wear the following items of jewellery; one watch, one ring, and one small ‘stud’ earring in each ear. No other jewellery / body piercing is permitted.
 - (g) Pupils are expected to have mobile phones switched off and not to be visible or used during college hours. In line with Child Protection Procedures, pupils should not make inappropriate use of the camera / video / sound recording functions of any Mobile phone / Apple Watch and the distribution of captured information with other parties.*.

- (h) Pupils should not make threatening, abusive, defamatory or humiliating remarks or posts about pupils or staff on social media platforms (e.g. Facebook, YouTube, Instagram, TikTok, etc ...)³
- (i) Pupils should be aware that smoking cigarettes, being in possession of cigarettes / matches / lighters while in school uniform is strictly forbidden.

1&2. Covid-19 One way movement system around college must be adhered to all times.

3. If mobile phones / computers have been used to take / manipulate pictures of staff / pupils, the College reserves the right to invoke sanctions which may involve collaboration with appropriate external agencies including PSNI.

PROMOTING POSITIVE BEHAVIOUR

The college operates a support system in tandem with rewards and incentives to help to establish and maintain a climate in which our pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. The college acknowledges that all of our pupils have a need for positive affirmation and that it is important that pupils realise that their good behaviour is noted and acknowledged, just as instances of undesirable behaviour are challenged and responded to by sanctions. The following strategies are used for enhancing positive behaviours and attitudes in the college;

- Delivering an on-going Pastoral Programme to pupils, based on assigned themes and personal development.
- Encouraging and commending positive behaviour by routinely and regularly praising and recognising it on corridors and in class.
- Using assemblies to share successes and achievements of pupils inside and outside school.
- Rewarding the pupil via merit points on SIMS.
- Publishing, internally and externally, all individual, team, class and year group successes via noticeboards, social media (Facebook), and local newspapers.
- Acknowledging and sharing the success of pupils through KS3, KS4, and Post 16 Prizegiving Ceremonies.
- Providing opportunities for pupils to engage in Peer Mentoring Programmes.
- Implementing a range of behaviour intervention strategies at individual and group level.
- Providing individual and group support around behavioural issues through Pastoral Programmes, Anti Bullying Programmes.
- Accessing support from external agencies to provide coaching on appropriate behaviour (mentoring, counselling, Behaviour Support Team)

In St Fanchea's College, we strive to use preventative rather than reactive strategies when promoting positive behaviour. Some of the strategies staff may use to prevent or deescalate potential behaviour incidents are listed below:

- Creating/maintaining relationships
- Praise/proximity praise
- Target planning
- Behaviour planning
- Seating Plan
- Time out cards

- Reduced timetable
- Parental meetings
- Counselling
- Formalised referral system

Merit Awards

The college recognises that it is important that positive behaviour of the majority of our pupils should not be taken for granted. Subsequently, each half-term, pupils' conduct points are totalled, and pupils receive rewards certificates and prizes as outlined below.

Bronze	10	
Silver	20	
Gold	35	
Platinum	50	

Photographs of awarded pupils will be publicly displayed in the main foyer and College Social Media Accounts, and pupils will be formally awarded by certification during Celebration Assembly. Parents / carers will also be informed through the Sims Parents App of these awards.

Form Teacher Award

Regularly throughout the term, a pupil(s) from each form class will be nominated for the Form Teacher Award. Each nomination will be selected on the basis of specific criteria (See Appendix 1). Photographs of awarded pupils will be publicly displayed in the main foyer and on College Social Media Accounts, and pupils will be formally awarded by certification during Celebration Assemblies at the end of each month. Parents / carers will also be informed through the Sims Parents App of these awards.

Classroom Rewards

Our teachers are aware that pupils often respond well to more tangible rewards. A number of subject areas in the College operate reward systems which incorporates the use of reward stickers, stars, 'smiley faces', 'Happy Mail' or small material rewards such as pencils etc ... to recognise good behaviour, helpfulness or effort. Our teachers are aware that pupils generally respond positively to being given positions of responsibility within classes, around the college or within extra-curricular activities. Such positions may include involving pupils in the Open Night, selecting pupils to represent the College in external events or giving individual pupils responsibility for managing the administering / collection of resources / equipment in the classroom.

Non-Verbal Rewards

Teachers utilise a number of non-verbal rewards as acceptable endorsements of positive behaviour or attitudes. Rewards of this nature occur in everyday interactions between teachers and pupils and may include smiling, nodding or a simple 'thumbs-up' sign.

Verbal Rewards

Verbal acknowledgements of positive behaviours / attitudes used by teachers include overt or unobtrusive words of commendation, depending on the circumstances and the age of the pupil, praise from other pupils through the use of peer assessment teaching strategies, detailed, positive written comments in workbooks, school reports and student planners.

SANCTIONS

Sanctions, designed in consultation with parents / carers and staff are an integral part of the Behaviour Management Policy for Saint Fanchea's College. The sanctions aim to uphold the college rules and procedures as well as providing pupils with the security of clearly defined boundaries and, in so doing, encouraging appropriate and acceptable behaviour. The sanctions outlined in this policy;

- a. are applied by all staff in a fair and consistent manner
- b. are applied as soon after the offence as possible, not impulsively, but in a calm and measured value
- c. are proportionate to the offence
- d. defuse, rather than escalate, the situation
- e. focus on the undesirable behaviour / attitude, rather than the individual pupil
- f. allow the individual pupil to encourage a more positive attitude in future
- g. take account of individual pupil's needs and personal circumstances in terms of the age, degree of maturity, educational needs, etc ...

Under no circumstances will sanctions;

- a. be applied to entire classes or groups of pupils, when the guilty parties have not been identified
- b. degrade individual pupils, or cause them public or private humiliation
- c. involve physical force
- d. back individual pupils into a corner, either verbally or physically

Our teachers know that a quiet, private, firm reprimand is often more effective than a public display of a potentially 'aggressive' reprimand. When pupils display undesirable behaviours, they should be in no doubt as to why they are being reprimanded, and what would have constituted a more acceptable form of behaviour. Pupils will also be given an opportunity to reflect on their misdemeanour, understand its effect on others in the college community and, as appropriate, make some form of reparation. They will also be encouraged to develop a more positive attitude, and appreciate the benefits of so doing to others and also to themselves. A full outline of the sanctions used are summarised in Appendix 2.

REFFERAL PROCEDURES

Each teacher is directly responsible for behaviour management within their own classroom and for the general standard of behaviour around the college. Teachers should be aware and feel that they are part of team and know that support, if needed, is readily available from;

- another member of the teaching staff
- the Form Teacher
- a more experienced colleague
- another member of staff in the same department
- the Behaviour Management Coordinator
- the Assistant Principal
- the Principal

Every member of staff should feel confident and secure about asking for support, and equally, about giving it when requested. Each teacher should also realise that an over-dependence on continually referring pupils through the Referral System for trivial misdemeanours can diminish a teacher's confidence and self-esteem, and will reduce their authority in the eyes of their pupils.

The following Referral System (See Figure 1) operates in the college for referring pupils who engage persistently, or otherwise, in undesirable behaviours.

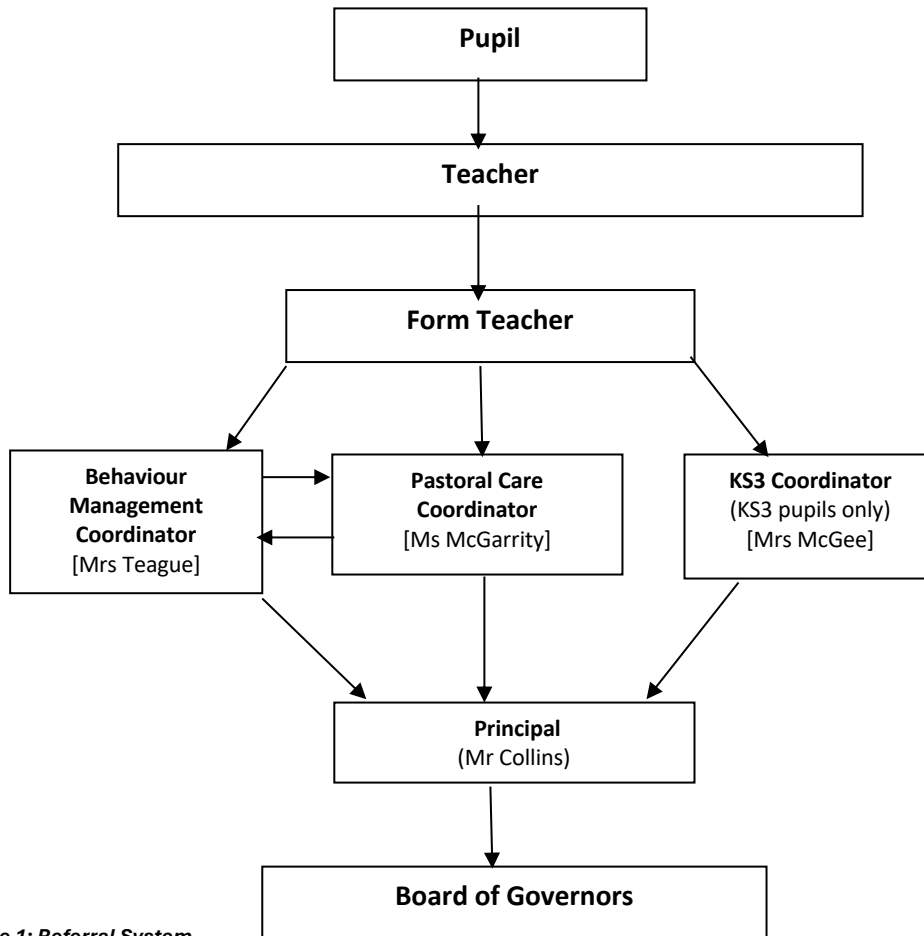


Figure 1: Referral System

ROLES & RESPONSIBILITIES

PUPILS

Pupils have a responsibility to:

- To be aware of the consequences of their own actions.
- To wear the correct school uniform.
- To attend form teacher registration time (am).
- To attend weekly assemblies.
- To attend all classes punctually.
- To line up outside the classroom door.
- To take responsibility for their own learning and progress.
- To come prepared for classwork (books, equipment, homework), ready to engage in the learning process.
- To catch up on work on return to school e.g. illness; sporting activity; medical appointment.
- To record all homework and have parent/carers sign Student Planner weekly.
- To complete homework on time, following Saint Fanchea's Homework Policy, and to the best of their ability.
- To focus on work, respecting the school environment and property.
- To listen to and co-operate with the teacher and classroom assistant.
- To participate in the class to the best of their ability.
- To seek and accept appropriate support as necessary.
- To be polite, well-mannered and treat others with respect.
- To deal with conflict in a non-aggressive manner, accepting direction and support from the teacher and/or classroom assistant.
- To engage with all key personnel at different stages of the Code of Practice.
- To agree targets for behaviour and self-reflect, as outlined in Target and Behaviour Plans.
- To engage in solution focused work within the Pastoral care system.

Rights of the pupil

- To enjoy these rights, pupils must respect the rights of others.
- To be treated with respect.
- To be taught in a safe, healthy and secure environment.
- To be valued, listened to and acknowledged.
- To be provided with a positive learning and social experience.
- To access support, when needed.
- To access opportunities to develop spiritually, morally, cultural, physically and academically.
- To be free from verbal, emotional and physical abuse.

TEACHERS

Each teacher in the college has a central role in implementing the Behaviour Management Policy across the college. Every teacher is directly responsible for managing behaviours within his/her own classroom and the general standard of behaviour throughout the college. Effective classroom management is a pre-requisite for

creating a climate conducive to effective learning and purposeful teaching and to raising standards of achievement. The behaviour of pupils will directly reflect the relationship which the teacher has with them, the effort that has gone into preparing lessons, and the fitness for purpose of the teaching approaches used. All teachers in Saint Fanchea's College have a right to be treated with equality and respect and to be able to work in a safe, healthy and secure environment.

Teachers are expected to promote good relationships with our pupils by:

- arriving punctually to lessons
- greeting pupils in a friendly, welcoming manner
- addressing pupils by their first name
- knowing their pupils' personalities and interests
- engaging the pupils in informal conversation before the start of lessons
- ensuring that learning takes place in a secure, attractive classroom environment
- organising classroom furniture and resources to aid accessibility and reduce uncertainty and disruption
- being aware of, and control their own behaviour, including stance and tone of voice
- addressing the undesirable behaviour of pupils while not criticising the pupil as an individual
- using private rather than public reprimands
- avoiding sarcasm, ridicule, reference to past misdeeds and comparisons with other pupils or siblings
- being fair and consistent when managing pupil behaviour (positive and undesirable)
- critically reflecting on their daily interactions with their pupils re managing behaviours with the intention of improving future performance
- reporting positive and undesirable behaviours to form teachers & parents / carers via homework diaries / phone-call / letters.
- Completing an 'Interim Report' sheet when there are concerns about a pupil's general behaviour across one or more subject areas

Teachers are expected to promote the personal and social development of our pupils by:

- providing opportunities for all pupils to have a degree of challenge and support which will help them learn and experience success
- allowing pupils to co-operate with one another on shared tasks
- encouraging pupils to exercise choice, act responsibly and show initiative
- providing regular feedback to the pupils, as a class and individually
- giving praise and encouragement as appropriate
- welcoming and respecting the suggestions and opinions of pupils
- taking responsibility for handling routine disciplinary matters using the referral system only when required
- using the referral system consistently and appropriately – knowing when, how and who to refer pupils through the system
- To advise individual pupils re methods for managing their emotions and behaviours in the classroom or beyond

Teachers are expected to effectively plan their lessons by:

- taking time, accommodation and resources into account when planning lessons
- arranging the classroom to minimise the possibility of common behaviour problems occurring
- using a range of teaching strategies and tasks appropriate to pupils' differing abilities and learning styles
- devising activities which will challenge the pupils and enable them to experience a measure of success
- ensuring continuity and progression in pupils' experiences
- using prior achievement and the outcomes of assessment to influence the nature and level of tasks
- making full use of the resources available within the college
- devising practical tasks which enable the pupils to gain relevant experience at first hand

Teachers are expected to ensure that their teaching is effective by:

- having realistically high expectations informed by their knowledge of their pupils' needs, abilities and interests
- starting their lessons punctually
- providing a brief summary of the work of the previous lesson before progressing to the next stage of learning
- informing pupils in advance of the expected learning intentions for the lesson
- giving clear instructions and ensuring that they are understood by all pupils
- pacing the lesson so that the work is covered and best use is made of time
- moving around the classroom, anticipating needs, monitoring and extending pupils' work and maintaining order without disturbing the pupils' application and concentration
- using a suitable range of questions to challenge the pupils and provoke thoughtful responses
- giving positive feedback on achievements and behaviour
- setting appropriately targeted homework to reinforce lessons
- marking homework constructively using formative assessment techniques that help pupils to understand what they need to do to improve
- bringing lessons to an orderly conclusion, in a way which consolidates what has been achieved and looks forward to the next stage in learning

Teachers are expected to establish clearly understood routines which help to avoid uncertainty, confusion and inappropriate behaviour by:

- organising a procedure for pupils when lining up outside the classroom, entering, moving about and leaving in an orderly manner
- **never leaving a class unsupervised**
- having a familiar arrangement of furniture, materials and equipment which enables pupils to move about the classroom and access resources quietly and with the minimum of disruption

- involving pupils in everyday tasks such as collecting and distributing books and other materials
- drawing up a set of classroom rules / code of conduct in collaboration with pupils
- displaying classroom rules / code of conduct in a prominent place in the classroom
- avoiding situations where two or more members of staff discipline one pupil at one time

FORM TEACHERS

Form Teachers have day-to-day knowledge of, and contact with, their form groups and have a responsibility to monitor pupil behaviour, attendance and punctuality and support their teaching colleagues in this matter. Pupils who may be experiencing particular difficulties which may lead to behavioural problems are supported by the Form Teacher in liaison with the Pastoral Care Coordinator.

Form Teachers are expected to promote positive behaviours in pupils by:

- Encouraging and modelling positive behaviours
- Regularly outlining pupil responsibilities re behaviour and setting boundaries for pupils
- Bringing positive behaviours to the attention of staff and parents / carers
- Informing the SLT, Pastoral Care Coordinator, Behaviour Management Coordinator, teachers, classroom assistants of changes in an individual pupil's personal circumstances / needs that may affect their behaviour
- Coordinating the rewarding / celebration of positive behaviours / achievements in their form class
- Recording notes in student diaries re positive & undesirable behaviour
- In consultation with the SLT, selecting pupils for the 'Pupil of the Month Award'

Form Teachers are expected to manage undesirable behaviours in pupils by:

- Helping the pupil to accept responsibility for and change poor behaviour
- Outlining to the pupil: What they did wrong? / Why their behaviour was undesirable? / the responsibility of the pupil in managing their own behaviours and identifying potential causes / reasons for their undesirable behaviours
- Formulating Classroom Ground Rules / Rules for Engagement / Code of Conduct for their Form Class
- Monitoring, tracking and acting on 'flagged' pupil behaviours (positive and undesirable) on SiMs software
- Encouraging a consistent approach re behaviour management among classroom teachers of their form class
- Setting sanctions for undesirable pupil behaviours
- Using appropriate professional judgement when administering sanctions / rewards to take into consideration individual pupil needs / circumstances
- Informing relevant staff of any changes to an individual pupil's needs / circumstances that may affect their behaviours
- Reporting positive and undesirable behaviours to teachers, parents / carers, the SLT and the Behaviour Management Coordinator

- Organising 'Interim Reports' (See Appendix 4) when there are concerns about a pupil's general behaviour across one or more subject areas
- In consultation with the Behaviour Management Coordinator, administering Pupil Improvement Report Cards to pupils in their form group who persistently engage in undesirable behaviour

BEHAVIOUR MANAGEMENT COORDINATOR

The responsibilities of the Behaviour Management Coordinator for promoting positive behaviours and managing undesirable behaviours across the college are;

1. To oversee the effective operation of the Behaviour Management Policy
2. To monitor the implementation of the Behaviour Management Policy
3. To coordinate an annual review of the Behaviour Management Policy
4. To oversee the processes used by staff for recording, monitoring and tracking pupil behaviours on SiMs software (Including Management of the House System)
5. To ensure that the Behaviour Management Policy and Procedures are understood, owned and consistently applied throughout the college by everyone acting in a supervisory role
6. To provide support for the Behaviour Management Policy through suitable staff development programmes
7. To provide feedback to teachers / form teacher who makes an initial referral through the referral system as soon as possible
8. To advise individual pupils re methods for managing their emotions and behaviours in the classroom or beyond
9. To support classroom teachers on issues related to the promotion of positive behaviours and the management of undesirable behaviours in the classroom
10. To assist form teachers / Learning Support Coordinator / Pastoral Care Coordinator / KS3 Coordinator / Principal in the drawing up of action plans aimed at modifying pupil behaviour and improving performance
11. To liaise with the Learning Support Coordinator re the link between differentiated learning / special educational needs and managing behaviour in the classroom
12. To implement sanctions (with the exception of suspensions / exclusions) for addressing persistent undesirable behaviours in the classroom
13. To establish and maintain effective links with parents / carers and external support agencies (including the EA Behaviour Support Team)
14. Liaising with Form Teachers in the organisation and collation of 'Interim Reports' when there are concerns about a pupil's general behaviour across one or more subject areas
15. To conduct liaison meetings with parents / carers aimed at modifying pupil behaviour and improving performance
16. To coordinate the 'Pupil of the Month' rewards system across the college
17. To record and file a secure record of incidences of serious undesirable behaviours exhibited by pupils
18. To analyse and securely file Pupil Improvement Report Cards and contact forms

KS3 COORDINATOR

1. Support KS3 Form Teachers and the Senior Leadership Team in meeting the pastoral and behavioural needs of pupils

2. Be the first point of contact for KS3 Form Teachers in the behavioural referral system in dealing with 'minor' / persistent 'minor' undesirable behaviours (including homework issues)
3. Follow up pastoral / welfare concerns of pupils as identified by KS3 Form Teachers and refer concerns to the Senior Leadership Team as deemed appropriate
4. Maintain written records of issues of concern
5. Liaise with the Behaviour Management Coordinator & Pastoral Care Coordinator in resolving issues related to undesirable pupil behaviours
6. Monitor the rewards data on the SiMs system.
7. Liaise with the Behaviour Management Coordinator in administering pupil improvement reports / targets.
8. Monitor agreed interventionist actions identified within Progress Review Meetings with KS3 pupils.

PASTORAL CARE COORDINATOR

The responsibilities of the **Pastoral Care Coordinator** for promoting positive behaviours and managing undesirable behaviours across the college are;

1. To praise positive behaviours exhibited by pupils (verbally or by written comments in student diaries)
2. To advise individual pupils re methods for controlling / managing emotions in the classroom or beyond
3. To provide a home-school liaison link
4. To support the coordination of appropriate support / external agencies in promoting positive behaviours across the College
5. To liaise with the Behaviour Management Coordinator in coordinating the Addressing Bullying in Schools Policy
6. To inform relevant staff of changes to an individual pupil's needs / circumstances that may affect their behaviour or learning
7. To support the coordination of an annual review of the Behaviour Management Policy
8. To coordinate the roles and responsibilities of Senior Prefects

PRINCIPAL

The responsibilities of the **Principal** for promoting positive behaviours and managing undesirable behaviours across the college are;

1. To conduct whole school assemblies for celebrating positive behaviours / outstanding work
2. To conduct liaison meetings with parents / carers / outside agencies aimed at modifying pupil behaviour and improving performance
3. To communicate relevant information with staff re the personal needs / circumstances of individual pupils that may affect their behaviour or learning
4. To administer sanctions to pupils re persistent undesirable behaviours
5. To provide feedback to teachers / form teachers who make an initial referral through the referral system as soon as possible
6. To support the coordination of appropriate support / external agencies in promoting positive behaviours across the college
7. To support the coordination of an annual review of the Behaviour Management Policy

8. To suspend a pupil in accordance with CCMS procedures and the *Schools (Suspension and Expulsion of Pupils) Regulations (Northern Ireland) 1995 & 1998 and DE Circular 2015/19 and DE Circular 1995/09*
9. To expel a pupil in accordance with CCMS procedures and the *Schools (Suspension and Expulsion of Pupils) Regulations (Northern Ireland) 1995 & 1998 and DE Circular 2015/19 and DE Circular 1995/09*

PARENTS / CARERS

We believe that the creation and maintenance of partnerships with parents / carers is the key to the establishment of positive behaviours among pupils in our college. Early intervention and regular communication with parents will ensure that behaviour at Saint Fanchea's College remains at a high overall standard. The responsibilities of the parents / carers for promoting positive behaviours are;

- To be aware of and understand the rules and procedures detailed in Behaviour Management Policy in the college and support it
- To encourage their daughter to follow the college rules, expectations of pupil behaviour, and to show respect for other pupils, school staff and property
- To foster mutually respectful relationships between staff, pupils and families.
- To ensure that their daughter attends the college regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead
- To show interest in their daughter's classwork and homework
- To provide suitable facilities for studying at home
- To provide the necessary equipment for school, so that their daughter is prepared for learning.
- To follow the Home-School Agreement
- To ensure their daughter follows the Home-School Agreement and shows respect for other pupils, all school staff and property.
- To act as positive role models for their daughter in their relationship with the college
- To attend planned meetings with teachers and parent evenings
- To treat college staff with the respect that they would expect to receive themselves
- To provide the college with all the necessary background information about their child, including informing the college promptly about any concerns they have about school, or any significant change in their daughter's medical needs or home circumstances
- To ensure their daughter wears the correct school uniform.
- To respond quickly to concerns raised by staff from the college about their daughter's behaviour
- To oversee and promote the value of homework and monitor their daughter's books to pick up on teacher's marking for improvement.
- To check and sign the Student Planner on a weekly basis.
- To support and monitor their daughter's behaviour through Pupil Planner, Target Setting Plans / Assessment Records / Progress Profiles and Behaviour Plans (within Student Planner).
- To make an appointment when they wish to meet a member of staff.
- To respond quickly to behavioural concerns raised by the school.

- To maintain regular communication with the school, via notes in Pupil Planner, appointments, attendance of annual parent/teacher meetings.

Rights of the parents/carers

- To receive a quality education for their daughter,
- To have their daughter taught in a warm, welcoming and safe place.
- To have their daughter treated fairly and with respect.
- To seek support for their daughter if she has any problems.
- To be responded to sensitively when raising any concerns.
- To be told promptly about any concerns.
- To be informed about any issue which affects their daughter's education/welfare.

BOARD OF GOVERNORS

The Board of Governors of Saint Fanchea's College have a strong commitment to the educational and emotional needs of our pupils. The responsibilities of the **Board of Governors** for promoting positive behaviours and managing undesirable behaviours across the college are;

- To familiarise themselves with the Behaviour Management Policy and related procedures
- To familiarise themselves with the Health & Safety Policy and related procedures
- To support the Principal in resolving complaints
- To advise the Principal by informing decisions related to behaviour management (suspensions and expulsions) with more objectivity to ensure that correct and difficult judgements are made
- To attend formal 'pre-expulsion' consultation meetings with the principal, parents / carers, and representatives from the EA and CCMS.
- To support the coordination of an annual review of the Behaviour Management Policy

OTHER GROUPS IN THE COLLEGE COMMUNITY

Roles and Responsibilities of Classroom Assistants

All classroom assistants are highly valued and trained members of our staff, who are key in supporting the teacher in promoting positive behaviour among pupils.

- To assist the classroom manager, in promoting a safe and caring environment and setting standards of acceptable behaviour.
- To support in the management of behaviour with assigned pupils.
- To continuously monitor and evaluate pupil progress, recording and reporting areas of concern to the class teacher.
- To assist in the planning and delivery of the curriculum, recognising and responding to the individual needs of pupils and following teacher guidelines.
- To facilitate learning in a pupil-centered manner, assisting pupils achieving their full academic and personal potential.
- To listen to and value pupil contributions.

- To assist in promoting life long and independent learning, preparing pupils for adult life.
- To be a positive role model for pupils.
- To help pupils achieve full potential.
- To seek to improve, as part of being a reflective practitioner.
- To provide support for colleagues.
- To attend lessons punctually.
- To liaise with the Learning Support Coordinator to ensure an input into annual reports to parents/guardians.

Canteen Supervisors

Canteen Supervisors are responsible for ensuring that pupils behave in an orderly way while queuing for the dinner, break-time snacks, sitting at tables, and returning to classrooms via locker rooms after lunch. Persistent undesirable behaviour from individual pupils in the canteen will be referred to a member of the SLT on lunch-time duty who will administer an appropriate sanction or refer the pupil through the referral system.

Senior Prefects

From time to time, under the direction of the Principal / Assistant Principal, some senior prefects may have the responsibility of supervising classes during break-time in designated classrooms and pupils are expected to take direction from these girls. Prefects are expected to report any instances of undesirable behaviour to the Form Teacher of the class.

Building Supervisor

The Building Supervisor will be expected to report any incidents of undesirable behaviour (especially damage / vandalism of college property) immediately to the Behaviour Management Coordinator and the Principal.

OUTSIDE AGENCIES

The college recognises the need to access external expertise and support to help deal more effectively with individual pupils or groups of pupils who persistently engage in a range of undesirable behaviours. Subsequently the college has close working partnerships with the following external agencies;

Education Authority (Western Region)

The 'Behaviour Support Team' / 'Pupil Personal Development Services' / 'Educational Psychologists' in the EA assists the college in promoting positive behaviours and managing undesirable behaviours by;

- advising the college on programmes for modifying pupil behaviour, and in certain cases, short term support for individual pupils
- advising the college on the development of approaches to discipline and classroom management skills
- identifying effective interventionist strategies to support individual pupils

- advising on the development of Behaviour Action Plans and Risk Assessments to support individual pupils
- advising the college on how to respond quickly and effectively to serious incidents
- advising the college on meeting the needs of pupils with particular disorders that affect their behaviour (ADHD, ASD, etc ...)
- attending formal 'pre-expulsion' consultation meetings with the principal, parents / carers, and representatives from CCMS.

CCMS

CCMS assists the college in promoting positive behaviours and managing undesirable behaviours by;

- advising the Principal on procedures related to CCMS guidelines for the suspension and expulsion of pupils
- attending formal 'pre-expulsion' consultation meetings with the principal, parents / carers, and representatives from the EA
- advising the Principal on school admissions procedures

EWO

The Education Welfare Officer (Lynn Johnston) assists the college in promoting positive behaviours and managing undesirable behaviours by;

- liaising with parents when a pupil's attendance falls below 85% without medical explanation
- meeting with individual pupils to review their progress re improving attendance
- liaising with the Pastoral Care Coordinator to ensure that unexplained absences are minimised

COUNSELLING SERVICES

The College avails of counselling services from 'Familyworks' on a weekly basis. We acknowledge that undesirable behaviour may be a symptom of pupils who are in a state of emotional distress because of difficult personal circumstances, or difficulty in coping with social pressures arising from a 'school' environment, or as a result of a psychological disorder. The counsellor from 'Familyworks' (Seana Lavelle) liaises closely with the Pastoral Care Coordinator and the Principal. The college also liaises with Social Services, CAHMS, and the School Nursing Team re medication and social concerns which may cause behavioural problems.

PSNI

The school's liaison branch of the PSNI (Elaine Latimer) works in partnership with the College in promoting positive behaviours and managing undesirable behaviours by;

- advising the College on the management of incidents related to undesirable behaviours that have resulted in an injury to any member of the College community
- providing enrichment education programmes that raise pupils' awareness of the risks / legal consequences of a range of potentially anti-social activities both within and outside the College (e.g. Fireworks / Social Networking Internet Sites / Use of Mobile Camera Phones, etc ...)

Appendix 1

Awards

Form Teacher Awards

This award is intended to recognise the “invisible” pupils in our college, those that work very hard but they may not be the top of the class, they abide by the college rules but they may not always get a formal recognition.

Regularly the Form Teacher in collaboration with the Senior Leadership Team will nominate a student(s) in the class for the award. **The nominated pupils will be confirmed by SLT prior to the announcement of the awards.**

Photographs of the pupils will be displayed in the main foyer for a month before being renewed by another group of students. Successful pupils will receive a special reward to mark their nomination.

The success criteria for the award will include pupils who:

- have very good attendance and punctuality
- wear the college uniform at all times with pride
- work to the best of their ability
- support others
- participate in all aspects of college life, curricular, pastoral and extra curricular
- are positive, pleasant and co-operative
- show a willingness to represent the college at public events
- students who overcome their own difficulties and show a marked improvement in their attitude to work and to their peers

Bronze, Silver, Gold and Platinum Awards

These awards are intended to recognise achievement points. Conduct points are totalled by looking at individual points totals at each half-term interval during the academic year. Certificates and rewards are awarded during celebration assemblies on the week following the half-term.

Photographs of the pupils will be displayed in the main foyer for a month before being renewed by another group of students.

Principals Award

These awards are intended to recognise achievement points. Conduct points are totalled by looking at individual points totals at each term-end during the academic year. The top points scorers are then awarded with a certificate and reward by the Principal/Vice-Principal during celebration assemblies.

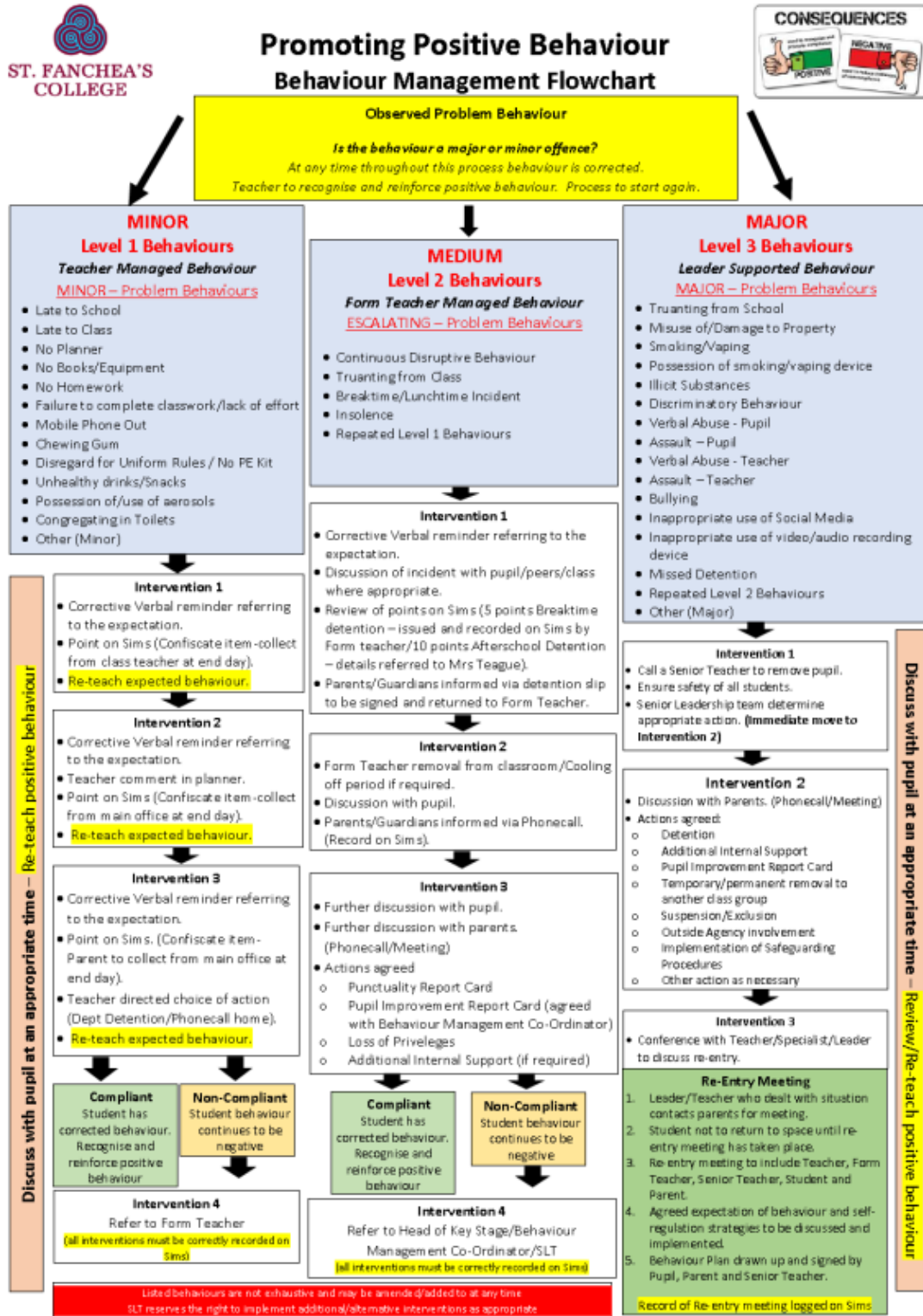
Photographs of the pupils will be displayed in the main foyer for a month before being renewed by another group of students.

The Principal may also award this prize for pupils whom have overcome adversity.

APPENDIX 2

Behaviour Flowchart - Sanctions

There is a flowchart of sanctions which may be applied with increasing severity according to the incident of undesirable behaviour in question.



In addition to the sanctions outlined above, teaching staff may also implement some of the following sanctions;

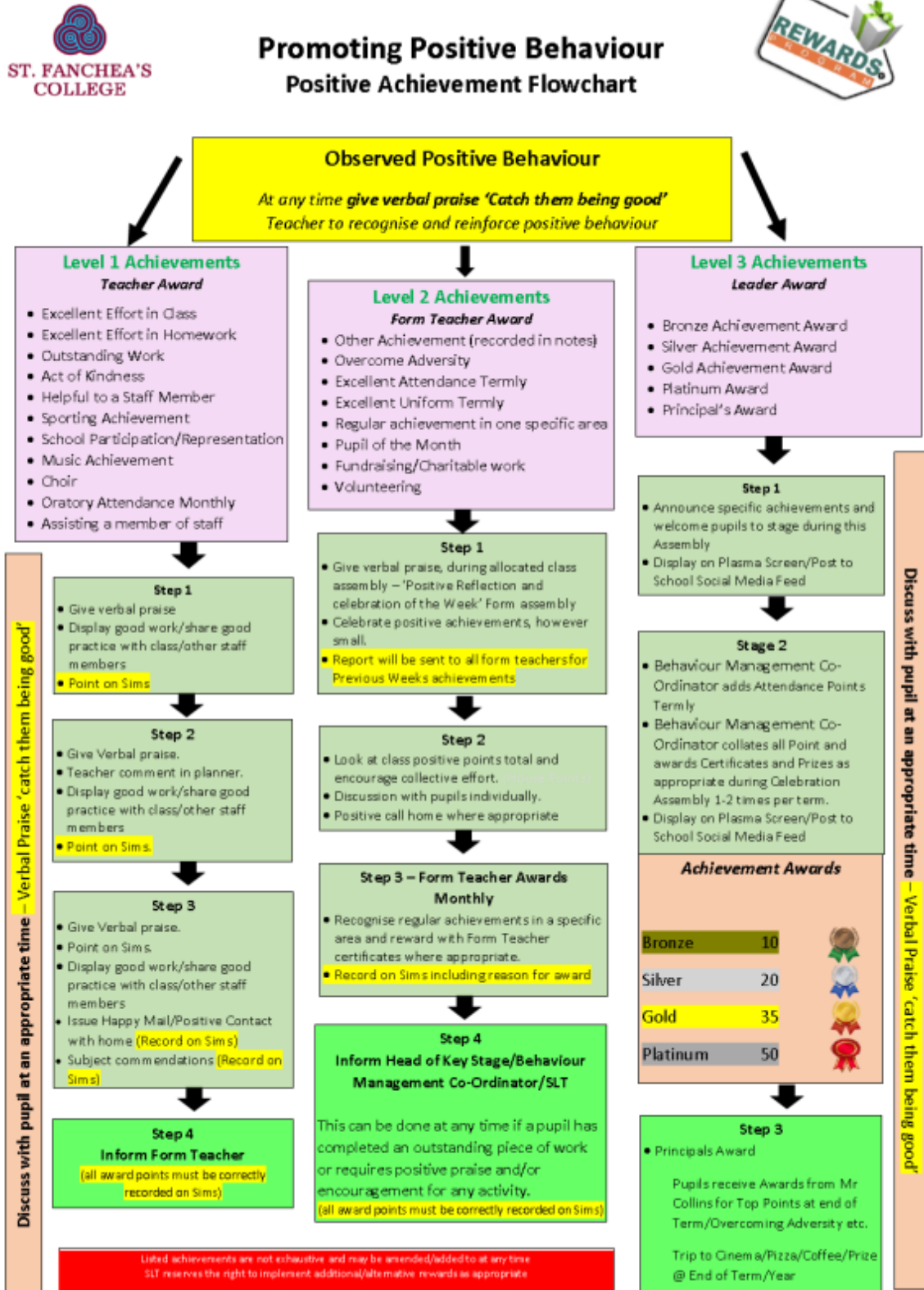
- withdrawal of general privileges, for a fixed or permanent time
- restriction of access to extra-curricular facilities or activities for a period in a manner that does not detrimentally affect a pupil's entitlement to the curriculum or places the pupil at an educational disadvantage with their peers
- completion of additional work to complement or reinforce current studies (not lines)
- the referral of a pupil through the Referral System

The College will always strive to ensure that Parents / Carers will be involved in partnership with the College, in securing and maintaining their daughter's good behaviour in College. Behaviour Points are recorded on SiMs and Parent's are notified of these through the SiMs Parents App. It is unrealistic for the College to notify parents / carers of every trivial misdemeanour, but for more serious or persistent incidences outlined in this appendice, the college will notify parents of the matter, including the sanction which has been imposed and the reason for it.

APPENDIX 3

Achievement Flowchart - Rewards

There is a flowchart of rewards which is applied with increasing achievement according to the levels of positive engagement and achievement reached.



Appendix 4

Pupil Improvement Report



PUPIL IMPROVEMENT REPORT CARD

<u>NAME:</u>	<u>CLASS:</u>
<u>DATE:</u>	<u>TIME OF ARRIVAL TO SCHOOL:</u>

To the Pupil – Please give this card to your class teacher at the start of the lesson and give the completed card to your form teacher at the end of the day.

To the Teacher – Please put a tick in the box if targets are met – you may also wish to write a comment.

Period	Target 1	Target 2	Target 3	Additional Comments	Teacher Initials
1					
2					
Break					
3					
4					
5					
6					
7					
8					
9					
10					
11					

Went straight home from School

YES / NO (Please circle)

Parent Signature Form Teacher

Signature of Principal

Appendix 5



PUPIL INTERIM REPORT

Pupil Name:	Class:
Subject:	Teacher:

Please comment on this pupil's general academic progress in your subject:

Please comment on this pupil's general behaviour in your subject (please state if she has been moved in class, withdrawn from your lessons, or spoken to regarding any issues etc.)

Any Other Comments (Please outline any measures you have put in place to assist Ruby in your classroom):

Report Signed: **Date:**

Appendix 6

Punctuality Report



WEEKLY PUPIL PUNCTUALITY REPORT CARD

<u>NAME:</u>	<u>CLASS:</u>
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To the Pupil – Please make sure an adult completes your time of arrival into school each morning. Please give this card to your class teacher at the start of the lesson and once signed by your parent, give the completed card to your form teacher in Form Class the next morning.

To the Teacher – Please fill in the following report sheet to monitor the PUNCTUALITY of this pupil over the next week. Please put a **tick** in the box for the table 1 if the pupil is on time and an **x** if the pupil is late.

DATE:

<u>Time of Arrival to School</u>	<u>Signed (Adult/Teacher)</u>											
	Lessons											
IMPROVEMENT TARGETS	1	2	Break	3	4	5	6	7	8	9	10	11
Arrived at lesson on time												
Minutes Late												
Teacher Initial												
Requests to leave lesson (times and subject)												
Parent Signature												
Form Teacher Signature												

DATE:

<u>Time of Arrival to School</u>	<u>Signed (Adult/Teacher)</u>											
	Lessons											
IMPROVEMENT TARGETS	1	2	Break	3	4	5	6	7	8	9	10	11
Arrived at lesson on time												
Minutes Late												
Teacher Initial												
Requests to leave lesson (times and subject)												
Parent Signature												
Form Teacher Signature												

Appendix 7

Related School Policies

The Behaviour Management Policy is set within the broader school context of Pastoral Care and, as such, should be implemented in conjunction with the following school policies in order to be truly effective:

- Pastoral Care Policy
- Safeguarding Policy
- Addressing Bullying in Schools Policy
- Pupil Attendance Policy
- Inclusion Policy
- Learning Support Policy
- Homework Policy

This policy will be reviewed on annual basis.

Date of next review – **September 2024**

Principal Date

Chair of the Board of Governors Date