



# St. Mary's Limavady

*Scoil Mhuire Léim an Mhadaidh*

*Living Faith, Inspiring Learning, Shaping Futures*

## **BEHAVIOUR FOR LEARNING POLICY**

### **St. Mary's Limavady**

Date Approved by Board of Governors: JANUARY 2019

Next Policy Review Date: JANUARY 2021

Chairperson BOG \_\_\_\_\_

## **Introduction**

A climate which fosters effective learning and teaching, both within class and about the school, is at the heart of the education process. In St. Mary's Liamvady it is our belief that such an ethos should underpin our Behaviour for Learning Policy. We believe this is best promoted through focusing on the creation and maintenance of good relationships between all members of our school community, particularly between students and all staff members, teaching and non-teaching as well as between school and parents and the community we serve.

## **Aims**

The Governing Body and Staff of St. Mary's Limavady are committed to promoting high standards of behaviour. This policy puts into effect principles for promoting positive behaviour for learning with the aim of enabling all students to achieve their potential. It sets out the whole school approach to behaviour management in order to achieve a positive whole school learning ethos. We seek to uphold at all times The core values of St. Mary's Limavady:

<b>Love</b>	<b>Compassion</b>
<b>Effort</b>	<b>Ambition</b>
<b>Appreciation</b>	<b>Respect</b>
<b>Responsibility</b>	<b>Empathy</b>
<b>Nurturing</b>	

This policy:

- defines the expectations we have of each member of the community
- provides clarification on what high standards of behaviour are and the consequences of unacceptable behaviour
- provides guidance for teachers to promote good practice and outlines sources of support for dealing with all types of behaviour
- provides a clear, stepped approach when dealing with incidents of unacceptable behaviour that ensures consistency of response by all staff
- provides clear guidance on rewarding students
- promotes equal opportunities for all students in our community
- promotes a culture of praise and encouragement in which all students can achieve

These aims reflect St. Mary's Limavady's commitment to developing confident and competent young adults that are fully prepared, with the appropriate social, emotional and academic skills, to enter the next stage of their lives, whether this is higher education or the work place.

The school has high expectations of its students, teachers and other members of the school and it works in partnership with other local schools and businesses to ensure the school both enhances and contributes to the local community.

We recognise that some students may have behavioural difficulties which differ from being ill disciplined and we strive to address these kinds of behavioural needs through intervention strategies to enable the student to modify and change the behaviour.

## **Context**

This Behaviour for Learning Policy is linked to other related policy documents:

- Safeguarding Child Protection Policy,
- Reasonable Force
- Mental Health and Well Being
- Acceptable Behaviour ICT Policy,
- Attendance Policy,
- Teaching and Learning Policy,
- Anti Bullying Policy
- Health and Safety Policy,
- Electronic Devices Policy

## **Responsibilities**

Students, staff and parents / guardians have rights and consequently responsibilities, which must be respected and followed by all on a consistent basis if effective learning and teaching is to take place.

### Students Responsibilities

- Be ready and prepared for the school day – equipment, homework and coursework
- Respect each other, staff, visitors, buildings, school grounds and local community
- Never bring inappropriate or unlawful items to school
- Have a positive attitude
- Not put down, harm or bully
- Participate and contribute to lessons and all aspects of school life
- To be punctual
- Display good manners
- Follow instructions by school staff
- Be in full school uniform
- Maintain good attendance
- Be motivated and eager to learn
- To have a good work ethic and personal drive taking ownership of learning, to engage in independent learning and attend revision classes
- Display good behaviour and follow school rules, community code, class rules
- Try our best with homework tasks
- Be enthusiastic about school
- To meet targets and deadlines
- Be supportive of each other and look out for each other
- To work to the best of our ability

### Staff Responsibilities

- Respect and have a genuine interest, compassion and care of our students
- Be fair and consistent
- Be hardworking, dedicated and committed to each student's success and have a willingness to develop the whole child - not just the academic
- Help all students to develop their full potential

- Challenge and motivate students in terms of work and behaviour and set challenging but realistic and achievable targets for them
- Make lessons interesting, stimulating and fun and use variety in teaching
- Have high standards of work, high expectations , striving for excellence
- Create a safe and pleasant physical environment
- Create a positive learning environment and welcoming atmosphere
- Have good classroom management, discipline and Health and Safety to ensure students can learn
- Use rewards and sanctions clearly and consistently
- Be well prepared and organised for lessons and the school day
- Be a good role model
- Present a professional attitude, approach and behaviour
- Form positive relationships with students and parents
- Be empathetic, sensitive, understanding and supportive
- Recognise and value the strengths of all students
- Offer a framework for teaching the personal, social and emotional skills
- Communicate effectively and maintain contact concerning the students' progress with parents/guardians

#### Parents'/Guardians Responsibilities

- Attend parents meetings and attend school functions to support your child
- Support and work in partnership with the school
- Show an interest in all that their child does in school sign homework and homework diaries
- Prepare students for the school day, ensure children are in school, on time, equipped, with the correct uniform
- Communicate with the Form Tutor when necessary and keep them informed of issues
- Make students aware of appropriate behaviour and support our school ethos
- Reinforce the partnership between home and school by agreeing action to be taken to improve potential success and achievement
- Instil a sense of respect and self-respect
- Know the school rules and school policies
- Support child's learning in school and at home
- Give students a sense of direction and encourage independence and self-discipline
- Help students meet deadlines for coursework
- Encourage students to be hardworking and eager to learn
- Encourage students to get involved in the extra-curricular life of school

#### **Rewards**

In St. Mary's Limavady, we strive to recognise and acknowledge achievement in all aspects of school life including good behaviour. The aims of our Rewards Policy are:

- to recognise that a key part of developing the potential of our students is giving encouragement and praise and we see this as a component of learning and teaching and effective student/teacher relationships
- to actively look for opportunities to praise students both within and beyond lessons
- to encourage our students to strive for the best that they can be

- to develop a system of rewards that allows us to celebrate achievement, excellence and contribution in all aspects of school life

In St. Mary's Limavady, good behaviour is recognised and /rewarded in the following ways:

- Praise
- Non-verbal rewards such as a thumbs up sign or a smile
- Showing work to another teacher and to the Head of Department/Head of Year
- Text/letters/phone calls home to parents
- Displaying work
- Comments on SIMS
- Certificates
- Rewards outings
- Assembly Presentations
- Individual Subject Awards
- Student of the Month Awards
- Merit Awards
- Celebration of achievement through media (e.g. newspapers, social media, parents news, website)

## Sanctions

All schools have consistent policies and procedures to deal with persistent poor behaviour that prevents students learning and hinders teaching staff from delivering their lessons. Behaviour of a poor nature at any level including persistent low level behaviour should never impinge upon student learning. We have set out clear guidelines for all students in school so that they know what is expected of them in lessons through the classroom rules and also what sanctions will be applied should their behaviour be inappropriate. All students feel safe and secure when they know the boundaries for behaviour.

This policy sets out well detailed guidelines for behaviour expectations and sanctions that will be applied when a student breaches these rules. The list of sanctions is not exhaustive and the **principal reserves the right to apply any sanction deemed appropriate for any poor behaviour in school**. We acknowledge that there may be very rare occasions when a parent does not agree with a particular sanction/consequence of their son/daughter's actions. As a school we are willing to listen to and discuss parental views. However, we expect that all parents will fully support the decisions made by the school at all times.

All members of staff will have tried various behaviour strategies prior to sanctions being applied. These include:

- Use of praise and encouragement
- Giving the student opportunities to rectify their poor behaviour
- Moving the student to a different place within the classroom
- Re-directing the student to the task in hand
- Traffic Lights system

Sanctions that can be applied for breach of school rules include:

- Verbal reprimand
- Additional work given
- Short / Long detention
- Phone call / letter home

- Confiscation of mobile phones or devices
- Meeting held with parents
- Behaviour contract
- Placed on Report
- Attendance at Governor's Behaviour Sub Committee Meetings
- Withdrawal from class or school for a short period of time (arranged by the Head of Year and Vice Principal) and agreed by parent
- Formal suspension from school (depending on the severity of the problem)
- Expulsion

There are a number of interventions in place in school that will be used to support students who consistently show disruptive behaviour and often do not respond to the usual range of rewards and sanctions in place in school.

**We all share responsibility for the reputation of the school.** The best kind of discipline is self-discipline. Be polite and be considerate to others. Our rules are based on the need for safety, for good working relationships and for the smooth day to day running of the school. Students are expected to follow these rules when in school and when on their way to and from the school.

All Staff are responsible for the care and safety of students in their classrooms. All Staff structure lessons according to the guidelines of the Teaching and Learning policy to ensure a consistent approach for all students. This may include seating plans, ways of encouraging appropriate behaviours for optimum learning to take place, positive praise and ways to engage students, maximise learning and maintain pace in lessons.

## Behavior for Learning - Individual Roles

<b>Subject Teacher</b>	<p><i>For students showing unacceptable behaviour</i></p> <ul style="list-style-type: none"> <li>• Promote positive behaviour</li> <li>• Graduated response</li> <li>• Initial verbal warning</li> <li>• final verbal warning with consequences based on class rules</li> <li>• HOD offers additional support where appropriate</li> <li>• Avail of Dept. Buddy System</li> <li>• Establish targets for improvement</li> <li>• Contact with parents/guardians</li> <li>• Short detention issued by subject teacher</li> <li>• Subject teacher may meet with parent where appropriate</li> <li>• Log incident/information on SIMS</li> <li>• Update Form Tutor</li> </ul>
<b>Head of Department</b>	<p><i>Support Subject Teachers in the following ways:</i></p> <ul style="list-style-type: none"> <li>• HOD Actions implemented</li> <li>• Parental/student meeting arranged, strategies for improvement discussed and targets collaboratively agreed</li> <li>• Liaise with Subject Teacher.</li> <li>• Parent/guardian informed of good progress</li> <li>• Lack of progress made - Student will be referred to HOY</li> <li>• Parent/guardian informed of referral</li> <li>• Log incident/information on SIMS Behaviour Management</li> <li>• Update Form Tutor</li> </ul>
<b>Form Teacher</b>	<p><i>Where students are causing concern, support Subject Teachers in the following ways:</i></p> <ul style="list-style-type: none"> <li>• Monitor reports of students causing concern in more than one curriculum area</li> <li>• Form Teacher actions implemented</li> <li>• Work collaboratively with subject teacher and Learning Support Co-ordinator (where appropriate)</li> <li>• Discuss concerns with student</li> <li>• Negotiation of apology/resolution</li> <li>• Parents/Guardians contacted</li> <li>• Form Teacher has daily discussion with student</li> <li>• Form Teacher reviews student progress towards targets for improvement</li> <li>• Form Teacher may meet with Parents where appropriate</li> <li>• Students making little progress are referred to the HOY, to agree further strategies</li> <li>• Log incident/information on SIMS</li> </ul>
<b>Head of Year</b>	<p><i>Support Form Tutors/Subject Teachers in the following ways:</i></p> <ul style="list-style-type: none"> <li>• HOY Actions implemented</li> <li>• Parental/student meeting arranged strategies for improvement discussed and targets agreed</li> <li>• Daily monitoring of progress towards targets</li> <li>• Liaise with Form Teacher</li> </ul>

	<ul style="list-style-type: none"> <li>• Parent/guardian informed of good progress</li> <li>• Lack of progress made - Student will be referred to VP for further Intervention</li> <li>• Parent/guardian informed of referral</li> <li>• Student referred for support, Counselling, EWO (where appropriate) or other agency for support.</li> <li>• Log incident/information on SIMS</li> <li>• Student will be issued with a formal Individual Behaviour Plan</li> <li>• Formal School Letter sent home/phone call outlining a failure to follow agreed strategies as previously discussed with HOD/HOY</li> <li>• Liaise with LSC / external agencies</li> <li>• When progress is made, parent/guardian informed</li> <li>• New or ammended behaviour targets set and monitored</li> <li>• Support weekly review</li> <li>• Lack of progress will lead to a referral to the Vice - Principal – parent/guardian informed</li> <li>• Update Form Teacher</li> </ul>
<b>Vice - Principal</b>	<p><i>Support HOYs, HODs, Form Tutors and Subject Teachers in the following ways:</i></p> <ul style="list-style-type: none"> <li>• Discussion with student regarding long-term future</li> <li>• Parental Interview with student</li> <li>• School Contract discussed and signed</li> <li>• External provision may be recommended for student</li> <li>• Where appropriate a risk assessment will be undertaken</li> <li>• Liaise with appropriate staff</li> <li>• Student may be suspended from school pending Risk Assessment undertaken</li> <li>• Case heard by Board of Governors Disciplinary Sub-Committee</li> <li>• In the event of a recurring suspension – final warnings issued</li> <li>• Implement recommendation/ decision of BoG</li> <li>• Log incident/information on SIMS</li> <li>• Update Form Teacher</li> </ul>
<b>Principal</b>	<p><i>Support Vice - Principals, HOYs, HODs, Form Teachers, Subject Teachers and Support Staff in the following ways:</i></p> <ul style="list-style-type: none"> <li>• Discussion with student regarding long-term future</li> <li>• Parental Interview with student</li> <li>• School Contract discussed and signed</li> <li>• External provision may be recommended for student</li> <li>• Liaise with staff where appropriate</li> <li>• Student may be suspended from school pending Risk Assessment</li> <li>• In the event of a recurring suspension – final warnings issued</li> <li>• Case heard by Board of Governors Disciplinary Subcommittee)</li> <li>• In the event of a long term suspension – final warnings issued</li> <li>• Implement recommendation/ decision of Board Of Governors</li> <li>• Liaise with CCMS on expulsion procedures</li> <li>• Log incident/information on SIMS</li> </ul>



## Behavior for Learning Stepped Procedures

In St. Mary's Limavady we believe that a consistent approach employed by all staff will ensure a climate for learning. With that in mind St. Mary's Limavady employs a stepped behavior for learning system.

<b>Mildly Disruptive Behaviour:</b>	
<p><b>Will be dealt with by the Class Teacher. This may include:</b></p> <ol style="list-style-type: none"> <li>Not keeping on task.</li> <li>Refusal to be quiet.</li> <li>Distracting peers.</li> <li>No books, no homework, no equipment/coursework</li> <li>Inappropriate language (use discretion).</li> <li>Arriving late for class</li> </ol>	<p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Ignore behaviour</li> <li>Use eye contact with student</li> <li>Move closer to student, if disruptive behaviour stops, acknowledge with "thanks" or similar remark</li> <li>Ask for behaviour to change e.g. "please don't talk to your neighbour as he/she is working. Thanks"</li> <li>Allow for take up time, walk away from the student after giving the instruction. Give time to think about their actions, this reduces the risk of confrontation</li> <li>Refer to agreed class rules on behaviour</li> <li>Detain student at break or lunchtime</li> <li>If student refuses to comply with your instructions then further action is necessary</li> </ul>
<b>Disruptive Behaviour:</b>	
<p>This arises from the <b>persistent occurrence</b> of the following types of behaviour and when the student has not responded to the least intrusive methods of intervention as outlined.</p> <ul style="list-style-type: none"> <li>Argumentative/continual use of inappropriate language directed at peers/staff</li> <li>Continually disregarding instructions</li> <li>Continually distracting peers</li> <li>Disrupting Teaching/Learning</li> <li>Continually arriving late to class</li> </ul>	<p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Record incident on SIMS</li> <li>Remove student to adjoining class if necessary (class teacher will follow up after class)</li> <li>Discuss problem with Form Teacher and /or Head of Year</li> <li>Recommend formal detention</li> <li>Rebuild relationship with the student as soon as the issue is resolved</li> <li>Pastoral Team to liaise with SENCO/parent, to complete Behaviour IEP/Risk Assessment</li> </ul>
<b>Seriously Disruptive Behaviour:</b>	
<p>The Teacher will issue a <b>Red Card</b> to the student and send for the Vice Principal or Senior Teacher, only when <b>Teaching and Learning is seriously disrupted. Student must not be sent out of class-he/she will be collected by member of Senior Leadership or Head of Year.</b></p> <p>This may include the recurrence of <b>disruptive</b> behaviour:</p>	<p><b>Procedures:</b></p> <p>The class Teacher should</p> <ul style="list-style-type: none"> <li>Send for the Vice Principal. (If Vice Principal is unavailable then a Senior Teacher/Head of Year)</li> <li>Complete an incident report (copies on RM Staff) and give to Vice Principal by the end of the day.</li> </ul> <p><b>The Vice Principal/Senior Teacher/Head of Year will:</b></p> <ul style="list-style-type: none"> <li>Remove student from class</li> </ul>

<ul style="list-style-type: none"> <li>• Use of aggressive/inappropriate language</li> <li>• Aggressive behaviour/physical fighting</li> <li>• Serious disruption of Teaching and Learning</li> <li>• Abuse of substances/Smoking</li> <li>• Truancy</li> <li>• Major vandalism</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents of behaviour</li> <li>• Inform Form Teacher</li> <li>• If necessary put student on Report Card and arrange meeting with parents</li> <li>• Log incident in the Incident Report Book.</li> <li>• Arrange for student to be taken back to class</li> <li>• Review behaviour IEP and Risk Assessment</li> </ul>
<p><b>In extreme circumstances:</b></p> <ul style="list-style-type: none"> <li>• If the behaviour of a student does not improve despite all procedures being followed, it may become necessary to adjust their timetable following a meeting with parents and the school obtaining signed parental consent for any such adjustment.</li> <li>• An application may also be made to EOTAS for an alternative education placement following discussion of student behaviour at MAST meeting.</li> </ul>	

### External Agencies

It may be appropriate on occasions to refer students to specialist external agencies for individual support. This identification of need will be supported by all available evidence. A number of agencies support our behaviour management work including:

- Behaviour Support Team
- Educational Psychology
- Autism Advisory Intervention Service
- Traveller Support
- Education Welfare Service
- Family Hub

### Record Keeping

It is extremely important that all member of the school community keep accurate records in regards to instances of negative behavior. This can include:

#### SIMS

Used by Form and Subject Teachers to record behaviour and homework concerns. This should be checked by the Form Teacher during Form Period and appropriate action taken e.g. phone call home/letter.

#### Student Planner

Used by students to record homework and by staff to communicate with parents and record positive comments or areas for improvement.

#### Merit Record

Used by Staff to reward good work and behaviour. Student Merit Record will be stamped by the Teacher. A full Merit Record may be exchanged for a prize from the Vice Principal.

#### Head of Year Incident Log

Used to record information on students, meetings/phone calls with parents and the action taken.

#### Report Card (SIMS)

Used by subject teachers to record behaviour/progress of target students in class. Students placed on Report Card will be monitored by the Head of Year and parents given regular updates on progress made.

#### **Teacher Professional Development**

The Pastoral Team in St. Mary's Limavady will support CPD in behaviour management for all members of staff. This will be achieved through:

- Teacher Tutor
- Co-ordinator for Substitute Teachers
- Staff training
- Inset / workshops
- Attendance at relevant external training
- Provision of relevant resources (Behaviour Learning – Managing Behaviour Strategies Booklet)
- PRSD Scheme
- External Partnerships

#### **Monitoring and Evaluating**

As is the practice with other school policies, this policy will be reviewed and updated periodically.

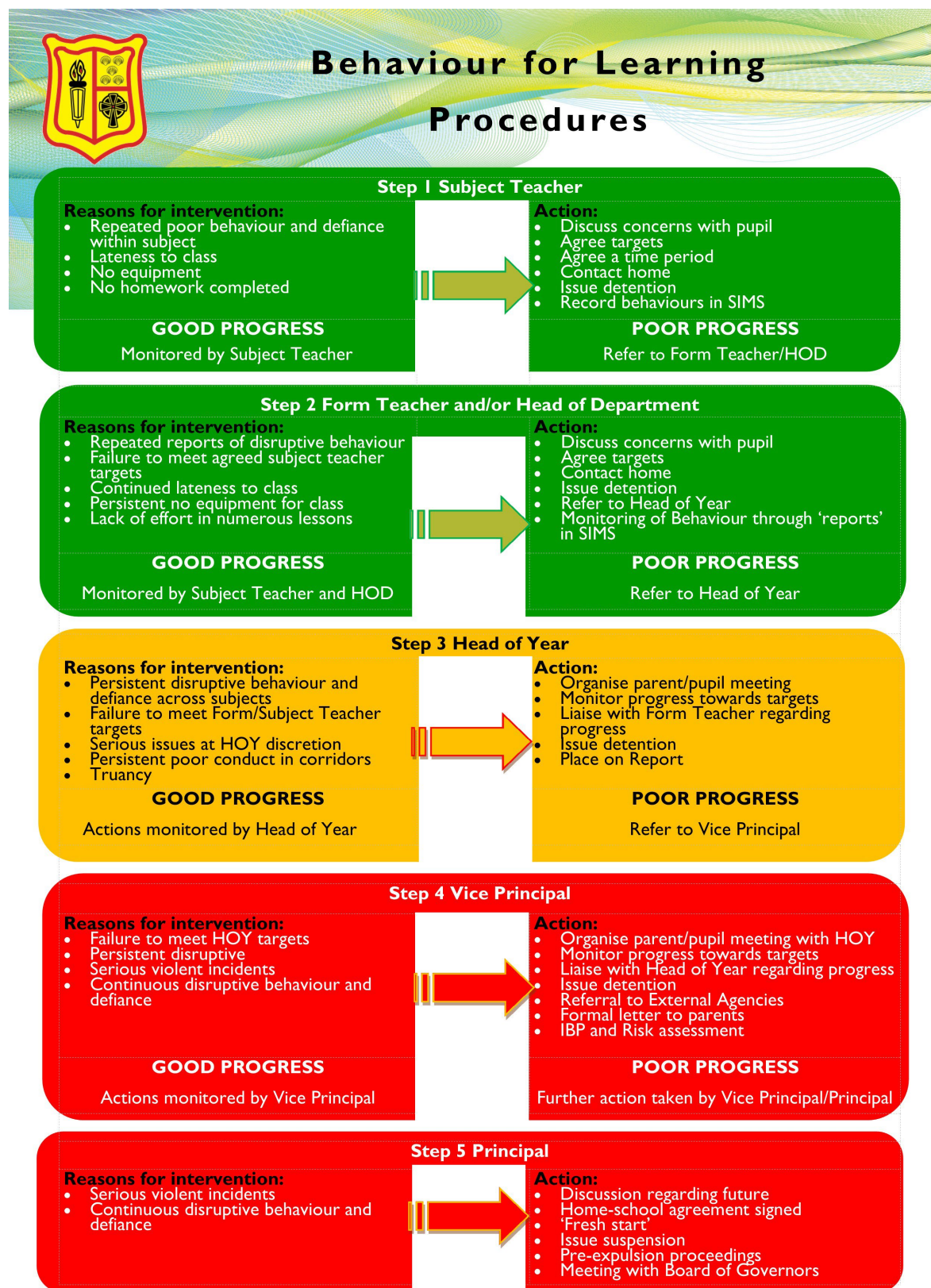
The policy will be monitored and evaluated by:

- Teacher/Student/Parent surveys.
- Head of Year/Form Teacher meetings.
- Subject department meetings.

The results from evaluations can be used to determine:

- Priorities of future staff training and support.
- The nature of on-going consultation with parents.
- Any changes in policy.
- Any changes in methods or resources used.

**Appendix 1**  
**Behaviour for Learning Procedures**



## Behaviour for Learning



***Every student is important in this room.*** No student is more important than anyone else. Our goal is to achieve the best education we can. To make this happen, we must follow rules. This means you have to act and behave in a certain way, so that everyone gets the best education possible. These are the basic rules that everyone must follow. If you don't follow these rules you are stopping yourself and others from learning and there will be consequences for your actions.

1. The teacher is in charge of the class. Students must follow the teachers instructions
2. Hands up to speak - when the teacher is speaking students are listening
3. If the teacher asks someone else to speak, the class must listen
4. Bring all equipment to school
5. At the start of lesson, put your planner, books and pencil case on your desk
6. ALL homework should be recorded
7. You should work to the best of your ability
8. Stay in your seat unless it is a practical activity
9. Only leave the room when told to
10. Students should be respectful and show good manners to other students and all adults

I agree:

To follow these rules

- That my behaviour is my responsibility
- That to learn I must behave in a positive way

Signed

**Appendix 3**  
**Student Contract (Planner)**

**STUDENT CONTRACT**

**To ensure everyone in St Mary's is learning in a safe, happy environment, I will always:**

- Be well-mannered, respectful and obedient
- Only use language that is polite and courteous
- Attend school every day on time
- Bring in all books, equipment and homework
- Take part in lessons and remember to listen
- Ask questions to improve understanding
- Walk quietly and safely on corridors

I have read and agree to keep this contract

Student's Signature: \_\_\_\_\_

Smoking is forbidden: students must not smoke coming to or going from school, on school premises or on school outings. Students are forbidden to have in their possession cigarettes, matches, lighters, 'electronic' cigarettes etc. Illegal substances such as drugs or alcohol are forbidden.

**Selling is forbidden in school.** This includes the selling of sweets, chocolate, drinks etc. If a student is found to be selling the goods will be confiscated and parents will be asked to attend a meeting in school. Water is the only drink that may be brought into school. No other drinks are permitted.

Students must observe all safety regulations in the school and classroom. Students must never interfere with safety equipment such as fire alarms, extinguishers etc.

**Continual defiance of school rules will be considered a serious discipline issue and may result in suspension.**