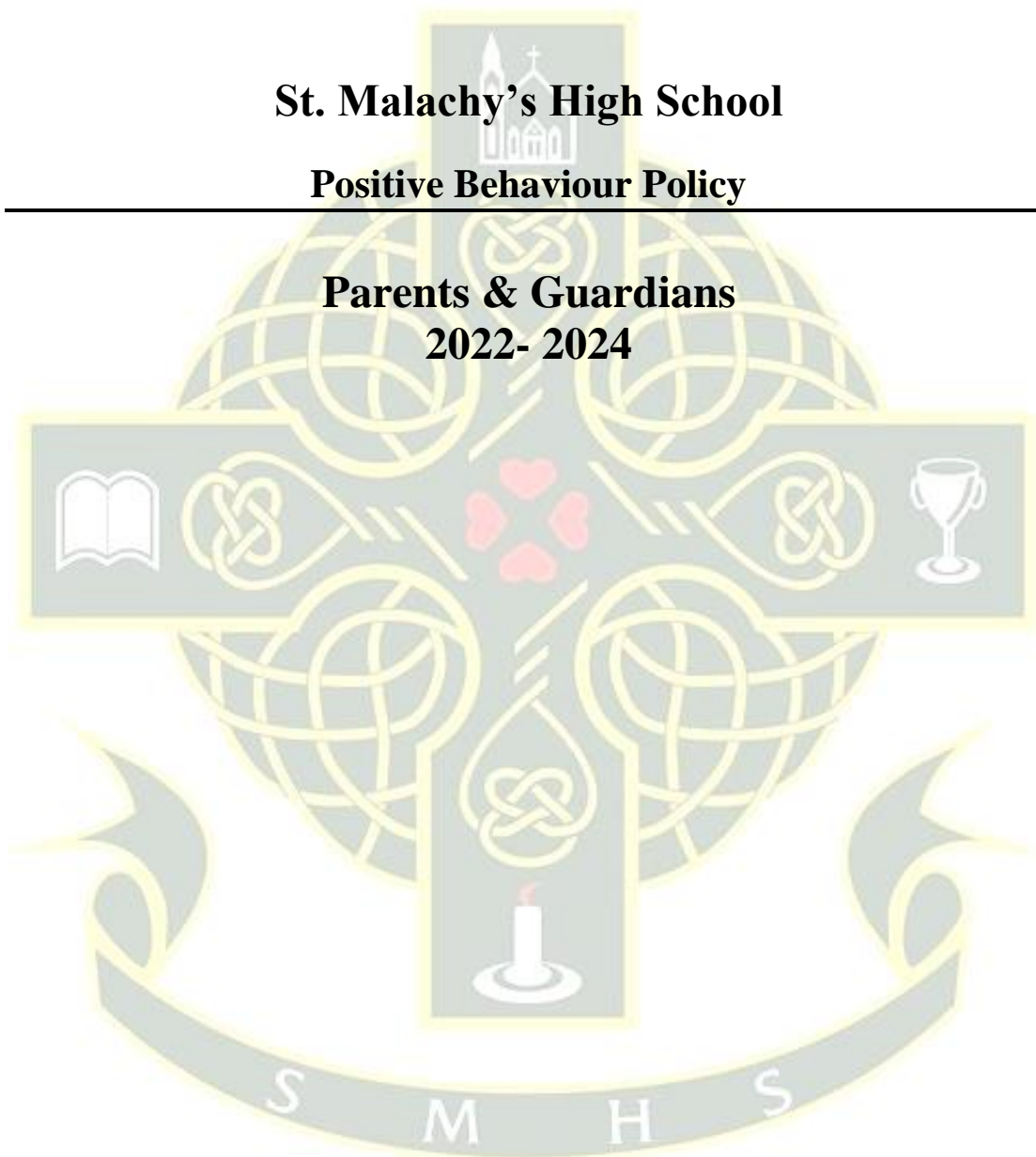




St. Malachy's High School

Positive Behaviour Policy

Parents & Guardians 2022- 2024



St. Malachy's High School

Positive Behaviour Policy



Rationale

St Malachys High School, Castlewellan is committed to creating an environment where exemplary behaviour is at the heart of productive Teaching & Learning which will in turn allow our community to INSPIRE ASPIRE ACHIEVE.

We are striving to become a restorative school that consistently and relentlessly aims to repair relationships that have been tested through conflict and harm. We do this by using restorative practices that embody the catholic ethos of our school.

Everyone within the school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our positive behaviour vision guides staff to teach self-discipline not blind compliance to our students. It echoes our core values with a heavy emphasis on respectful behaviour, a consistent partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

In St. Malachy's High School there is an emphasis on acknowledging and rewarding good behaviour. However, at times we may need to implement high levels of support for certain students at difficult times using a range of strategies and consequences in order for us to restore relationships and for students to understand the impact of their actions.

For our Positive Behaviour for Learning Vision to be effective it needs to be embraced and lived on a daily basis by all stakeholders within our school community.

Purpose

This vision determines our whole school response to the promotion, rewarding and monitoring of positive behaviours in a way that ensures consistency and is therefore most effective.

We recognise that distressing behaviour will be addressed as follows:

- With consistency.
- In a positive and appropriate way.
- Taking account of the individual needs of the child.
- Through post incident learning, restorative practice will be used with an aim to repair relationships through empathetic restitution
- Ensuring students understand their own responsibilities to achieving high standards of behaviour.

Aims

1. To create a culture of exceptionally good behaviour: for learning, for community, for life.
2. To ensure that all learners are treated fairly, shown respect and to promote positive relationships between students and all members of staff.
3. To always focus on best conduct in the first instance. To refuse to give learners first attention and importance for poor conduct unless our SAFE rule is being compromised
4. To help learners take control over their behaviour and be responsible for the consequences of it.
5. To build a community which values kindness, care, good humour, emotional control, obedience and empathy for others.
6. To promote community cohesion through improved relationships.
7. To ensure that excellent behaviour is a minimum expectation for all.
8. To strive for positive behaviour in a way that embodies our core catholic ethos
9. To create a curriculum and learning environment that is conducive the needs of all individual students
10. To work in partnership with parents and carers to ensure and support their responsibility as the main educator of their child

Positive Behaviour Policy Overview

1	Positive Relationships	Our whole school community will strive to form and embed positive relationships at all times
2	3 School Rules	Our 3 school rules/expectations should be adhered to at all times by the whole school community both inside and outside the classroom Ready, Respect, Safe
3	Positive Recognition	4 times a year, a week of the school calendar will be dedicated to celebrating anyone within the school community who consistently goes Over & Above our school rules / expectations
4	Individual and collective responsibility	Our whole school community should take individual and collective responsibility in order to promote positive behaviour and to address and report poor behaviour at all times.
5	Restorative language / Reflection	Our whole school community is encouraged to use Restorative language both as a preventative measure and when there is a break down in a relationship and reparation is required.
6	Classroom Interventions	All staff use the same scripted classroom interventions in order to promote positive behaviour within the classroom.
7	Restorative mediation	All members of our school community are encouraged to engage in formal restorative mediation if conflict cannot be resolved informally.
8	Formal Consequences	If students breach our 3 school rules / expectations, then formal consequences such as PSC & Suspensions will be used alongside restorative mediation
9	Covid-19 Protocols	As we find ourselves amidst a global pandemic it is important it we instil clarity around our expectations of students during this difficult time

Positive Relationships (1)

Our whole school community is encouraged to build and embed positive relationships with each other at all times.

1.1 Commission for catholic education within Northern Ireland states,

A culture of tolerance, listening, mutual understanding, trust, reconciliation, healing and peace is encouraged and sought amongst all catholic schools.

1.2 ETI Chief Inspectors Report 2016-2018

Children and young people should live and learn in safety and stability, where their rights are respected, free of discrimination, with equality of opportunity and good relationships promoted

1.3 GTCNI - Code of Values and Professional Practice

Commitment to Learners

Teachers should:

- Maintain professional relationships with those pupils entrusted to their care which respect the learner as a person and encourage growth and development;
- Acknowledge and respect the uniqueness, individuality and specific needs of each pupil and thus provide appropriate learning experiences; and
- Aim to motivate and inspire pupils with a view to helping each realise his/her potential.
- We encourage our whole school community; Staff, Students, Parents and all key stakeholders to strive to achieve these indicators through the promotion of positive relationships on a daily basis.

Our 3 School Rules / Expectations (2)

2.1 Student Behaviour Expectations

Our three school rules are displayed in every classroom and around the building, these are:

1. Students should be **Ready** to learn at all times.
 - Students should be wearing correct uniform at all times (See presentation code (Appendix 2.2))
 - Students Should have appropriate resources to aid their own learning
 - Students should be punctual to class
 - Students should be attentive at all times
 - Students should complete all set homework
 - Students attend extra-curricular and revision sessions as much as possible
 - Students should not use their mobile phone during school hours
2. Students should show **Respect** for everyone and everything at all times.
 - Students should treat all staff with the upmost respect at all times
 - Students should be polite, well-mannered and respectful whilst wearing school uniform both onsite and off-site
 - Students should be aware of their language and attitude and how this may be deemed disrespectful by others
 - Students should be aware of their surroundings in terms of classrooms, admin area's and visitor area's and to be respectful accordingly
 - Student should respect the school environment in terms of school, property, litter and toilets at all times.
 - Students should respect themselves, others and the school's reputation whilst using social media
3. Students should behave in a **Safe** manner at all times.
 - Students should keep themselves and others around them safe
 - Students should behave in a safe manner in all classrooms and follow teacher safe practice protocols
 - Students should keep themselves and others safe in corridors
 - Students should be in supervised areas at all times
 - Students should report safety concerns immediately
 - Students should keep themselves and others safe whilst using social media at all times

2.2 Staff Behaviour Expectations

Ready

- Plan lessons that engage, challenge and meet the needs of all learners
- Have high expectations and clear structures and routines within all lessons
- Meet and greet at the door at the beginning of all lessons.
- Create and update a learning environment that intrigues and inspires
- Use a visible positive recognition display (A visual display that encourages students to strive for over & above behaviour) throughout every lesson. Subject teacher must specify and communicate what Over & Above looks like in their classroom during each lesson.
- Use classroom intervention & restorative scripts when required
- Refer to 'Ready, Respectful, Safe' during all behaviour conversations

Respectful

- Strive to build positive relationships with all students at all times
- Model positive behaviours and build positive relationships.
- Address poor behaviour in calm and consistent manner
- Follow up, retain ownership and engage in reflective dialogue with learners.
- Engage in Restorative Practice methods when necessary to enable positive relationships to be maintained or repaired if conflict has occurred.
- First notice best conduct at all times unless safe rule is being compromised

Safe

- Never ignore or walk past learners who are behaving poorly.
- Acknowledge poor behaviour as distressing and not a personal challenge
- Always maintain emotional control when addressing poor behaviour
- Strive to ensure our students are always in a caring safe environment
- All staff to be visible on corridors during class transitions to ensure the flow is safe at all times

2.3 Parent / Guardian Expectations

Ready

- To make children aware of appropriate behaviour in all situations using this behaviour policy as clear guidance
- To be aware of the school positive behaviour procedures
- To be aware and support son/daughter to abide by school presentation code (Appendix 2)
- To support the school in the implementation of this policy
- To send their child to school on time, every day, in correct uniform.
- To ensure homework tasks are completed and independent study encouraged.
- To ensure the student has all the necessary resources for learning, including medication.
- To attend parents' meetings, celebration events and individual appointments.
- To ensure the student is aware that mobile phones will be confiscated if being used during school hours

Respect

- To foster good student conduct through mutually respectful relationships between students, parents/guardians and staff.
- To encourage daughter/son to be respectful at all times whilst in school uniform
- To respect the different stages of the Code of Practice and monitor behaviour through his/her Individual Education Plans (IEPs) and liaise with school SENCo throughout this process.
- To monitor student's social media activity and ensure they are being respectful of themselves and others at all times.

Safe

- To ensure daughter/son is aware of how they will be travelling to and from school in a safe manner
- To alert school immediately via Truancy Call when a student is absent
- Maintaining regular communication with the school including providing absence notes, attending parents' meetings and keeping appointments made.
- To monitor student's social media activity and ensure they are keeping themselves and others safe at all times.

Positive Recognition (3)

Within St Malachys we believe that students should strive to adhere to our three school rules/expectations at all times. Therefore, students will not be rewarded for just meeting these expectations, as we believe if we reward our students for achieving minimum expectations then this will become a habit. Students should only be rewarded if they go 'Over and Above' minimum expectations.

3.1 'Over & Above' Week

Consequently, four times a year we will dedicate a specific week of the school calendar to recognise and celebrate specific students who have consistently gone 'Over and Above' what is expected of them.

Over & Above Week 1	Over & Above Week 2	Over & Above Week 1	Over & Above Week 1
November	December/January	March	June
Dept & Subject Teacher Recognition	Year Head & Head of School Recognition	Dept & Subject Teacher Recognition	Year Head & Head of School Recognition

3.2 Recommended 'Over & Above' recognition

- | | | |
|---|--|--|
| Written praise
Positive phone calls
Certificates
Postcards
Social media | Local Press
Positive recognition boards
Trips & Activities
Hot Choco Friday | Display of student's work
Award Ceremonies
Recognition Badges
Framed pictures on walls
Staff innovative Idea |
|---|--|--|

Individual & Collective Responsibility (4)

4.1 All Staff

- All staff within SMHS are responsible for addressing poor behaviour and promoting positive behaviour no matter where it occurs, including corridors.
- All staff should address distressing behaviour in a calm consistent way with emotional control no matter where it occurs.
- All staff are responsible for following up on poor behaviour that directly involves them. If it is passed to another member of staff to follow up, this will undermine the authority of the initial staff member and undermine their relationship with the student.
- All staff should have access to a member of staff linked to the student for support if required during follow up. (HoD = Inside Classroom & HoY = Outside Classroom)

4.2 Subject Teacher

- The subject teacher is fully responsible for promoting positive behaviour within their classroom at all times.
- The subject teacher is always responsible for leading the follow up to poor behaviour in order to make sure the teacher's authority and relationship with student is not undermined.
- The classroom management intervention script should be used at all times when addressing poor behaviour
- They are also responsible for promoting and coordinating 'Over and Above' achievements within their classroom.

4.3 Form Teacher

- Form tutors' main responsibilities for the promotion of positive behaviour are student care and organisation for learning.
- Form tutors should ensure that the school presentation code (Appendix 2) is being adhered to by all students within their form class. Form Tutors should always take the lead on this matter with support from Year Head and Head of School if necessary.
- Form Tutors can assist and support colleagues with behaviour via their own tracking in order to gauge trends but are not expected to lead or follow up on poor behaviour unless it directly involves them. (Appendix 4 & 7)
- The Form Teachers should liaise with key staff verbally or electronically if there are any factors that may lead to positive behaviour being compromised.
- They are also responsible for promoting and coordinating 'Over and Above' achievements within their Form Class. (Appendix 3)

4.4 Head of Department (HoD)

- The Head of Department is responsible for promoting positive behaviour within the department as well as having clear consequences in place.
- HoD must ensure that all members of staff with dept. follow the SMHS Classroom Intervention Strategy to promote positive behaviour.
- Heads of Department are responsible for ensuring there is support provided to members of staff when they are leading a follow up to poor behaviour within the department if required or requested.
- HoD is responsible for making PSC and Suspension (Appendix 15) Referrals for incidents that originate within subject area. There should be clear evidence dept. consequences have not worked or a one-off serious incident occurs.
- HoD is also responsible for promoting and coordinating 'Over and Above' achievements within their department.

4.5 Head of Year (HoY)

- The Head of Year leads, coordinates and liaises with their form tutor team on a daily basis to promote positive behaviour.
- Year Heads must always lead, follow up and support poor behaviour interventions when the behaviour occurs outside of a subject classroom.
- Year Heads can also support subjects in the promotion of positive behaviour when there is clear evidence subject interventions are not having a positive impact.
- HoY is responsible for making PSC and Suspension Referrals for incidents that originate outside of the classroom
- They are also responsible for recognising and celebrating 'Over & Above' Achievements within their year group.

4.6 Head of School (HoS)

- Each Key Stage is assigned a Head of School who leads and coordinates the promotion of positive behaviour within their Key Stage on a daily basis.
- Heads of School support Year Heads and Heads of Department when there is clear evidence follow up, interventions and consequences have failed to alter poor behaviour.
- Heads of School help co-ordinate and celebrate 'Over and Above' achievements within their Key Stage.
- HoS supports SENCo with the implementation of students accessing the code of practice, outside agency support, risk assessments and AEP referrals for students within their Key Stage.

4.7 SENCo

- The SENCo & Assistant SENCo lead, co-ordinate and support the promotion of positive behaviour amongst all SEN students
- SENCo liaises with Year Heads and Heads of Department on the allocation of a PSC placement.
- SENCo and Assistant SENCo support and assist staff to make reasonable adjustments for specific students to promote positive behaviour
- SENCo with support from HoS implements students accessing the code of practice, outside agency support, risk assessments and AEP referrals.
- SENCo & Assistant SENCo co-ordinate and support the recognition and celebration of 'Over & Above' achievements amongst SEN students
- SENCo and Assistant SENCo support HOD & HOY as students' progress through the code of practice (See Supporting Linked Policies Below)

4.8 SLT

- Each Key Stage is assigned a member of SLT who assists with leading the Key Stage and meets regularly with the Head of School to promote positive behaviour
- SLT discuss individual concerns and progress of pupils within the Key Stage and apply support and guidance on further interventions if necessary.
- SLT take fully completed referral requests for students to receive formal consequences and discuss these with the Principal.
- SLT help support and celebrate "Over and Above" achievements within their Key Stage.

4.9 Principal/Vice-Principal

- The Principal and Vice-Principal have overall responsibility for the promotion of positive behaviour within the school.
- The Principal and Vice-Principal have overall responsibility for providing opportunities for 'Over & Above' Achievements to be celebrated.
- The Principal has overall responsibility for the implementation of suspensions and exclusions if deemed necessary.

4.10 Board of Governors

- The disciplinary committee of the boards of governors may meet with particular students & their parents/guardians if a serious incident occurs or there is consistent refusal to adhere to our 3 school rules/expectations.
- According to Education (NI) Order 1998 the Board of Governors along with principal must determine measures (which may include the making of rules and provision for enforcing them) to be taken with a view to—
 - (i) promoting, among pupils, self-discipline and proper regard for authority;
 - (ii) encouraging good behaviour and respect for others on the part of pupils;
 - (iii) securing that the standard of behaviour of pupils is acceptable; and
 - (iv) otherwise regulating the conduct of pupils;

The best staff don't just know one style of leadership, they skilled at accessing and understanding the situation and have the flexibility to switch between styles depending on the circumstances they face in that moment.

(Daniel Goleman, Emotional Intelligence)

4.11 Additional Support Services.

In addition to the above, further Support Structures available within St Malachys.

Counselling	EA BST	Classroom Intervention
SEN Code of Practice (Appendix 17)	Social Services	Strategies
Pupil Support Centre	School Nurse	Literacy Support Team
Literacy & Numeracy	Action for Children	Alternative Educational
Support teams	Daisy	Provision
Student leadership	YMCA	Support Cards
Team	Parental Involvement	(Appendix 4-8)
CAMHS	'Buddy' System	
	Restorative Practice	

ETI Chief Inspectors Report 2016-2018

A significant number of learners are presenting with even more complex and mental health needs; there are reported inconsistencies in timely access to health and social services to respond to the growing demand.

Restorative Language & Reflection (5)

Restorative practice has been introduced within St Malachys as a preventative mechanism to repair relationships when conflict or harm has occurred.

Restorative Practice is NOT a behaviour management tool

Restorative practices are deeply embedded within the United Nations Convention on the rights of the child – Article 12, 17 and 36 – Children have the right to be heard, kept safe and given reliable information

All staff are encouraged to use restorative language when necessary in order to diffuse situations or stop them from escalating. Maintaining or repairing positive relationships as soon as possible are imperative to the culture of our school.

5.1 – The Restorative Script

- The restorative script should be used at all times when engaging in reflective dialogue with students.

5.2 – Purple reflection form

- The member of staff who is directly involved or first witnesses distressing behaviour should address the behaviour in a calm consistent manner and provide a safe space for the student to fill out a purple reflection form.

N.B - This does not have to be completed straight away as the student may not be in the correct frame of mind and could result in secondary distressing behaviour occurring. The member of staff should use their emotional intelligence to gauge the situation and secure a positive outcome for all concerned.

Classroom Interventions (6)

All staff are expected to use the same classroom intervention script at all times when trying to promote positive behaviour.

6.1 – Classroom room interventions script

- The script should be readily available to all staff via staff area, teacher planners, displayed on classroom wall etc. in order to be implemented on a daily basis.

6.2 – Substitute Teachers

- SLT are responsible for sharing the intervention script with substitute teachers on their arrival as part of welcome pack

6.3 – New Staff

- SLT will introduce positive behaviour vision to all new staff at the beginning of each year as part of induction process.
- Heads of Department are responsible for addressing, promoting and supporting this script with new and temporary members of staff within their department that join during the school year.

Restorative Mediation (7)

If conflict occurs or harm is caused it will always be supported by restorative practice. Certain situations may be resolved via informal dialogue or using the purple reflection sheet, however other situations may require a formal mediation circle.

7.1 – Blue Mediation Form

- All students and staff who are directly involved in an incident that is consistently causing disruption or an isolated serious incident will be encouraged to participate in a mediation circle.

7.2 – Trained Staff

- Mediation circles can only be hosted by a member of staff who has been officially trained by Consensus NI.

Restorative Mediation, introduced within a whole school vision has been internationally evidenced as having major impact on the learning and teaching of the school community, forging more respectful and productive relationships and successfully addressing both behaviour and attendance issues.

(Dr. Helen Flanagan, Restorative approaches for schools)

Formal Consequences (8)

Students who fail to meet our whole school positive behaviour expectations may at times receive formal consequences as a result of their behaviour.

These may include:

8.1-Detentions

- Students may be placed on detention during break or lunch time however an opportunity to access refreshment facilities will be provided but may not be at the exact allocated whole school time.
- HoD and HoY should have a clear structure in place for students to be on detention.

8.2 – PSC

- Students can be placed in the Pupil Support Centre for a certain period of time.
- During this placement, high levels of support will be provided to educate the students on how to improve positive behaviour.
- All placements have to be applied for via the school SENCo.

8.3 – Suspensions

- All suspensions have to be applied for via the Principal using the whole school overview sheet.
- Students will not be permitted to return to school until a parental meeting has taken place with a related year group leader.

All formal consequences will be implemented alongside a high level of support through our restorative practice protocols.

8.4 - Mobile Phone Policy

- All mobile phones should be switched off and out of sight when students are in school uniform travelling to/from school and on school site
- If a student is caught with a mobile phone on school site *infrequently* the phone will be confiscated and returned at the end of the school day to the student via the main school office
- If the student is caught with mobile phone on school site *frequently* (3rd time and thereafter) the mobile phone must be collected by a parent or guardian from the school office after 3.40pm.
- A meeting to discuss the continual misuse of the mobile phone will also be arranged with parent/guardian by Year Head and /or Head of School.
- Students who use a mobile phone to access social media and video/photograph in school uniform travelling to/from school and on school site will have mobile phone confiscated immediately and not returned until a meeting can be arranged with Year Head and/or Head of School. (A formal consequence may also be applied in line with positive behaviour policy)

N.B St Malachy's High School, Castlewellan accepts no responsibility for mobile phones that are brought into school or used whilst travelling to or from school and undertakes no responsibility to investigate their misplacement, damage, loss or theft. Furthermore, St Malachy's accepts no responsibility for the health effects (potential or actual) resulting from mobile phone use.

8.5 –Recommended positive behaviour strategies and parental

	<u>Recommended Parental Engagement Strategies</u>	<u>Recommended Support Strategies</u>
Infrequent behaviours that fall below <i>Ready and Respectful</i> expectations	<ul style="list-style-type: none"> • Phone call home by subject teacher or Form Tutor • Letter sent home 	<ul style="list-style-type: none"> • Restorative Conversation • Subject Teacher or Form Tutor Support Card • Recorded on Sims
	<ul style="list-style-type: none"> • Phone Call by Head of Department (HoD) or Year Head (HoY) • Letter sent home • Parental meeting arranged by HoD or HoY 	<ul style="list-style-type: none"> • Restorative conversation • Subject Teacher or Form Tutor Support Card • Recorded on Sims
Frequent behaviours that fall below <i>Ready and Respectful</i> expectations	<ul style="list-style-type: none"> • Phone Call by HoD or HoY • Letter sent home • Parental meeting arranged by HoD or HoY 	<ul style="list-style-type: none"> • Restorative Conversation • HoD or HOY Support Card • Recorded on Sims
	<ul style="list-style-type: none"> • Phone Call by Head of School (HoS) • Letter sent home • Parental meeting arranged by HoS 	<ul style="list-style-type: none"> • Restorative Mediation Circle • HoD or HOY Support Card • Recorded on Sims • Outside Agency involvement see 4.11
Frequent behaviours or Serious incidents that fall below <i>Ready, Respectful and Safe</i> expectations	<ul style="list-style-type: none"> • Phone Call by HoS • Letter sent home • Return to school meeting with Year Head &/or Head of School 	<ul style="list-style-type: none"> • Restorative Mediation Circle • HoS Support Card • Recorded on Sims • Code of Practice • EA BST Referral
	<ul style="list-style-type: none"> • Letter sent home and • Return to school meeting with HoS &/or SLT Link 	<ul style="list-style-type: none"> • Restorative Mediation Circle • HoS Support Card • Recorded on Sims • EOTAS Referral

* Applied consequences should always be applied in line with this recommended structure of engagement and support.

* EA BST = Education Authority Behaviour Support Team

8.6 – Serious Incidents

Incident	Support	Consequence
Physical hit or physical fight	Restorative Mediation Circle within 3 days of incident occurring	Suspension
Direct verbal abuse of a member of staff	Restorative Mediation Circle within 3 days of incident occurring	Suspension
Bullying (In line with new bullying guidelines)	Restorative Mediation Circle within 3 days of incident occurring	Suspension
Dangerous / Unsafe Behaviour	Outside Agency Referral	Suspension
Bringing Schools Reputation into disrepute	Parental Meeting Restorative Reflection	PSC Placement/Suspension
Smoking	Cancer Focus NI Referral	PSC Placement/Suspension
Truancy	Possible Outside Agency Referral	Parental Meeting PSC Placement / Suspension
Inappropriate Use of Mobile phone	Outside Agency Referral	PSC Placement / Suspension

**SLT will in certain circumstances take into consideration extreme mitigating circumstances and implement alternative consequences and support strategies if deemed necessary. This will be done in consultation with all staff linked or involved with student.*

**Students are not permitted to return to normal class after a suspension unless a formal return to school interview has been carried out with relevant pastoral leader, parent/guardian and student.*

Supporting Linked Policies

Reasonable force

Education (NI) order 1998 states:

“A member of staff in a grant aided school may use, in relation to any pupil of the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing any of the following, namely:

- Committing any offence
- Causing personal injury to, or damage to the property, of any person (including the pupil him/herself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline...”

Based on this, the working definition of reasonable force is:

‘The minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned’

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Special Educational Needs Policy -

<https://www.eani.org.uk/parents/special-educational-needs-sen/stages-of-the-code-of-practice>

Child Protection Policy

<https://www.eani.org.uk/school-management/safeguarding-and-child-protection>

Anti-Bullying Policy

https://www.eani.org.uk/sites/default/files/201811/cpsss_safe_to_learn_embedding_anti_bullying_work.pdf

Health and Safety Policy

https://www.eani.org.uk/sites/default/files/201810/Health_and_Safety_Statementand_Policy_0.pdf

*All of these policies may be used as a supporting guide in order to implement the positive behaviour policy accordingly

