



ST MARY'S HIGH SCHOOL, NEWRY

Positive Behaviour Policy

Revised September 2021

Rationale:

In St Mary's we are committed to promoting positive behaviour in a supportive and caring environment. As a Catholic and Rights Respecting School, we work together to engender in our pupils positive attitudes and behaviours based on respect for self and others. The promotion of positive behaviour enables pupils to become self-disciplined learners who respect diversity, authority and are able to make informed decisions allowing them to fulfil their potential and develop positive relationships with other people.

The management of behaviour issues is linked closely to the pastoral care provision in the school. The Form Teachers, Year Tutors, Behaviour Management Coordinator and Senior Leadership Team play key roles in this area. In the interest of the child they will liaise with other agencies including Education and Welfare Office, Educational Psychologists, Behaviour Support Team, Social Services, CAMHS, Just Ask, CAPS, YPP and School Counsellors, supporting pupils throughout the school.

Aims:

Through the establishment of a caring framework as a Rights Respecting School we aim to:

- Encourage all pupils to exercise self-discipline, self-respect, respect for others, the environment and local community and develop a sense of personal responsibility in line with Article 29 of UNCRC *'Education must encourage the child's respect for human rights as well as respect for others'*.
- Provide a systematic, consistent and appropriate response to behaviour management in school;
- Ensure pupils recognise the need to have rules in school and to fulfil their responsibility as outlined in the School Charter;
- Foster mutual respect, understanding, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life;
- Support the health and safety of the pupils;
- Fosters a learning culture that celebrates and reward positive behaviour, achievement and success;
- Create a stimulating learning environments which encourages and rewards personal endeavour and achievement;
- Ensure pupils behave appropriately at all times in school and when representing the school on trips and during other activities;
- Encourage pupils to respect authority, treating all persons in authority with courtesy and respect;
- Support the personal development of all pupils by recognising and rewarding high standards of behaviour and effort.

Roles and Responsibilities:

Class Teacher:

Class teachers have responsibility for creating a caring, supportive and respectful classroom environment based on the School Classroom Charter (**Appendix 4**). There are clear classroom behaviour management procedures that provide a systematic and structural response to behavioural issues in St Mary's. These procedures include the use of the SIMS Behaviour Module to record achievements and behaviours.

Head of Department:

Heads of Department have responsibility for behavioural issues within their department. There are clear department behaviour management procedures which are followed by all department leaders. These procedures are based on the School Classroom Charter and in keeping with the vision and values of the school. Department meetings are used to develop appropriate classroom strategies to positively engage and motivate learners.

Form Teacher:

Form Teachers have responsibility for establishing high standards and expectations of their Form Class. There are clear behaviour management procedures and these are followed by all members of the Pastoral Care Team and include the use of the Behaviour Module to record achievements and behaviours.

Year Tutor:

Year Tutors have overall responsibility for establishing high standards and expectations of their Year Group, both within and outside of lessons. There are clear behaviour management procedures and these are followed by all members of the Year Tutor Team and include the use of the Behaviour Module to record achievements and behaviours.

Behaviour Management Coordinator:

The Behaviour Management Coordinator has responsibility for behavioural issues across the school. The Coordinator works very closely with the Vice Principal, Senior Leadership Team, Pastoral Care Team and other external agencies including Behaviour Support Team, Social Services, CAMHS, CAPS, YPP and Just Ask.

Vice Principal or Principal:

The Vice Principal or Principal is involved if the behaviour of a pupil is of particular concern, due to its serious and/or persistent nature. They have overall responsibility for the behaviour management structures and procedures in school.

Supportive and Caring Ethos in School:

The Curriculum and Pastoral Care provisions in St Mary's High School aim to help and support all pupils, thus preparing them to cope with the demands of school and adult life, enabling them to achieve their full potential. These provisions include measures to help meet the physical, emotional and spiritual needs and aspirations of all learners within an inclusive learning environment. We acknowledge the importance of our pastoral role in the welfare of all young people and through our mission statement and ethos every member of our school community is treated with respect. Through our Pastoral Programme and Counselling Service we offer a supportive environment to pupils. The Personal Development Programme allows pupils to explore key issues within their

personal development including Self Concepts, Self Esteem, Health and Well-being, Relationships and Personal Safety.

The following structures and procedures operate in St Mary's:

- Staff promote and reward positive and respectful behaviour;
- A caring environment permeates all aspects of school life where all pupils feel accepted, valued and respected;
- Staff lead by example in promoting respect for each other and forming positive relationships with pupils acting as moral compasses for all pupils;
- Through annual Child Protection Training all staff are fully informed with Child Protection Guidelines and Procedures and are kept informed of new pastoral procedures;
- Emotional health and well-being is an integral part of the school curriculum and the Personal Development Programme;
- Faith development is an integral part of all RE Programmes of Study and the School Chaplain is available for advice and counselling;
- The school uses a range of external agencies for support and guidance;
- Lunchtime supervision is provided by non-teaching members of staff;
- Staff treat cases of poor behaviour seriously and investigate each incident impartially;
- Any sanctions imposed are fair and appropriate;
- Any pupil identified as demonstrating serious behavioural tendencies will be supported and offered counselling;

Organisation:

- St Mary's is a Rights Respecting School where all pupils feel valued, safe and supported;
- Form Teachers, Year Tutors, Behaviour Management Coordinator and Senior Leadership Team work together in formulating and implementing the Behaviour Policy;
- Form Teachers and Year Tutors monitor pupil behaviour in his/her Form Class/Year Group in accordance with school policy and procedures;
- All teachers have a responsibility to implement the Behaviour Policy.

Celebrating Positive Behaviour:

In St Mary's we strive to recognise and reward achievement in academic work, extra-curricular and good behaviour. All teachers use the Achievement System to reward achievements and good behaviour of individuals and classes. The achievement records on the Behaviour Module in SIMS reward pupils who embrace self-discipline, play an active role in school life and achieve success in both academic and extra-curricular activities.

KS3 Awards:

Pupils who are deserving of recognition are awarded certificates, student of month badges and merit badges.

KS4 Awards:

KS4 pupils who are deserving of recognition are awarded certificates and student of the month postcards. The monthly KS4 Year Tutor Award (Breakfast Pass) is presented to the pupils in each Form Class who have contributed positively to the school community and applied themselves to their work. The termly Positive Behaviour Award (two cinema tickets) is presented to the pupils in each Year Group whose name has been drawn for receiving no Behaviour Points during the term.

Response to Poor Behaviour:

*As a Rights Respecting School we work together to engender in our pupils positive attitudes and behaviours to allow them to make informed decisions knowing between right and wrong, to be honest, compassionate, tolerant and to show respect for themselves and others. Behavioural incidents are dealt with by the Class Teacher, Head of Department, Form Teacher, Year Tutor, Behaviour Management Coordinator Vice Principal or Principal (**Appendix 1**). Form Teachers are involved at the initial stage and continue to have a supportive role.*

- All teachers set high expectations in relation to pupil conduct, behaviour and application towards work;
- All pupils are expected to behave in a respectful and positive manner on any occasion they are wearing their school uniform (inside and outside school);
- All pupils who are experiencing emotional issues and as a result have difficulty coping with the demands of school life will be given support through the pastoral and/or counselling programme;
- All teachers act as positive role models within a rights respecting learning environment;
- Form Teachers and Year Tutors have responsibility for monitoring the behaviour of their Form Class/Year Group by promoting high expectations, offering support to all pupils and challenging unacceptable behaviour and actions;
- The School Rules (**Appendix 2**), Home School Expectations (**Appendix 3**) and the School Charter (**Appendix 4**) have been reviewed in consultation with Governors, staff and the Rights Respecting School Council;
- A summary of the Behaviour Policy and School Rules are shared with all parents at the beginning of each academic year and parents agree and consent to the school rules by signing their daughter's diary at the beginning of each academic year;
- Parents can arrange an appointment with their daughter's Form Teacher or Year Tutor should they be concerned about her behaviour;

Strategies and Procedures (Appendix 5**):**

All incidents of poor behaviour are taken seriously and the responses can include some or all of the following:

- Behavioural incidents are recorded through the Behaviour Management Module in SIMS. Members of staff record behaviours on the system (**Appendix 6**).
- Pupils are awarded Behaviour Points if they fail to follow school rules or embrace self-discipline or apply themselves to their work;
- A pupil may be asked to move to a different classroom until the end of a lesson if her behaviour is disrupting the learning and teaching in the classroom. Work will be provided by the Class Teacher;
- A pupil may be extracted from a subject for an agreed period of time if her behaviour is disrupting the learning and teaching in the classroom. The period of time will be agreed with the Class Teacher, Form Teacher, parents and pupil. Work will be provided by the Class Teacher;
- Pupils are put on after school detention if they receive **8 behaviour points**. A letter will be sent to parents informing them of the detention;
- If a pupil fails to attend a detention the Year Tutor will follow this up with a phone call home and another detention will be issued. Failure to complete this detention will result in three 15 minute lunch time detentions.
- When a pupil receives two detentions (**16 behaviour points**) the pupil will attend a formal meeting with their Year Tutor and the pupil will be placed on a Student Improvement Plan.

Parents/Guardians will receive a phone call and a letter explaining the Plan. This Plan must be signed by a parent/guardian each evening and is monitored closely by the Year Tutor. A referral will also be made to the Behaviour Management Coordinator (Mrs Hughes). The pupil will be added to the Behaviour Register and an Individual Behaviour Plan (IBP) drawn up

- A review meeting will take place after three weeks and as a result of this meeting:
 - ❖ If satisfactory progress is made - Pupil is taken off Student Improvement Plan and the Behaviour Register and a letter is sent home or a phone call to inform Parent/Guardians
 - ❖ If unsatisfactory progress is made – Remain on Register and a further one week on Student Improvement Plan
 - ❖ No progress after four weeks – Parent/Guardian meeting with Behaviour Management Coordinator and Vice Principal
 - ❖ Little progress after one further week – Referral to External Agencies
(Stage 3 SEN Register – Behaviour)

Intervention Strategies for Persistent Poor Behaviour:

- The Behaviour Management Coordinator will arrange a formal meeting with the pupils' parents/carers and intervention strategies employed;
- An Individual Behaviour Plan will be drawn up in conjunction with the Behaviour Management Coordinator, Year Tutor, Form Teacher and parents;
- As a result of persistent poor behaviour a pupil may be put into a different Form Class for an agreed period of time;
- As a result of further persistent poor behaviour a pupil may be put into a different Year Group for an agreed period of time. The pupil will complete the same work as the class she is in;
- If it is deemed necessary for a pupil to be put on Stage Three of the Code of Practice and all intervention strategies have been employed support will be sought from the Behaviour Support Team;
- Pupils identified with serious behavioural needs:
 - ❖ Will be given individual work on self-esteem, self-control and responsibility;
 - ❖ Will work with the Behaviour Management Coordinator in setting personal targets and goals;
 - ❖ Pupils may be supported by outside agencies (Social Services, EWO, Children Order Team, LAC Team, CAMHS, EA, Behaviour Support Team, CAPS, YPP, Educational Psychologist) under the direction of the Behaviour Management Coordinator and Behaviour Support Team.

Suspension:

In St Mary's, we endeavour to avoid, where possible, the sanction of suspension and will only use it in cases where a serious breach of school rules has occurred. However, if a pupil's behaviour is a threat to the safety, health or emotional wellbeing of others, and previous methods of prevention and intervention have not been successful, the pupil may be suspended.

Behaviours which warrant suspension from school include:

- Physical assault of another pupil or member of staff;
- Verbal abuse/offensive language against a member of staff or another pupil;
- Serious case of bullying;
- Threats and intimidation towards a member of staff or another pupil;
- Carrying offensive weapons;

- Possession of, supplying or using illegal drugs;
- Smoking cigarettes, e-cigarettes or drinking alcohol on school premises.

In each of these cases, CCMS Suspension Guidelines will be followed. Formal suspension is for three days according to regulations. In an extreme case of poor behaviour, the Principal can issue a further extension in consultation with Board of Governors and relevant authorities. An official suspension letter will be forwarded to all relevant agencies.

Expulsion:

The expulsion of a pupil is the most serious disciplinary action that can be applied and in normal circumstances should be considered only after all reasonable courses of action have been explored. St Mary's High School will follow the procedures set out under the provisions of the Education Reform (Northern Ireland) Order 1989 and the Education and Libraries (NI) Order 1993 and the Regulations contained in SR No 99 of 1995 or any other statutory modification thereof and contained in the CCMS Guidelines for Expulsion.

Support from External Agencies:

The Behaviour Management Coordinator will work closely with the SENCO and will assist in the identification of behaviours which warrant remedial support or diagnosis. Support may be sought from external agencies including Social Services, EWO, Children Order Team, EA, Behaviour Support Team, Educational Psychologist, CAMHS, CAPS and YPP.

Counselling:

A Counselling Service is available one day per week in school. If any member of staff wishes a pupil to avail of this service they should make a referral to the Vice Principal (Contact Person). A pupil can make a self-referral through the Vice Principal. A parent/guardian can also refer their daughter through the Vice Principal.

Related Whole School Policies:

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- Pastoral Care Policy
- Drugs Education Policy
- Anti-Bullying Policy
- Use of Reasonable Force Policy
- Personal Development Policy
- RSE Policy
- Child Protection Policy
- e Safety Policy
- SEN Policy
- Educational Visits Policy
- Health and Safety Policy
- CRED Policy
- School Charter
- e Safety Code

These policies are given to parents at the beginning of each academic year or available from the school website www.stmarysnewry.com.

Monitoring, Evaluation and Review:

The Behaviour Management Co-ordinator, Mrs J Hughes and Vice Principal, Mr Fitzpatrick are responsible for monitoring, evaluating and reviewing the implementation of the Behaviour Policy. Policy and Procedures will be updated in light of any further guidance and legislation as necessary and review it annually. This will be done in consultation with the governors, SLT, staff, students and parents. On-going monitoring and evaluation involving a range of stakeholders will ensure the effectiveness of the Policy.

Signed by Chair of Governors: _____

Date: _____

Signed by Principal: _____

Date: _____

Date of Review: __September 2024_____

Appendix 1:

REFERRAL STRUCTURE

Subject Teacher  **Form Teacher**



Head of Department  **Year Head**



**Behaviour Management and/or
Coordinator** **Vice Principal**
Mrs J Hughes *Mr Fitzpatrick*



Principal
Miss D Crawley

Appendix 2:

School Rules

The rules support the health and safety of the pupils and promote good behaviour. They encourage self-discipline and personal responsibility.

Rules:

Uniform:

- Always wear a full school uniform including the school blazer. Only school scarves and school badges may be worn.
- Keep the school dress codes regarding make-up, jewellery and shoes. Students may wear a wrist watch, **one** ring and **one** pair of small stud earrings only. **Pupils are not allowed to cover nose rings with a plaster.** Make-up, nail polish, Acrylic Nails and all facial piercings (nose, eyebrow, lip or tongue) **are not permitted.**
- **Hair should be of a natural colour and a style we deem appropriate for school. Unnatural colours are not permitted.**
- Runners, black plimsolls **or white soled shoes** are not allowed– if a pupil comes into school with **these types of shoes**, she will go to class and the following day if the pupil still has runners on we will contact parents and ask them to take them home or bring shoes in to school for them.
- **No graffiti on school-bags.**

Lateness:

- School begins at 8:55am with attendance at morning Assembly
- If you are late into school, you **must** go straight to your Form Teacher
- If your Form Teacher is not in school, you **must** go to your Year Head
- Your Form Teacher or Year Head will mark you in **Late (L) in Registration Period**
- **If you do not go to your Form Teacher when you come in you will be marked ABSENT and a Truancy Call will be made to your parents**
- If you are late regularly a lunchtime detention (10 minutes) will be given by your Form Teacher/Year Tutor or Mr Fitzpatrick on a day during that week
- **Pupils may be put on Lunchtime Detention every day if they are persistently coming late to school**
- No improvement in lateness, your Year Head will make a phone call to your parents to arrange a meeting with your parents to discuss punctuality
- If there is no further improvement the (Education Welfare Officer) EWO will be contacted to take the matter further

Mobile Phones/Phone Calls:

- Mobile phones must be switched off between 9am and 3pm. **If a student uses her mobile, it will be confiscated and a parent/guardian must collect it from the Vice-Principal.**
- If a pupil needs to ring home, they must seek permission from **a member of the Administrative Staff.**
- **Pupils are not allowed to ring a parent from their own mobile phone between 9am and 3pm.** She must use the school phone if contact with a parent is required.

- If a pupil is sick and needs to go home, they must seek permission from their Year Head and then they can ring home from office. If their Year Head is not in school, they must seek permission from Mr Fitzpatrick. A parent/guardian **must** collect their daughter from the school and sign their daughter out of school at the Reception Desk.
- Appointments – advance notice of appointments should be given and appointment cards must be presented.

Equipment/Diaries:

- Diaries are the property of the school – **No Graffiti. Diaries must be signed by Form Teacher and Parent weekly.**
- Come to school and class on time with all the necessary books and equipment for every lesson

Missed Detention:

- One detention missed – attend detention following week
- Two missed – phone call to parents
- No improvement – 3 lunchtime detentions (3 x 15mins) during the following week and a meeting with parents

Corridors and Stairs:

- Please walk on left hand side of corridor and stairs
- **Middle Stairs: Go up these stairs;**
- **Stairs at Foyer: Go down these stairs**

Students who smoke (cigarettes or e-cigarettes) or fight will be automatically suspended from school. Students are reminded that their behaviour to and from school is in public view, therefore appropriate behaviour is expected at all times.

Appendix 3:

HOME-SCHOOL EXPECTATIONS

The school is entitled to expect that:

You as a Student

- Are punctual and attend regularly
- Adhere to the school dress code
- Work to the best of your ability, complete your homework on time and meet all deadlines
- Take responsibility for your own learning, organisation and discipline
- Comply with the Internet access policy
- Are honest, polite and exhibit good behaviour at all times
- Show respect for others, their possessions and the school environment
- Participate to the best of your ability in school/form class activities
- Raise any concerns or problems that you might have, with us and your parents quickly

You as a Parent

- Support the school's ethos and policies as set out in the website
- Ensure regular and punctual attendance by your child and **avoid holidays in term time** wherever possible
- Ensure your daughter comes to school with the appropriate uniform and equipment
- Do your best to provide an appropriate environment and time at home to enable your child to complete their homework
- Monitor your child's homework
- Have positive but realistic expectations of your child's ability
- Endeavour as far as possible to support the school's activities (parent's evenings/concerts/events) and encourage your daughter to do so
- Advise the school of problems/achievements/issues concerning your child
- Reply to school communications and supply absence notes promptly
- Attend Parent/Teacher and all Progress Meetings



Students and Parents are entitled to expect that we, as a school:

- Provide a happy and caring environment for learning
- Provide effective teaching
- Provide good moral guidance and role models for your child
- Effectively monitor your child's progress
- Praise your child for their achievements where appropriate
- Set appropriate homework for your child and advise you of our expectation in accordance with the Learning and Teaching policy
- Advise you about the equipment, books and materials that are required for school
- Provide up to date and timely information about the school's events
- Provide enrichment activities/extended activities
- Communicate our concerns and problems concerning your child
- Deal with concerns in a professional, fair and consistent manner and keep you informed
- Emphasise the promotion and acknowledgement of positive behaviour

Appendix 4:

Our Rights Respecting Charter

**St. Mary's -
A Rights Respecting School**



School Charter

Respect ourselves, our school and others
Article 29

Everyone is equal and their voice valued
Article 12


Support one another
Article 29

Practice the school motto
Article 28

Every day counts to reach our full potential
Article 28

Come to school prepared and on time
Article 28

Take time to pray and celebrate success
Article 14



Democracy
Child Rights
Learning
Partnership
Part to Rights

Appendix 5:

Sanctions:

Behaviour in the classroom which prevents effective teaching and learning:

Subject Teachers	Form Teachers	Year Tutor	Behaviour Management Coordinator
<ul style="list-style-type: none"> • Verbal Reprimand • Move place in class • Behaviour Points • Note in diary to parents • Written punishment task • Removal to nearby classroom • Referral to Form Teacher or Year Head • Lunchtime detention 	<ul style="list-style-type: none"> • Interview with Form Teacher • Lunchtime detention • Note in diary to parent/guardian and/or phone call 	<ul style="list-style-type: none"> • Detention • Whole day extraction from class, with work provided • Meeting with Parents/Guardians Year Tutor • Pupil put on Progress Report Student Improvement Report • Letter to parents/guardian or meeting • Referral to Behaviour Management Coordinator • Referral to Vice-Principal or Principal 	<ul style="list-style-type: none"> • Reviews the Student Improvement Report • Formal Meeting with parents and pupil • Intervention Strategies employed • Individual Behaviour Plans • Move Form Class for agreed period of time • Move Year Group for agreed period of time • Stage Three of Code of Practice • Support from Behaviour Support Team

Sanctions:

Behaviour outside classroom and on school grounds:

Sanctions	Repeated Breaches of Discipline
Verbal Reprimand Change of lunchtime Behaviour Points Supervision of a pupil at lunchtime	Detention Phone call to parent/guardian Meeting with parent/guardian Student Improvement Report Withdrawn from class for an agreed period of time Change of class for an agreed period of time Change of Year Group for an agreed period of time Written contact between pupil, parent and school Referral as outlined in Code of Practice for Special Educational Needs

Appendix 6:

SIMs Behaviour Management System:

All behavioural incidents are recorded through the Behaviour Management Module in SIMS. Members of staff record achievements and behaviours on the system. The point system is as follows:

Achievement Points

Achievement	Points
Good Class Spirit	1
Good Rota Class	1
Good Use of Homework Diary	1
Good Work	1
Academic	2
Choir and Club	2
Fundraising	2
Cooperative Pupil	2
Good Attendance	2
Improved Behaviour	2
Improved Work	2
Outstanding Work/Effort	2
Prefect	2
Religious Event	2
Representing School	2
Sporting Representation	2
Community Spirit	3
Open Night	5
Outstanding Contribution to School	5
Year Tutor Merit	5

Behaviour Points

Behaviour	Points
Coursework Deadline	1
Diary – Missing/Incomplete	1
Homework	1
Inadequate Work	1
Late for School/Lesson	1
Low Level Disruption	1
No Book/Equipment	1
PE Non Participation	1
Uniform/Jewellery/Make-up	1
Damage to Property	2
Disruptive Behaviour	2
Inappropriate Language	2
Mobile Phone	2
Persistent No Homework	2
Post 16 Missed Deadline	2
Post 16 Underachievement	2
Underachievement in Assessment	2
Bullying	8
Fighting	8
Smoking	8
Truancy	8
Verbal Insult of Staff	8

