

# St. Patrick's Academy



## Positive Behaviour Policy

2023

## Rationale

At St. Patrick's, we take great pride in providing a welcoming, safe and caring learning environment in which all pupils can thrive, knowing that they are valued and respected as individuals, and as members of a respectful and tolerant community with strong moral and spiritual values. These values are inspired and informed by our Christian faith and, in common with our other school policies, we, the students, staff and parents, challenge ourselves to give practical expression to the teachings and values of our Christian faith.

We believe that every student can fulfil their intellectual, moral, emotional and spiritual potential through a positive and effective learning community in which all pupils, staff and parents are aware of the part they play in ensuring this.

### Aims:

- to promote a positive, nurturing learning community in which every child feels welcomed, valued and respected;
- to create an environment where pupils feel safe and protected;
- to develop a clear awareness of rights and responsibilities for all members of the school community;
- to promote self-esteem, self-discipline and respect for the rules of the school among all pupils;
- to promote good behaviour and effect discipline procedures which are consistent and are acknowledged and adhered to by all staff and pupils;
- to promote a positive, restorative ethos; and,
- to encourage and support pupils in establishing good practices for themselves in all aspects of their lives i.e. academic, attendance and punctuality so that they will be able to make a positive contribution to society and employment in the future.

## Rights and Responsibilities

### PUPILS

<b>Rights</b>	<b>Responsibilities</b>
<p>To be valued and respected as members of the school community.</p>	<p>To respect the views, rights and property of others.</p>
<p>To experience a broad and balanced curriculum that is tailored to the individual learner and to have any special needs they may have recognised.</p>	<p>To come to class on time, with homework completed and be ready to learn and to contribute.</p>
<p>To be treated fairly and with consistence.</p>	<p>To attend school regularly, to arrive punctually, to wear full school uniform and, to cooperate with both teachers and peers.</p>
<p>To have their views and opinions listened to and considered and, where appropriate, acted upon.</p>	<p>To work to the best of their ability and to use appropriate channels such as the school council to voice opinions and concerns on school rules and policies.</p>
<p>To learn in a pleasant, well-managed and safe environment.</p>	<p>To seek help if they do not understand or are having difficulties.</p>
<p>To work in an environment with clear and consistently applied rules and guidelines.</p>	<p>To accept and abide by the school rules.</p>
<p>To have restorative opportunities to address and improve behaviour and relationships.</p>	<p>To work to improve relationships and resolve conflicts.</p>
<p>To develop and extend their interests, talents and abilities.</p>	<p>To aim to develop the skill of studying and to partake in the school's extra-curricular programme to extend specific interests.</p>

## Rights and Responsibilities

### STAFF

<b>Rights</b>	<b>Responsibilities</b>
<p>To be valued as members of the school community and to be treated with respect by pupils, colleagues and parents.</p>	<p>To behave in a professional manner at all times, ensuring that lessons are well-prepared, homework is regularly set and constructively assessed.</p>
<p>To express their views and to contribute to policies which they are required to reflect on in their work.</p>	<p>To reflect on and evaluate current practice to identify areas for development and improvement.</p>
<p>To have a safe, healthy environment in which to work.</p>	<p>To listen to pupils, value their contribution and respect their views. To promote positive relationships and behaviour through the academic and pastoral curricula.</p>
<p>To have reasonable opportunities for professional development.</p>	<p>To keep abreast of changes in education and identify strategies to further their own professional development.</p>
<p>To be assured of the support and advice of senior colleagues and relevant outside agencies.</p>	<p>To be sympathetic, approachable and alert to pupils' needs and/or difficulties. To seek help and advice from senior colleagues on areas of concern.</p>

## Rights and Responsibilities

### PARENTS

<b>Rights</b>	<b>Responsibilities</b>
<p>To have their child educated in a safe, well-managed environment which is conducive to effective learning.</p>	<p>To ensure that their child: attends school regularly and brings written explanations of absences; arrives punctually; wears full school uniform; comes properly equipped for lessons; completes and presents homework.</p>
<p>To be informed about their child's wellbeing, progress and prospects.</p>	<p>To show an interest in their child's personal and academic progress by attending parent consultation meetings and reviewing progress reports.</p>
<p>To have their enquiries and concerns dealt with sympathetically, sensitively and efficiently.</p>	<p>To attend planned meetings/interviews with teachers.</p>
<p>To be informed of school rules, procedures and policies.</p>	<p>To be aware of school rules and procedures and ensure that their child abides by them.</p>
<p>To be involved in key decisions about their child's education.</p>	<p>To provide the school with all necessary background/medical information about their child and to advise the school of any significant change in circumstances which may affect him/her.</p>

## Promoting Positive Behaviour

### For a safe and happy school pupils are expected to:

- 😊 Arrive to school on time
- 😊 Wear their school uniform
- 😊 Show respect to everyone in school
- 😊 Be truthful, well-mannered and kind
- 😊 Take pride in our school building
- 😊 Participate fully in all learning activities
- 😊 Take pride in their class work and homework
- 😊 Walk sensibly and quietly in the corridors
- 😊 Set a good example to others

### We celebrate our pupils' positive behaviour and achievements in the following ways:

- 😊 Achievement points on SIMS
- 😊 Acknowledgement of success in Form Class and at Year Assemblies
- 😊 Note of success in homework diary
- 😊 Celebration/Fun Days
- 😊 Reward Trips
- 😊 Certificates/Postcards home/Homework Passes

### Examples of undesirable behaviour in school:

- 😞 Any form of disrespect for their peers, including being involved in any kind of bullying
- 😞 Behaving inappropriately in class i.e. by calling out, interrupting others or being generally inattentive
- 😞 Coming to school unprepared whether in terms of uniform, homework set or appropriate books/materials
- 😞 Preventing others from learning
- 😞 Being unwilling to accept the clearly defined rules/procedures of the school
- 😞 Defacing or destroying another pupil's property or school property
- 😞 Using abusive language to another pupil or teacher/staff member
- 😞 Intimidating aggression or acting aggressively towards another pupil or a teacher/staff member

### **Typical sanctions in our school include:**

- 😬 Reminder of the rule
- 😬 Change seat in class
- 😬 Complete work again or work sent home
- 😬 Note in homework diary
- 😬 Timeout from break or lunch time yard
- 😬 Withdrawal of special treats
- 😬 Detention
- 😬 Letter or phone call to parents
- 😬 Pupil Report Card
- 😬 Referral to Class Tutor, Year Head, Senior Teacher, VP or Principal

### **Formal Disciplinary Procedures**

While St. Patrick's promotes positive behaviour, at times sanctions are necessary to ensure the maintenance of rules and to safeguard the rights of all work in a safe and orderly environment. The following are the sanctions which are generally used:

#### **Detention**

Detention is one of the three serious sanctions that schools are allowed by law to take in order to promote good behaviour. At least 24 hours written notice will be given before the detention. Parents are expected to support the school and may not prevent their child from attending detention. Pupils failing to attend detention will be dealt with using the procedures below.

#### **Suspension / Expulsion**

The school reserves the right to have recourse to these stringent sanctions where it is deemed necessary. This is to ensure health and safety of staff and pupils, to protect the quality of learning for all pupils where all other steps taken by the School to address the problem, have been judged unsuccessful.

Policy and procedures as laid down by CCMS and EA will be strictly adhered to.

Outlined below are examples of some, but not all, breaches of discipline that may bear the sanction of suspension/expulsion.

- Constant low level disruptive behaviour
- Bullying
- Violent behaviour and assault
- Aggressive behaviour
- Abusive language
- Failure to accept authority
- Flagrant disregard for school rules
- Criminal damage
- Vandalism
- Theft
- Bringing school into disrepute
- Possession of illegal substances in school
- Dangerous behaviour

Throughout the application of the Discipline Policy, St Patrick's expects parents to support the School's efforts to improve behaviour, as outlined in the Home School Partnership Agreement.

**Please Note:** Discretion will be applied to SEN students in regards to their capacity to regulate and process behaviours presented and experienced in specific incidents. **However, no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.**

### **Promoting a Restorative Ethos**

At St. Patrick's, we value positive relationships and we use restorative approaches to enable our young people to develop effective responses to conflicts and inappropriate behaviour.

### **Restorative Approaches**

- Make, maintain and repair positive relationships
- Every day is a new start for pupils and we begin with a clean slate.
- Build on a school culture of mutual respect, empowerment, collaboration, openness, trust, empathy, valuing others and being non – judgemental



- Set high, clear boundaries based on values alongside support and nurture
- Are interlinked and consistent with the School's approach to learning and teaching and being a Rights Respecting community
- Provide a set of tools / responses to day to day events and challenges and a process for resolving more serious conflicts and issues

**Restorative Approaches to incidents are underpinned by five key themes:**

1. Everyone has a different perspective on any given issue or issue. *Allow everyone to express how they personally experienced what happened.*
2. Our thoughts influence our emotions and emotions influence our actions. *Invite participants to express how they were / are thinking and feeling.*
3. Our actions can impact negatively on others and cause harm. This harm needs to be repaired. *Ask participants to consider who has been or is being harmed / affected by the situation / event and how. Encourage accountability and responsibility.*
4. In the event of harm everyone will have similar needs. *Invite participants in turn to consider what they need now to repair harm / solve the problem, to feel better and to move on.*
5. Those harmed / affected need to find a way forward for themselves. *Ask each in turn to consider how each of the needs expressed can be met, what support they might need to do this, how they will do things differently in the future.*

**This process can be used in different ways to resolve difficulties:**

- as a quick conversation between two children or an adult and child lasting only a few minutes to agree a solution – a restorative conversation
- as a dialogue between an adult and two children to sort out an issue - mediation
- as a much longer discussion involving a larger group – a conference.

At St. Patrick's, we are committed to enabling every child to fully engage in, and enjoy, all aspects of their school experience. Positive behaviour plays a key role in supporting pupils' learning, safety and emotional wellbeing. Throughout the application of our Positive Behaviour Policy, St. Patrick's expects parents to support the school's efforts to improve behaviour and provide a happy, productive learning community for their child.

# Positive Behaviour Sanction Guidance



## LEVEL 1

Including:

- Failure to meet the school's Positive Behaviour expectations i.e. uniform breaches, poor lesson conduct, lack of homework, not following basic school rules

## CLASS TEACHER/CLASS TUTOR

- Red flag discussion about rules/expectations
- Moved to another seat/room
- SIMS sanction point
- Note in homework diary
- Class Tutor phone call to parent/guardian

## LEVEL 2

Including:

Recurrent failure to meet the school positive behaviour expectations by:

- Causing significant classroom disruption
- Rudeness to peers and staff
- Disobedience/Lying/Insolence
- Failure to comply with safety rules

## HEAD OF YEAR/SUBJECT LEADER

- Referral to HoY/Subject Leader
- Detention
- Parent/guardian contact/meeting
- Report Card issued
- Withdrawal at break and lunch time
- Removal of privileges
- Restorative discussion and action points

## LEVEL 3

Including:

- Repeated 'Level 2 Offences'
- Smoking/vaping in school uniform
- Bullying/cyberbullying
- Vandalism/graffiti
- Stealing
- Unacceptable behaviour in public
- Unauthorised absence from class and/or school

## KEY STAGE LEADER (SENIOR TEACHER)

- Parent/guardian meeting
- SLT detention
- Pupil contract
- Contract review meeting
- External agency support (where appropriate)

## LEVEL 4

Including:

- Repeated 'Level 3 Offences'
- Use of dangerous implements on other pupils
- Fighting/violent behaviour
- Use of/bring/buying any authorised substance in school
- Serious misuse of electronic media

## VICE PRINCIPAL

- Vice Principal Detention
- Parent/guardian interview
- Safeguarding follow up where necessary
- Pre-suspension warning or Suspension
- Restorative discussion with pupil
- Monitoring of improvement targets with Key Stage Leader

## LEVEL 5 and LEVEL 6

- Repeated 'Level 4 Offences'

## PRINCIPAL

- Parent/guardian interview
- Consultation with Board of Governors
- Suspension (which may be longer than 1 day)

This document is for guidance purposes only. Each incident should be viewed individually, taking into consideration the specific circumstances of the incident and pupil. This includes any SEN issues. There may also be incidents which involve a range of outside agencies such as Educational Welfare, Social Services and PSNI. A BREACH OF EXAMINATION REGULATIONS MAY RESULT IN THE LOSS OF ALL EXAMINATION MARKS

## BOARD OF GOVERNORS

- Exclusion from school

## St. Patrick's Academy - Suspension Procedure Flow Chart

Serious breach/persistent breach of school's Positive Behaviour rules  
Investigate and collate all evidence pertaining to incident(s).

Conduct interviews/take witness statements from staff/student(s)  
Student to spend time with Class Tutor so the incident(s) can be fully investigated.

Parents contacted via telephone call by Year Head and informed that an incident has taken place, the matter is being investigated and that the school will be in contact to arrange an appointment to discuss the matter.

Details of incident and evidence/statements will be passed to Head of Key Stage who will consult with Vice Principal/Principal on reason(s) for suspension and number of days involved.

Parent will be contacted via telephone by the Main Office to arrange an appointment to discuss the suspension.  
After the meeting, the student will be sent home with adequate work for the duration of the suspension.

The school will maintain all written records pertaining to the suspension.  
The Pastoral Team will be made aware of the suspension via email.

A letter will be issued informing the parent/guardian of the suspension and a copy will be sent to CCMS and EA (reasons/duration/work).  
The suspension will be recorded on SIMS.

A return to school interview will be held with the pupil by either the Year Head or Head of Key Stage/SLT.  
The suspension reasons/behaviours will be discussed with the pupil and a fresh start will be agreed and monitored.