

## Positive Behaviour Policy

### **RATIONALE**

Quality learning and school improvement are dependent on the school community's understanding of what standards of behaviour are acceptable and expected. It lies at the heart of a school's success. Good behaviour is based on clear boundaries and known consequences. Behaviour for Learning is part of our school ethos because it helps all people, staff and pupils of St. Cecilia's to feel happier and work harder.

### **AIMS**

- To ensure that staff, pupils and parents are well informed about the behaviour expected.
- To agree with staff, pupils and parents acceptable standards to promote cooperation between staff and pupils on positive behaviour.
- To merit good behaviour when positive and build a culture of praise through our merit system and Pupil of the Month Award.
- To ensure pupils realise that there are "consequences" and that certain decisions/actions/ failures will lead to certain consequences.
- To support effective teaching and learning.
- To contribute to mutual respect.

### **Behaviour for Learning**

It is widely accepted that behaviour impacts on learning and at St Cecilia's we support the development of learning appropriate behaviour that leads to better educational outcomes.

### **The policy sets to outline the key aspects of Behaviour for Learning**

- a) **Merit system**
- b) **Rules to support behaviour for learning scale**
- c) **The Behaviour for Learning Classroom Scale**
- d) **Consequences**

The following principles should be recognised if a whole-school approach to positive behaviour is to be successful.

1. An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved.
2. The Behaviour for Learning Policy is a partnership between all members of the school.
3. A whole-school approach is intended to be preventative wherever possible. Pro-action is more effective than re-action
4. Self-discipline should be the ultimate aim for all members of the school.

5. Behaviour patterns can be changed and indiscipline managed effectively only when behaviour management is handled consistently.
6. Consequences must be administered fairly and be appropriate to the breach of conduct.
7. Effective behaviour management seeks to avoid aggressive confrontation.
8. Rewards, obtainable by all, are an effective way of improving and maintaining good behaviour and should be applied consistently.

## Expectations

### In St Cecilia's the pupils;

- Attend and remain in school all day.
- Are punctual for morning assembly at 8.45 a.m.
- Do their best in class and work hard
- Complete all homework.
- Meet all deadlines.
- Are mannerly and respectful to all staff and other pupils.
- Treat other people's property, and the school environment, with respect.
- Take proper care of school books, equipment and furniture in the building.
- Wear their uniform with pride.
- Wear one pair of ear studs and refrain from other piercings.
- Have hairstyles and hair colour consistent with school policy
- Refrain from chewing gum.
- Use mobile phones as directed by school policy.
- Comply with School Internet Policy and use of social media.

### A) Merit System – “Catch Pupils Being Good”

Merits will be awarded to pupils who are recognised for

- Having good manners
  - Being kind and helpful to others
  - Making a genuine effort
  - achievements
- Merit cards will be carried by pupils and used by staff to award merits in and out of the classroom.
  - Once a merit card is full, the pupil will give this to their form tutor who will collate merit points and issue a new merit card. The merit card will provide opportunity for pupils to gain 15 merits
  - **Each full merit card will be recognised by a postcard home from the form tutor** to celebrate the pupil's achievements.
  - Rewards can also be given by form tutor as outlined on page 20 of the day book.
  - When a pupil **achieves 5 merits an achievement record** should be logged on SIMS
  - Form tutor will keep a record of the merits accrued by pupils and a total provided at Christmas and summer;
  - The **top 3 pupils in each class** and **best performing class** will be rewarded for total merits achieved in that term
  - Should a pupil lose their card, they will receive a replacement from their form tutor; however merits on that card will be lost, unless the form tutor has a record.

## When should merits be awarded?

This is mostly directed through professional judgements of staff, however examples are

- Being kind to another pupil or staff member
- Being helpful to another pupil or staff member
- Lifting litter
- Having good manners
- Making a genuine effort with work
- Producing work of high standard that impresses the teacher
- Representing the school in a positive manner e.g. meet and greet visitors/events in and out of school

**Ultimately merits are designed to celebrate, recognise and reinforce the exemplary behaviour and work ethic shown everyday by our pupils.**

## B) School Rules

St Cecilia's pupils should always follow the 5 "B"s

- Be kind in words and actions
- Be respectful
- Be ready for learning
- Be punctual
- Be the best that you can be



### C) Classroom Behaviour Scale

The Behaviour scale is designed to support pupils in class in making the **right choices** about their behaviour. At each stage teachers will remind pupils that **behaviour is a choice**. The Behaviour scale is also designed to ensure the focus is on teaching and learning and not addressing poor behaviour.

## Behaviour for learning



Stage		Consequence
0	Non- verbal direction	Opportunities to change behaviour without consequence
1	Verbal direction	
2	Written direction	SIMS comment logged Follow up by form tutor <b>3 x stage 2 in one week = after school detention</b>
3	In-class separation (pupil moves to another seat and completes think sheet)	Behaviour report (BR)on SIMS e-mail to HOY to inform of BR <b>2 incidents of stage 3 in one week = after school detention</b>
4	External separation (removed from class to a designated teacher)	<b>e-mail to HOY to inform of stage 4</b> <b>1 incident of stage 4 in one week = detention</b> <b>2 incidents of stage 4 in one week = internal suspension issued by VP</b>

## **Additional clarification re: behaviour scale**

- Where a child refuses to move to another seat/complete think sheet they should be moved to stage 4
- Each pupil will have the opportunity to start afresh each Monday. In St Cecilia's we provide the opportunity for pupils to modify and change past behaviours.
- HOY and or senior teacher may issue detention for persistent and repetitive behaviour that does not happen 3 times in one week but over a longer period of time.
- Internal suspension may be issued by the VP for repetitive behaviour leading to stage 4 that does not happen twice in one week but over a longer period of time. For e.g. a pupil reaches stage 4 once per week over a number of weeks.
- The classroom behaviour scale relates to behaviour for learning and in the creation of a settled environment for learning. Issues such as homework will normally be addressed through HOD, **however where missing books/homework lead to unsettled behaviour and/or challenge from the pupil the behaviour scale will be used.**

## **D) Consequences**

Pupils need clear routines and boundaries so that they can manage their behaviour and make the right choices. However at times pupils may choose unwisely and consequences will follow poor decisions. In St Cecilia's we hope that the consequence provides time for reflection about making more appropriate choices in the future.

There are a number of consequences which can be given.

### **Extra work**

Given by teachers/HOD for missed deadlines/ failure to complete homework

### **Lunchtime Detention**

Used by subject teacher/HOD/form teacher to address inappropriate behaviour or academic issues

### **After school detention – decided by HOY/Senior Teacher.**

3 times late to school in two week

3 incidents of inappropriate behaviour in one week noted on SIMS comments including poor punctuality

3 incidents of stage 2 on behaviour scale

Where 2 behaviour reports has been logged (stage 3 of behaviour scale)

***HOY and or Senior Teacher may issue detention for persistent and repetitive behaviour that does not happen 3 times in one week but over a longer period of time.***

**N.B the classroom behaviour scale relates to behaviour for learning and in the creation of a settled environment for learning. Issues such as homework should be addressed through HOD unless the homework issue leads to inappropriate conduct from the pupil that interrupts teaching and learning in the lesson.**

**N.B the decision to give a detention lies with the HOY and Senior Teacher who will take the individual circumstances into account.**

### **Internal suspension- issued by VP Pastoral**

In consultation with the Head of Year/Senior Teacher and taking individual circumstances and behaviour history into account the Vice Principal may issue an internal suspension.

Internal suspension will take place in either the library or the 6<sup>th</sup> form study where staff are available for supervision.

Prior to internal suspension a meeting/telephone conversation will be held in school to explain to parents the need for this sanction.

- On the morning of internal suspension, the pupil will report to assigned staff member.
- The pupil will be taken to internal suspension room.
- The pupil will be asked to complete a reflection sheet prompting them to think about the behaviour that resulted in this sanction and how they might improve.
- Work will be brought to the pupil each class (a pupil in the class will collect work each class from teacher and bring to the room)
- The pupil will complete all tasks set.
- During lunchtime the pupil will be supervised by a member of staff who will arrange for the pupil on internal to have their lunch.

At the beginning of the internal suspension the pupil will be asked to complete a reflection sheet, VP may also seek the help of the behaviour support teacher.

Following 2 occasions of internal suspension the VP will consider making a formal appointment for the pupil with the Principal.

### **Attend school on exceptional closure**

This is a consequence for repeated behaviour that has not been affected or improved through other methods in school, with permission from the Principal the child will attend exceptional closure. Supervision and work will be agreed with staff in advance and parents will be informed.

### **Contract**

Before external suspension is considered the VP may place pupils on formal which provides opportunity for reflection on behaviour with the view to making improvement.

Where the pupil breaks the terms of the contract a follow up meeting will take place where external suspension may be deemed as the only alternative and will be decided by the Principal.

### **External suspension will only be issued by Principal**

## **LINE OF REFERRAL**

**Following the behaviour scale requires a line of referral to be adhered to.**

- Form teacher
- Year Head
- Senior Teacher attached to year group
- Vice Principal
- Principal

However where there are extreme behaviours which impact on health and safety the HOY should be informed immediately or in their absence senior teacher for that year group/ VP.

It is important that all staff follow lines of referral so that key information about pupils is passed to the correct members of staff.

**This policy was reviewed by the Leadership Team: January 2017  
Due to be Reviewed: January 2019**

**Behaviour for Learning  
Teacher view**





It is important that teachers do not engage in confrontation – move towards pupils give direction, provide choice and move away allowing take up time and return as quickly

Stages	Consequence	Teacher Action
0	Non- verbal direction	Discreet gestures to bring child back on task Moving close to child/make eye contact/ pointing to what they should be doing
1	Verbal direction	Be explicit that there has been non-compliance <b>Give CHOICE</b> about modifying behaviour. Give verbal direction and continue teaching
2	Written direction	Be explicit there have been 2 opportunities for compliance <b>Give CHOICE</b> about modifying behaviour, Comment on SIMS
3	In class separation	Be explicit that there have been 3 opportunities for compliance <b>Give CHOICE</b> about modifying behaviour Move to another seat within the class, pupil should complete “think sheet”. Enter behaviour report on SIMS e-mail HOY
4	External separation	Be explicit that despite opportunities to improve behaviour the pupil has chosen not to. Ensure pupil arrives with designated teacher  E-mail must be sent to HOY

as possible to teaching and learning.

**Remaining calm, repeating instructions and providing choice will communicate that you are not going to engage.**

NB  
To be completed by  
child at stage 3





**Think  
about it**

## Behaviour Think Sheet

My behaviour in class was disruptive to teaching and learning. My behaviour is a choice that I make. I am responsible for all of my actions. When I behave this way, I make it difficult for other students to learn and the teacher to teach. I make it difficult for myself. I don't have the right to take this opportunity away from anyone else with disruptive classroom behaviour. From now on, I will try to do everything I can to make good choices that will benefit me and the people around me.

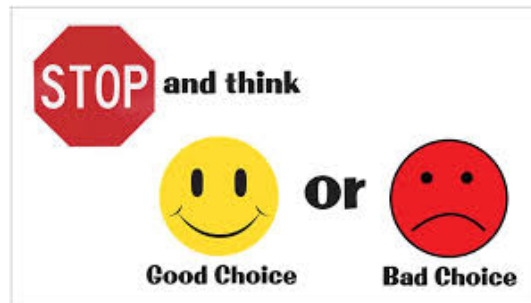
Think about your behaviour in this class and complete the table below

<b>Situation</b> What happened	
<b>Catch it</b> How are you feeling now Why do you feel like this	
<b>Challenge it</b> Could you have avoided this- what could you have done	
<b>Change it</b> What can you do in future	

Pupils on internal suspension will  
use this sheet for reflection

## Behaviour Reflection Sheet

My behaviour is a choice that I make, I am aware of the expectations and boundaries that are set by the school to keep me safe and ensure I achieve my best. I am responsible for all of my actions. When I make poor choices I need to learn to accept the consequences. However, it is more important that I reflect on how I can make better choices in the future that will benefit me and the people around me.



Are you aware that behaviour is a choice and that you are responsible for the choices you make?

What behaviour (s) has resulted in internal suspension? What happened?

Why did you make this choice?

Were you aware of the consequences when you decided to make poor choices?

How did your behaviour make you feel at the time you made the poor choice?

How do you feel today?

Did your behaviour affect others? Who did it affect?

How do you think the people you named above feel as a result of your poor choice?

How do you think your behaviour has affected your learning?

Do you think you could have made a better choice? What is it?

What will you do in future to ensure you make better choices about your behaviour?

Is there anything the school could do to help you make better choices about your behaviour?

Name \_\_\_\_\_