

Positive Behaviour Policy

This is a summary document for parent convenience- a full copy may be obtained by contacting the school office

Rationale

As a Catholic and Rights Respecting school we believe that all members of our school community, both pupil and staff, are entitled to work in a safe and secure environment. Good discipline is a vital element in ensuring such an ethos and learning environment exists. **In its mission to achieve such an environment the College is supporting articles 30, 28 and 12 of the UNCRC (unicef):**

- By promoting mutual respect and consideration between staff and pupils
Article 30: Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people where they live.
- By involving parents at an early stage before any breach becomes a serious issue
Article 28: Every pupil has an equal right to an education. Discipline in schools must respect children's human dignity.
- By giving the students a voice in all matters concerning school life
Article 12: Every student has the right to say what they think and to have their views taken seriously. Young people develop the confidence, through their experience of an inclusive rights - respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally.

Guiding Principles.

1. Teachers' have high expectations of their pupils,
2. Each pupil is unique and equal to all others in dignity and rights regardless of intellectual ability, emotional, social or physical disability, gender, race, creed or class.
3. Parents have the right to participate as fully as possible in the life of the school.
4. All members of the school community have the right to work in a positive, supportive environment that is conducive to individual growth.
5. All staff and pupils should be treated with respect and dignity at all times.

Aims

- To promote a positive and Rights Respecting climate that promotes effective teaching and learning;
- Pupils know their rights and learn to take responsibility for their own behaviour;
- Development of pupils' interpersonal skills.
- Involvement of parents in the promotion of positive and Rights Respecting behaviour;
- Recognition and promotion of inclusivity, while accepting individuality and diversity of each pupil;

- A range of strategies agreed by teachers, parents and pupils to facilitate and promote positive behaviour.

Newcomer Students

In dealing with pupils for whom English is a second language teachers will use their professional judgement.

Special Learning Needs

Our school embraces the values of inclusiveness and so recognises the need to take into consideration the additional learning needs of some pupils that may influence their ability to conform at all times to the normal routines of school behaviour. We therefore accept that additional consideration will need to be given to these pupils when dealing with matters of indiscipline. We also accept that no pupil will be punished or excluded /permanently excluded for any behaviour directly relating to his/her statement without first having put in place appropriate measures to meet the pupil's needs. The measures and any proposed consequences will be discussed with the parents and pupil.

This small number of pupils who have additional learning needs will require a range of interventions at Stage 3 and onwards of the Additional Educational Needs Code of Practice, including perhaps:

- Additional resources within school;
- Support from external agencies to assist pupils with learning difficulties or who need more structured behaviour management; or
- A short-term placement in an external pupil referral unit.
- Temporary placement in school learning support centre

In addition to the above, there may be a very small number of pupils for whom none of these interventions are effective. Such pupils may have long-term additional educational needs, in terms of emotional and behavioural problems, and may require placement in an additional education unit or school.

Whole School Strategies

- School charters incorporating the Rights Respecting Schools ethos, as agreed by all members of the school community, are to be followed by all pupils and staff.
- There will be an emphasis on rewarding good behaviour, which should not be taken for granted. Rewards and incentives will include verbal and written comments, small material awards, certificates, merits and school trips and our annual prize giving.
- Consequences need to be applied when the school charter agreement is broken. The strategies and consequences, which have been agreed in consultation with parents and pupils, will vary depending on the level of violation of our school charter.
- Consequences will be applied according to an agreed hierarchy of our school charter: Parents will always be involved at this level. CCMS procedures for temporary and permanent exclusion will be followed.

Rewards and consequences referred to in this policy are examples. Other agreed rewards and consequences will also be applied depending on circumstances. In all cases of indecision or dispute regarding application of rewards or consequences the decision of the Principal will be final.

Appendix 1: School/Classroom Charter, Behaviour Management Summary

School/Classroom Charter and Charters

1. I will arrive to school/class in full school uniform, on time and remain for the duration of the day.
2. I will line up quietly in single file outside the classroom and will enter only when instructed to do so by the teacher.
3. I will come prepared for class.
4. I will show respect for myself and others.
5. I will respect property (own, others and school) and agree to replace or pay for any damaged or lost school property.
6. I will listen carefully and follow directions from all staff including support staff.
7. I will always produce work to the best of my ability in class and at home.
8. I will not eat or chew gum.
9. I will keep my mobile phone switched off.

After School Detention

Detention is on Wednesday after school from 3.30pm to 4.10pm. Pupils who misbehave in detention will be kept to 4.30pm. Pupils will be given detention work to carry out. Parents will be given at least 24 hours prior notice in writing that their son/daughter has an after school detention.

This information is for guidance only and may be interpreted, amended or added to as considered necessary or appropriate by the Senior Leadership team depending on the particular circumstances surrounding an incident.

