

**ST. JOHN THE**

**BAPTIST’S COLLEGE**

# Behaviour For Learning Policy

In St John the Baptist’s College our aim is to promote a Behaviour for Learning Policy for staff and pupils. We do this in order to:

* Develop the school as a sensitive and caring community in which the establishment of good relationships is of prime importance in developing each pupil as an individual in their own right.
* Ensure that improvements in literacy, numeracy and information technology are priority targets for all our pupils including those with Special Educational Needs.
* Develop effective links with the community, including business and industry, so as to extend the curriculum to enhance teaching and learning.
* Create stimulating learning environments which will encourage the highest possible educational standards and which challenge our pupils to higher achievement.
* Promote Catholic education and Christian values inherent therein and thus highlight its relevance to life and contemporary culture.
* Promote the development of mutual respect, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life.
* Promote and develop high expectations among parent/guardians so that parent/ guardians fulfil their vital role in supporting the parent/school partnership.
* Promote the development in all our pupils of a sense of pride in themselves and in their school.

### Behaviour For Learning Policy

Rationale

The Behaviour For Learning Policy at St John the Baptist’s College provides an agreed course of action amongst teachers, pupils and parents, which promotes effective teaching and learning, the worth and value of each person and respects the rights of all members of the school community. We believe a healthy balance between sanction and rewards is fundamental, and encourage everyone to implement the school rules fairly and consistently.

Our aims are:

* To foster good behaviour in a positive way within an environment where our children feel secure and free from emotional and physical harm.
* To enable our children to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response.
* To create a calm and caring community where teachers teach and children learn.
* To recognise and respect the rights of each member of our school community.

Responsibilities

While promoting the rights of each individual it is important that everyone recognises their responsibility in the promotion of positive behaviour. We in SJBC encourage and reward positive behavior in many different ways. We want our pupils to experience an inspiring and rewarding experience with us. We regard ourselves as an extended family – and as with any family we want the best for our children. In order to promote our positive behavior policy, we have put in place many strategies emphasizing the celebration of achievement.

This is done through:

Pastoral and Curriculum Boards

Recognising and Recording Achievement through SIMS and Form Boards (Form Teacher)

Mindfulness and Growth Mindset

Mentoring and Counselling

Attendance Rewards

Social Media – Website, Twitter, Facebook used to present positive messages about our school community.

The introduction of lunchtime activities

The use of Student Leaders

Nurture Centre care

The agreed rights and responsibilities are summarised as follows:

### The Rights Roles and Responsibilites of Teachers

ROLES AND RESPONSIBILITIES

To promote the Catholic ethos of the school.

To deliver the curriculum. To impart knowledge.

To facilitate learning & teaching.

To listen and value pupil’s contributions.

To address individual needs.

To continually monitor and evaluate & review of practice.

To prepare pupils for adult life.

To promote life long learning. To be fair and consistent.

To act and behave in a professional way. To help pupils achieve full potential.

To have pupils’ welfare at heart.

To plan and prepare lessons/be organised. To treat others with respect.

To be a positive role model.

To promote a safe and caring environment. To report on area of concern.

To accept shortcomings and seek to improve. To provide support for colleagues.

To be aware of legislation.

To manage behaviour in the classroom/ school.

To attend lessons punctually.

To report to parents annually.

RIGHTS OF THE TEACHER

To be treated with respect.

To teach in a safe, healthy and secure environment.

To have opportunities to develop professionally.

To have adequate resourcing.

To be informed and consulted on whole school issues.

To be supported by colleagues. To be valued.

To be kept well informed regarding social background etc. of pupils when necessary.

### The Rights, Roles and Responsibilities of Classroom Assistants

ROLES AND RESPONSIBILITIES

To assist the classroom manager.

To assist in the delivery of the curriculum.

To facilitate learning.

To listen and value pupils’ contributions.

To address individual needs.

Continuous monitoring and evaluating. (LSC Continuous monitoring and evaluating verbally along with class teacher.)

To help prepare pupils for adult life.

To promote life long learning. To be fair and consistent.

To help pupils achieve full potential. To have pupils’ welfare at heart.

To plan and assist in preparing lessons/be organised. (Reading partnership etc)

To promote the Catholic ethos of the school. To treat others with respect.

To be a positive role model.

To promote a safe and caring environment. To verbally report on area of concern.

To accept shortcomings and seek to improve. To provide support for colleagues

To report harassment or bullying

To reinforce standards of acceptable behaviour.

To liaise with teacher to manage behaviour in the classroom/school.

To attend lessons punctually.

To model appropriate behaviour.

RIGHTS OF THE CLASSROOM

ASSISTANT

To be treated with respect.

To work in a safe, healthy and secure environment.

Opportunities to develop professionally.

Adequate resourcing.

To be informed and consulted on whole school issues.

To be supported by colleagues. To be valued.

To be kept well informed regarding social background etc of pupils when necessary.

### The Rights and Responsibilities of Pupils

### RESPONSIBILITIES OF THE

**PUPIL**

To attend punctually

To come prepared for work—books, equipment.

To listen and co-operate.

To participate to the best of their ability. To seek appropriate support as necessary. To focus on work and care for resources.

To complete homework on time and to the best of their ability.

To follow the school rules and to be aware of the consequences of their own actions.

To be polite, well-mannered and treat others with respect.

To show respect for self, others and property. To behave in an exemplary manner.

To report all harassment/bullying (cyber)

To refrain from abuse—physical, emotional, verbal or cyber.

To catch up on work upon return to school

e.g. illness; sporting activity; medical appointment

To adhere to the school dress code.

To access all homework on Satchel one and Google Classroom.

To take responsibly for our own learning, organisation and behavior.

To comply with the internet access policy

**RIGHTS OF THE PUPIL**

To be treated with respect.

To be taught in a safe, healthy and secure environment.

To be provided with a positive learning and social experience.

To be provided with Opportunities to develop spiritually, morally, culturally, physically and academically.

To be free from verbal, emotional and physical abuse.

To be valued, listened to.

### The Rights and Responsibilities of Parents

### RESPONSIBILITIES OF THE

**PARENTS**

#### To enjoy these rights parents ensure that:

Their child attends regularly and on time.

To encourage and support their child in following the school rules and shows respect for other pupils, school staff and property.

Their child wears the correct school uniform.

To treat school staff with respect.

They provide the necessary equipment for school and seek support if required.

They oversee and promote the value of homework.

To check Google Classroom, Sachel One and the Parent App for relevant information.

To make an appointment when they wish to meet a member of staff.

To tell the school promptly of any concern about their child.

To respond quickly to concerns raised by the school.

To attend at least one parent/teacher meeting each year.

To inform school promptly of changes in

1. address, (b) telephone/mobile numbers.

To provide an explanation for their child’s absence from school.

### RIGHTS OF THE PARENTS

To receive a quality education for their child.

To have their child taught in a warm, welcoming and safe place.

To have their child treated fairly and with respect.

To seek support for their child if he/she has any problems.

To be responded to appropriately/ sensitively when raising any concerns.

To be told promptly about any concerns.

To be informed about anything which affects their child’s education/welfare.

### School Rules

**We will show respect for ourselves, others and property (safe treatment rule)**

* + We look after school equipment
  + We listen to others when they are speaking
  + We leave other people's belongings alone
  + We are always polite and well mannered
  + We will be respectful and kind to others
  + We play/interact safely and allow others to join in

##### We will be present, punctual and prepared to work to the best of our ability (learning rule)

* + We will be in registration at 8.45am
  + We will be on time for every lesson
  + We will bring the right equipment, including homework, for every lesson.
  + We will attempt all activities and tasks given.
  + We will follow the school policy on mobile phones
  + We will complete all homework on time

##### We listen carefully and follow directions from all staff and speak respectfully to others (talking & listening rule)

* + We will listen attentively to the teacher so that we will know what to do
  + We will endeavor make positive contributions to learning
  + We will listen to others
  + We will raise our hand before we speak in whole class activities

##### We move quietly and carefully around the school (safe movement)

* + We will stay in our own designated areas at break and lunch times
  + When we arrive at a classroom we line up quietly outside the room and only enter a room when instructed to do so by a member of staff.
  + We will walk at all times indoors
  + We will move without pushing or shoving
  + We will not eat or drink in the classroom or on the corridor
  + When we enter a classroom to deliver a message we will do so politely and always address the teacher first

##### We will wear our full uniform and remain in uniform for the duration of the day (uniform)

* + We will ensure our appearance is appropriate for school
  + We will project a positive image of St John the Baptist’s College
  + We will follow the school’s policy for appearance
  + We will wear our blazers to and from school, on the corridors and on school trips

### Student Dress Code

*‘We want our students to wear their school uniform with pride and to project a positive image of themselves and of our school to members of the wider community’*

Uniform

Complete school uniform must be worn to school each day as outlined in our ‘Guidance to parents.’ School skirts must be ‘knee length’ and must not be altered in any way. Trousers must be navy and not be altered to “skinny” style.

Blazers

It is **compulsory** for each student to have a school blazer. Each student **must** bring a blazer to school each day. A blazer should be worn on the journey to and from school and on the corridor. It is **compulsory** for all students to wear a school blazer when they are attending events outside of school (unless otherwise directed). Jumpers (non-compulsory) may be removed if preferred.

Hairstyle

Hairstyles should be simple and of a natural colour.

Make Up

Students may wear **only discreet (light) foundation to match their natural skin tone**. No other makeup is permitted to be worn at any time during the school day.

Shoes

School shoes must be **COMPLETELY BLACK** in colour. Heels must not be higher than 5cm (2”). **No canvas or trainer type shoes are permitted**. Parents should ensure that footwear is appropriate for all weather conditions.

**Covid 19 Regulations and guidance**

1. All post primary pupils must now wear face coverings on corridors and communal areas- please ensure your child has a face covering with them each day and understands that they must wear it as instructed by staff
2. Pupils travelling on buses must wear their face-coverings throughout the journey
3. Pupils will remain in designated class bubbles (where possible)
4. Seating plans will be implemented in all classrooms
5. Lunch-time will be phased within the cafeteria
6. Outside play/Recreation areas will be zoned
7. Allocated indoor spaces (taking account of bubbles) will be used over lunch on wet days
8. A one-way system will be in operation at all times across the school site
9. Shared equipment will be minimised, *all pupils must come to school each day fully equipped with their own stationary and device (iPad/lap top/ tablet)*

**Important points for Parents/Visitors**

* Sick children should be kept at home
* If a child displays any of the Covid-19 symptoms, the school should be informed immediately
* Each year group will be allocated a specific access point for entering/leaving the school building and a sanitising unit will be in operation at these points.
* We recommend that parents check their child’s temperature each morning and if their temperature is high, the child should remain at home and the guidance followed.
* A phone call or email to the office to advise of pupil absence is important- parents will be issued with form teacher email addresses also as we are trying to reduce the volume of written notes coming into the school
* If a child displays symptoms in school, in line with the regulations, they will be sent to the isolation room immediately and it will be parental responsibility to promptly arrange for the child to be collected
* All pupils must arrive on time to school and be collected promptly when leaving
* Parents cannot arrive to the school without a previously arranged appointment. If an appointment has been scheduled, parents must arrive at the front entrance punctually and wait in the seated area until the member of staff they are meeting arrives to escort them to the allocated meeting room having fully sanitised and signed in.
* Where possible pupils should be encouraged to walk or cycle to school
* Drop off by cars should be outside the inner school gates in the visitor’s carpark area
* Where possible please do not drop pupils off before 8.40am in the morning
* For those pupils accessing the Breakfast Club or early-bird activities/lessons clear procedures will be issued and must be adhered to. Morning clubs have been relocated to a bigger space in the bottom building and depending on the level of demand for spaces, numbers may have to be restricted
* Inform a member of the pastoral team (Mr Lynch/Mrs Leathem or Form Teacher or Year Head) of any relevant pastoral or safeguarding information that is new since the lockdown period began
* If your child falls into the medically vulnerable category or has been shielding, please make an appointment to speak to Mr Rath or Mrs Towe so that we can plan in their best interests and where necessary agree a risk assessment
* If your child uses medication in school, please make an appointment to bring in new supplies in a sealed bag with their name clearly marked on the bag for storage in the First Aid Suite
* DE guidance advises that uniforms should be washed regularly. Our suppliers recommend that steaming the skirt and blazer will be sufficient and should be less harsh than washing these items every day. Another key issue as regards uniform is that we will be minimising the use of shared changing rooms.
* In light of these restrictions, we have decided to allow pupils to wear SJBC leisure wear into school in place of their uniforms on days that they have timetabled PE lessons
* If your child opts for sporting activities such as Gaelic Football or Boxing during the Enrichment Programme on Mondays, they will be permitted to wear SJBC leisurewear on this day also*.*

***We have been advised by the Department of Education that any pupil refusing to comply with these Health and Safety guidelines will face sanctions up to and including exclusion.***

**Mobile Phones**

**· *Mobile phones must remain switched off and kept in a pupil’s blazer / bag during school hours unless given permission by a teacher to use the phone for educational purposes.***

**·  *If a pupil uses a mobile phone to send or receive calls or text messages during school hours, the phone may be confiscated and placed in the general office. It will be returned to the pupil, with parent, the next day or when a parent is available.***

**· *If a pupil refuses to hand over the mobile phone, parents/ guardians will be contacted to come and collect the pupil.***

**· *Pupils are forbidden to use mobile phones to sound record or to produce still or moving digital images during any school activity.***

**· *If a pupil needs to contact home in an emergency, he / she may obtain permission from a member of staff to use the telephone in the school office.***

**Technological advances mean that it is now possible to photograph or pass on photographs of a pupil, or staff member. It is also possible to post images on the internet of a pupil or staff member.**

**Although we do not wish to ban pupils from having a mobile phone, we do wish to protect all our pupils and staff from the misuse of technology.**

**Any attempt to make or pass on any image of a pupil, or staff member, will be considered a serious infringement of school rules and can also be deemed a child protection or legal matter.**

**School rules will be strictly adhered to. It is important that everyone appreciates that these rules exist to protect all our pupils and staff.**

**We wish to protect the dignity and right to privacy of every pupil and member of staff.**

**· If a pupil uses his / her mobile phone to record inappropriate behaviour of pupils while those pupils are in SJBC uniform, or shares inappropriate (including fights) images / videos of SJBC pupils they will be suspended from school for a length of time at the principals / Board of Governors’ discretion.**

**The Principal and staff would like parents to particularly support the rule on confiscation - this will ensure a safer environment for all.**

### Further Strategies For Promoting Behaviour For Learning

#### In St John the Baptist’s College we prefer to use preventative rather than reactive strategies

Some of the strategies staff may use to prevent or de-escalate potential behaviour incidents are listed below

•Creating/maintaining positive relationships

•Praise/ proximity praise

•Active learning activities

•Sharing strategies

•Good news cards/ emails home

•Clean slate daily

•Earned free time

•Given responsibility role

•Tactical ignoring

•5W reflection form

•Target reporting/ BP

•Class layout

•Circle time

•Distraction/ action breaks

•Time out cards

•Key adults

•Monitoring

•Learning Mentor

•Homework club

• Break and lunch time clubs

•Transform / discover

•Blended learning

•Nurture Provision / Centre

•Use of Boxall / Pass

• External agencies

•Parent interviews

•Target setting / Reports

•Disguising frustration

•Formalized referral system

•PLP / workshops

•Preventative curriculum

•Celebrations of success / Behavior / attendance / curriculum

•Linked parent updates on Parent App

•Youth work

•Lunch time clubs

•Student leaderships

•Pupil voice

•Rewards / Achievements

•Withdrawn support Literacy / Numeracy / ESOL

### The Staged Referral Process

1. Discuss with pupil rather than a written report.
2. Behaviour target sheet should present achievable targets that allow child to see their progress.











### Dealing With Behaviours Contrary To What Is Expected- Who Does What?

**Staff are to deal with student behaviour at the different levels outlined below by using a**

**range of strategies from Good Practice Guidelines/ SEN Resource File and by support from**

**colleagues.**



### Behaviour Pyramid

### Links With Other School Policies

Other Forms of Support

Additional support will be available from various outside agencies including;

* + Behaviour Support Team.
  + Our Assistant Advisory Teacher is Ms M Coogan
  + The Education Psychology Service –Mrs. C McVeigh
  + The Educational Welfare Service– Mrs J McCann
  + Reach Mentoring Team

Counselling

Mrs Elizabeth Berry

Mentoring

Mrs L Swain

Training Needs

Staff have attended SIMs training and behaviour management training to support the Positive Behaviour Policy. Staff have received Positive Behaviour Management training from the Behaviour Support Team.

Evaluation

The effectiveness of the policy will be measured by;

* + A reduction in the number of pupils being sent to senior staff
  + A reduction in suspensions
  + A reduction in Pastoral Concern Notes
  + Increase in rewards and merits being awarded.
  + Increase in attendance percentage.

##### Review

This policy has been written and agreed with the EA Behaviour Support Team. It will be reviewed regularly in response to on-going advice and training. It will form part of the school’s overall Pastoral Care Policy.

Reviewed Oct 2020, N Murray, J Lynch, B Leathem.

**Appendix**

Pastoral Note of Concern

Formal Letter to Parents

Praise Card

Behaviour Contract

Home School agreement

Good Practice Guidelines

**St. John the Baptist’s College**

**Pastoral Concern Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student:** |  |  | **Class:** |  |
| **Form Teacher:** |  |  | **Subject:** |  |
| **Teacher** |  |  |  |  |

**Area/s of concern:**

**Strategies and outcomes that you have put in place:**

|  |  |  |
| --- | --- | --- |
| *Area for concern* | *Strategy/Strategies* | *Outcome* |
|  |  |  |
|  |  |  |
|  |  |  |

*Any other comments:*

Please attach evidence in support of this concern.

**Signed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please forward a copy to Form Teacher &**Justin Lynch Head of Pastoral Care**

|  |  |  |  |
| --- | --- | --- | --- |
| **Bullying Concern Assessment Form**  **PART 1 - Assessment of Concern Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Our School’s Definition of Bullying is:*** | | | |
| **Name(s)** | **Gender** | | **DOB/Year Group (if Pupil)** |
| Person(s) reporting concern | | M / F | |
| Name of targeted pupil(s) | | | |
| Name of Pupil(s) involved | | | |
| Does the behaviour involve?  Individual to individual 1:1 Individual to Group Group to individual  Group to group | | | |
| **Type of incident and Theme (if applicable):**   Physical bullying (includes jostling, physical intimidation, interfering with personal property, punching/kicking, any other physical contact which may include use of weapons) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Verbal bullying (includes name calling, insults, jokes, threats, spreading rumours) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Indirect bullying (includes isolation, refusal to work with/talk to/play with/help others) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Disability (related to perceived or actual disability)   Cyber (through technology such as mobile phones and internet)   Homophobic (related to perceived or actual sexual orientation)   Racist (related to skin colour, culture and religion)   Sectarian (related to religious belief and/or political opinion)   Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Is there persistence/recurrence of this behaviour? Yes / No Is it targeted behaviour? Yes / No Is there a power imbalance? Yes / No Is it intentionally hurtful behaviour? Yes / No Does this incident meet your school’s agreed definition of bullying? Yes / No | | | |
| Check records for previously recorded incidents | | | |