



# St. Mary's Limavady

*Scoil Mhuire Léim an Mhadaidh*

*Living Faith, Inspiring Learning, Shaping Futures*



St. Mary's Limavady

## Positive Behaviour Management Policy

Reviewed  
To be Revised

June 2016  
June 2018

## **Rationale**

Positive Behaviour Management is based on supporting and rewarding good behaviour and in raising the self-esteem of the student, so that everyone can achieve their full potential. Article 28 of the United Nations Convention on the Rights of the Child, states that:

*“Discipline in schools should respect children’s human dignity.” Article 29 goes on to stress that “Education must develop every child’s personality, talents and abilities to the full...”*

It is worth remembering that some of our students have emotional, behavioural and learning difficulties which can at times, make coping with the classroom very difficult. We need to be mindful of what standard of behaviour we can reasonably expect from these students, while continuing to maintain a high standard of behaviour in the classroom. Article 3 of the convention reminds us that “the best interests of the child must be a top priority in all actions concerning children” Therefore, Teachers who make a point of showing care, concern and respect for all students individually, regardless of their “reputations”, tend to have fewer discipline difficulties.

## **Purpose**

The Disciplinary framework of the school exists to achieve and maintain the highest standards of learning and behaviour within St Mary’s. The Discipline Policy supports the school aim that all students have access to a high standard of Teaching and Learning, in a calm, purposeful and caring environment. It fosters mutual respect and supports the development of self-management skills necessary for adult life. The Discipline Code is determined by the Principal with the Board of Governors.

## **Creating A Positive Culture**

Misbehaviour thrives in a negative and obstructive atmosphere where there is:

- A preoccupation with sanctions
- A distrust of students
- Little respect
- Constant negative comments

In this atmosphere, misbehaviour gives students recognition and status. The effective school tends to be positive in outlook and confident in students. It seeks ways of showing trust, respect and care for all its students, but especially the more challenging.

When recognition and status is given to difficult students, they have less need to seek it through misbehaviour.

Students need to see that rewards and sanctions are used consistently and fairly. The attitude of all staff is of great importance in creating the positive culture within school.

## **Practice**

The Discipline Code is determined by the Principal, with the Board of Governors. Students and parents are made aware of the code through the student planner. Frequent reminders of core points are issued both verbally and in written form. It is the responsibility of the Staff and Management of the school, to ensure that the guidelines on discipline are adhered to and applied in a consistent and fair manner.

## **Record Keeping:**

### **SIMS**

Used by Form and Subject Teachers to record behaviour and homework concerns. This should be checked by the Form Teacher during Form Period and appropriate action taken e.g. phone call home/letter.

### **Student Planner**

Used by students to record homework and by staff to communicate with parents and record positive comments or areas for improvement.

### **Merit Record**

Used by Staff to reward good work and behaviour. Student Merit Record will be stamped by the Teacher. A full Merit Record may be exchanged for a prize from the Vice Principal.

### **Head of Year Ledger**

Used to record information on students, meetings/phone calls with parents and the action taken.

### **Report Card (SIMS)**

Used by subject teachers to record behaviour/progress of target students in class. Students placed on Report Card will be monitored by the Head of Year and parents given regular updates on progress made.

## **Rewards:**

**These will be used frequently to encourage positive behaviour and may include:**

- Positive praise as often as possible.
- Positive comments in the planner or at assemblies
- Stamp in Merit Record.
- Department Stickers in exercise books
- Prizes e.g. certificates, vouchers, school trips etc.
- Junior and Senior Prize Giving.

## **Behaviour Management**

It is essential that each Teacher accepts full responsibility within his/her own classroom. The importance of well planned, purposeful lessons and a consistent, fair approach to discipline is vital in promoting positive behaviour in school.

Teachers should deal successfully with the discipline in their own classroom. Each teacher must endeavour to establish an approach which works effectively so that Teaching and Learning can take place in a positive manner. It is important that the behaviour of an individual, or minority of students, does not interrupt the Teaching and Learning of the class.

In St Mary's we follow a "stepped approach" to discipline as an integral part of the school Positive Behaviour Management policy.

If a student does misbehave in class, the Subject Teacher may record behaviour on SIMS. If this behaviour persists, the Subject Teacher may, if necessary, ask for the assistance of the Subject leader. Procedures are clearly outlined for students and staff on classroom displays in every classroom.

Occasionally a minority of students will create problems which the Subject Leader may deem necessary to involve the Form Teacher, Head of Year, or the Vice Principal.

In a serious matter of indiscipline, which may require suspension, the Principal is immediately involved.

### **Stepped Approach to dealing with student behaviour**

#### **1. Mildly disruptive behaviour:**

Dealt with by the Class Teacher. This may include:

- Not keeping on task.
- Refusal to be quiet.
- Distracting peers.
- No books, no homework, no equipment/coursework
- Inappropriate language (use discretion).
- Arriving late for class

#### **Procedures:**

- Ignore behaviour
- Use eye contact with student
- Move closer to student, if disruptive behaviour stops, acknowledge with "thanks" or similar remark

- Ask for behaviour to change e.g. “please don’t talk to your neighbour as he/she is working. Thanks”
- Allow for take up time, walk away from the student after giving the instruction. Give time to think about their actions, this reduces the risk of confrontation
- Refer to agreed class rules on behaviour
- Detain student at break or lunchtime
- If student refuses to comply with your instructions then further action is necessary

## 2. Disruptive behaviour:

Teacher will record on SIMS or remove the student from the class, placing in an adjoining room with the consent of the Class Teacher.

This arises from the **persistent occurrence** of the following types of behaviour and when the student has not responded to the least intrusive methods of intervention as outlined.

- Argumentative/continual use of inappropriate language directed at peers/staff
- Continually disregarding instructions
- Continually distracting peers
- Disrupting Teaching/Learning
- Continually arriving late to class

### **Procedures:**

- Record incident on SIMS
- Remove student to adjoining class if necessary (class teacher will follow up after class)
- Discuss problem with Form Teacher and /or Head of Year
- Recommend formal detention
- Rebuild relationship with the student as soon as the issue is resolved

## 3. Seriously disruptive behaviour:

The Teacher will issue a **Red Card** to the student and send for the Vice Principal or Senior Teacher, only when **Teaching and Learning is seriously disrupted.**

This may include the recurrence of **disruptive** behaviour:

- Use of aggressive/inappropriate language
- Aggressive behaviour/physical fighting
- Serious disruption of Teaching and Learning
- Abuse of substances/Smoking
- Truancy
- Major vandalism

**Procedures:**

The class Teacher should:

- Send for the Vice Principal/Senior Teacher
- Complete an incident report and give to Vice Principal/Senior Teacher by the end of the day.

**The Vice Principal/Senior Teacher will:**

- Remove student from class
- Inform parents of behaviour
- Inform Head of Year/Form Teacher
- If necessary put student on report and arrange meeting with parents
- Log incident in the Incident Report Book.
- Arrange for student to be taken back to class by either Senior Management or Head of Year.

**Managing Behaviour outside the Classroom****Corridors:**

**All staff** should stand on the corridor and supervise proactively at the end of each lesson until their next class arrives. It is important that staff follow the “Meet and Greet”/“End and Send” procedures outlined in Managing Behaviour booklet provided to all staff at the beginning of each school year.

**Lunchtime:**

- Only in exceptional circumstances will a lunchtime pass be issued.
- Parents must meet with Head of Year and give written permission for a lunchtime pass to be issued in exceptional circumstances.
- No student is to carry food from the canteen(health and safety risk)

**Movement through the School:**

- Students will walk on the corridors keeping to the left.
- Students are not permitted to use the front stairs
- During class time main doors to the school will be locked and only accessed by staff/key holders

**Use of Reasonable Force:**

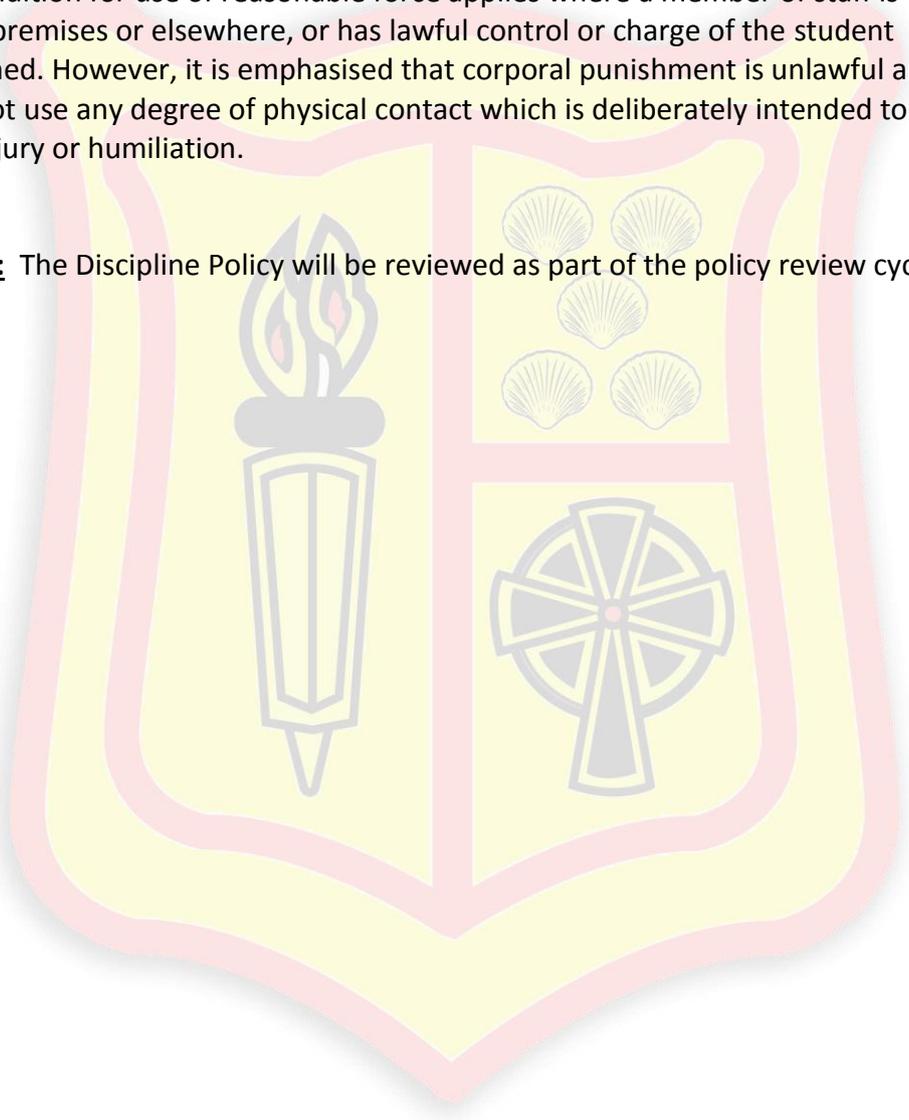
In St Mary’s we have a pastoral responsibility towards all students and will take all reasonable steps to ensure that the welfare of students is safeguarded and that their safety is preserved.

The need to use reasonable force to restrain or control a student should be rare. However, if a student’s behaviour threatens the safety of other students and staff, a member of staff may use such force as is reasonable in the circumstances to prevent the student from:

- Committing an offence
- Causing harm or personal injury to, or damage to the property of any person (including the student him/herself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline in school, whether during a teaching session or otherwise.

This condition for use of reasonable force applies where a member of staff is on school premises or elsewhere, or has lawful control or charge of the student concerned. However, it is emphasised that corporal punishment is unlawful and staff must not use any degree of physical contact which is deliberately intended to cause pain, injury or humiliation.

**Review:** The Discipline Policy will be reviewed as part of the policy review cycle

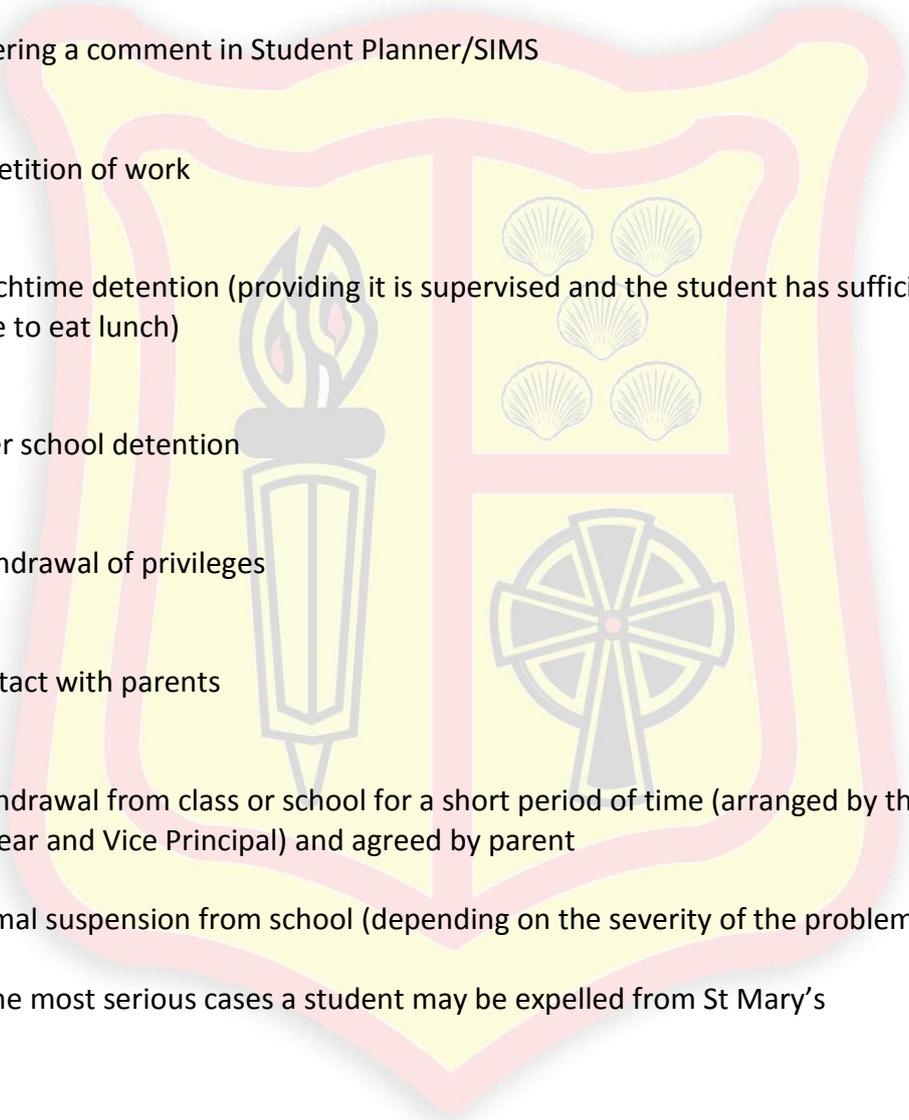


## Appendix 1.

## Sanctions

The vast majority of students respond positively to the rules of the school. A minority however, will choose to ignore the rules. Our response in such circumstances should be consistent and fair.

Teachers are encouraged to keep problems in perspective and apply, where appropriate, the following sanctions:

- Entering a comment in Student Planner/SIMS
  - Repetition of work
  - Lunchtime detention (providing it is supervised and the student has sufficient time to eat lunch)
  - After school detention
  - Withdrawal of privileges
  - Contact with parents
  - Withdrawal from class or school for a short period of time (arranged by the Head of Year and Vice Principal) and agreed by parent
  - Formal suspension from school (depending on the severity of the problem)
  - In the most serious cases a student may be expelled from St Mary's
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## Appendix 2

### St Mary's Code of Conduct

**To ensure everyone in St Mary's is learning in a safe, happy environment we will always:**

- Be well mannered, respectful and obedient
- Only use language that is polite and courteous
- Attend school every day on time
- Bring in all books, equipment and homework
- Take part in lessons and remember to listen
- Try to ask questions to improve understanding
- Walk quietly and safely on corridors
- Welcome all visitors to our school

