



**St. Malachy's College**

Positive Behaviour Policy  
2021



# Positive Behaviour Policy

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## CONTEXT

The Positive Behaviour Policy of St Malachy's College promotes an environment in which students, staff and parents are committed to the idea of mutual respect within a caring, supportive community. The ETI Inspection Report noted that: "The boys are highly motivated with high levels of maturity and self-confidence. They have well-developed personal and social skills and demonstrate excellent learning behaviours. They take pride in their work and respect their environment. They work independently, in pairs and in groups, in an effective way, showing support and concern for others."

The Positive Behaviour Policy seeks to promote the ethos of the College as encapsulated in its Mission Statement and Motto:

'St Malachy's College, as a Catholic School, is dedicated to provide academic excellence in the context of a Christian community ethos. It seeks to preserve its traditions of spirituality and learning, so that all pupils and staff can experience continuity in achievement and further their own spiritual, educational and personal growth in a pleasant, interesting and stimulating environment'

The College Motto "Gloria Ab Intus", Glory from Within, illustrates that the fundamental ethos is to ensure a formative and holistic education "Gloria Ab Intus", reminds us all of the importance of 'Glory from within'

and we, through our work in promoting excellence in behaviour, endeavour to honour Bishop Crolly and the founders of the College. St Malachy's, as a Catholic school seeks through its Positive Behaviour Policy, to recognise and respect the uniqueness of all individuals, to enable them to reach their full potential and to help create the world as God intends it to be.

There are two aspects to the Positive Behaviour Policy; the promotion and embedding of good discipline:

- through adherence to agreed routines and regulations
- through the positive reward system and the use of Stepped Consequences

## Links to Other College Policies

The Positive Behaviour Policy is closely aligned with the Pastoral Care Policy which outlines the College structures. It also operates in conjunction with other relevant policies; Pastoral Care, Anti-Bullying, Child Protection, Drugs and Alcohol, Reasonable Force and Safe Handling; Critical Incident, Special Educational Needs, Suspensions and Expulsion and Pupil Attendance and Punctuality.

# Roles and Responsibilities

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**‘Every School a Good School’ The Governors’ Role**, outlines the statutory duty of the governors and the principal with regard to positive behaviour management.

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## The Board of Governors

The Board of Governors has a legal duty to safeguard and promote the welfare of registered pupils at the school when the pupils are on school premises or in the lawful control or charge of a member of school staff.

The Board of Governors and the Principal are also responsible for ensuring that the school has behaviour policies which promote positive behaviour and discipline among registered pupils and that these should cover all pupils attending the school, whether registered or not.

The Board of Governors must also decide, and set out, what aspects of discipline/behaviour should be a matter for the Principal and give the Principal any guidance on the aspects which it decides is appropriate.

## ‘Every School a Good School’ The Governors’ Role’

## The Principal

The Principal is responsible for determining measures which the school will take to:

- promote self discipline and proper regard for authority among pupils
- encourage good behaviour; respect for others and prevent all forms of bullying among pupils
- secure an acceptable standard of pupil behaviour
- regulate the conduct of pupils

## The Role of the Principal in Disciplinary Matters

The Board of Governors should be familiar with the school's discipline policy and procedures. However, the Principal is in charge of its day-to-day management and has responsibility for ensuring that all staff members are familiar with the school's policy and that agreed discipline practices are applied consistently.

## ‘Every School a Good School’

## The Vice Principal

The Vice Principal for Pastoral Care has responsibility for overseeing the day-to-day management of the policy and has responsibility for ensuring that all staff members are familiar with the school's policy and that agreed discipline practices are applied consistently.

## Staff

All staff have a shared responsibility for Positive Behaviour Management. Subject teachers, Form Tutors, Heads of Year; Heads of School and the Assistant Pastoral Leader have specific responsibilities as laid out under structures in the Pastoral Care Policy.

Staff will:

- model expected behaviour in keeping with the College Ethos
- abide by the Code of conduct as laid out in the Child Protection Policy by treating students with respect and dignity
- never discuss confidential information about students casually in conversation or share with any person other than on a need to know basis
- ensure that Stepped Consequences and positive Reward measures are applied consistently
- apply positive behaviour management strategies in line with IEPs and Behaviour Plans

## Students will:

- abide by the College rules, in accordance with the Positive Behaviour Policy, and adhere to the agreed daily routines
- attend school regularly, be punctual and endeavour to have a positive merit record and be aware of, and abide by, Stepped Consequences
- Treat all members of the College community with respect

# Roles and Responsibilities

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## **Parents/ carers**

The College works in partnership with parents and carers to support our students pastorally and academically. Close co-operation between home and the College is essential for the promotion of positive behaviour.

### **Parents/ carers are expected to:**

- foster a positive and supportive attitude towards College rules and regulations
- share in a team approach to supporting their son
- talk to their son about his merit/ demerit record
- support the College by ensuring their son attends detentions punctually
- communicate with staff and ensure contact details are up to date
- attend meetings as required

### **Parents/ carers are expected to ensure that their child:**

- attends school regularly
- arrives for school on time
- adheres to uniform regulations
- completes all homework set
- abides by school rules

# Aims

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## **The policy seeks to:**

- develop our students' sense of leadership, self-discipline and self-esteem
- promote Student Voice in regard to behaviour management
- create a mutually respectful environment in which the ethos of the College promotes educational, spiritual and personal growth
- ensure that staff, pupils and parents are aware of the College's expectations of behaviour
- promote positive behaviour through the use of the SIMS Behaviour Management Module and the fair and consistent adherence to Stepped Consequences
- promote positive choices through its links to the Pastoral Care Policy, the Anti-Bullying Policy and the Preventative Curriculum.

# Managing Behaviour

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**All members of the College are expected to help maintain an environment conducive to learning and which promotes the aims of the Positive Behaviour Policy.**

Regulations for behaviour are set out in guidelines which have been agreed by staff, parents and pupils. These include:

*Classroom and Corridor Routines (Appendix 1)*

*Uniform Regulations (Appendix 2)*

*Stepped Consequences (Appendix 4)*

These guidelines are included within the Student Planner and are emphasised through the Pastoral Programmes, Assemblies and Parental Information Events and the College Website.

Within each Key Stage, there is a Positive Reward scheme tailored to the needs of the particular Key Stage.

See Positive Reward Initiatives (Appendix 5)

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## Sanctions and Stepped Consequences

St Malachy's College uses the SIMS Positive Behaviour Management Module to operate a system of rewards and sanctions. The Positive Behaviour Management Chart (Appendix 3) illustrates what member of staff is likely to deal with particular breaches of discipline. The Stepped Consequences Chart (Appendix 4) indicates the sanction to be applied. The lists are not exhaustive.

As a supportive measure, students whose behaviour is causing concern and is impacting on the students own learning and/or the learning of others will be issued with an Individual Behaviour Plan (Appendix 6). Meetings will be held with parents/ carers to implement the agreed plan and to review as required. Where a student has a diagnosed Special Educational Need (or is awaiting assessment for a SEN), behavioural issues will be referred to the Key Stage Specialist Teacher or the Learning Support Co-ordinator. Where there are serious pastoral concerns about a student, or where there is a Child Protection concern, issues will be referred to the VP Pastoral or another member of the Safeguarding team. In these instances, sanctions will be issued in line with appropriate legislation and with regard to the well-being of the student.

## Detention

In the event of a pupil being placed in detention, parents/ carers will be given twenty four hours notice of when the detention will occur and the reason for the detention being given. Parents should sign the detention slip. Parents should note that the detention slip is issued for information only and not seeking parental permission.

## Suspension and expulsion

There is a separate policy for Suspension and Expulsion.

Suspensions are given for major breaches of discipline, including persistent infringement of College Rules. A suspension is issued only by the Vice Principal or Principal. **St Malachy's College has a "zero tolerance" approach to physical violence and all parties involved in such instances will be issued with a suspension.**

Expulsion is the final and most serious disciplinary action and will be dealt with by the Board of Governors. Expulsion will be considered in response to serious breaches of the College's Positive Behaviour Policy, including persistent infringement of regulations, where alternative strategies to resolve the pupil's disciplinary problems have been tried and proven to have failed; and where allowing the pupil to remain in College would be seriously detrimental to the education or welfare of other pupils and staff, or of the pupil himself. There may be circumstances where it is appropriate to expel a pupil for a first or 'one off' offence. **Possession of with intent to supply or supply of controlled substances will be dealt with through the Suspension & Expulsion Policy and will lead to expulsion.**

## Review

This policy will be reviewed biennially (and as required following a serious behavioural incident) by the Vice Principal for Pastoral Care, in consultation with students, parents, staff and governors and amended as appropriate in accordance with any relevant DENI circulars.

# Underpinning Legislation

## Primary Legislation

Education and Libraries (NI) Order 1986 – Article 49 (Suspension and Expulsion of Pupils)

Education and Libraries (NI) Order 1993 – Article 39 (Suspension and Expulsion of Pupils)

Education (NI) Order 1998 – Article 3 (Responsibility of Board of Governors and principal for discipline)

Education (NI) Order 1998 – Article 4 (Power of member of staff to restrain pupils)

Education (NI) Order 1998 – Article 5 (Detention of pupil outside school hours)

Education (NI) Order 1998 – Article 6 (Duty of EA to prepare a plan relating to children with behavioural difficulties)

Education (NI) Order 2003 – Article 17 (Duty on Board of Governors to safeguard and promote the welfare of pupils)

Education (NI) Order 2003 – Article 19 (School discipline to prevent bullying)

Part II of the Education (NI) Order 1996

The Special Educational Needs and Disability (NI) Order 2005 (SENDO).

Special Educational Needs and Disability Act (Northern Ireland) 2016

## Subordinate Legislation

Schools (Suspension and Expulsion of Pupils) Regulations (NI) 1995 SR No. 99

Guidance

CCMS and EA (formerly ELB) Schemes for the Suspension and Expulsion of Pupils

DE Circular 1998/25: Pupil Behaviour & Discipline

<https://www.education-ni.gov.uk/publications/circular-199825-promoting-and-sustaining-good-behaviour-schools>

DE Circular 1999/9: Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils

<https://www.education-ni.gov.uk/publications/circular-199909-use-reasonable-force>

DE Circular 1999/10: publication Pastoral care in Schools

<https://www.education-ni.gov.uk/publications/circular-199910-pastoral-care-schools-child-protection>

DE Circular 2003/13: Welfare and Protection of Pupils: Education & Libraries (NI) Order 2003

<https://www.education-ni.gov.uk/publications/circular-200313-welfare-and-protection-pupils-education-and-libraries-ni-order-2003>

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DE Circular 2007/01: Acceptable Use of the Internet and digital Technologies in Schools and Management Responsibilities in Schools

<https://www.education-ni.gov.uk/publications/circular-200701-acceptable-use-internet-schools>

DE Circular 2011/22 Internet Safety

<https://www.education-ni.gov.uk/publications/circular-201122-internet-safety>

DE Circular 2013/25 eSafety Guidance

<https://www.education-ni.gov.uk/publications/circular-201325-esafety-guidance>

DE Circular 2016/27: Online Safety

<https://www.education-ni.gov.uk/publications/circular-201627-online-safety>

DE Circular 2015/19: Notification of Pupil Suspension to the Education Authority

<https://www.education-ni.gov.uk/publications/circular-201519-notification-pupil-suspension-education-authority>

DE publication in 2001 Pastoral Care in Schools: Promoting Positive Behaviour

<https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>

DE publication (2005) Towards a Model Policy in Schools on the Use of Reasonable Force

<https://www.education-ni.gov.uk/publications/towards-model-policy-schools-use-reasonable-force>

Equality Commission guidance on sexual orientation and education [www.equalityni.org/ECNI/media/ECNI/Publications/Delivering%20Equality/Sexual\\_Orientation-Education\\_Guide.pdf](http://www.equalityni.org/ECNI/media/ECNI/Publications/Delivering%20Equality/Sexual_Orientation-Education_Guide.pdf)

# Classroom Routines



## ENTRY TO CLASS ROUTINE

### Teacher expectations

1. Be at the door of your classroom, or on corridor to monitor behaviour and to greet your class as they arrive at the start of each lesson
2. Line class up quietly in a single line against the wall outside the class
3. Direct students to their seats
4. Instruct students to get out books, equipment/homework diaries immediately

### Student expectations

1. Arrive on time and fully prepared for class with books, equipment and homework
2. Line up quietly in a single line against the wall outside the class
3. Enter into classroom when instructed by teacher
4. Sit quietly in allocated seat and take out books/equipment/homework diary immediately

## START OF CLASS (settling in routine)

### Teacher expectations

1. Take register / records absentees
2. Initiate a prayer or quiet reflection
3. Make explicit reference to written learning intentions and success criteria

### Student expectations

1. Listen for your name to be called on the roll
2. Remain seated and say prayer reverently with class
3. Listen carefully and record Learning Intentions and Success Criteria for lesson

## END OF CLASS ROUTINE

### Teacher expectations

1. Ensure class finishes punctually
2. Ensure students write set homework into diary in line with assessment schedule
3. Instruct students to clear equipment and pack away books and diaries
4. Request that students push chair/ stool in and check that area is free of litter and tidy for next class
5. Stand at door and when bell rings dismiss students row by row

### Student expectations

1. Write homework into diary as instructed
2. Clear desk/work area - packing away all books and equipment
3. Ensure your work area is clean and tidy - no litter/chair pushed in under table
4. Stand up quietly behind chair and await teachers instruction to leave
5. Thank teacher and leave class in an orderly manner

# Classroom Routines



## ENTRY TO CLASS ROUTINE

### Student expectations

1. Arrive on time and fully prepared for class with books, equipment and homework
2. Line up quietly in a single line against the wall outside the class
3. Enter into classroom when instructed by teacher
4. Sit quietly in allocated seat and take out books/equipment/homework diary immediately

## START OF CLASS (settling in routine)

### Student expectations

1. Listen for your name to be called on the roll
2. Remain seated and say prayer reverently with class
3. Listen carefully and record Learning Intentions and Success Criteria for lesson

## END OF CLASS ROUTINE

### Student expectations

1. Write homework into diary as instructed
2. Clear desk/work area - packing away all books and equipment
3. Ensure your work area is clean and tidy - no litter/ chair pushed in under table
4. Stand up quietly behind chair and await teachers instruction to leave
5. Thank teacher and leave class in an orderly manner



# Moving Between Class Routine



## Student expectations

Moving from class to class:

1. Exit class in an orderly manner and go directly to next class
2. Ensure you are wearing your face covering
3. Walk quietly in a single file on the right hand side of corridors, observing the College's one way system
4. Be respectful to all eg. holding doors open
5. Be respectful of the school environment and put litter in bins
6. Food may not be consumed between classes
7. Line up quietly in a single line against the wall outside the next class
8. Await your teacher's instructions before entering room

# Registration Routine



Registration folders (clip boards) are stored in Student Reception for Form Tutor/assigned student to collect before Registration. These must be returned promptly after AM Reg.

## AM REGISTRATION ROUTINE

### Teacher expectations

1. Be in your room ready to meet your class for registration at 9am
2. Line class up quietly in a single line against the wall outside the class
3. Initiate prayer or quiet reflection
4. Take register / record absentees on SIMs
5. Read out classroom / teacher changes (bulletin)

A  
M

6. Read all announcements from bulletin
7. Follow up absences & take in notes
8. AOB e.g. collect reply slips, give out letters etc.

9. Request that students push chair/stool in and check that area is free of litter and tidy for incoming class
10. Stand at door and when bell rings dismiss students to first class row by row

P  
M

11. Check Homework diaries
12. Monitor merit/demerit records on SIMs punctuality, behaviour etc.
13. AOB e.g. Assembly preparation, monitor punctuality, DT slips etc.

### Students expectations

1. Arrive on time and fully prepared for the school day with homework diary, books, equipment and homework
2. Line up quietly in a single line against the wall outside the class
3. Enter into classroom when instructed by teacher

A  
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4. Sit quietly in allocated seat and take out homework diary/absence notes/letters etc. immediately

5. Listen for your name to be called on the roll
6. Remain seated and say prayer/reflection reverently with class
7. Listen carefully and record changes to classroom/teacher changes
8. Ensure your work area is clean and tidy - no litter and chair/stool pushed in under table
9. Stand up quietly behind chair and await teacher's instruction to leave

P  
M

10. Have Homework diary up to date and out on your desk
11. Listen carefully for teacher instructions on assemblies, DTs, punctuality etc.

# St. Malachy's College Uniform Regulations

*(Parents are asked to retain this document for reference throughout the year)*

Our uniform policy promotes equality. We recognise that our students come from a diverse range of socio-economic backgrounds and the College uniform ensures that all students dress the same thus promoting an ethos of equality. All students are expected to adhere to the College uniform, regardless of their style preferences or socioeconomic status.

Students must always be clean, neat and properly shaven.

*Students and parents are reminded that, if a student is in breach of regulations, College Policy is to issue appropriate sanctions.*

Items worn or carried in breach of these uniform regulations are liable to be confiscated. For a first offence, the item will be returned at the end of the school day. For a second offence, parents will be asked to collect the item.

Full College uniform must be worn properly not only during the school day, but also when students are coming to and going home from school.

## The College uniform consists of:

### **SHIRT:**

White regulation shirt (no coloured/patterned T-shirts should be worn underneath.) Shirts **MUST NOT** be worn "out" i.e. over the trousers.

### **TIE:**

College Tie only.

### **PULLOVER:**

If a pullover is worn, it must be a College pullover. (Sixth Form students may wear a plain black V-neck pullover but the College tie must be seen.)

### **BLAZER:**

Black with the College badge. Must be worn to and from school and when moving around the College.

### **TROUSERS:**

Black regulation school trouser (Chinos, denims, etc. are not permitted.)

### **SOCKS:**

Plain black socks. (Light coloured or patterned socks are not permitted.)

### **SCARF:**

If a scarf is worn, it must be a College scarf.

### **SHOES**

Plain black school shoes. (Boots including Doc Marten style boots or shoes, trainers, trainer-style shoes, canvas or suede shoes are not permitted.)

### **HAIR:**

Style to be acceptable in the judgement of the College authorities; neat; clean. (Styles not acceptable include: longer than collar length; no shorter than a No2 cut; too long at the front; spiked; dyed etc.) Hair longer than collar-length is not acceptable, even if tied back or up in any way.

Students must also be clean shaven. Sixth form students who present unshaven will be asked to go home to shave. If suitable transport is not available, students will work under supervision in the Sixth Form Centre.

Students with inappropriate haircuts will be referred to the Head of Year who will contact parents, a Saturday Detention will be issued. For a very extreme haircut or a second offence of inappropriate haircut, an extended Saturday D T will be issued by the VP. Parents will be informed and work will be provided. Persistent offences will be regarded as a major breach of College discipline and will incur an official suspension.

### **JEWELLERY:**

Jewellery must not be worn - this includes any type of earring or facial piercing.

### **SCHOOLBAGS:**

Must be waterproof and strong, suitable for the carrying and protection of books. There must be no graffiti of any kind on schoolbags.

### **OUTDOOR WEAR:**

The official College Overcoat which is plain, black and longer than blazer length is compulsory. Students may only wear the official College Overcoat. To ensure Road Safety, it is recommended that students wear reflectors such as armbands or attached to schoolbags when travelling to and from the College.

***N.B. All items of clothing, sportswear and personal property must be marked clearly with the owner's name and class***

# MANAGING BEHAVIOUR CHART

Subject Teacher	Head of Department	Form Tutor	Head of Year	Head of School	Learning Support Co-ordinator	Vice Principal	Principal
<ul style="list-style-type: none"> <li>● Late to lesson</li> <li>● No books and/or equipment</li> <li>● Eating, chewing, drinking in class</li> <li>● No homework</li> <li>● Inappropriate behaviour such as:                             <ul style="list-style-type: none"> <li>* Failure to follow instructions</li> <li>* Being uncooperative</li> <li>* Interrupting the teacher / shouting out</li> <li>* Time wasting / avoiding work</li> <li>* Using inappropriate language</li> <li>* Use of mobile phone</li> <li>* Inappropriate use of technology, including iPad</li> <li>* Getting out of seat and walking around</li> <li>* Failure to complete class work</li> <li>* Writing graffiti in exercise books or on the desks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Persistent failure to produce homework for their subject after subject teacher intervention</li> <li>● Ongoing disruption of several lessons in their subject</li> <li>● Disrupting the education of other students</li> <li>● Persistent lack of effort</li> <li>● Behavioural issues occurring within the departmental area</li> </ul>	<ul style="list-style-type: none"> <li>● Uniform violation (inappropriate haircuts will be referred to HOY on the first occasion)</li> <li>● Poor behaviour of students in tutor group</li> <li>● Refusal to follow supervisors' instructions at break and lunchtime</li> <li>● Minor disagreements between students</li> <li>● Reported incidents of bullying</li> <li>● Latecoming (first 5 occasions)</li> <li>● Up to 5 demerits</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal disagreements between students</li> <li>● Issues between students that occur online</li> <li>● Inappropriate haircut - first occasion</li> <li>● Rudeness towards a member of staff</li> <li>● Persistent misuse of technology, including mobile phones</li> <li>● Persistent inappropriate language</li> <li>● Reported incidents of bullying</li> <li>● Persistent misbehaviour at break and lunch</li> <li>● Attendance below 95% (Tier 1a/b)</li> <li>● Poor behaviour before, during and after school in public areas of the school</li> <li>● Accumulation of 10 demerits</li> </ul>	<ul style="list-style-type: none"> <li>● Serious verbal aggression towards another student</li> <li>● Inappropriate haircut - second occasion</li> <li>● Truancy</li> <li>● Attendance below 90% (Tier 3)</li> <li>● 10 Lates</li> <li>● 15 or more demerits</li> <li>● Smoking (first occasion)</li> <li>● Verbal abuse of staff / aggression towards staff</li> <li>● Persistent bullying</li> <li>● Any issue where there is a safeguarding concern or a Child Protection concern if the VP is unavailable</li> <li>● Unacceptable behaviour to / from school</li> <li>● Incidents where a suspension is deemed necessary - in liaison with VP</li> </ul>	<ul style="list-style-type: none"> <li>● Incidents involving SEN students or those students identified as vulnerable through the AEN register</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing truancy</li> <li>● Serious verbal abuse of staff</li> <li>● Physical violence</li> <li>● Attendance below 85% (Tier 3)</li> <li>● Drug possession</li> <li>● Any issue where there is a Child Protection concern</li> <li>● Persistent bullying that has not stopped with previous interventions</li> <li>● Incidents where a suspension is deemed necessary</li> <li>● Persistent infringement of rules where strategies to resolve the pupil's disciplinary problems have been tried and proven to have failed</li> </ul>	<ul style="list-style-type: none"> <li>● Drug possession / dealing</li> <li>● Assault on a member of staff</li> <li>● Serious fight / assault on another student</li> <li>● Persistent infringement of rules where strategies to resolve the pupil's disciplinary problems have been tried and proven to have failed</li> </ul>

# Stepped Consequences Summary

Behaviour		Consequences
<p><b>PRINCIPAL</b> Policy and Strategy Overview</p>	<ul style="list-style-type: none"> <li>Serious behavioural incidents - Referred by VP</li> </ul>	<ul style="list-style-type: none"> <li>Interview with parents/carer</li> <li>Suspension</li> <li>Expulsion (Board of Governors)</li> </ul>
<p><b>VICE PRINCIPAL</b> Policy, Strategy, Support, Interventions, External Agencies</p>	<ul style="list-style-type: none"> <li>&lt;85% Attendance (Tier 3)</li> <li>Persistent latecoming after intervention</li> <li>Serious behavioural incidents</li> <li>Persistent infringement of rules</li> <li>Smoking (second offence)</li> <li>Physical violence</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with parents/carer</li> <li>EMA bonus for 6th Form students denied</li> <li>Suspension</li> <li>Internal suspension</li> <li>Extended Saturday DT</li> <li>Withdrawal from class</li> <li>Links to appropriate external agencies</li> <li>Referral to EWO</li> </ul>
<p><b>HEAD OF SCHOOL</b> Support, interventions</p> <p><b>LEARNING SUPPORT CO-ORDINATOR</b> Support, interventions</p>	<ul style="list-style-type: none"> <li>&lt;90% Attendance (Tier 2)</li> <li>10 Lates</li> <li>15 - 20 Demerits</li> <li>incidents involving SEN students identified as vulnerable through the AEN register</li> <li>Major behavioural incidents</li> <li>Smoking (first offence)</li> </ul>	<ul style="list-style-type: none"> <li>Parental Review Meeting</li> <li>HOS DT (8.30 - 11.30am Sat) (May be extended)</li> <li>HOS Report</li> <li>HOS DT (8.30 - 11.30am Sat) - Education programme</li> <li>Internal suspension</li> <li>Parental review meeting</li> <li>Behaviour contract</li> <li>Learning Support Co-ordinator Report</li> <li>DT</li> <li>Internal suspension</li> </ul>
<p><b>HEAD OF YEAR</b> Support, interventions</p>	<ul style="list-style-type: none"> <li>&lt;95% Attendance (where attendance has not improved after intervention from FT)</li> <li>10 Demerits</li> <li>Behavioural incidents</li> <li>10 Lates</li> <li>Inappropriate haircut</li> <li>Littering</li> <li>Chewing gum</li> <li>Eating outside designated areas</li> </ul>	<ul style="list-style-type: none"> <li>Attendance Plan + HOY DT (if appropriate)</li> <li>HOY Report</li> <li>HOY DT (3.30 - 5pm Fri)</li> <li>HOY Saturday DT (8.30 - 11.30am)</li> <li>Environmental duty</li> </ul>
<p><b>FORM TUTOR</b> Support, interventions</p>	<ul style="list-style-type: none"> <li>&lt;95% Attendance</li> <li>5 Demerits</li> <li>5 Lates</li> </ul>	<ul style="list-style-type: none"> <li>Red Flag Discussion + Targets set</li> <li>Red Flag Discussion + Tutor DT</li> <li>Referral to HW club if required</li> <li>Form Tutor Report</li> </ul>
<p><b>HEAD OF DEPARTMENT SUBJECT TEACHER</b> Support / interventions</p>	<ul style="list-style-type: none"> <li>In liaison with HOD will deal with HW/Equipment and behavioural demerits within subject</li> </ul>	<ul style="list-style-type: none"> <li>Subject DT</li> <li>Subject Report</li> </ul>

## PARENTAL CONTACT THROUGHOUT

# POSITIVE BEHAVIOUR CHART

Subject Teacher	Head of Department	Form Tutor	Head of Year	Head of School	Learning Support Co-ordinator	Vice Principal	Principal
<p><b>Award Merits (according to department policy):</b></p> <ul style="list-style-type: none"> <li>● Excellence/ Effort in Classroomwork</li> <li>● Excellence/ Effort in homework</li> <li>● Excellence/ Effort with behaviour</li> </ul> <p>↓</p> <ul style="list-style-type: none"> <li>* Praise student</li> <li>* Contact home via email/ phonecall/ ParentApp to congratulate student</li> <li>* Positive comments on work</li> <li>* Display</li> </ul>	<p><b>Award Merits (according to department policy):</b></p> <ul style="list-style-type: none"> <li>● Excellence/ Effort within the subject area/ year group</li> </ul> <p>↓</p> <ul style="list-style-type: none"> <li>* Departmental awards/ certificates</li> <li>* Departmental displays</li> <li>* Work and effort recognised on College social media/ website</li> <li>* Contact home via email/ phonecall/ ParentApp to congratulate student</li> </ul>	<p><b>Award Merits):</b></p> <ul style="list-style-type: none"> <li>● Positive behaviour towards others</li> <li>● Helpfulness</li> <li>● Improvement in identified areas</li> <li>● Positive outcomes if on Tutor Report</li> </ul> <p>↓</p> <ul style="list-style-type: none"> <li>* Contact home via email/ phonecall/ ParentApp to congratulate student on merits achieved</li> <li>* Nominate student for Year Group events/ awards</li> <li>* Mentoring/ encouraging students</li> </ul>	<p><b>Award Merits):</b></p> <ul style="list-style-type: none"> <li>● Positive outcomes if on HOY Report</li> </ul> <p>↓</p> <ul style="list-style-type: none"> <li>* Praise via assemblies</li> <li>* Attendance awards</li> <li>* Man of the Month</li> <li>* Awarding certificates</li> <li>* Pastoral/ academic and extra-curricular achievements recognised on College social media/ website</li> <li>* Contact home via email/ phonecall/ ParentApp to congratulate student on merits achieved</li> </ul>	<p><b>Award Merits):</b></p> <ul style="list-style-type: none"> <li>● Positive outcomes if on HOS Report</li> </ul> <p>↓</p> <ul style="list-style-type: none"> <li>* Rewards through Year Group events at end of Year</li> <li>* HOS awards</li> <li>* Attendance awards</li> <li>* Contact home via email/ phonecall/ ParentApp to congratulate student on merits achieved</li> <li>* Mentoring/ encouraging students</li> </ul>	<p><b>Award Merits):</b></p> <ul style="list-style-type: none"> <li>● Positive outcomes if on Report</li> </ul> <p>↓</p> <ul style="list-style-type: none"> <li>* Working with Student Council to develop student voice in pastoral areas</li> <li>* Working with Student Council and student focus groups on Policy Development</li> <li>* Involvement of students in Pastoral Initiatives- well-being/ resilience</li> <li>* Use students' IEPs and Annual Reviews to highlight strengths and achievements</li> </ul>	<p><b>Award Merits):</b></p> <ul style="list-style-type: none"> <li>● Positive outcomes if on VP Report</li> </ul> <p>↓</p> <ul style="list-style-type: none"> <li>* Working with Student Council and student focus groups on Policy Development</li> <li>* Liaising with the Counselling Service, Lighthouse, the EWS and other external agencies to provide relevant support</li> <li>* Contact home via email/ phonecall/ ParentApp to congratulate students</li> </ul>	<p><b>Awards in Prizegiving and other whole school events</b></p> <p>↓</p> <ul style="list-style-type: none"> <li>* Awards for key Sporting and other extracurricular events</li> <li>* Involvement in key Year Group events</li> <li>* Arranging celebrations for special achievements</li> </ul>



St. Malachy's College

# KS3 Individual Behavioural Contract

<b>Name</b>		<b>Class</b>		<b>Tutor</b>	
<b>Nature of student's difficulty</b>					
<b>Behaviour causing concern from</b>					
<b>College support strategies and responsibilities</b>					
<b>Individual Behaviour Target</b>	<b>Rewards</b>		<b>Consequences</b>		
<ul style="list-style-type: none"> <li>I will remain fully focussed and well behaved throughout my lessons, engage positively with the teacher, and complete all homework and assessments on time</li> <li>I will behave appropriately before school starts, during break and lunchtime, and I will respectfully follow the instructions of the supervision staff</li> <li>I will ensure I am organised and bring the appropriate books and equipment to school each day</li> </ul>	<ul style="list-style-type: none"> <li>I will achieve rewards in accordance with Behaviour management procedures e.g. tutor awards/merits for excellence in class work/end of term rewards for homework, good merit record</li> </ul>		<p>In line with the College's behaviour policy:</p> <ul style="list-style-type: none"> <li>I will be placed on report</li> <li>I will be issued with a College Detention</li> <li>I will be issued with an Internal Subject Suspension</li> <li>I will be issued with an Internal Suspension</li> <li>I will be issued with an External Suspension</li> </ul>		
<b>Parental/Guardian support strategies and responsibilities</b>			<b>Student responsibilities</b>		
<p>Work in partnership and support College Policy regarding Behaviour Management and Stepped Consequences by:</p> <ul style="list-style-type: none"> <li>fostering a positive and supportive attitude towards College rules and regulations;</li> <li>sharing in a team approach to supporting my son;</li> <li>talking to my son about his merit/ demerit record;</li> <li>supporting the College by ensuring he attends detentions punctually;</li> <li>communicating with staff and ensuring contact details are up to date;</li> <li>attending meetings as required.</li> <li>checking Parent App notifications</li> </ul>			<ul style="list-style-type: none"> <li>Abide by the College rules, in accordance with the Positive Behaviour Policy, and adhere to the agreed daily routines</li> <li>Attend school regularly and be punctual and endeavour to have a positive merit record and be aware of, and abide by, Stepped Consequences</li> <li>Treat all members of the College community with respect</li> </ul>		
<b>Parental signature</b>		<b>Student signature</b>		<b>Review date</b>	

## **Covid-19 Arrangements for Behaviour Management**

### **1. Context**

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of key workers and children who are vulnerable.

The current national health concerns relating to Covid-19 creates uncertainty in the lives of children and young people. Daily routines, family life, friendship groups and the safe space that schools provide have been disrupted. As we prepare for the return of students to the College, in a system of "blended learning", it is critically important that our Positive Behaviour Policy takes account of the additional challenges that the Covid 19 pandemic brings. The Positive Behaviour Policy works in conjunction with arrangements for Safeguarding and Child Protection and will also take account of relevant PHA (Public Health Agency) guidance. Guidance issued by the Department of Education states that:

*"The school's pupil behaviour policy should be reviewed to ensure that it covers COVID-19 related incidents and should make provision for the school to be able to sanction, up to and including exclusion, pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk." (NORTHERN IRELAND RE-OPENING SCHOOLS GUIDANCE NEW SCHOOL DAY 22 June 20)*

### **2. Procedures**

**Staff will continue to follow the procedures outlined in the College's Pastoral and Positive Behaviour Management Policies which are available on the College website. The Stepped Consequences and Positive Reward Appendices are also incorporated into the students' Homework Diaries.**

- The expectations and responsibilities of staff, parents and students in respect of Positive Behaviour Management are set out in the Behaviour Management Policy
- Staff will follow relevant directives from the Department of Education, the PHA and the Education Authority
- Students will be expected to follow instructions given with regard to Social Distancing, movement around the College buildings and grounds and interactions with other students and staff.
- Parents have responsibility for discussing these measures with their son and supporting College Staff in encouraging him to follow all guidelines. Our partnership with parents is key to our Pastoral Care. While the College will continue to welcome parents, outside of an emergency, it is important that parents make an appointment if they wish to speak with a member of staff. This can be done through email contact with the staff member or by contacting College Reception.
- Students who do not abide by instructions regarding Social Distancing, movement around the College buildings and grounds and interactions with other students and staff will be subject to College sanctions outlined within the Positive Behaviour Policy and, persistent or one off serious breaches will be dealt with through the Procedures for Suspension and Expulsion.



### *Monitoring and Review*

*The Pastoral team will review and amend these arrangements regularly during the period of Covid-19 school closure in line with Departmental guidance and advice..*

SIGNED:	Designated Teacher
SIGNED:	Principal
SIGNED:	Chair of Board of Governors
DATE:	