



St. Mary's Grammar School, Belfast

BEHAVIOUR MANAGEMENT **POLICY**

June 2017



Behaviour Management Policy

This policy follows a year-long review conducted by a staff working group of existing practices and the outcome of audits taken by this group of the views of parents, pupils and staff.

Rationale & Aims

A free, relaxed atmosphere facilitates the creation of relationships and the development of co-operation between teacher and pupils which is conducive both to learning and to pupil development over the whole spectrum of educational pursuits.

Our objective is always the development of self-discipline rather than mere conformity. Nevertheless a lax, undisciplined atmosphere is detrimental to the learning process and to character formation.

Self-discipline and good order are necessary in all organisations, and schools are no exception - most pupils' self-discipline will manifest itself in a growing sense of responsibility towards fellow-pupils, teachers and the whole school community.

The following contribute greatly to this end:

- A sense of identification with, and loyalty to, the school community.
- The work of staff to ensure that all pupils know what the school's guidelines require of them, and also why such guidelines exist.
- A common approach by staff to pupils - friendliness, firmness, fairness and respect.
- Regular assemblies to give a sense of belonging and responsibility.
- The setting of clear objectives, definite standards and identifiable processes towards positive achievement in each class, subject department and activity.
- The individual teacher's personal ability to establish and maintain discipline and good order in each class/group.
- The awarding of responsibility to pupils throughout the school.
- Pupil participation in extra-curricular activities.

In attempting to achieve this ideal situation there may be pupils whose path to self-discipline will be slower than that of others.

As a school community we are fully committed to the care of our pupils and staff as demonstrated by our policies on Child Protection (which includes a Code of Conduct for staff), Safe Handling, Anti-Bullying, School Trips, Home/Hospital Visits, Special Needs and Misuse of Drugs.

Pupil Code of Conduct

Good relationships and a co-operative atmosphere will thrive where there is mutual respect and a healthy self-discipline. Pupils, parents and school staff will find the following guidelines helpful when observed fully in a spirit of personal responsibility and accountability. Not all school procedures are reflected in these guidelines.

- Full attendance is the ambition of a good student. Pupils must be punctual. All should be in school at 8.55 a.m.
- In the case of absences, notes signed by a parent must be provided for the Form Teacher on the day of return to school.
- A note from parent/guardian is required to request a Release Form for a pupil to leave school early. Unauthorised absence from school is a serious breach of discipline.
- Pupils are responsible for their own property. Lockers are provided for personal belongings. Money or valuables should not be left in the changing rooms, lockers or classrooms. No responsibility can be accepted by the school for lost property. Pupils are advised not to bring any electronic possessions to school.
- Respect for school property is essential. This includes furniture, equipment and textbooks.
- All books are the property of the school and must be returned at the conclusion of each course or module (usually in June each year). Parents and pupils will, therefore, ensure that they are properly cared for. Pupils will be charged for the replacement cost of books not returned or returned damaged.
- All pupils should be conscious of the need for a clean and green environment. Litter should always be placed by each pupil in the bins provided.
- Smoking and the use of alcohol and the taking in school (or possession) of non prescription drugs is illegal. This policy applies to every pupil in Years Eight to Fourteen, and to all school activities and trips.
- For health reasons, the toilets should be kept clean and school property respected.
- Pupils and their parents will be held responsible for making restitution for wilful damage to school or fellow pupil's property.
- Pupils, out of respect for themselves and others, will treat their teachers and all staff and their fellow pupils with respect and courtesy. This will be expressed in politeness, good manners and in co-operation.
- Since there is a large number of people, in the corridors, on the stairways, in playgrounds and in classrooms, pupils must show consideration for others, stay out of areas for staff, avoid running, jostling or pushing; recognise the danger of unruly or inconsiderate behaviour, especially for younger or smaller pupils. Pupils should walk on the left hand side of the corridors in single file.
- Medical, dental and other appointments should be made outside school hours. Only in cases of real necessity should Form Teachers grant permission to leave school for such appointments. In such cases a letter from a parent of the pupil together with the appointment card (if appropriate) must be

presented to the Form Teacher. The school does not approve absence for holidays during term-time.

- Only Year Thirteen and Year Fourteen pupils may leave the school at lunch-time.
- No pupil should be eating/drinking in the corridors at any time ... designated areas are provided:
Years Eight, Nine and Ten: Assembly Hall
Years Eleven and Twelve: Lunch Room
- Pupils may be detained after school for a fixed period as an incentive towards correction of wrong attitude.
- All safety precautions set by the school must be followed. Pupils should obey teachers' instructions, especially in practical lessons. In the event of an emergency, everybody must move quickly and quietly out of school by the set route and take their places at the muster stations.
- Pupils are to complete on time all types of work - written, learning, reading, research and revision - assigned to them by their teachers. Written work must be carefully completed and properly presented.
- Pupils must have a corridor pass when out of class.
- Pupils who absent themselves early from school will be required to sign a Late Register.
- Pupils who are driven to school in the morning should be left off at the school gates - not driven up the driveway. All parents are specifically requested, whatever the weather, **not** to bring cars onto the school avenue.
- Senior pupils must seek the Principal's permission to bring cars or motorbikes into the school grounds.
- Out of Bounds Areas at all times include:
 - Front of school including the grass areas.
 - Springfield Road entrance and driveway (access is allowed coming to and leaving school).
 - School buildings before 8.40 a.m., at lunchtime after 1.00 p.m. or after school unless supervised by a teacher.
 - Areas around the gymnasium, swimming pool, the locker room, the car parks and the back of the ER building.
 - Grounds of the former De La Salle Junior School.
 - Grass banks leading to the pitches and the grass pitches.
- **In the Classroom** pupils must:
 - Be on time for all classes.
 - Enter and leave the classroom in an orderly manner.
 - Listen to, and follow, instructions at all times.
 - Get permission before you speak - raise your hand ... do not call out.
 - Only put away books and materials when told to do so.

In cases of serious violation of this Code of Conduct, or any School Rule or Regulation, the school reserves the right to discipline pupils, even to the point of exclusion on a temporary or permanent basis.

School Uniform

- Years Eight to Twelve:

While wearing our school uniform pupils represent their school and will behave accordingly. Pupils must bear this in mind on the way to and from school.

- School Blazer with Crest (to be worn at all times).
- Plain charcoal/black trousers.
- Grey Shirt with School Tie.
- School Pullover (if required).
- Black Shoes - **no** Trainers.
- The **only outdoor** coat for pupils in Years Eight – Twelve is the **Green School-Crested Fleece**.

- Years Thirteen and Fourteen:

- Formal plain white Shirt with Collar.
- School tie.
- Formal plain black/charcoal Trousers.
- Black Shoes - **no** Trainers.
- School Jumper (with Crest).
- Black School-crested Fleece

Please also note that:

- The school Dress Code must be observed both on the school premises and on the way to and from school.
- Denim, khaki, studded leather, baseball caps, ‘hoodies’, sweatshirts etc., are not permitted at any time on the school premises or on the way to and from school.
- **No** personal jewellery is to be worn and prohibited articles will be confiscated.
- Hair must be neat, clean and tidy and acceptably cut. Dyed, shaved, unconventional styles etc. are not allowed. If worn to and beyond shoulder-length, hair must be tied back
- Students must be clean shaven at all times.
- Political emblems are not permitted
- Ordinary sweatshirts or ‘hoodies’ are not acceptable as a substitute for overcoats or school pullovers at any time on the school premises.
- Where trainers need to be worn instead of shoes, a medical certificate is required if the problem persists for more than a few days. Otherwise a note from home is required on the first day.
- If mobile phones are brought to school, they remain the responsibility of the pupil. Phones will be confiscated if they are switched on in any school area during the course of the day.
- Image capturing phones are never to be used for that purpose on school premises. Similarly, MP3 digital recorders must never be switched on in class or used to record staff at any time. Where this rule is broken, the item will only be returned to a parent when all school images/recordings are deleted.
- Our expectation of good behaviour extends to pupils in uniform coming to and returning home from school.
- The Year Heads and the Senior Teacher in charge of Upper School are the arbiters of what is acceptable and within the provisions of the Dress Code.

Students may be sent home for not conforming.

Guidelines

Staff are offered clear guidelines to assist them with behavioural issues although, in making judgements and decisions about pupils, we recognise the uniqueness of each individual circumstance as it arises. Staff should record all significant dealings with pupils in the SIMS Behavioural and Achievement modules.

These guidelines will be reviewed annually by our Pastoral Committee and amended or added to as judged appropriate:

Guidelines for dealing with Departures from Acceptable Standards

Guidelines for Staff on Safe Handling

Guidelines for the Withdrawal of a pupil from class

Guidelines for dealing with Pupil Study Leave

Guidelines for Safe Movement

Guidelines for Heads of Department (H.O.D.s) in their role in Behavioural Management

Guidelines on Suspension Protocol

Guidelines for dealing with Departures from Acceptable Standards

The single most important element in disciplinary procedure is the quality of relationship between pupil and teacher. Every effort should be made to calm situations and prevent them from developing further. School managers and staff must at all times remember the school ethos and consider the appropriateness of referral of pupils who give difficulty to our pastoral agencies (Falls Community Council, Support & Listening Team, Careers advice etc.).

The school offers a wide range of extra-curricular activities and has incentive schemes in place (the KS3 Edmund Rice Awards, Prizegivings etc.).

The positive achievements of pupils throughout the year are recorded in SIMS and acknowledged in the yearly reports sent to parents.

Even when we do apply sanctions, distinction should be made between the following and action taken appropriately:

- a casual offence.
- a nuisance in class-repeated but not serious.
- an attitude of indifference to work and study.
- a persistent non-worker.
- an individual pattern of misconduct.
- a single serious offence.
- a pattern of serious offences.
- proved incorrigibility - definite attitude of disobedience and disruption.

(see **Appendix 1**)

The line for dealing with discipline issues in the school is:

Subject Teacher

Form Teacher

Year Head

Head of School

Vice-Principal

Principal.

(see **Appendix 2**)

The Subject Teacher has the responsibility of working positively with individuals, with classes and with groups. He/she is expected to maintain a proper atmosphere of work and good discipline in his/her own classroom. He/she will normally deal with instances of misbehaviour or unsatisfactory work. The vast majority of discipline issues will be low key and routine.

All Subject Teachers will have incentives and sanctions of their own based on their own experience and on discussion with their colleagues. They will also have the option of putting the student on detention. This option should not be taken lightly nor should it be considered for more than one pupil at a time. If the teacher decides on a written homework as a punishment it should be of such a nature as to be of benefit to the pupil and should also be of a reasonable length. If the Subject Teacher decides to consult the parents of a pupil, the Form Teacher should usually be informed.

It should not always be necessary for the parents to visit the school in order to consult with the Subject Teacher. Much meaningful work can be done efficiently by phone.

When repeated correction, advice, reprimand, warning have not borne the desired effect, the individual subject teacher should refer the pupil to the Form Teacher who will take appropriate action.

The options available to the Subject Teacher therefore include:

- exhortation
- extra meaningful work
- contact with parents by letter or phone
- referral to Form Teacher using the Referral Form (see **Appendix 3**)
- detention.

The Form Teacher is the key person in discipline matters as indeed, he/she, is in administrative, academic and pastoral matters. The Form Teachers should be in receipt of all information concerning the pupils under their care. They are therefore best placed initially to deal with discipline issues once they move beyond the Subject Teacher. In discipline, as in other areas, the Form Teachers should be meticulous in the keeping of records The Log Book and SIMS records must be maintained.

In consultation with the Year Teacher, the Form Teacher may decide to open a summary Personal Log for a difficult pupil.

Form Teachers and Year Teachers must therefore work hand in hand and the Form Teachers should also be careful to bring difficult pupils to the attention of the school pastoral agencies. Like the Subject Teachers, each Form Teacher will have their own system of incentives and sanctions based on their own experience and on discussion with their colleagues. It is likely however that Form Teachers will be in closer touch with parents and will build up a positive working relationship with them.

If necessary, further referral can be made by the Form Teacher to the Year Head.

The options available to the Form Teacher therefore include:

- exhortation
- extra meaningful work
- detention
- opening a Personal Log (with Year Head)
- consultation/interview with parents and student
- referral to Year Head using the Referral Form (see **Appendix 3**).

The Year Head monitors Discipline and brings consistency to the administration of discipline right across the particular year group for which they are responsible. The Year Teacher should therefore be aware of how many Personal Logs are open in a particular year group and they should have been consulted regarding teacher comments on these sheets. The Year Teacher may decide with the Form Teacher that Pupil Agreement of Commitment or an Action Plan (see **Appendix 4**) or suspension is appropriate for a particular pupil and will then discuss this with the Pastoral Vice-Principal. An agreement can also be arrived at whereby the pupil can be withdrawn from class on a period basis and a record kept of the reason for each withdrawal. Suspension could then follow an agreed number of withdrawals.

The options available to the Year Head therefore reflect those available for Form Teachers but the Year Head can recommend an appropriate sanction or Pupil Agreement of Commitment or an Action Plan or withdrawal from class or a suspension to the Pastoral Vice-Principal.

The Head of School liaises with the Year Heads and brings consistency to the administration of Discipline across the Key Stage for which he/she is responsible. The Head of School does not have to deal with minor incidents. The Year Head should investigate a case thoroughly before presenting it to the Head of School and should provide all necessary documentation and witness statements. The Head of School works with the Year Head to agree a recommended sanction for a discipline matter. The Head of School can make recommendations for appropriate sanctions to the Pastoral VP.

The Pastoral Vice-Principal should only have to deal with the most serious cases of Discipline and only after the case has been fully investigated by the Form Teacher and Year Head.

The Pastoral Vice-Principal liaises closely with the Head of School and supports Year Heads and Form Teachers in all pastoral and disciplinary issues.

The options available to the Pastoral Vice-Principal reflect those of the Head of School, but the Pastoral Vice-Principal can recommend suspension to the Principal.

The Principal, after consultation with the Pastoral Vice-Principal can:

- decide on an official suspension of not more than five days
- decide on an extended period of suspension after consultation with the Chairperson of the Board of Governors.

Obviously these final steps can be taken **only** by the Principal who ensures correct procedures have been carried out and who alone has the authority to suspend.

In implementing these procedures all teachers are entitled to the support of the school management. In cases of serious incidents this whole process can, of course be accelerated and the Year Head and Pastoral Vice-Principal immediately involved.

(see Guidelines on the withdrawal of a pupil from class).

Staff must always remember the central importance of our Child Protection commitments (see Appendix 5). Corporal punishment is never to be used.

Guidelines for Staff on Safe Handling

It is inevitable that you will come into physical contact with pupils and, indeed, this is often part of good practice; it is only proper that a distressed child should be comforted. However, it is essential that any contact should be appropriate. Ensure that any physical contact, or indeed anything said or implied, cannot be misconstrued as a threat or a sexual overture.

Physical contact, abusive language or threatening behaviour must not be a response of any staff member to any situation, however provocative.

On occasions, when physical restraint of a pupil is necessary, it is essential to ensure that only that degree of force is used which is required to neutralise the immediate threat of danger to self or others. However difficult, try to avoid or defuse a potentially confrontational situation and try to ensure that it is recorded and witnessed by another adult.

Prevention of situations where physical restraint has to be considered is at all times preferable to having to react to such situations. The difficulties of achieving this in practice are clearly recognised. An ethos within the school which encourages good behaviour and a sense of shared community is important. At an individual level, teachers should focus on class and pupil management techniques which minimise conflict and encourage pupils to take less aggressive approaches to situations.

Physical restraint is only permissible in circumstances where staff are attempting to avert an immediate danger of personal injury to the child or another individual or to avoid immediate danger to property, of any persons (including the pupil concerned).

Any physical restraint used must not be more than that which is both reasonable and appropriate in the circumstances. These are the standards which would be applied by a court in deciding whether use of physical force in a particular case might have constituted assault and/or battery.

Teachers have a duty of care to take all reasonable steps to ensure that pupils in their charge are not exposed to the risk of harm or suffer any undue injury. The discharge of this duty may necessitate the use of physical restraint but teachers should not attempt to restrain a child if they are likely, by doing so, to put themselves at greater risk of injury than would be justified by the duty of care to that child or others.

While it is difficult to define what a court might deem to be acceptable use of physical force, the following would probably be considered to be reasonable and appropriate:

- a holding tactic in which a pupil is restrained without injury to enable the pupil to calm down.
- the holding of a pupil's arms or legs to prevent or restrict striking or kicking.
- the use of just enough physical force, without causing injury, to remove a weapon or a dangerous object from a pupil's grasp.

Before intervening physically, teachers should if at all possible, warn the child that physical restraint will be used if he does not desist, and make every effort to ensure that another teacher is present to act as assistant and witness.

There are situations where staff should not intervene without help. Assistance should be sought when dealing, for example, with:

an older or physically large pupil;
more than one pupil;

when the member of staff believes that he/she may be at risk of injury.

In those circumstances where the member of staff has decided that it is not appropriate to restrain the pupil without help, he/she should:

remove other pupils who might be at risk;
summon assistance from colleagues;
inform the pupil(s) that help will be arriving; and
continue to attempt to defuse the situation.

Keep records of any false allegations a child makes against you or other staff including - 'you're always picking on me', 'you hit me', or comments such as 'don't touch me' Get another adult to witness the allegation if possible.

Do not spend excessive amounts of time alone with one child away from other people. If it is a one-to-one situation, make sure the door is open.

Report any concerns to the Designated Teacher.

Guidelines on the withdrawal of a pupil from class

All pupils have the right to a full education in St. Mary's. Disaffected pupils still have rights but not at the expense of the welfare of other pupils or staff.

Temporary withdrawal by a teacher

- Putting a pupil outside the door during class is only acceptable as a prelude to a private conversation/warning before he returns to the room.
- Teachers can temporarily exclude a pupil from class for a set time.
- This should only involve the pupil being sent to sit with another teacher's class to prevent a situation from over-heating.
- Teachers cannot make arrangements with friends on staff to off-load problematic pupils.
- A withdrawal should be dealt only within departments and the H.O.D. should be informed as soon as possible.
- However, this arrangement should last for no longer than two class contacts and should not be a repeated occurrence.
- The pupil should never be disciplined by the second teacher for issues with another colleague.
- The pupil should be directed to sit quietly by himself and work privately.
- The minimum of attention should be given to him to minimise any embarrassment to him in front of a class group not his own.
- The pupil's teacher should re-admit the pupil to class having explained that further sanctions will be put in place for future repeat behaviour.
- Such a withdrawal must be recorded in SIMS and the parents and form teacher must be informed.

Temporary withdrawal by a Year Head

- A pupil can only be withdrawn from class by decision of the Year Head after consultation with the Pastoral Vice-Principal and the pupil's parents/guardians.
- Beforehand, a teacher must have followed our established protocol for dealing with pupils whose behaviour is unsatisfactory i.e. exhortation, contact with parents, extra meaningful work, and detention. (See our Teachers' Handbook)
- A teacher should be persistent in parental contact since any withdrawal of a pupil from class can be justified more easily if parents cannot argue that they were excluded from all opportunities to resolve difficulties.
- Parental contact does not normally mean a cursory singular contact.
- A teacher would be expected to produce a written record of the incidents and his/her actions taken which have led to a consideration for withdrawal.
- The Form Teacher, H.O.D. and Year Head should have previous prior knowledge of the problems with such a pupil and the teacher's strategies to resolve the problems. This should also be available in a written record.
- The pupil will be re-directed to sit in classes taught by Year Heads or SLT.
- Subject work must be provided by his teacher and, while he is in the care of these senior teachers, the same courtesy will be given to the pupil as previously detailed above.
- The Year Head and the Pastoral Vice-Principal will decide on the length of this withdrawal but it would be unusual to exceed two weeks.
- The pupil will then be returned to class and his behaviour monitored.
- It may prove necessary for this arrangement to be imposed again.

Guidelines for dealing with Pupil Study Leave

Role of Subject Teacher

- Providing Form Teacher/Year Head with all necessary work and guidance
- Marking work and coursework and ensuring pupil access to all necessary materials
- Attending arranged meetings with the pupil and his parents to offer direct guidance
- Reporting to the Form Teacher/Year Head on any issues that may arise.

Role of Form Teacher

- Collating the sequence of work materials for the period of Study Leave and presenting materials to the Year Head
- Maintaining parental contact
- Reporting to the Year Head on any issues that may arise.

Role of Year Head/Head of School

- Maintaining parental contact
- In charge of the arrangements for the flow of work to and from the pupil
- Arranging schedules for meetings of pupil and teachers
- Liaising with Form Teacher to collate work materials
- In charge of all examination arrangements for the withdrawn pupil
- Reporting to the Pastoral Vice-Principal on any issues that may arise.

Role of Pastoral Vice-Principal

- Ensuring parental contact is maintained
- Ensuring schedules for meetings of pupil and teachers are arranged
- Ensuring work materials are properly collated
- In charge of examination arrangements
- Reporting to the Principal on any issues that may arise.

Role of Pupil and Parents

- Ensuring contact with school is maintained
- Attending all meetings
- Completing all work set
- Ensuring access to school premises is by prior arrangement made with the Year Head or Pastoral Vice-Principal
- Ensuring adherence to all examination procedures.

Guidelines for the safe movement of pupils

Our rules of conduct for pupils in class are clearly established so the focus for this whole staff effort is mainly on their movement between classes and around the school campus.

They will only meet our aspirations for good conduct by the students if we all actively and consistently follow the same procedures.

- Teachers dismiss each class in a calm and ordered fashion especially at break, lunch and home times
- Teachers stand out into the corridors for a few moments at the end of each period to offer a presence along the corridor
- Make sure pupils stay on the left. Notices have been posted around the school
- Pupils should walk in single file
- There should be no toleration of raucous noise, horseplay, running in corridors, dropping of litter etc.
- Pupils should line up for class on the same side right down a corridor
- Insist on the punctuality of your class to your room
- Teachers should be prepared to intervene if necessary even with pupils not known or taught by the teacher
- Most often a light intervention is sufficient but, if necessary, we must all be prepared to enforce the school's discipline guidelines
- Insist pupils go straight to your class and ask you for permission to go the office, toilet, use the phone etc.
- Ensure any pupil out of your teaching group has a corridor pass
- Insist your class uses the appropriate eating areas at break and lunch.

It is self-evident that we ourselves must set the example by being punctual, by not leaving the class unattended or dismissing them early and therefore acting as role models in our own behaviour.

Guidelines for Heads of Department

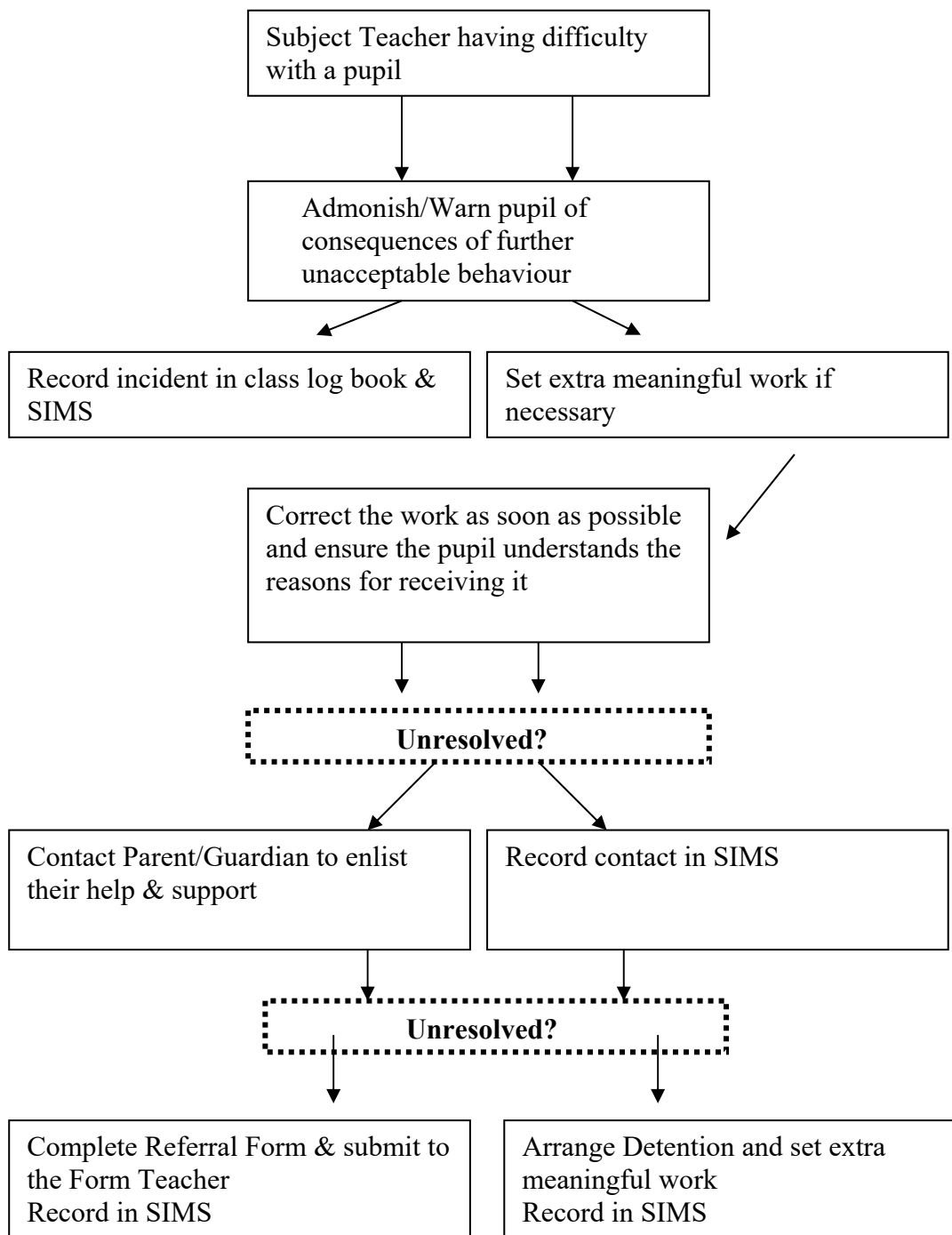
- The H.O.D. is responsible for the welfare of pupils and teachers in his/her department and the good order of the department
- The H.O.D. would not normally have a role in dealing with issues that arise with the form classes of teachers in his/her department
- The H.O.D. acts as the liaison person for his/her department with the S.M.T. and has a crucial role in ensuring our school's caring culture is supported by good practice in his/her department
- The H.O.D. would normally be part of the Year Head/ Pastoral Vice-Principal nexus in devising strategies to deal with pupil behavioural issues which are not within the resolution of the subject teacher
- To facilitate the efficient management of his/her department, the H.O.D. may delegate tasks to an Assistant H.O.D. appointed by the B.O.G. In carrying out departmental tasks, the Assistant H.O.D. acts with the full authority of the H.O.D.
- A temporary pupil withdrawal from a subject should be dealt only within departments and the H.O.D. should be informed as soon as possible. (See Guidance on the Withdrawal of a Pupil from class)
- The H.O.D. must offer teachers in his/her department every support and guidance in our efforts to ensure consistency of approach in all aspects of subject teacher contact with pupils and parents
- When H.O.D.s judge that a teacher alters best school and departmental guidance and practice (care for pupils, laxity with homework or coursework, poor punctuality to class etc.), they have a responsibility to monitor the situation and to intervene, as appropriate, to correct such alterations
- When S.L.T. are aware of such alterations to school and departmental guidance and practice, they would normally enlist the assistance of the H.O.D. rather than deal with the teacher directly
- When his/her best efforts have failed to elicit an improvement in a teacher's practise, the H.O.D. must refer the matter on to S.L.T.
- The H.O.D. would be expected to produce a full written record of the incidents and of his/her actions taken which have led to S.L.T. involvement
- All approaches to a teacher by either a H.O.D. or S.L.T. should be non-threatening and non-adversarial but the teacher remains responsible for correcting all poor practise identified for him/her

Guidelines on Suspension Protocol

- The Principal, after due consultation, judges that a suspension is appropriate
- The Year Head informs the parents of the reasons for and details of the suspension
- The Year Head informs the pupil (usually at the end of the school day)
- The Year Head ensures the formal letter of suspension is sent to the parents
- The Year Head informs the Form Teacher who collates work
- The Year Head ensures the work is brought home by the pupil or sent home or collected later
- The Year Head takes the returning interview with pupil and parents at the conclusion of the suspension
- The Year Head sends the pro-forma letter if parents do not appear
- The Year Head records all details in the SIMS Behaviour Module.

Appendix 1

Procedure for a Subject Teacher in dealing with a problem pupil

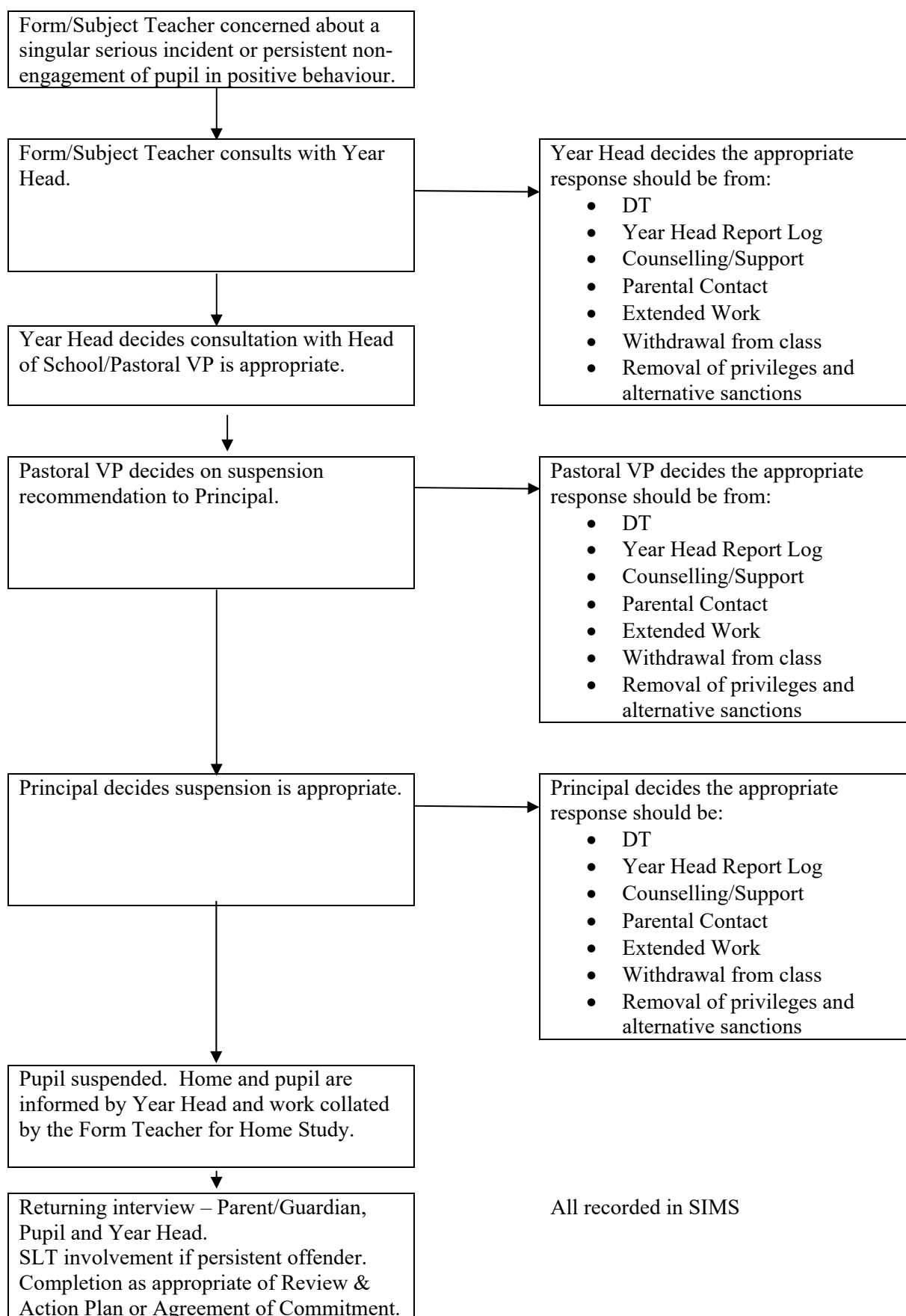


Practical advice and support is available from the Form Teacher but ultimate responsibility for classroom discipline lies with the individual class teacher. Each teacher should have a series of measured sanctions and rewards in place.

The Form Teacher should only be asked to intervene for serious breaches of school rules or long-term incorrigibility.

Appendix 2

Procedure for dealing with a serious complaint



All recorded in SIMS

Appendix 3

Referral Form

Name of Pupil: _____ Form Class: _____

Issue(s) involved:

Date: _____

Action taken by Subject Teacher:

Date: _____

Action taken by Form Teacher:

Date: _____

Action taken by Year Head:

Date: _____

Action taken by Pastoral VP:

Date: _____

Appendix 4

Agreement of Commitment

Name of Pupil:

Class:

All pupils have the right to a full education in St. Mary's but not at the expense of the welfare of other pupils or staff.

The pupil named above understands that he can continue his studies in St. Mary's Christian Brothers' Grammar School. In turn he agrees to:

- give 100% attendance and punctuality to school and to class unless permission is given
- follow precisely his timetable arrangements for class and study
- show good behaviour and accept instructions from all teachers
- show respect to his fellow pupils and teaching and ancillary staff
- do his school work to the satisfaction of the teaching staff
- fulfill all his coursework and/or modular requirements
- achieve to his academic potential
- fully accept the school code of conduct and all school sanctions

I/We further understand that persistent disregard of these terms and/or future inappropriate behaviour will result in a request to his parent(s) or guardian(s) to withdraw the pupil named above from St. Mary's.

I/We understand that expulsion proceedings may follow in the event of any refusal to withdraw.

Signed by Pupil

Signed by Parent/Guardian (if present)

Signed by Principal/Vice Principal/Year Head

Date

St. Mary's Grammar School Belfast

Review and Action Plan

We wish to encourage you to go on planning your career in St. Mary's in ways that are meaningful and productive. Think carefully about your current position and see what **you** can do to improve your experience of school.

Your Form Teacher will help you to consider what is achievable.

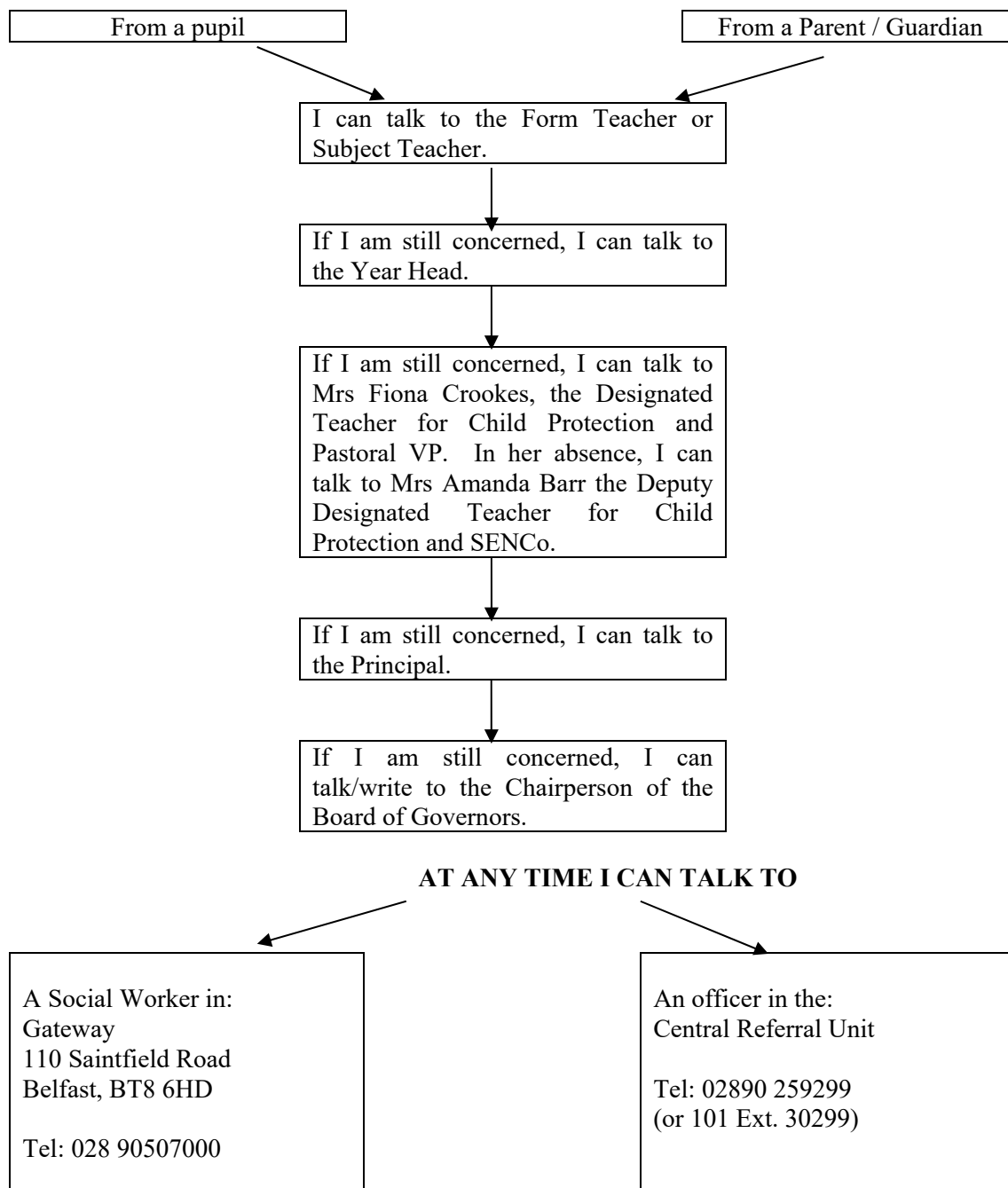
Your Year Head will meet with you later to discuss your ideas.

Name: _____ Class: _____ Returning from absence on: _____		
The skills and achievements I have are: 	Where/How I demonstrated this: 	
Have I used the Careers material in the school library? If not, plan a time now to do so. I will check out the Careers Library on: 		
(Short-Term Goal) Steps I need to take: 	I will do this by: 	I can get help from:
(Long-Term Goal) Steps I need to take: 	I will do this by: 	I can get help from:
Review of Progress (give date) Have I achieved my goals? If not, what can I aim for now?		
Signature of Pupil: _____		
Signature of Parent/Guardian: _____		

Appendix 5

CHILD PROTECTION **St Mary's Grammar School** **Alerting St Mary's to a concern about safety**

Pupils and parents can bypass the first two layers and go straight to Mrs F Crookes if they feel it is appropriate.



Approvals

- Signatures:
Principal

Chair of Governors

- Date of approval by Governors:

- Date of next annual review:

____ / ____ / ____

____ / ____ / ____