



**St Mary's Christian Brothers'  
Grammar School**

**POSITIVE BEHAVIOUR  
MANAGEMENT POLICY**

**November 2020**



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# Positive Behaviour Management Policy

The Positive Behaviour Policy has been formulated after consultation with the pupils, parents, governors and all staff. It seeks to create a safe and caring environment for all pupils and staff in which effective teaching and learning can take place and all pupils are given the opportunity to develop their full potential. Our school continues to promote a positive community spirit based on our agreed core values of **Equality, Respect and Trust**.

## The Ethos of the School

St Mary's Christian Brothers' Grammar School is a community where Christian Catholic values are upheld. We strive to establish an environment where excellence is promoted, where children can realise their full potential in their academic, personal, physical, moral and spiritual development. We are committed to building a learning community which nurtures and promotes the development of decent, caring and confident pupils who can contribute to wider society, treating all people with a sense of justice and to work with parents as partners in their son's education. We are committed to ensuring each pupil has the experiences, resources and teaching appropriate to his abilities and aptitudes and to providing opportunities for pupils to participate in a variety of extra-curricular activities.

*Developing excellence, moral responsibility and service to the community in the spirit of Blessed Edmund Rice.*

As an Edmund Rice school our ethos is based on the five Principles of the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the local community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

## Our Mission

St Mary's Christian Brothers' Grammar School is a community of Christian values and excellence where children can realise their full potential in their academic, creative, personal, physical, moral and spiritual development. Our mission is to provide Catholic education in the Edmund Rice tradition. Edmund Rice Schools in partnership with the home and the parish are dedicated to providing and developing a Catholic education that cultivates a living faith, fosters Christian spirituality and educates people in Gospel-based values.

## Our Vision

St Mary's Christian Brothers' Grammar School proudly proclaims itself as an Edmund Rice School in the Catholic tradition. We strive to live out the teaching of Christ and recognise the uniqueness of each member of our school community as Children of God. We model ourselves on the example of Blessed Edmund by promoting faith, generosity and selfless service to others.

At the heart of the school is the belief that high quality teaching and learning can empower pupils to strive for excellence in all aspects of life.

We aspire to ensure the holistic development of our pupils and seek to offer them every opportunity to enrich their educational and life experiences in preparation for the challenges of the 21<sup>st</sup> Century.

## **Aims**

St. Mary's promotes excellence in teaching and learning within a Catholic ethos and, in partnership with parents, supports all pupils within a caring school, and encourages a positive self-concept leading to personal responsibility and self-discipline.

The school's Positive Behaviour Policy aims to:

- to create a positive, well-ordered environment within which each pupil feels valued and respected and effective learning and teaching can take place;
- to promote pupils' confidence and self-esteem;
- to encourage pupils to value one another and to promote mutual respect between staff and pupils;
- to encourage pupils to contribute positively to their own development, to the development of others and to the life of the school;
- to promote among pupils self-discipline and a healthy respect for authority.

### **Responsibility for Positive Behaviour Management**

- The Board of Governors has delegated the responsibility for positive behaviour management to the Principal, along with the staff who work together to maintain good discipline.
- There are rules and routines in place across the school to ensure good order is maintained. Where misbehaviour occurs, there are a range of sanctions which will be applied as required.
- Pastoral care support is actively promoted in line with our school ethos. This ensures that pupils and staff treat each other politely and fairly. In this way every member of the school community feels valued and respected.
- The Positive Behaviour Management Policy works in partnership with the full range of school policies to support the promotion of a learning environment conducive to fulfilling the high expectation of the whole school.

**In attempting to achieve this ideal situation, there may be pupils whose path to self-discipline will require additional supports from the school, parents and/or external agencies.**

## Rights and Responsibilities

<b>PUPILS</b>		
<b>Rights</b>	<b>Responsibilities</b>	
<p>To be taught to a high standard in a safe, healthy and secure environment.</p> <p>To be treated with respect.</p> <p>To be valued and listened to.</p> <p>To have personal property respected.</p> <p>To be free from verbal, emotional and physical abuse.</p> <p>To have good work acknowledged and celebrated.</p>	<p>To attend and be punctual.</p> <p>To come to school prepared for work.</p> <p>To be polite and show respect for self, others and property.</p> <p>To ask for help when necessary.</p> <p>To be responsible for your actions.</p> <p>To behave well on buses (Appendix 15).</p> <p>To endeavour to put your best effort into all that you do.</p> <p>To look out for younger pupils.</p> <p>To respect all teaching and non-teaching staff.</p>	<p>To follow the Code of Conduct and be aware of the consequences of actions.</p> <p>To adhere to school rules.</p> <p>To be fully involved in our school.</p> <p>To report bullying/harassment.</p> <p>To do all homework on time.</p> <p>To put all litter into the bins provided.</p> <p>To listen and cooperate.</p>

<b>Parents</b>		
<b>Rights</b>	<b>Responsibilities</b>	
<p>To receive clear communication from the school.</p> <p>To expect a safe, supervised environment for your son.</p> <p>To receive regular information on your son's progress.</p> <p>High quality teaching for your son.</p> <p>Complaints to be dealt with quickly and sympathetically.</p> <p>To be informed in a timely fashion of any problem concerning your child.</p> <p>To have your son's full potential encouraged.</p> <p>Provision of moral and spiritual guidance for your son.</p>	<p>To ensure good attendance and punctuality.</p> <p>To ensure your son is well rested and nourished, ready for learning in school.</p> <p>To show respect for teachers.</p> <p>To encourage your son to participate in extra-curricular activities.</p> <p>To read all correspondence from the school.</p> <p>To make early contact with the school with any medical or other relevant problem or information.</p> <p>To support the school's Behaviour Management Policy.</p>	<p>To ensure that your son is prepared for lessons.</p> <p>To ensure tidiness and correct uniform.</p> <p>To encourage hard work and the importance of education and learning.</p> <p>To provide up to date contact information.</p> <p>To be involved as fully as possible in the life of the school, for e.g. attending Parent Induction and Parent Meetings.</p> <p>To ensure homework is completed on time.</p> <p>To check the Homework Diary regularly, communicate through it and sign it as appropriate.</p> <p>To ensure your son brings all necessary books and equipment.</p>

<b>Teaching Staff</b>		
<b>Roles</b>	<b>Rights</b>	<b>Responsibilities</b>
<p>To commit to the delivery of high quality teaching for all learners.</p> <p>To deliver high standards of pastoral care and ensure effective delivery of the pastoral care programme.</p> <p>To meet the individual needs of pupils in your care.</p> <p>To encourage good behaviour.</p> <p>To help pupils to become independent learners and to act in 'loco-parentis'.</p> <p>To teach and uphold the school rules.</p> <p>To be available for parental consultation as appropriate.</p> <p>To encourage and motivate pupils to learn.</p>	<p>To be valued as a member of the school community.</p> <p>To be supported when dealing with difficult situations (e.g. FT HoY, HoD, HoY, SENCo and VPs)</p> <p>To work in a safe environment.</p> <p>To carry out professional duties free from all physical, verbal and emotional threat.</p> <p>To be listened to.</p> <p>To be treated equally and fairly.</p> <p>To be supported in handling 'difficult' behaviours.</p>	<p>To teach all pupils equally, fairly and with respect.</p> <p>To effectively plan and prepare for learning.</p> <p>To be accountable for your work in all aspects of school life.</p> <p>To address issues which may be a barrier to a child's development (e.g. bullying) in line with the ladder of referral.</p> <p>To ensure the safety of pupils at all times.</p> <p>To ensure that effective teaching and learning is taking place with the pupils you are responsible for.</p> <p>To create a stimulating learning environment.</p> <p>To ensure effective classroom management and promote and teach positive behaviour.</p> <p>To ensure pupils learn in an atmosphere of tolerance, respect and mutual understanding.</p>

## **Recognising Achievement**

St Mary's aims to recognise all of its pupils when they exhibit the expected values and standards. Pupils' efforts will be acknowledged across the school community for the following:

- Punctuality
- Coming fully prepared for work
- Good standard of uniform
- Excellent effort
- Excellent work
- Excellent progress
- Excellent attendance
- Involvement in extra-curricular life of the school
- Service e.g. litter collection, helping on Open Days and Parents' Evenings, Student Council, Social Justice and Advocacy Group and ECO Club.

The overall aim is that the pupils should fulfil these standards and responsibilities because they recognise that it is the right thing – the motivation should become intrinsic to them and not simply for extrinsic reward.

Pupils respond to expressions of approval and it is important that various experiences of this can be and are part of the life of all our pupils.

## **Celebrating achievement**

### **Registration**

The Form teacher should take every opportunity during registration to celebrate the achievements of members of his/her class individually and collectively.

### **Assemblies**

Year Group assemblies are used to celebrate the full range of activities taking place in the school. These include both special and more day-to-day achievements.

Special monthly Achievement Assemblies are held in all year groups to celebrate success and emphasise achievement. The format should be kept under review to ensure they are meaningful. They should always be attended by the Head of School, Vice Principal or Principal.

### **Recognition in the Classroom**

- Verbal praise in class, privately, to other staff
- Positive body language
- Additional time in class e.g. IT
- Displaying work/sharing work to celebrate success
- Comments in Homework Diary and positive comments on Lesson Monitor
- Awards
- Certificates
- Mentions at weekly Assemblies/Website/Social Media
- Form Teacher/Head of Year notice boards/plasma screen.

(this is not an exhaustive list)



## **Year Heads**

Head of Year should use their year group notice board to promote a visible display of achievement. This can be extended to the Simmarian, school website, social media and local media.

Year Heads monitor ARP success and send letters of recognition to parents/guardians.

## **Attendance Rewards**

Attendance is monitored carefully:

- Parents must provide explanation notes for all absences. Half termly audits monitor pupil attendance and associated records.
- Rewards for Key Stage Three pupils achieving 100% attendance, presented on a half termly basis. Class with best attendance receives break time tuck shop pass and certificate.
- Problematic attendance is identified and addressed by Form Teachers and Year Heads.
- When there is a lack of improvement in attendance parental/pupil interviews with Pastoral Vice-Principal/Head of School/Year Heads are held.

## **Edmund Rice Awards (ERST)**

ERST awards are presented at the Year 8 Graduation to the pupils who have embodied the spirit of the different aspects of the ERST Charter in their first term at St Mary's.

## **The House System**

The House System operates for Years 8 -10 and encourages pupils to work together as a team to earn points for positive behaviour and high-quality work in the classroom. Pupils are also recognised and rewarded for their extra-curricular contribution, attendance and punctuality. Grounded in the values of Edmund Rice, pupils develop a sense of belonging and responsibility. The winning house receives prizes each half-term. House names are based on rivers of Ireland. The House System promotes positive behaviour through the awarding of individual and whole class merits. The vast majority of our pupils work hard and cooperate with staff. The purpose of the House System is to recognise and reward them.

## **Pupil Code of Behaviour**

**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.**

### **Pupils respond to school rules positively.**

- Pupils aim to have 100% attendance. We are punctual to school (8.55 am), punctual to lessons, stand quietly in single file outside the classroom and wait to be admitted by the teacher.
- Pupils present absent notes immediately upon return to school.
- Pupils bring a note from parent/guardian when requesting a Release Form for a pupil to leave school early. Unauthorised absence from school is a serious breach of discipline.
- Pupils care for their own property. Money or valuables are not left in the changing rooms or classrooms. The school is not responsible for lost property. Pupils are encouraged not to bring any electronic possessions to school.
- Pupils show respect for all school property, including furniture, equipment and textbooks.

- Pupils look after school property - all books are the property of the school and must be returned in good condition at the conclusion of each course or module (usually in June of each year). Pupils will be charged for the replacement cost of books not returned or returned damaged.
- Pupils are conscious of the need for a clean and green environment. We use bins for waste paper and we lift any litter dropped accidentally, even if it is not yours.
- Pupils do not smoke or use alcohol or take these into school. Pupils understand that 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.
- Pupils are respectful of school facilities and are expected to keep the toilets clean and look after school property.
- Pupils (and their parents) make restitution for wilful damage to school or fellow pupil's property.
- Pupils 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.
- Pupils walk on the left hand side of the corridors in single file. 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. Pupils should stay out of areas for staff, avoid running, jostling or pushing; - recognising the danger of unruly or inconsiderate behaviour, especially for younger or smaller pupils.
- Pupils understand medical, dental and other appointments, as far as possible, are made outside school hours. Only in cases of real necessity can 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), is presented to the Form Teacher. Pupils (and parents) understand the school does not approve absence for holidays during term-time.
- Year Thirteen and Year Fourteen pupils enjoy a lunch time privilege and may leave the school at lunch-time, returning for afternoon class on time.
- Pupils know they do not eat/drink in the corridors at any time. There are designated areas for break time:  
Years Eight, Nine and Ten: Assembly Hall and Years Eleven and Twelve: Lunch Room.  
  
There is a rota of designated spaces for specific year groups during lunch time.
- 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 follow 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 complete all types of work on time - written, learning, reading, research and revision. We present written work carefully and properly completed.
- Pupils use a 'corridor pass' when out of class and return it to their teacher.

- Travelling to and from school, we use the foot path on the school driveway and walk safely. We understand that we cannot be driven up the school avenue without special permission from the Vice Principal (Pastoral).
- Senior pupils park their cars off site before school and walk safely on to the school site.

**Pupils are respectful of the Out of Bounds Areas at all times, these 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 or after school unless supervised by a teacher.
- Areas around the gymnasium, swimming pool, the car parks and the back of the ER building.
- Grass banks leading to the pitches and the grass pitches.

**Pupils show good classroom behaviour by:**

- Being on time for all classes.
- Entering and leaving the classroom in an orderly manner.
- Listening to, and following instructions at all times.
- Indicating a willingness to engage in the lesson by raising your hand and waiting for the teacher to respond.
- Putting away books and materials when told to do so by the teacher.

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.

## **Systems and Protocols**

### **Student Council**

Pupils are given the opportunity to adopt positions of responsibility within the school. Each class is asked to nominate a Student Council representative who will sit on the Student Council and represent his class. The Student Council representatives meet regularly with the Year Heads and the Senior Member of Staff with responsibility for the Student Council to discuss issues raised by pupils and/or staff/parents. In the sixth form, pupils are invited to apply for positions of leadership within the school – Head Boy, Deputy Head Boy and Prefects positions. Successful pupils will carry out a range of duties e.g. representing the school at various events; mentoring younger pupils; organising lunchtime activities for younger pupils.

### **Health and Safety**

At all times, pupils should be mindful of the need to behave in school in a manner that does not endanger themselves or the people around them. Special care must be taken when moving around the school between classes or working in practical subjects, where the instructions of the teacher must be followed. All Health and Safety guidelines displayed, must be obeyed. Everyone in St Mary's has an active role to play in ensuring that we have a safe school environment.

### **Unacceptable Behaviour**

The purpose of our school is to develop pupils academically, morally, spiritually and socially. Any behaviour that impedes this development is unacceptable. In particular, behaviour that disrupts the learning of others is both selfish and irresponsible. Behaviour that harms or has the potential to cause harm, either physical or emotional, to any other member of the school community, is also unacceptable.

## **Uniform**

School uniform is worn by all pupils at all times. A pupil's appearance should reflect his pride in being a member of the school community. Pupils should be aware that while in uniform they represent the school, and that their behaviour reflects on themselves, the school and their family. A pupil's general appearance and grooming should be neat and tidy at all times. All staff, particularly Form Teachers, should ensure that pupils adhere to the highest standards of uniform (See Appendix 16).

## **The Role of the Curriculum in Behaviour Management**

We believe that an appropriately structured curriculum and effective teaching and learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning outcomes, which are understood by pupils, and that they are differentiated to meet their individual needs. Marking and record keeping can be used as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

## **Extra-Curricular**

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

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

## **Sanctions**

Sanctions help us uphold the rules and procedures of the school. They provide pupils with the security of clearly defined boundaries and in so doing, they encourage appropriate and acceptable behaviour.

- In applying sanctions, staff are guided by five key rules:
- Sanctions should not be vengeful; it is the behaviour that is unacceptable – not the pupil;
- Sanctions should be educational; the aim is to change attitudes and actions by allowing pupils to have a clear understanding of how their behaviour affects themselves and the school community;
- Sanctions must take account of the context (time, place, activity) in which the appropriate behaviour occurred and also take account of the age and degree of maturity of the pupil and any special educational needs he many have;
- Wherever possible, sanctions should be immediate;
- Sanctions should be applied by staff in a fair, consistent and incremental way.

## **The Hierarchy of Positive Behaviour Promotion and Sanctions for Misbehaviour**

To enhance the promotion of positive behaviour and ensure consistency of management and response, a structure of levels has been designed to categorise the variety of misconduct which may occur. In parallel, a clear chain of responsibility within the staff has been devised. It is also pertinent to note that pupils with SEN may have their own Pupil Learning Programme. These will have been arranged with the SENCO and will follow what is outlined in this document (Teachers should also be aware of these as highlighted in the pupil's Pupil Learning Plan (PLP)).

See **Behaviour Management Table** overleaf.

**Behavioural Management Table**

<b>Level 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
<b>Subject Teacher</b>	<b>Form Teacher</b>	<b>Head of Department</b>	<b>Head of Year</b>	<b>Head of School</b>	<b>Vice Principal</b>	<b>Principal</b>
<p>Late to lesson. No books and/or equipment. Eating, chewing or drinking in class. No homework. Inappropriate Behaviour such as:</p> <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>• Getting out of seat and walking around</li> <li>• Failure to complete classwork</li> <li>• Writing graffiti in exercise books or on the desks</li> <li>• Misuse of technology</li> </ul>	<p>Uniform violation.</p> <p>Poor behaviour of pupils in form class.</p> <p>Refusal to follow supervisor’s instructions at break and lunchtime.</p> <p>Minor disagreements between pupils.</p> <p>Late coming (first three occasions). Any red flags recorded.</p> <p>Attendance between 95% -90%</p>	<p>Persistent failure to produce homework for their subject after subject teacher intervention.</p> <p>Ongoing disruption of several lessons in their subject.</p> <p>Disrupting the education of other pupils.</p> <p>Persistent lack of effort.</p>	<p>Verbal disagreements between pupils.</p> <p>Issues between pupils that occur online.</p> <p>Inappropriate haircut.</p> <p>Smoking.</p> <p>Rudeness towards a member of staff.</p> <p>Persistent misuse of technology, including mobile phones.</p> <p>Persistent inappropriate language.</p> <p>Reported incidents of bullying.</p> <p>Persistent misbehaviour.</p> <p>Attendance below 90%.</p> <p>Poor behaviour before, during and after school in public areas of the school.</p> <p>Selling goods on the school site.</p> <p>Unacceptable behaviour to and/or from school.</p>	<p>Truancy.</p> <p>Attendance below 90% (referred to Senior teacher with responsibility for attendance)</p> <p>Persistent lateness.</p> <p>Verbal abuse of staff/aggression towards staff.</p> <p>Persistent bullying.</p> <p>Incidents where a suspension is deemed necessary – in liaison with VP.</p> <p>Repeated smoking incidents.</p> <p>Any incident where the VP is unavailable.</p> <p>Persistent poor behaviour.</p>	<p>Ongoing truancy.</p> <p>Serious verbal abuse of staff.</p> <p>Physical violence.</p> <p>Drug possession.</p> <p>Any issue where there is a child protection concern.</p> <p>Persistent bullying that has not stopped with previous interventions.</p> <p>Incidents where a suspension is deemed necessary.</p> <p>Persistent infringement of rules where strategies to resolve the pupil’s disciplinary problems have been tried and proven to have failed.</p> <p>Serious fight/assault on another pupil.</p>	<p>Drug possession/dealing.</p> <p>Assault on a member of staff.</p> <p>Persistent infringement of rules where strategies to resolve the pupil’s disciplinary problems have been tried and proven to have failed throughout the ladder of referral.</p>

## **Pupil Personal Log**

The aim of the 'Pupil Personal Log' is to promote appropriate behaviour in the classroom and throughout the school. To achieve effective behavioural change, we need to ensure that the principles underpinning this Personal Log are designed to have specific targets for the pupils to aspire to reach. Ideally the targets will number between 1 and 3.

The log is shown to the teacher at the beginning of the lesson. It stays on the teacher's desk during the lesson and is completed by the teacher at the end of the lesson. In a double period, it is recommended that the log is completed by the teacher at the end of both lessons, i.e. twice.

The personal log will hopefully prove to be a powerful strategy for bringing about change in pupil behaviour. There will be times when change will not occur or will not be sustained; in such situations the pupil personal log will not have fulfilled its basic function. However, the information collected will contribute to the overall assessment of the pupil and will provide data for further problem analysis and, if need be, intervention.

The personal log will allow the pupil to achieve in some areas initially. It is unlikely that a pupil will be negatively evaluated on all areas and that will give us something to build upon through engagement with the pupil in discussion of the positive behaviour.

## **Arranging Personal Log**

1. Generally, pupils will be on personal log from Monday to Friday. Pupils can only be placed on log by their Form Teacher, Head of Year or Head of School. If a teacher feels it necessary to place a pupil on report, the teacher must first discuss the matter with the appropriate Form Teacher.
2. Before a pupil is placed on a personal log the Form Teacher must contact the parents of the pupil and discuss the matter with them. (A meeting is not required at this time).
3. When the pupil has completed one week on personal log and if there is no improvement noted the Form Teacher can decide to place the pupil on personal log for a second week. If there is no improvement at the end of second week the Form Teacher contacts the parents to discuss. At this stage the Head of Year is involved.
4. The pupil is placed on Personal Log again and this is monitored by the appropriate Head of Year. If at the end of this period, there is no improvement, the matter is passed to the Head of School who decides what action is now to be taken.
5. Throughout this process the Form Teacher keeps the Head of Year and Head of School informed as to which pupils are on Personal Log.
6. The progress of pupils who are on Personal Log is monitored by Form Teachers, Heads of Year, supported by Head of School and Vice Principal (Pastoral).

## **The Detention System**

The use of detention by teachers must be seen to be fair, consistent, incremental and commensurate with a pupil's inappropriate action. There must be a common approach by all staff. It is extremely important that Heads of Year document carefully breaches of discipline – recording offences, dates and details on SIMs.

The Detention Process will be more effective if used sparingly.

- 1 After school detention will be held from 3.15 pm until 4.30 pm on Mondays and Wednesdays and 3.15 pm to 4.00 pm on Fridays. There is also a detention session on INSET days and a monthly Saturday Detention. Lunchtime detention will be held during first and second lunch as required in the lunch room or other suitable venue. Lunchtime detention will not be scheduled except in serious situations. Teachers can arrange to personally supervise break and lunchtime if required. Official lunchtime detention must be discussed with parents and detentions recorded on SIMs by the Head of Year.
- 2 Parents should be fully informed if detentions are issued. Letters informing parents of detentions will be organised by the Head of Year.
- 3 Work should be set for the pupil during his detention by the teacher placing him on detention.
- 4 The member of staff supervising a detention session:
  - Checks pupil attendance and takes the register on SIMs.
  - Supervises the set work ensuring that the set work is completed.

The absentees will be re-issued with a new date for detention by the Year Head. If a pupil refuses to complete a detention, his parents/guardian will be contacted. **Further failure to complete the detention will result in suspension if the detention is compliant with the school's disciplinary code.**

- 5 The Pastoral Team will monitor and evaluate the process and the pattern of detentions at their meetings with the VP Pastoral.

INSET Day/Saturday Detentions can only be issued by the Head of Year in consultation with the Head of School and the Vice Principal (Pastoral).

## **Managing Behaviour in School – Staff Responsibilities**

### **The Classroom Teacher**

The classroom teacher should apply appropriate classroom management techniques to de-escalate matters arising. This is particularly important in relation to behavioural matters.

Where an offence is then repeated, the pupil will be referred to:

- Head of Department – Departmental concerns
- Head of Year
- Head of School

For a serious offence or for persistent disruptive behaviour, which affects the learning of other pupils or which has a negative impact upon the life of the school, the pupil will be referred to the **Vice Principal (Pastoral)** and if appropriate, the **Principal** – who will issue the appropriate sanction at their disposal.

## **The Subject Teacher**

The subject teacher has the responsibility of working positively with individuals, with classes and with groups. He/she is expected to maintain a positive 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. 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. They will also have the option of putting the pupil on detention, after consultation with the Year Head. This option should not be taken lightly.

## **Form Teacher**

The Form Teacher, with a detailed knowledge of the needs, emotional development, academic progress and attainment of each pupil, is at the heart of our pastoral care system and he/she liaises closely with Year Heads, subject teachers and parents, to ensure the well-being and successes of each pupil.

### **Registration Responsibilities (9.00 am to 9.10 am)**

- Pupils should be fully informed about the expectations for good behaviour as they line up for registration.
- Pupils should sit down when all the chairs have been taken down from the tables.
- Registration should begin with a prayer, preferably the prayer to Edmund Rice.
- The Register should be taken on SIMs
- On the day of the Assembly, form teachers should mark their form class register by break-time on SIMs. If this is not possible, a hard copy of the registration list should be passed to the school office so they can assist with SIMs update.
- The Form groups should be reminded of upcoming events for the day.
- A uniform check should be carried out during registration.
- Lesson Monitor red flags should be discussed with the pupils in the form class on a weekly basis. (These are printed and available in the register folders to assist form teachers with this task).
- Form Teachers should monitor and assist with behaviour/academic progress concerns to continuously support pupil learning.

### **General Responsibilities of the Form Teacher include:**

- Encouraging and reminding pupils about the contents of this Positive Behaviour Management Policy and the pupils' responsibilities.
- Collect and store the Home School Agreement.
- Collect school proformas e.g. parental returns, Option Forms etc.
- Liaising with colleagues, parents and external support agencies as required.
- Dealing with unacceptable behaviour – the form teacher is the first “point of reference” in matters concerning poor behaviour.
- Displaying notices on the Form Class notice boards which should have a prominent position in every form classroom.
- Making sure that the expectations for good behaviour are discussed regularly.
- Monitoring and recording the academic and social performance of pupils e.g. reports.
- Guiding pupils in target setting and in evaluation of their performance in examinations e.g. PTM.
- Liaising with colleagues in activities which involve other form classes/year groups e.g. Fundraising/Trips.



- Encouraging the participation of all pupils in charity appeals e.g. Christmas Hamper Appeal, Lenten Appeal, Zambia Immersion Fundraising.
- Teaching and monitoring the timetabled Personal Development programme.
- Getting to know the pupils in their Form Class. The Form Teacher will have information on each of his/her pupils regarding parents/guardians, any obvious home difficulties, disability of any kind, CAT4 test scores etc. The information is of course held in confidence but in appropriate circumstances, the Form Teacher should alert other subject teachers to knowledge they may need to carry out their tasks for the benefit of all concerned.
- Encouraging and motivating pupils.
- Promoting team spirit within the class.
- Encouraging individual and group prayer.
- Ensuring pupil involvement in Assemblies.
- Responding to individual/group successes or failures.
- Preparing and compiling progress reports for pupils.
- Advising pupils regarding their work on their progress file.
- Overseeing the election of representatives to the School Council and facilitating their activities within the class.
- Identifying pupils for special awards e.g. Pupil of the Year, Edmund Rice Awards.
- Referring pupils to the School's Counselling Service.
- Encouraging pupils to participate in extra-curricular activities.
- Co-operating with and keeping the Head of Year/School informed on all relevant matters.

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.

1. In consultation with the Year Head, the Form Teacher may decide to place a pupil on Personal Log.
2. 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.
3. 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 Pupil Personal Log (with the approval of the Year Head)
- consultation/interview with parents and pupils.

## **Heads of Department**

The Head of Department is responsible for the welfare of pupils and teachers in his/her department and the good order of the department. The Head of Department 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.

For persistent or serious offences within the classroom (e.g. refusal to complete work in class, failure to produce homework, disruption of the education of other pupils), the pupil will be referred in the first instance to the Head of Department, who will work with the Year Head to resolve the issue. This information will be recorded on SIMs.

A temporary pupil withdrawal from a subject should be dealt only within departments and the Head of Department should be informed as soon as possible. (See Guidance on the Withdrawal of a Pupil from class)

## **Year Head**

The Year Head monitors all aspects of behaviour and brings consistency to the administration of discipline right across the particular year group for which they are responsible. They will run regular reports covering lates, attendance, detention, lesson monitor comments and ARP data to check the progress of pupils in their year group. The Year Head should be aware of how many pupils are on Personal Log in their year group and should review the pupils' progress. The Year Head may decide with the Head of School that a Pupil Agreement of Commitment or suspension is appropriate for a particular pupil. The Head of School will then discuss this with the Pastoral Vice-Principal. An agreement can also be arrived at whereby the pupil can be withdrawn from class for a short period of time.

## **Head of School**

The Head of School supports the Year Heads and brings consistency to the administration of Discipline across the Key Stage for which he/she is responsible. For offences, within or outside the classroom which are serious and/or persistent, the Year Head may refer the pupil to the Head of School.

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 Vice-Principal.

The Head of School may impose any sanctions up to and including Saturday detention and may recommend to the Vice Principal and the Principal the use of suspension.

## **Pastoral Vice-Principal**

The Pastoral Vice-Principal has overall responsibility for Pastoral Care and Behaviour Management.

The Pastoral Vice-Principal should only have to deal with the most serious cases of discipline once 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**

A pupil may be suspended from the School only by the Principal in accordance with the School's Suspension and Expulsion Policy. The Principal will:

- 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 Head of Year, Head of School and Pastoral Vice-Principal immediately involved.

### **Board of Governors**

A pupil may be expelled from the School only by the Board of Governors in accordance with the School's Suspension and Expulsion Policy.

### **Parents/Guardians**

Close cooperation between home and school is essential in order to maintain high standards of behaviour. The Parent/Guardian has the right to expect timely relevant information from St Mary's, to be given the opportunity to present their views to key staff and to be confident that their son is being treated fairly and with respect by staff. In turn, parents are asked for their support and cooperation when staff are dealing with disciplinary matters.

Parents/Guardians are expected to ensure that their son:

- Attends school regularly;
- Arrives at school for Registration at 9.20 am;
- Attends throughout term times;
- Wears full school uniform;
- Abides by school rules;
- Completes all homework set;
- Shows respect to all others in the school community.

Parents are expected to sign the Home School Agreement at the beginning of each academic year.

Parents should follow the "Parental Code of Conduct" at all times.

## **Our Expectations for Pupil Behaviour**

- 1 Attend school daily and arrive at each class on time.**
- 2 Move around the school in an orderly and mannerly fashion, staying to the left where possible.**
- 3 Line up, await your teacher and enter the room quietly, take your assigned seat and get ready for work immediately.**
- 4 Be prepared to work in every class. Bring all materials for learning.**
- 5 Do homework to the best of your ability and submit on time.**
- 6 Eat only in the designated areas, except by permission. Food should never be eaten in the corridors. Gum chewing and fizzy/energy drinks are prohibited.**
- 7 Do not use mobile phones within school premises. Laser pens and/or other items not related to academic instruction in class are prohibited.**
- 8 Treat everyone as you would like to be treated. There is a zero-tolerance approach to bullying.**
- 9 Respect the learning environment: do not litter, write graffiti or deface any part of the building; keep your desk and classroom clean and tidy.**
- 10 You are an ambassador for this school and at all times be aware that your actions outside school and online are as important as what you do in school.**

## St Mary's Christian Brothers' Grammar School Home/School Agreement

In St. Mary's, we expect a high level of support from the parents of our pupils. By accepting a place in this School, parents and children implicitly agree to support the ethos and spirit of St. Mary's. It is our belief that parents and teachers must work together if pupils are to enjoy school and maximise their full potential. This Home / School agreement has been drawn up to elicit your co-operation and support in the implementation of the Code of Conduct.

### Attendance

Schools are required by the Department of Education to record details of attendance in the following categories:

Present	Authorised Absence
In school all day	Bereavement
Medical/Dental appointment for part of the day	Under suspension
Educated off site	Ill or all-day medical/dental appointment
Approved sporting activity	Enforced closure
Educational Visit	
Work Experience	

Any other absence is recorded as unauthorised. These categories are recorded on the official register and appear on pupils' records.

The Department of Education requires a **written** 'Reason for Absence' following a period of non-attendance at school. If this is not provided, the School is obliged to record the absence as 'unauthorised' and this will appear on the pupil's attendance record. Parents may phone the school reception in the event of a pupil's absence but this must be followed up with a written explanation.

**The school does not approve absence for holidays during term time.**

### Procedures for pupils

Pupils should be in school at 8.50am. The bell for registration and assembly rings at 8.55. Registration takes place at 9.00am.

Pupils who arrive in school after 9.00am must sign the late register in the lunchroom on arrival.

Otherwise they will be registered as absent. **Sanctions will be strictly applied.**

**Pupils must have a written explanation of any absence signed by parent/guardian and this should be presented to the form teacher on the day of the return to school.**

**Pupils must not leave school before 3.15pm except in unavoidable circumstances. In such cases a written request must be made in advance to the Form Teacher. Pupils must be collected by a Parent/Responsible adult and both pupils and parents must sign the book in the school office before leaving.**

### Uniform

The School uniform is designed to foster a sense of identity, loyalty and pride in the pupils and the School and is compulsory for all.

All pupils from Year 8 – Year 14 inclusive are expected to attend school in the Regulation Uniform as stipulated below:

#### Years 8 to 12:

- School blazer with crest (**to be worn at all times**).
- Plain charcoal/black trousers.
- Grey shirt with School tie.

- School pullover (if required).
- The **only outdoor** coat for pupils in Years 8-12 is the **green school-crested fleece**.
- **Black shoes only** - **no** trainers/**no** trainer style shoes (no black trainers, no black canvas shoes, no black shoes with white markings).

#### **Years 13 and 14:**

- Formal plain white shirt with collar.
- Black shoes – **no** trainers/**no** trainer style shoes (no black trainers, no black canvas shoes, no black shoes with white markings).
- Black crested senior School tie.
- Black School-crested jumper.
- Formal plain black /charcoal trousers.
- Black School-crested fleece.
- The **only outdoor** coat for pupils in Years 13 & 14 is the **black School-crested fleece**.
- Charcoal school blazer with school crest

#### **Please also note that:**

The School Dress Code must be observed both on the School premises and on the way to and from school.

- **No** personal jewellery is to be worn and prohibited articles will be confiscated.
- Hoodies, sports tops, sweatshirts or jackets are not acceptable as a substitute for the school overcoat and may not be worn.
- **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. We do not accept a haircut below a ‘number 1’.**
- **Pupils must be clean shaven at all times.**
- Political emblems are not permitted.
- 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.
- The Year Heads and the Senior Teachers in charge of each Key Stage are the arbiters of what is acceptable and within the provisions of the Dress Code.

**Parents will be asked to come to school and collect their son if they do not conform.**

**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, on school provided transport and at school organised events.**

**Repeated infringements of the rules in relation to uniform and appearance may lead to suspension.**

#### **Academic Expectations**

Pupils are expected to work to the best of their ability at all times in school and at home. Independent study is crucial for academic success. Getting into good habits early on will ensure that your son achieves his potential.

All homework tasks are expected to be completed to a high standard and submitted on time. If homework is not completed, then appropriate action will be taken. If there is evidence of a recurring problem relating to homework, this will be referred to the Form Teacher, Year Head or parent/guardian. All pupils will sit standardised class tests in all their subjects towards the end of each school term. Results from these tests will be analysed to determine each pupil's progress and identify any pupils who may also require additional support.

### **Mobile Phones (Including Smart Watches)**

For Health & Safety and Child Protection reasons, Mobile Phones, Smart Watches, MP3 Players and IPODS **are not allowed to be used in school**. While our recommendation is that pupils should not bring their mobile phones etc. to school, if they choose to do so it is at their own risk. We do not accept liability for any loss or damage to these personal electronic devices. Pupils who do bring Mobile Phones, Smart Watches, MP3 Players and IPODS into school it is on the **understanding that they are turned off and kept out of sight when on the school premises** and whilst travelling on school transport. Should a pupil be **seen** with a mobile phone, Smart Watch, MP3 Player or IPOD they will have it confiscated immediately by a member of staff who finds them with it, who will place it in the school safe to be collected by a parent or other responsible **adult the next school day**.

**Refusal to hand over the mobile phone, Smart Watch, MP3 Player or IPOD could result in removal from class for a period of time or suspension.**

In order to collect the phone or device, a letter must be collected by the pupil from the office. This letter must be presented at reception and the phone will be returned after 3:15pm the following school day.

**Pupils must not approach the office staff to have their phones/devices returned.**

Should a parent/guardian wish to contact a pupil or vice versa, this must be done via reception.

### **Social Networking**

For the purpose of Child Protection/Safeguarding:

- Pupils are not permitted to engage with or access any social networking site while on school premises. This applies to all school-based facilities and personal technologies.
- Pupils should not make any derogatory, defamatory, rude, threatening or inappropriate postings about the School, or anyone (e.g. other pupils, staff, governors, volunteers, visitors etc.) connected to the School. Note that ‘postings’ refer to ALL types of content on social media sites including (but not exclusively) text, photographs and video.

### **Behaviour**

**As we see the School as an extension of the home we seek your full co-operation in helping us implement our standards of courtesy and behaviour, as outlined in the Code of Conduct.**

It is the school’s practice to involve parents if and when behaviour problems become evident. This is to enable you to fulfil your obligation and to accept responsibility for the behaviour of your son at school. The School reserves the right to interview pupils about disciplinary matters and academic progress should it be considered necessary.

### **Parents/Guardians**

An essential element of the Pastoral Care system is partnership with parents, whom the school recognises as the first educators of their children. To this end, regular contact, formal and informal, with parents is promoted throughout the child’s school career.

Year groups have parent-teacher meetings which provide the opportunity to discuss a pupil’s progress with all the subject teachers and to speak to the Form Teacher and Year Head if necessary.

Attendance at the annual Parent Teacher and relevant Induction meetings for Years 8/11/12 and 13 is essential.

In addition to the above formal or timetabled meetings, parents and guardians are encouraged to contact the school at any time if they have concerns about their son’s progress and/or wellbeing.

**If Parents/Guardians wish to speak to a teacher, they are asked to make an appointment. Staff will not be available to speak to parents if they arrive without an appointment.**

**PLEASE NOTE: Parents/Guardians are asked to adopt a civil manner at all times when speaking with staff in relation to issues concerning their son.**

I have read and agree to abide by the School's Code of Conduct.

**Name of pupil:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Signature of pupil:** \_\_\_\_\_

I have read and will ensure that my son abides by the School's Code of Conduct

**Signature:** \_\_\_\_\_ **Parent/Guardian**

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

*This Home/School Agreement is a working document, is subject to change and is updated on an annual basis.*





**Pupil Log**

**Report to:** \_\_\_\_\_

FT/HOY/HOS

Name:	Class:	Date:
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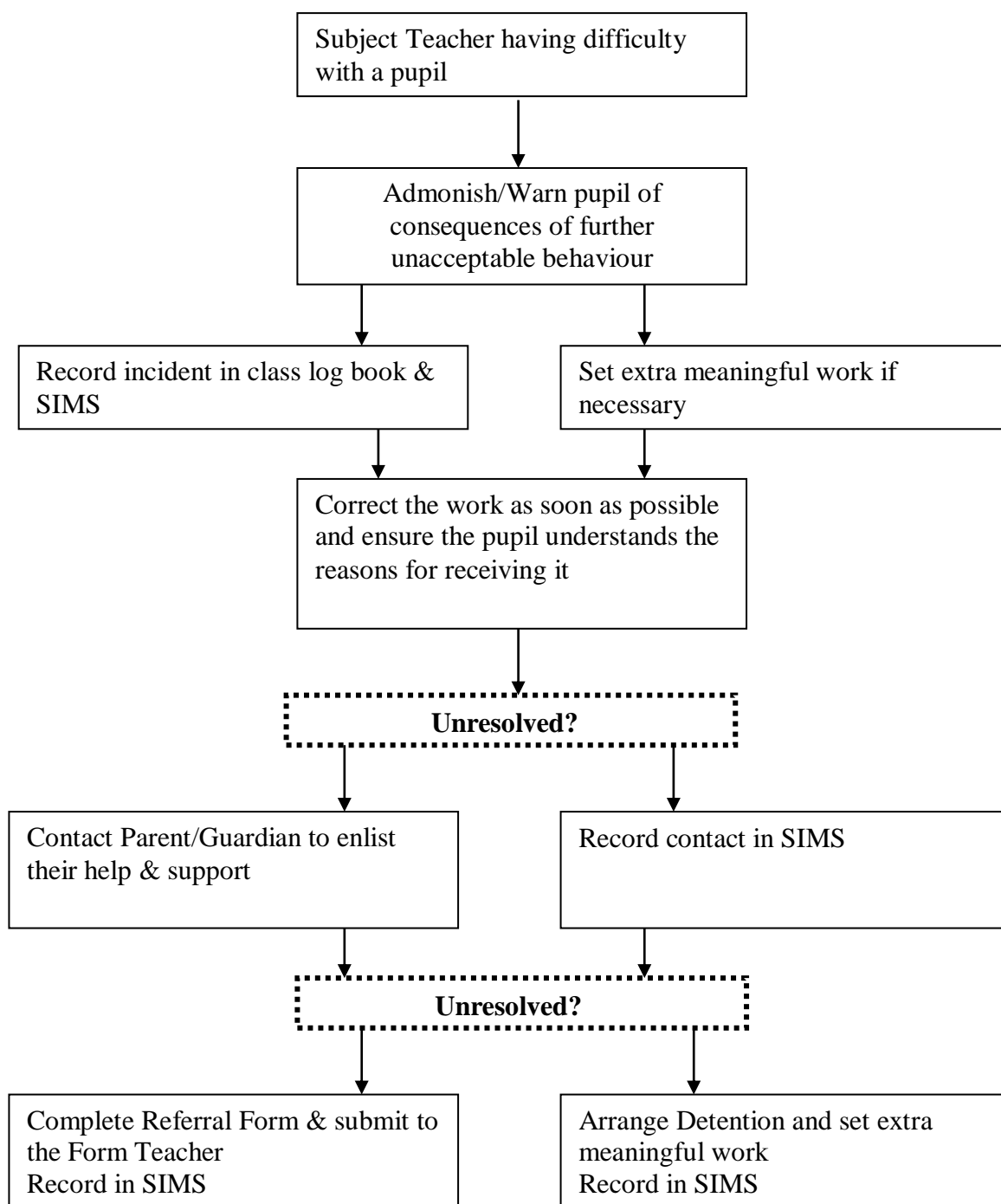
Target 1	
Target 2	
Target 3	

	Target 1 met?	Target 2 met?	Target 3 met?	Please record any relevant additional information	Teacher Signature
Lesson 1					
Lesson 2					
Lesson 3					
<b>BREAK</b>					
Lesson 4					
Lesson 5					
Lesson 6					
<b>LUNCH</b>					
Lesson 7					
Lesson 8					
Lesson 9					
<b>REPORT TO FORM TEACHER/YEAR HEAD AT 3.15 PM</b>					

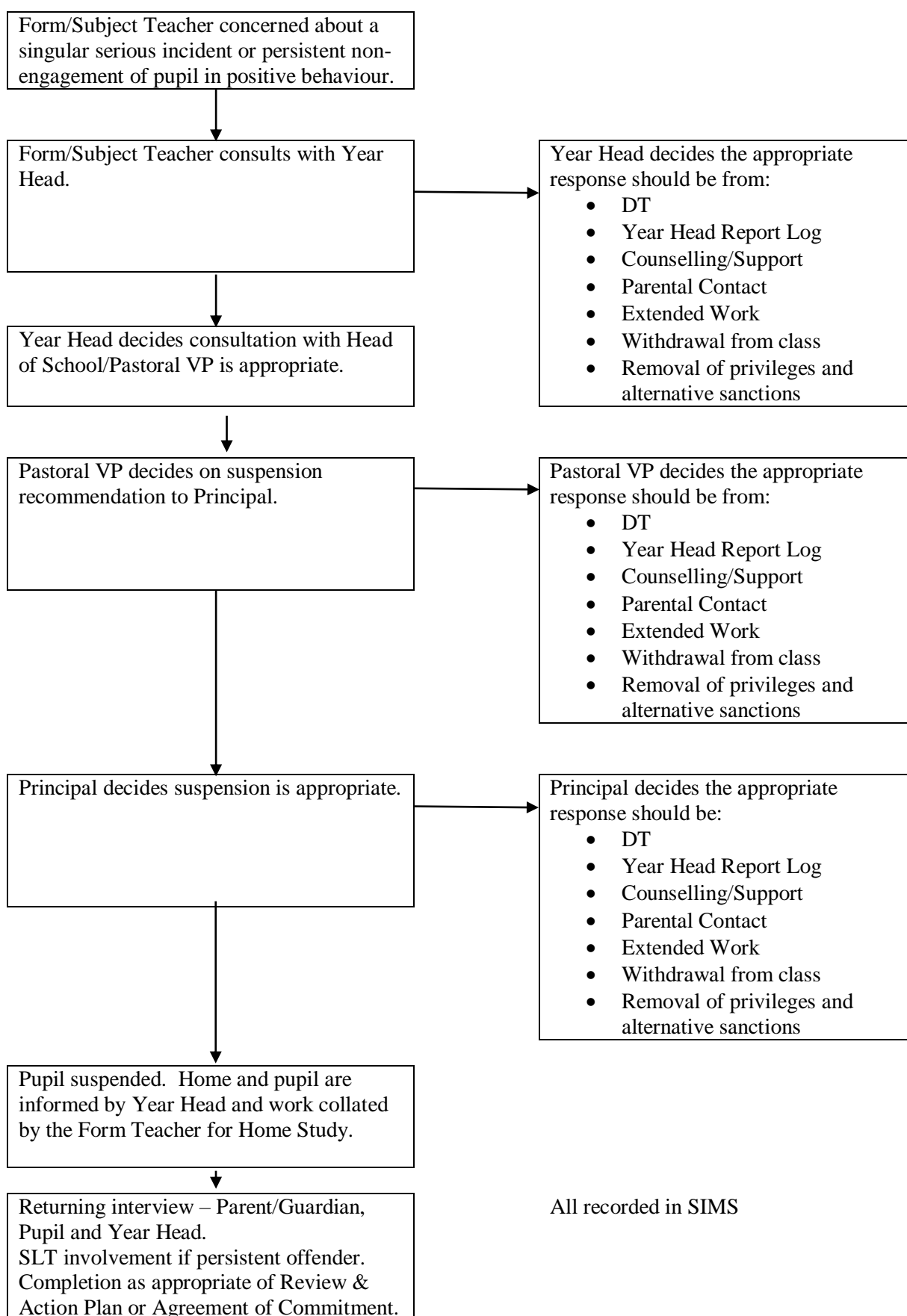
Signature: \_\_\_\_\_ Parent/Guardian

This target sheet should be presented to the identified teacher each day at 3.15 pm. It should be signed by a parent/guardian and returned to your Form Teacher the following morning. Failure to do so will result in a sanction.

**Procedure for a Subject Teacher in dealing with Misbehaviour by a pupil**



### Procedure for dealing with serious concerns



All recorded in SIMS

## 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 for a few short minutes during class is only acceptable as a prelude to a private conversation/warning before he returns to the room. The pupil should then return to class or be placed with another teacher.
- 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 Head of Department 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, Head of Department 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 Heads of Year and Senior Leadership Team.
- 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 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, 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.

## 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:**

- have 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
- fulfil 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:**

\_\_\_\_\_

## **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.

**Pupils will only meet our aspirations for good conduct 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.
- Remind pupils to walk 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. Teachers should actively encourage good behaviour, using rule reminders.
- Pupils should line up for class on the same side right down a corridor.
- Teachers should expect good punctual arrival of your class to your room.
- Teachers should be prepared to intervene if necessary to address indiscipline, 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 encourage good behaviour by reminding pupils of our good behaviour expectations.
- Remind pupils to 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.
- Remind your class to use 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. All staff must act as role models in our own behaviour.**

## **Guidelines for dealing with Pupil Study Leave**

### **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 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;
- incidents involving 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 or, where she is unavailable, report to the Deputy Designated teacher.**

## **Behaviour Expectations on School Buses and Public Transport**

Pupils are expected to follow the school's Code of Conduct when travelling on school buses and public transport. Misbehaving and using inappropriate language while travelling to and from school is unacceptable. Parents are encouraged to discuss the Code of Conduct for acceptable behaviour with their son in relation to using school buses and public transport.

### **Code of Conduct for Safe Behaviour on School Buses/Public Transport**

#### **Parents Responsibility**

- To make sure your son is aware of the danger of behaving in a disorderly way while on a bus and the fact this is unacceptable.
- To be aware that most buses have on-board CCTV installed. Therefore, evidence of incidents will be recorded by the transport company and pupils causing problems can be easily identified.
- To be aware that parents will be held responsible for any vandalism caused by your son. The transport company will report this as criminal damage.

#### **Pupils' Responsibility**

- To be polite and courteous at all times. Pupils are representing themselves, their family and their school.
- To behave in an appropriate manner while travelling to and from school on public/school buses.
- Quickly take a seat, without pushing and listen to the driver and do as he/she says. Pupils should not distract the driver by shouting or causing a disturbance.
- Not to damage or leave graffiti on the vehicle and pupils should take any litter off the bus with them.
- Bad language will not be tolerated.
- To respect the rights and property of others while they are waiting for, and using school/public buses.

Indeed, unacceptable behaviour may mean that pupils may not be able to travel on school or public buses.

#### **School Responsibility**

- To make sure the pupils understand the rules for safety on school and public buses.
- To maintain an orderly, safe procedure for pupils waiting to board school buses at the end of the school day.
- To ensure the pupils understand the consequences of misbehaviour on transport and at bus stops.
- To follow the school's discipline policy regarding unacceptable behaviour in the case of reported acts of poor behaviour or inappropriate language on school/public buses.
- To contact parents/guardians if an incident occurs and discuss the action the school will take in line with our acceptable behaviour standards.

## School Uniform Standards

### 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).
- Charcoal blazer

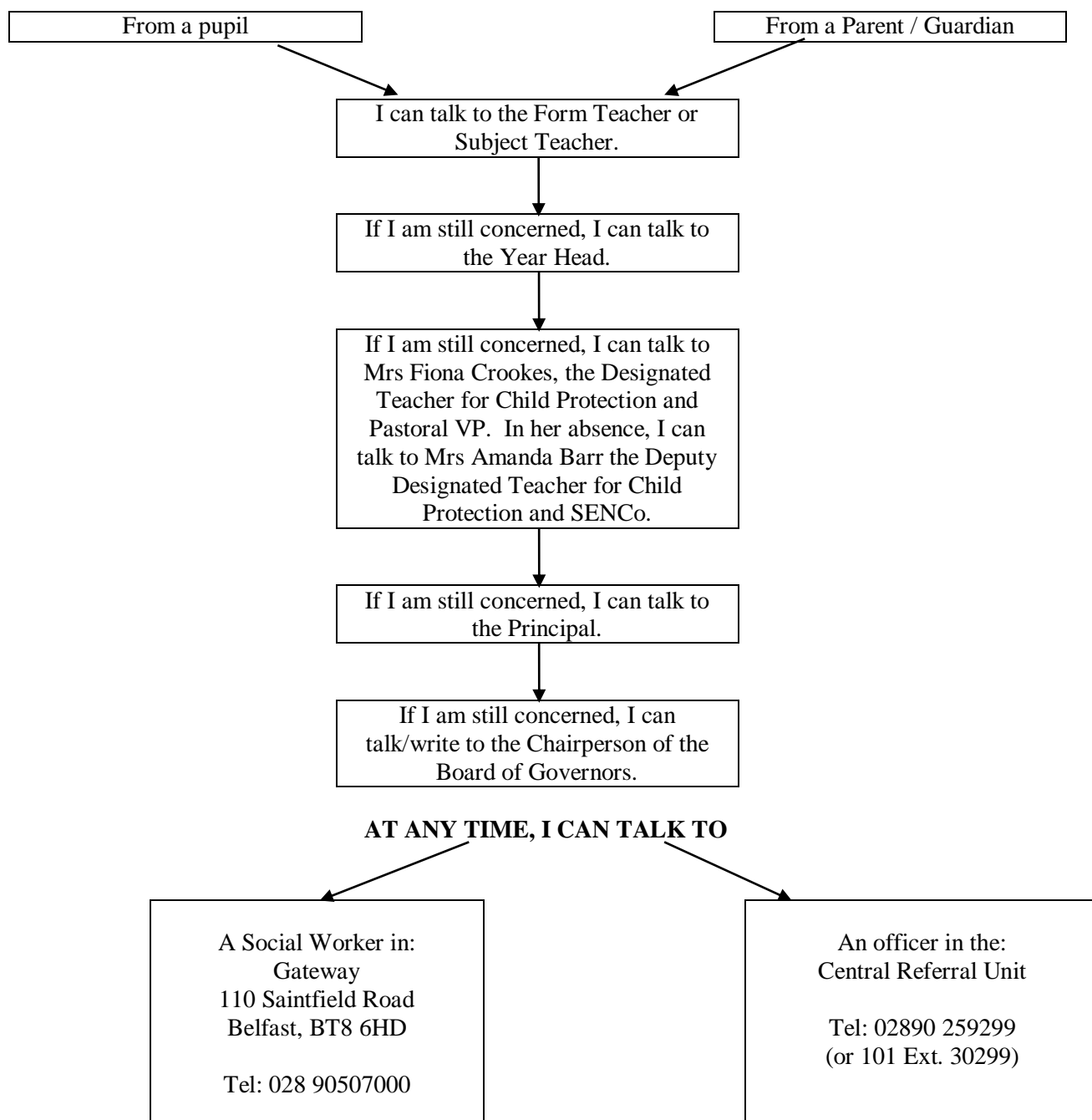
### Please also note that:

- 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
- Pupils 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.

### Pupils may be sent home for not conforming

**CHILD PROTECTION**  
**St Mary's Christian Brothers' 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.**



<b>APPROVALS</b>	
<b>Principal:</b>	
<b>Chair of the Board of Governors:</b>	
<b>Date of Approval by Governors:</b>	
<b>Date of next annual review:</b>	September 2022