

Coláiste Feirste

Behaviour for Learning Policy

2016 - 2017

Coláiste Feirste

Vision

Coláiste Feirste recognises the importance that pastoral care plays in the outlook of the school. We seek to create a learning environment in which our pupils feel comfortable and safe :- in which they feel valued as young people and are inspired to go about their learning in a safe and healthy atmosphere.

Coláiste Feirste's Aims

It is the principle aim of Coláiste Feirste to provide the broadest possible range of education at secondary level through the medium of Irish and to achieve the highest standards in every aspect of that provision. The school has 25 years experience in secondary education through the medium of Irish, providing our pupils with the intellectual, technical and social skills so that they may develop into well rounded adults. We encourage our pupils to recognise their living heritage through the Irish language and culture, to derive pleasure and satisfaction from it, while nurturing tolerance for the views and traditions of others.

Behaviour for Learning Policy

The Principles Underlying the School Behaviour Policy

The Behaviour for Learning Policy at Coláiste Feirste is a statement of good practice which allows all pupils to learn and all teachers to teach. It covers all aspects of the school that contribute to a positive learning environment and school ethos. All members of the school are expected to help maintain an environment conducive to learning of which the fundamental tenets are mutual respect, courtesy and tolerance.

Aims of Positive Behaviour Policy:

- To promote Gaelic culture and language
- To support effective teaching and learning
- To contribute to mutual respect
- To maintain an orderly environment both within the school and the surrounding community
- To gain the agreement and active support of teachers, support staff and parents/carers
- To promote Pupil Voice in regard to Behaviour for Learning expectations and Rewards

- To work in partnership with parents/carers to encourage positive behaviour and attitudes
- To reward good behaviour and achievement
- To sanction poor behaviour

General Expectations:

- Always use Irish
- Be in full correct uniform
- Be punctual to school and to all classes
- Be prepared and fully equipped for all classes including bringing PE kit when needed
- Be responsible for the school environment
- Be safe
- Be kind, polite and careful
- BE MOTIVATED TO LEARN
- BE RESPECTFUL

Responsibilities, Rules and Routines

Each year we review the behaviour policy.

These rules are the basis for behaviour inside and outside class.

Our 6 key rules are:

We will use Irish when speaking to each other and with staff

We show respect towards ourselves, others and our environment

- We treat others and their property as we would like to be treated
- We listen attentively to all staff and fellow pupils
- We value all members of the Coláiste Feirste community
- We value other people's point of view
- We will keep our school clean and tidy
- We talk to each other in a polite and calm manner
- We welcome and respect visitors to our school community

We move around the school in an orderly manner

- We walk on the left side in all school buildings

- We line up quietly outside the classroom
- We don't shout or use unacceptable language
- We hold the door open for each other and members of staff
- We do not leave our belongings in the corridor

We come to class prepared to work to the best of our ability

- We arrive to class on time
- We come with the correct equipment for the lesson
- We sit down quickly and quietly
- We come with the correct attitude for learning

We will learn to listen and listen to learn

- We listen to the teacher
- We will follow instructions and guidance
- We will listen to other pupils
- We will help our fellow pupils with their learning

We ensure our appearance is appropriate for school

- We will wear our full uniform correctly
- We will project a positive image of Coláiste Feirste

Pupil Responsibilities

Pupils:

- Will always speak in Irish respectfully and with staff
- Will follow instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- Will act as positive ambassadors for the school when off school premises.
- Must never bring inappropriate or unlawful items to school.
- Will always show respect to school staff, fellow pupils, school property and the school environment.
- Will not put down, harm or bully other pupils or staff.
- Will cooperate with and abide by any arrangements put in place to support their behaviour such as reports, involvement from external agencies etc.
- Will act responsibly when using social media

Staff Responsibilities

Staff

- Will speak respectfully in Irish with pupils and with each other
- Will treat all pupils fairly and with respect;
- Will help all pupils to develop their full potential;
- Will provide a challenging, interesting and relevant curriculum;
- Will create a safe and pleasant environment both physically and emotionally;
- Will use positive and negative consequences clearly and consistently;
- Will be good role models;
- Will form positive relationships with parents and pupils;
- Will recognise and value the strengths of all pupils; and
- Will offer a framework for teaching the personal, social and emotional skills and abilities that underpin Coláiste Feirste's Behaviour for Learning Policy.

Parents'/ Carers' Responsibilities

Parents/ Carers

- ensure their child uses Irish whenever possible
- make pupils aware of appropriate behaviour;
- encourage independence and self-discipline;
- show an interest in all their child does in school;
- support and work in partnership with the school in implementing their policy;
- be aware of the school rules;
- ensure pupils attend on time with the correct uniform and equipment;
- parents should arrange an appointment before speaking to a member of staff

Mobile phones:

Mobile phones must be switched off during school hours and kept out of sight. Failure to comply with this rule will result in having the phone confiscated. The phone will only be returned when a parent collects it from the school office.

From the point of view of security, personal and data protection, the use of phones to take or record photo or video images within Coláiste Feirste is strictly forbidden. A failure to comply with this rule will be regarded as a serious breach of our behaviour code.

Coláiste Feirste accept no responsibility for the loss of mobile phones.

MP3 players:

The use of MP3 players is forbidden except when a teacher feels they may be conducive to a particular learning/work outcome in classes such as MIA or Art.

Coláiste Feirste accept no responsibility for the loss of any of these items.

Uniform:

- Full uniform is to be worn at all times with the correct footwear. If there is a valid reason for part(s) of the uniform not being worn, then a signed letter must be given to the Form Teacher. Those pupils without a valid reason will be given 24hours to comply or further action will be taken.

Rewards' Policy:

Aims:

- As a school we recognise that a key part of developing the potential of our pupils is giving encouragement and praise and we see this as a key component to good teaching and pupil/teacher relationships.
- We will actively look for opportunities to praise pupils both within and beyond lessons
- We will encourage our pupils to strive for the best that they can be regardless of their ability
- We will develop a system of rewards that allows us to celebrate achievement, excellence and contribution in all aspects of school life

We use the following positive consequences:

- Non-verbal rewards such as a thumbs up sign or a smile;
- Praise;
- Showing work to another teacher and to the Head of Department / Year Head;
- Stickers;
- Learning Certificates;
- Letters / phone calls home to parents;
- Displaying work; and
- Good work and reward assemblies;
- Individual subject awards;
- House scheme (Year 8) Members of each house accumulate points for use of Irish, good behaviour and effort. Points may also be deducted.

Behaviour for Learning – A Staged Referral Process

If your child enters the referral process you will be informed in order to establish support for both your child and the school. The Form Teacher will be kept informed of progress and issues relating to your child throughout the entire referral process.

When your son/daughter is placed on report he must give the report to the subject teacher at the beginning of the lesson and collect at the end of the lesson. All reports must be shown to the appropriate person at the end of the day and targets discussed.

The pupil must take home their report for you to sign and they should return it to the appropriate teacher the following day.

- There will now be a staged approach to supporting your child with a clear referral system in place to support your child's needs, if required.
- This is visually represented by the coloured diagram.
- Most matters in school will be dealt with by your child's subject teachers and Form Teacher.
- A Head of Year will provide support in addition to this if progress has not been made.

A STAGED REFERRAL PROCESS

Stage 1: Green Report
 Issued by: Form Teacher
 Reasons for:

- Repeated reports of poor behaviour and defiance
- Lateness to Registration
- Persistent poor equipment
- Poor effort in numerous lessons



Action:

- Set targets
- Phone call home
- Discuss concerns with pupil
- Contact all staff for report
- Daily contact with pupil
- Issue detention
- Monitor lates
- Pupil remains in school to 3:30 to discuss
- Record issue on SIMS

If progress is made then pupil is taken off report and informally monitored by Form Teacher
 If poor progress is made after 2 weeks then referral completed and given to HOY with completed reports to date

Stage 2: YELLOW Report
 Issued by: Head of Year
 Reasons for:

- Persistent poor behaviour and defiance
- Failure to meet green targets
- Return from suspension
- Serious issues at HOY's discretion
- Persistent poor behaviour in corridors
- Truancy



Action:

- Set targets
- Parent/pupil meeting with HOY
- Behaviour contract
- Monitor progress towards targets
- Liaise with Tutor regarding progress
- Issue HOY detention
- Record issue on SIMS

If progress is made then pupil is taken off yellow report and issued with a praise card for 1 week to be monitored by Form Teacher
 If poor progress is made after 2 weeks then referral completed and given to VP

Stage 3: Red Report
 Issued by: Head of Key Stage
 Reasons for:

- Failure to meet YELLOW targets set
- Persistent poor behaviour/defiance
- Serious incidents. E.g. bullying, assault etc



Action:

- Formal letter to parents
- Parent/pupil meeting with HoKS
- Referral to outside agency
- IBP/Risk assessment
- Assign a mentor for support
- HoKS detention
- Refer to Pastoral VP
- Internal suspension
- Record issue on SIMS

If progress is made then pupil is taken off red report and must complete 2 weeks HOY report
 If poor progress is made after 2 weeks then referral completed and given to Pastoral VP

Stage 4: Blue Report
 Issued by: Head of Key Stage
 Reasons for:

- Failure to meet Red targets set
- Persistent poor behaviour/defiance
- Very serious incidents. E.g. Drugs or alcohol, assault on staff etc

Action:

- Parents to attend a meeting with Pastoral VP
- Referral to outside agency/Link
- IBP/Risk assessment
- Fixed period exclusion
- Referral to Principal/BOG for possible expulsion
- Record issue on SIMS

Involving Parents

We recognise the importance of working in partnership with you to support your child's learning. We would like to encourage you to take an active part in the school. We believe that it is essential to establish trusting relationships with all parents/carers so that we can work together for the benefit of each pupil.

Procedures in Place when there is Concern About a Pupil's Behaviour

If there is a concern about a pupil's behaviour parents/carers *may* be invited to talk to his/her Form Teacher and/or Year Head. This will allow the Form Teacher to find out if there are any factors that might be affecting the pupil's work or behaviour in school. The teacher will then discuss how school and home might help the pupil to improve their behaviour. This might involve extra encouragement or a short chat with you and/or your child each week.

It is hoped that every pupil will make progress, but if the poor behaviour continues more support will be required. The Form Teacher will then discuss ways of helping the pupil improve their behaviour with the subject teachers/ Year Head or Special Needs Co-ordinator. An individual education/risk assessment plan may be written and discussed with you.

After a short while the plan will be reviewed and if there has been progress the pupil may continue without the plan. If progress has been very slow then a referral may be made to a behaviour support teacher or a referral to an outside support agency may be discussed with you.

In exceptional circumstances a pupil may be excluded from lessons in or out of school. This will only be done if it is felt that there is no effective alternative e.g. where the learning environment is being compromised by a pupil's behaviour. The pupil will be supervised and provided with work during these periods.