

# Edmund Rice College



## Promoting Positive Behaviour Policy

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## **Introduction**

**All young people, from whatever background, have a right to be valued and respected, to be educated in a secure and caring environment, and to have their abilities and talents nurtured and developed to their full potential**

Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR

This statement from DENI encapsulates Edmund Rice College's thinking regarding its rationale for developing and implementing an effective behaviour policy.

In developing an effective behaviour policy, the College is aware of the major research which has been carried out on the issue of behaviour in schools. For example, a number of major Action-Research projects indicate consistently that those schools which were most successful in promoting and sustaining good behaviour shared a number of important key characteristics:

- a) A behaviour policy which is based on a whole-school approach, is widely disseminated to and readily understood by staff, pupils and parents, has clear stepped procedures for dealing with breaches of behaviour, and is consistently and fairly applied.
- b) A system for early identification of pupils presenting behavioural problems which is based on effective integration of policy and provision for school behaviour and is consistently and fairly applied.
- c) Appropriate staff development.
- d) Effective links with the relevant external support agencies.
- e) Arrangements which acknowledge the formative influence of parents on children's behaviour and engage parent's support in promoting good behaviour in schools.
- f) An appropriately restrained use of the suspension and expulsion sanctions.

These characteristics are incorporated throughout the school.

## **Aims of Behaviour Policy**

The aims of the College's Behaviour Policy are as follows:

- a) To foster good behaviour in a positive way within an environment where our students feel secure and free from emotional and physical harm.
- b) To enable our pupils to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response from teachers and other adults within the school community.
- c) To create a calm and caring community where teachers are able to teach, and pupils are able to learn effectively.
- d) To recognise and respect the rights of each member of the school community.
- e) To support one another through the challenges that Covid 19 presents

In many ways these aims, along with the school's Behaviour Policy in general, is a reflection of the school's mission statement.

## **Mission Statement**

**Educational excellence for all pupils**  
**Respect for self and others**  
**Care in the home school and community**

As well as reflecting the aims listed, the mission statement also plays a positive role of ensuring that the conduct of all members of the school community is consistent with the values and beliefs of the school. It is a statement of the key principles and values espoused by the College and supported by the Governors and all the staff, teaching and non-teaching. The Edmund Rice College Mission Statement is an expression of the College's aspirations on behalf of the pupils in its care. This is stressed and it is reflected in the Behaviour Policy.

## **Rights and Responsibilities of the School Community**

All members of Edmund Rice College's community have rights and corresponding responsibilities. These rights are based upon the values held by the school, identified by the school, and articulated in the school's mission statement.

### **In Edmund Rice College it is agreed that all pupils have a right to:**

- i) Be valued as members of the school community;
- ii) Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic ear for their concerns;
- iii) Make mistakes, and learn from them;
- iv) Be treated fairly, consistently and with respect;
- v) Be consulted about matters that affect them, and have their views listened to, and as far as is reasonable, acted upon;
- vi) Be taught in a pleasant, well-managed and safe environment;
- vii) Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- viii) Develop and extend their interests, talents and abilities.
- ix) Be safe in the changing environment as a result of Covid 19

### **Pupils in Edmund Rice College have a responsibility to:**

- (i) Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;
- (ii) Respect the views, rights and property of others, and behave in a safe manner both in and out of class;
- (iii) Co-operate in and out of class with teachers and with their peers;
- (iv) Work to the best of their ability both in and out of class;
- (v) Conform to the conventions of good behaviour and abide by school rules both in and out of class;
- (vi) Seek help if they do not understand or are in difficulties;
- (vii) Accept ownership for their own behaviour and learning, and to develop the skill of working independently both in and out of class
- (viii) follow any altered routines for arrival or departure
- (ix) follow instructions on remaining within allocated 'bubbles' when required

- (x) move around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)
- (xi) follow rules about sharing any equipment or other items including drinking bottles
- (xii) follow guidance on the use of toilets

**Teachers in Edmund Rice College have a right to:**

- (i) Work in an environment where common courtesies and social conventions are respected;
- (ii) Express their views and to contribute to policies which they are required to reflect in their work;
- (iii) A suitable career structure and opportunities for professional development;
- (iv) Support and advice from senior colleagues and external bodies;
- (v) Adequate and appropriate accommodation and resources.

**Teachers have a responsibility to:**

- (i) Behave in a professional manner at all times;
- (ii) Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- (iii) Listen to the pupils, value their contributions and respect their views;
- (iv) Share with the parents any concerns they have about their child's progress or development;
- (v) Expect high standards and acknowledge effort and achievements.

**Parents have a right to:**

- (i) A safe, well-managed and stimulating environment for their child's education;
- (ii) Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently;
- (iii) Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;
- (iv) Be well informed about their child's progress and prospects;
- (v) A broad, balanced and appropriate curriculum for their child.

**Parents have responsibility to:**

- (i) Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;
- (ii) Be aware of school rules and procedures, and encourage their child to abide by them;
- (iii) Act as positive role models for their child in their relationship with the school;
- (iv) Show interest in their child's classwork and homework, and attend planned meetings with teachers;
- (v) Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances;

It is important to note that rights such as those listed do not stand alone. They can only happen if others take responsibility for protecting these rights. Edmund Rice College prides itself in developing such a system to identify the rights and responsibilities of the different groups within the school community. As the Colleges Mission statement indicates, consultation and discussion is constantly on-going so as to allow a climate of mutual respect to develop which is essential for the promotion of effective behaviour.

## **Desirable/Undesirable Behaviour**

Before listing the Colleges rules and procedures it is important to list what the College constitutes as desirable and undesirable behaviour within the whole school environment as agreed with the student community.

### **Edmund Rice College believes its students should:**

- (i) Demonstrate a positive self-image and the confidence to engage successfully in activities;
- (ii) Show respect for the views, ideas and property of others;
- (iii) Recognise that all have a right to share in and contribute to lessons;
- (iv) Co-operate with the teacher and with their peers on shared activities;
- (v) Work to the best of their ability;
- (vi) Show courtesy and good manners at all times;
- (vii) Respond positively to opportunities to act independently of the teacher, and to show initiative.
- (viii) Behave in a responsible manner while partaking in remote learning.

### **Edmund Rice College believes its students should not:**

- (i) Be unkind to their peers, including engaging in any form of bullying;
- (ii) Call out in class, interrupt others and be inattentive when others are contributing to a lesson;
- (iii) Display a lack of interest in learning and preventing others from learning;
- (iv) Be unable or unwilling to abide by the accepted convention of courtesy and good manners;
- (v) Deface or destroy other pupils' belongings or school property;
- (vi) Direct abusive language at other pupils or teachers;
- (vii) Act aggressively or with violence towards other pupils or teachers.
- (viii) Use sexually inappropriate language or behaviour towards other pupils or teachers
- (ix) Behave in a manner that puts other students and staff at risk during the Covid 19 pandemic
- (x) Behave in an unacceptable manner while partaking in remote learning



## EDMUND RICE COLLEGE SCHOOL CODE OF CONDUCT



### **Aims of Edmund Rice College – Behaviour Policy**

- f) To foster good behaviour in a positive way within an environment where our students feel secure and free from emotional and physical harm.
- g) To enable our pupils to articulate their fears and concerns and be confident that they will receive a sympathetic and supportive response from teachers and other adults within the school community.
- h) To create a calm and caring community where teachers are able to teach, and pupils are able to learn effectively.
- i) To recognise and respect the rights of each member of the school community.

We have high expectations of each pupil who enters Edmund Rice College to meet the standards set for work and behaviour. To this end we have a clear set of rules for pupils of Edmund Rice College to adhere to.

1. **Punctuality/Attendance:** Pupils are to arrive in school not later than 8.45 am. The rolls are marked at registration at 8.50 am each morning. All students are expected to achieve 100% attendance every year.
2. **Uniform:** All pupils must wear the full school uniform. Shoes can only be black. (please see uniform policy).
3. **Equipment:** Pupils are expected to bring to school all the equipment that they require for that day – school bag, pens, pencils, books, PE gear.
4. **Behaviour:** We treat our school and everyone in it with respect. This means we do not say hurtful things to other pupils or staff, damage property or leave litter lying about. This high standard of behaviour is expected when travelling to and from school. Students are accountable at all times for their behaviour when wearing their school uniform. Students are not allowed to smoke or bring cigarettes to school.
5. **Homework:** All work set by teachers must be properly set out, completed and handed in at the correct time.
6. **Out of Bounds:** Pupils are forbidden for their own safety to be in these areas unsupervised.
  - (i) School playing fields
  - (ii) Roof
  - (iii) Back of canteen
  - (iv) Corridors/Back stairway
  - (v) Behind the Technology building
7. **Corridors:** Walk on the left-hand side, do not run. Move swiftly along and with the rest of the class.

8. Toilets: Toilets should be used in the morning, at break time and lunchtime. Unless in a case of emergency pupils should not be in the toilets at any other time.
9. Jewellery:  
Girls may wear one small stud in the earlobes only. No stretchers, ear bars or piercings on upper ears are allowed for any pupil.  
No facial piercings: eyebrows, nose, chin or mouth are allowed for health and safety reasons.  
A wristwatch may be worn but no bracelets or rings.
10. Medical/Dental Appointments:  
These should be made outside of school hours.
11. Hair Cuts:  
Hairstyles should be consistent with health and safety: tied back if long. Synthetic braids are not permitted. No extremes of hair colour or style are allowed, to include full or part shaving of the head. Hair should be of a natural colour. Plain hair bands may be worn, but only of a matching colour to uniform.
12. Expensive Items: Expensive items, like mobile phones and iPods etc. are the responsibility of the individual pupil. The school will not be responsible for the loss of such items.
13. Transport: Year 12 students are not allowed to ride motorbikes or scooters to school.

### **Code of Conduct during Covid-19 Pandemic**

The following behaviour guidelines will be put in place to ensure everyone remains safe and to ensure the school remains a calm and productive environment for learning, as well as helping my peers and teachers to minimise Covid-19 transmission:

- I will follow the rules and expectations of my school laid out in our code of conduct
- I will follow staff instructions at all times, remembering that the adult is in charge
- I will follow the routes set out on my map to my lessons and follow the one-way system
- I will ensure I am always 2 metres away from my teachers in lessons and social time
- I will only go to the toilets which have been designated to my group
- I will ensure I stay in the area designated to my group at break and lunchtimes
- I will ensure I arrive to school at the time allocated to minimise interaction with other students
- I will wash my hands when I arrive at school at the designated handwashing station
- I will wash my hands throughout the day, following the school guidelines
- I will only use the equipment given to me and not use equipment from others
- I will be respectful to all students and adults at all times

I am aware that if I breach the guidelines above, the steps below will be used:

- The class teacher will use on-call to contact a member of SLT to remove the student
- The student will be asked to work from home for the rest of the day
- The class teacher will follow up with a phone call home to explain the issue and the expectations The class teacher will explain that the student can come back to school, but any more breaches will result in the student being dealt with in accordance with the school behaviour policy, see Additional Sanctions
- If a student re-offends, the on-call procedure will be used with the student being sent home
- This will be followed up with a phone call home to explain to parents that the student has breached the code of conduct and will have to work at home for a period of time determined by the Principal.

Good behaviour is encouraged through praise and a system of rewards. We do however employ sanctions for pupils who repeatedly break school rules. The main sanction is detention. When it is necessary and this should be rare, you are responsible for your child's homeward journey. No pupil will be excused from detention. If your child misses a detention for any reason, they will automatically have to do it on the next detention day. Parents will receive 48 hours' notice of the detention.

Repeated and continued incidents of poor behaviour will lead to you being asked to visit the school to discuss your child's future behaviour. With your support we would hope to resolve any problems which are interfering with your child's education.

Signature of Parents/Guardians:

Father/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Mother/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

## **The Use of Rewards and Sanctions**

Edmund Rice College recognises that in order to help its pupils behave well, it has a responsibility to organise itself in such a way that it positively encourages the desired behaviour. The effective use of rewards and incentives are constantly ongoing.

### **The Rewards Process:**

The following process is recommended:

- (i) Praise is given by the individual class teacher:**  
Praise should be given by the individual class teacher and pupils work should be singled out for its excellence. Good classwork should be displayed on the classroom wall, or another prominent place.
  
- (ii) Department Achievement Certificates:**  
A certificate is awarded to pupils on a monthly basis. This certificate is presented at assembly. The pupil is selected by their subject teacher using the criteria'
  - (a) Effort
  - (b) Homeworks
  - (c) Conduct
  - (d) Exam/coursework results.
  
- (iii) Edmund Rice College Merit Awards:**  
This is a system implemented to reward pupils in our school, who have good standards of work and behaviour. The aim of this merit system is to improve pupil motivation and behaviour by rewarding good performance with certificates, medals and plaques which are presented to pupils throughout the year who meet the set criteria.
  
- (iv) Prize Night:**  
The following awards will be presented on Prize Night:
  - (a) Awards for academic achievements
  - (b) School service awards
  - (c) Awards for outstanding acting, attendance, punctuality sports achievements and work experience achievements.

## **Junior/Senior School Merit System**

### ***Rationale***

In Edmund Rice College, we recognise that in order to help our pupils behave well, we have a responsibility to organise ourselves in a manner that positively encourages desirable behaviour. Therefore, we regularly use rewards and incentives to motivate pupils.

Our school merit system has been designed to motivate pupils and reward them for not only making excellent academic progress but also for their overall contribution to the life of the school and community. Its purpose is to help pupils see that if they approach school with enthusiasm, they will be rewarded, in line with our school's ethos of celebrating success and achievement.

Pupils can collect merit points on SIMS for exceeding and fulfilling expectation in a range of areas.

We reward for a range of academic and pastoral reasons.

It is the class teacher's responsibility to ensure they make use of the merit system and reward and incentivise pupils accordingly. Merits can be filled in during class time, but teachers should also make use of the weekly Form Class Period to place appropriate merits on SIMS

**PLEASE NOTE: REWARDS MAY BE CHANGED AT ANY TIME AT THE DISCRETION OF THE HEADS OF JUNIOR/SENIOR SC**

### **REWARDS 2019-2020**

<b>School Month</b>	<b>SIMS Achievement Points Needed</b>	<b>Reward</b>
<b>October</b>	<b>20</b>	<b>Activity organised off site</b>
<b>PUPILS SLATE WIPE CLEAN</b>	<b>AND BEGIN JOURNEY TO</b>	<b>20 MERITS AGAIN</b>
<b>February</b>	<b>20</b>	<b>Activity organised off site</b>
<b>THIRD AND FINAL TRIP</b>	<b>POINTS ACCUMULATION</b>	<b>OVER THE ACADEMIC YEAR</b>
<b>May/June To accommodate GCSE students</b>	<b>Top 10 pupils from each Year Group</b>	<b>Activity organised off site</b>

### **DE-MERIT PROCESS 2020-2021 (Staged Approach)**

At Edmund Rice College we also recognise that to promote effective, positive behavioural, sometimes sanctions must be put in place. Demerit (behavioural points) will also be placed on SIMS. These will be subtracted from the accumulation of achievement points. Therefore, if a pupil achieves 5 achievement points for 100% attendance but receives 1 behavioural point for a missed homework, their total will be 4 merit points.

At Junior and Senior School level, The Head of School will visit assemblies regularly. They will promote the merit system but also speak to pupils who are receiving demerits.

## **Additional Sanctions**

- (i) Reprimand by teacher for any breaking of school rules.
- (ii) Imposition of extra work, e.g. additional work and/or homework.
- (iii) Personal detention, possible at break or after school with parental knowledge.
- (iv) Departmental help to avoid conflict, e.g. temporary change of class and use of the Buddy System.
- (v) Communication with home in accordance with agreed procedures.
- (vi) Official detention i.e. all previous sanctions have failed to remedy the situation. Official and Personal detentions are issued using the SIMS system. The office staff post detention letters out to parents/guardians.
- (vii) If the Form Teacher thinks that a pupil is receiving too many detentions, he/she contacts parents making them aware of the situation.
- (viii) Place pupil on Daily or Weekly Target Card.
- (ix) If misbehaviour continues-or if the pupil is guilty of an offence, which is deemed by the school to be serious enough to merit such action, parents/guardians are contacted and requested to attend for interview with the Form Teacher, and year teacher, if required.
- (x) Withdrawal from normal classes or Suspension may be necessary if the pupil still refuses to conform to school regulations, or if a pupil commits an offence, which the school deems serious enough to merit immediate action in this regard. Suspension will be in line with Education Authority directions. The parents/guardians will be given an opportunity to resolve the situation with the Head of Year, Head of Senior and Junior School, Head of Pastoral Care or the Principal.
- (xi) If the pupil continues to misbehave, persistently fails to meet the required standards of the school and/or is guilty of a misdemeanour, which is deemed by the school authorities to merit the ultimate disciplinary sanction, the Principal will request the Board of Governors to invoke the Expulsion Procedure as directed by CCMS policy.
- (xii) As outlined in the school policy on the misuse of drugs, a pupil involved in the misuse of drugs within the confines of the school will immediately be suspended. Expulsion may follow.
- (xiii) Pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk will be subject to sanctions up to and including exclusion.
- (xiv) Pupils who behave in an unacceptable manner towards staff or fellow students while partaking in remote learning will be subject to sanctions up to and including exclusion.

## **Roles and Responsibilities**

### **Subject Teacher**

The subject teacher must be responsible for the overall behaviour in their class and also generally throughout the school. They have a range of sanctions or courses of action that they can apply in a behaviour situation.

- (i) Simple reprimand.
- (ii) Severe reprimand.
- (iii) Imposition of extra work e.g. additional homework.
- (iv) Personal detention, possibly over break or after school.
- (v) Departmental help with difficult pupils - Temporary removal to another classroom (Buddy System) with prior arrangement.

- (vi) Inform parents of misbehaviour.
- (vii) Keep Form Teachers informed of developments and successes.
- (viii) Record misdemeanours and let the pupil know that a record is being kept.
- (ix) Place pupil on a Department Target Card as required.

The subject teacher may refer a pupil to the Head of Year in exceptional circumstances (these occasions will be rare) when they feel it necessary or require help. Records of pupil misdemeanours must be made on SIMS so that they are available to the Form Teacher and Head of Year for monitoring.

### **Head of Year**

The work of the Head of Year may be described under the following three headings.

- i. The efficient administration of the year.
- ii. Supporting the work of the Form Teacher.
- iii. Care of pupils in the year group.

### **Responsibilities Include:**

1. The Head of Year leads the prayers at the year assembly and passes on relevant information to the students and promotes positive behaviour.
2. Lead a team of Form Teachers and provide support as required.
3. Chair regular pastoral meetings and keeping records.
4. Promoting standards of behaviour within the Year Group are in accordance with the School Behaviour Code.
5. Carry out investigations into bullying incidents as set out in the Anti-Bullying Policy.
6. Monitor the Attendance, Academic Progress and Personal Development of each individual in the year group.
7. Responding to and dealing with Behaviour Matters when referred by Form Teachers.
8. Interview with parents whose child has been suspended or sent home for any reason.
9. Liaise with and contact parents regarding matters of Academic Progress, Conduct and General Welfare of pupils.
10. Take registration/de-registration when required. Attendance and Detention is checked and followed up by the head of year. Pupils who deliberately miss or refuse to attend detention will be spoken to by the Head of Year, if necessary, parents will be contacted.
11. Spot checks – regular visits to form classes to address issues that have arisen regarding behaviour.

### **Form Teacher**

The opportunity given to Form Teachers to influence pupils is greater than that of any other teacher. A Form Teacher's role is to monitor and help pupils achieve high standards of:

- Attendance/Punctuality
- Dress
- Behaviour
- Standards of work
- Attitudes to teachers and other pupils

They should also seek to develop positive links with parents. The use of SIMs should help collate information about the class in general.

### **Specific Duties:**

1. Get to know as much as possible about each pupil and inform teachers of any change in circumstances in the home situation that may possibly affect the pupil. The mentoring period will play a vital role regarding this duty.
2. Assist pupils when they are experiencing difficulty either at home or in school. (Be aware that some difficulties need to be referred to the Designated/Deputy Designated Child Protection Teachers.
3. Steer the pupils towards positive behaviour.
4. Report any concerns of bullying type behaviour to the Head of Year or Head of Junior/Seniors School.
5. Liaise with parents/guardians. It is best if contact with parents is through Form Teachers or Heads of Year.
6. Registration on SIMS.
7. Daily check on uniform and equipment.
8. Complete reports at end of term and provide constructive and enlightening comments for parents.
9. Keep a record of all documented incidents and follow ups on SIMS.
10. In line with school behaviour procedures put pupils on a Daily Target Card after consultation with Head of Year and monitor on a daily basis.
11. Keep heads of year informed of a pupil continually exhibiting problems across various classes.
12. Permission for early departure from school.

### **Head of Senior/Junior School**

**The Heads of Senior/Junior School play a very important role in Edmund Rice College. They work closely with the Head of Pastoral Care and the Principal to ensure the effective running of the College. The main duties they perform are as follows.**

1. Leadership of the team of Year Heads and Form Teachers.
2. Promotion of good behaviour.
3. Liaise with Heads of Year regarding the behaviour of individual pupils.
4. Deal with referral when Head of Year feels that an incident has occurred and is so serious that it merits withdrawal from normal classes or a suspension.
5. Liaise with Head of Year and Head of Pastoral Care on incidents involving bullying type behaviours.
6. Keep a record of suspension and a copy of the suspension forms sent to the EA.
7. Keep Principal and Head of Pastoral Care informed on record of suspensions and withdrawals.
8. Recommend to Head of Pastoral Care pupil for referral to psychology service.
9. Liaise with Learning Support Co-ordinator and outside agencies.
10. Help with the review of behavioural support procedures and other relevant policies.
11. To assist the Head of Pastoral Care in the administration of the withdrawal of pupils.
12. To recommend to the Head of Pastoral Care potential students for referral to the Post Primary Behaviour Support Panel (PPBSP).
13. Keep appropriate records of behaviour/initiatives on SIMS
14. Monitor attendance and punctuality for Junior/Senior school. Make use of reports for interventions.

### **Role of Head of Pastoral Care**

The Head of Pastoral Care is a member of the Senior Leadership Team. Within that team s/he works closely with the Principal to ensure the effective running of the College. S/he, in consultation with the Principal, oversee the development of the pastoral structures to ensure students are set and achieve challenging personal, social and academic goals through a planned developmental approach.

The Head of Pastoral Care also supports the Principal in promoting an atmosphere of care and respect within the school community, so that all pupils and staff will feel secure, welcome and valued.

### **Major Responsibilities**

1. To promote student wellbeing and self-esteem.
2. Designated teacher for Child protection/provides training for all staff.
3. Liaise with relevant outside agencies.
4. Develop, co-ordinate and review Pastoral Policies.
5. To develop the counselling services in the college.
6. To be responsible for staff development in the area of Pastoral Care.
7. To deploy Form Teachers and Heads of Year in consultation with the Principal.
8. To set the agenda for Pastoral meetings.
9. To liaise with the Learning Support Co-ordinator regarding pastoral issues.
10. To liaise with the Principal in relation to suspensions, expulsions and possible referral to PPBSP.
11. Works with Heads of Junior and Senior school in respect of behaviour issues, including bullying type behaviours.
12. To keep and update records on bullying incidents as set out in the Anti-Bullying Policy.

## **Behaviour Referral System**

Within Edmund Rice College each teacher has responsibility for establishing and maintaining good behaviour within their teaching area. Edmund Rice College has the following system in place to help deal with all forms of misbehaviour.

### **Roles of responsibility**

#### **Class Teacher:**

Responsible for all but most serious offences. Sends reports to Form Teacher and Head of Year. Repeated misbehaviour reported to both parties. Sanctions imposed and followed up by class teacher. Parental contact is encouraged when appropriate. Pupils are not to be sent to Form Teachers Heads of Year unless agreement is reached on the issue.

#### **Form Teacher:**

The Form Teacher's main role should be pastoral. Form Teachers role in the behaviour process should revolve around receiving and assessing incident reports, acting when appropriate as go-between regarding teacher and parents and also mentoring procedures as required. They are there to develop an ethos which is conducive to good quality teaching and learning, to set and maintain high standards for uniform, punctuality, attendance, behaviour and work. Regular contact with parents should be ongoing. However, it is clearly recognised that if good relationships with pupils were to be developed then the Form Teachers role should be geared towards mentoring, considering, that if this area is addressed properly improvement in behaviour should follow.

Regular liaising with Head of Year would also be expected. On occasions the Form Teacher may be required to supervise a student while investigations are ongoing. The Form Teacher is responsible for maintaining behavioural records of individual students in their form class and recommending students to be placed on **a Daily Target Card**. There must be consultation with Head of Year before this happens. Matters concerning health and safety issues, related to their students, should also concern Form Teachers who would be expected to consult with Heads of Year when appropriate.

#### **Head of Year:**

The Heads of Year duties would involve dealing with serious disciplinary matters in the attached categories. They would also work closely with Form Teachers regarding keeping check of administrative details linked to students. Regarding the issuing of daily target cards, the Head of Year will help monitor the target card. They will recommend students to the appropriate Head of Junior/Senior School in relation to suspension matters. Parental contact and meetings would also come under Head of Year duties. Heads of Year will also be expected to keep records of all interviews carried out, passing on all necessary information to the Head of Junior/Senior School for that year group.

#### **Heads of Senior/Junior School:**

The Heads of Senior/Junior School would be involved in the most serious incidents of misbehaviour and will work closely with Heads of Year regarding these issues. They will be involved in interviews with parents/guardians and students regarding incidents of a serious nature. They will also be expected to keep records of all interviews carried out passing on all necessary information to the

Head of Pastoral Care when appropriate. The Heads of Senior/Junior School will also recommend the referral of students to The Head of Pastoral Care for advanced intervention.

### **Head of Pastoral Care:**

Their main duties are to monitor and evaluate the behaviour/pastoral procedures within the school. They are responsible for referring students for advanced intervention with outside agencies where and when required. Their roles will involve working closely with all staff and supporting the Principal in promoting an atmosphere of care and respect within the school community. When required they will also attend interviews when deemed necessary. They will also meet regularly with the Principal keeping him informed of ongoing issues within the College. In addition, they will liaise closely with appropriate external agencies.

### **Classification of Misbehaviour**

**Offences have been categorised into the following areas:**

#### **Class Teacher:**

- (i) Lack of good manners.
- (ii) Lack of respect-over familiarity.
- (iii) Forgetting to do work or bring pens and pencils etc.
- (iv) Homework not done or incomplete.
- (v) Lack of attention in class.
- (vi) Lateness for class.
- (vii) Attention seeking behaviour.
- (viii) 'Slagging' or teasing fellow pupils.
- (ix) Disruptive pranks-hiding bags, etc.
- (x) Insolence or cheek to teachers.
- (xi) Disobedience-Refusal to obey instructions.
- (xii) Refusal to complete allocated work.
- (xiii) Disruption of class.
- (xiv) Gross indifference, apathy or refusal to work.
- (xv) Truancy from class.
- (xvi) Punishment work not completed or having been completed in class.
- (xvii) Spitting.
- (xviii) Use of inappropriate language.
- (xix) Name calling of pupils or their families.
- (xx) Use of mobile phone during class

#### **Form Teacher:**

- (i) Pastoral Role with administrative responsibilities.
- (ii) Recommend students for Daily Target Card.
- (iii) Consulting with Heads of Year and Head of Pastoral Care regarding attendance matters.
- (iv) Form Teachers should be involved in first offences relating to health/safety issues concerning pupils' e.g. bullying, smoking, and attendance etc. before moving matter on to Year Head.
- (v) Form Teachers should also contact parents/guardians regarding ongoing behavioural issues when the need arises and in consultation with the Head of Year.
- (vi) Form Teachers should be involved in interviews with parents/guardians at early stage of intervention.

**Year Head:**

- (i) Vandalism.
- (ii) Bullying.
- (iii) Fighting.
- (iv) Persistent smoking/vaping offences.
- (v) Persistent and constant refusal to comply with classroom/school rules over a period of time.
- (vi) Truancy

**Head of Senior/Junior School:**

- (i) Physical violence to a teacher.
- (ii) Verbal abuse or threat to a teacher.
- (iii) Theft of property.
- (iv) Assault on a fellow pupil.
- (v) Bullying
- (vi) Use of illegal substances.
- (vii) Identification of students eligible for withdrawal.

**It should be noted that the majority of offences that are expected to be dealt with by the classroom teacher should be recorded on SIMS. The Form Teacher and Year Head should be notified through SIMS.** The purpose of this process is to build up a profile of individual students. These reports will enable pastoral and behaviour issues to be addressed in an effective manner. It should always be remembered that teachers need to maintain ownership of behaviour management within their classroom. Previous feedback has shown that an effective buddy system makes a positive contribution to the management of behaviour.

**Detention System**

A student may be issued with a detention on two levels;

- (i) Personal
- (ii) Official

**(i) Personal Detention:**

These are issued by class teachers normally in association with constant breaches of classroom rules (see listed categories Pg16). The sanctions may take the forms of break-time and after-school detentions. At all times however parents/guardians need to be informed of actions. It is a legal requirement for parents to be given 48 hours' notice for any detention given.

Personal detentions are encouraged and may be used by teachers at their own discretion

**(ii) Senior Leadership Detention:**

These Detentions are issued by the Senior Leadership Team and for issues that have not been resolved through previous interventions.

Monitoring of official detentions is on-going and commented upon in student school reports. They are also recorded in pupil file. It should be noted that Edmund Rice College views the issue of official detention as a serious internal

sanction and should be regarded as such. Further infringements after the issue of such a sanction may lead to students facing serious disciplinary action.

**Senior Leadership Detentions differs from Personal detention in that it is issued for:**

- (i) Whole school issues.
- (ii) Very serious matters.
- (iii) Accumulation or repetition of less serious issues which cannot be resolved by the normal steps of the behaviour code or personal detention.

**When issuing an official detention, the following must adhere to the following:**

- Form Teachers must escort students to the designated detention assembly point otherwise pupils may simply not arrive. Head of Year should escort students if the Form Teacher is absent.
- Teachers taking detention should arrive at the very latest 3.05pm to collect students from the detention assembly point.
- Heads of Year need to check for non-attenders and follow up on these.

**Guidelines on issuing detentions**

- Personal detentions should be recorded on SIMS system to avoid doubling up with official detention.
- Sub/student teachers are not to issue detentions.
- Anyone placing 5 or more students on DT on one of the designated days are asked to take them as a personal DT.
- Parents/guardians must be given 48 hours' notice of their child's detention (legal requirement).

## **Internal Behaviour Support Process**

The purpose of the Internal Behaviour Support Process is to support students who have displayed potential for serious problematic behaviour. During this time the student will be afforded the opportunity to change their behaviour and reflect on the consequences of their actions. Heads of Junior and Senior School have responsibility for administering this process. The following offences will result in the student being withdrawn from normal class for a set period.

- a) **Refusal to comply with school rules** - the punishment relating to this offence will be linked to the consultation between Head of Year and Head of Senior/Junior School. It should be noted that suspension will be recommended in cases where individual students are seen to be constantly breaking school rules.
- b) **Smoking/Vaping** while on school premises or in school uniform-first offence one detention and parents informed. Second offence three detentions and parents interviewed. Three or more offences – withdrawn for 1 day.
- c) **Selling goods** on school property will lead to a minimum of 1 day withdrawal.
- d) **Possession of fireworks** – if a student sells, distributes or uses fireworks in school or outside in school uniform they shall be suspended for a minimum of 3 days to a maximum of 5 days. If a student buys or is caught in possession of fireworks in school, they will be suspended for up to a maximum of 3 days.
- e) **Students fighting in school or outside school in uniform** – students will be withdrawn for a minimum of one day depending on the nature of the incident. For cases of serious assault, a suspension of up to five days will be put in place, see below.
- f) **Accumulation of de-merits** – (20) and persistent infringement of school rules.

**Parent/guardians will be informed and interviewed regarding above procedure. All incidents will be recorded on SIMS and official documentation completed. Please see Appendix 1 for copies of documentation.**

## **Scheme for the Suspension and Expulsion of Pupils**

The school has adopted the scheme for the suspension and expulsion of pupils from the Council for Catholic Maintain Schools booklet (Revised: May 2002). A copy can be found in the Pastoral folder in staff folders. The school will also now complete the notification of suspension form to the Education Authority in accordance with guidelines set June 2015, to take effect 1 September 2015. **See appendix 2.**

### **Recommended Suspension Procedures**

**The following offences will be considered for suspension or alternatively may result in the student being referred for withdrawal.**

## 1. Who issues suspensions?

It has been agreed that the Principal will be the only individual with the authority to issue suspensions. All suspensions must be referred to the Principal before the suspension process is put into effect.

## 2. Offences identified for suspension

- a) **Physical violence/assault** – where a pupil assaults or issues a threat against a teacher, ancillary staff member, student, school visitor or member of the public inside or outside of school in uniform, they will be automatically suspended for a minimum period of three days up to a maximum of five days. It should be noted that depending on the severity of the offence, expulsion may follow.
- b) **Students fighting in school or outside school in uniform** – instances deemed to be of a serious nature, e.g. harm to self or others is or may be caused, a suspension of up to five days will be put in place.
- c) **Exhibiting Bullying type behaviours** - this is an offence where consultation between Year Heads, Head of Junior/Senior school and Head of Pastoral care will be required. For cases of continued bullying or a one of serious incident of bullying, a minimum of 1-day suspension will follow.
- d) **If a pupil engages** in an act of vandalism towards the property of a member of the school staff, or to an immediate member of the staffs' family at any time or is involved in wanton destruction of school property, school disciplinary action will be taken against the pupil which may include consideration of the option to expel. Recompense will be required for destruction of school property.
- e) **Substance Abuse** – any student under the influence of, possessing using or dealing in illegal drugs or solvents either on school premises or outside school whilst in school uniform will be automatically suspended for a period of five days pending further investigation. Any and all drugs and/or equipment will be confiscated. The normal disciplinary procedures will follow with expulsion a possibility, particularly in a case of re-offending.
- f) **Alcohol Abuse** – any student under the influence of, or found possessing, drinking or selling alcohol on school premises or outside school whilst in school uniform will be automatically suspended for a period of three days pending further investigation. The normal disciplinary procedures will follow with expulsion a possibility.
- g) **Smoking/Vaping** – any student found smoking or vaping on public transport or enclosed public spaces outside school premises whilst in school uniform will be automatically suspended for a minimum of 1 day.
- h) **Possession of a dangerous weapon** – if a student uses or is caught in possession of a dangerous weapon whilst in school or outside wearing their school uniform, they will be suspended for a minimum of three days.
- i) **Verbal or written abuse of staff/pupil/members of the public** -this offence will warrant a minimum one-day suspension. It should be noted that the period of suspension may vary according to the severity of the offence. Repeat of this offence will lead to more severe penalties.

- j) **Theft of property** – depending on the severity of the offence a minimum one-day suspension will be imposed.
- k) **Persistent and constant refusal to comply with school rules** - the punishment relating to this offence will be linked to the consultation between Head of Year and Head of Senior/Junior School. It should be noted that suspension will be recommended in cases where individual students are seen to be constantly breaking school rules.
- l) **Exhibiting multiple behaviours** – The punishment relating to this offence will be linked to the consultation between Head of Year and Head of Senior/Junior School and where appropriate, Head of Pastoral Care. It should be noted that suspension will be recommended in cases where students exhibit multiple behaviours at any one time that are deemed to be of a serious nature.
- m) **Persistent and serious incidents of bullying** - depending on the severity of the offence a minimum one-day suspension will be imposed. See Anti Bullying Policy for further information.
- n) **Incidents of racist, sectarian or homophobic abuse** - depending on the severity of the offence a minimum one-day suspension will be imposed.
- o) **Misuse of Social Media** –
- Any student found to have taken a photo or made a recording in school will be suspended for a minimum period of one day. It should be noted that the period of suspension may vary according to the severity of the offence.
  - Any pupil who distributes unsuitable recordings or images taken in school will be suspended for a minimum period of one day. It should be noted that the period of suspension may vary according to the severity of the offence.
  - Any pupil who posts an image or recording taken in school on social networking sites will be suspended for a minimum period of one day. It should be noted that the period of suspension may vary according to the severity of the offence.
  - Any pupil making derogatory comments or threats on social networking sites, images or recordings, regarding any member of the school community, will be suspended for a minimum period of one day. It should be noted that the period of suspension may vary according to the severity of the offence.
- p) **Pupils who wilfully refuse to adhere to arrangements of social distancing and deliberately cough or spit at pupils or staff, putting them at risk will be subject to sanctions up to and including exclusion.**

*It should be noted that the Educational Psychologist will be consulted when it is felt appropriate, regarding pupils displaying serious behavioural concerns. It is the school policy however, to prioritise educational psychology intervention for academic, pastoral and social/emotional issues.*

# Appendix 1



# ERC INTERNAL BEHAVIOUR SUPPORT EVALUATION



<b>NAME:</b>	
<b>CLASS:</b>	
<b>START DATE OF WITHDRAWAL:</b>	
<b>END DATE OF WITHDRAWAL:</b>	

<b>WHAT BEHAVIOUR LED TO BEING WITHDRAWN?</b>			
<b>HEAD OF SENIOR/JUNIOR SCHOOL</b>		<b>DATE</b>	
<b>WHAT WERE YOU THINKING OR FEELING AT THE TIME?</b>			
<b>WHAT COULD YOU DO DIFFERENTLY IN THE FUTURE?</b>			



# ERC INTERNAL BEHAVIOUR SUPPORT STUDENT REVIEW



<b>NAME:</b>	
<b>REVIEW DATE:</b>	
<b>CLASS:</b>	
<b>CONDUCT POINTS:</b>	
<b>BEHAVIOUR POINTS:</b>	
<b>ACHIEVEMENT POINTS:</b>	

<b>HOW AM I DOING?</b>
<hr/> <hr/> <hr/> <hr/> <hr/>

<b>AREAS FOR IMPROVEMENT IF REQUIRED</b>
<hr/> <hr/> <hr/> <hr/> <hr/>

<b>HEAD OF JUNIOR COMMENTS</b>
<hr/> <hr/> <hr/> <hr/> <hr/>

<b>HEAD OF SENIOR/JUNIOR SCHOOL</b>		<b>DATE</b>	
---------------------------------------------	--	-------------	--



# ERC INTERNAL BEHAVIOUR SUPPORT WITHDRAWAL



<b>NAME:</b>	
<b>CLASS:</b>	
<b>SEN:</b>	
<b>BEHAVIOUR POINTS:</b>	
<b>ACHIEVEMENT POINTS:</b>	
<b>CONDUCT POINTS:</b>	
<b>START DATE OF WITHDRAWAL:</b>	
<b>END DATE OF WITHDRAWAL:</b>	

<b>REASON FOR WITHDRAWAL</b>
<b>WORK COMPLETED</b>

<b>HEAD OF SENIOR/JUNIOR SCHOOL</b>		<b>DATE</b>	
---------------------------------------------	--	-------------	--

# Appendix 2

## Notification of Pupil Suspension to Education Authority

(Please read the Notes for Guidance before completing this form)

**1. School Details**

Name \_\_\_\_\_ Reference No \_\_\_\_\_

**2. Pupil Details**

Name \_\_\_\_\_ Year Group \_\_\_\_\_ (See Note 1)

Admission/Roll Number (See Note 2) \_\_\_\_\_ Gender Male  Female

Home Postcode \_\_\_\_\_

Ethnicity (See Note 3) \_\_\_\_\_ SEN Yes  No

If Yes state stage \_\_\_\_\_ (See Note 4)

LAC (See Note 5) Yes  No

Date of Birth \_\_\_\_\_ Disability (See Note 6) Yes  No

**3. Suspension Details**

New  or Continuation  Date started \_\_\_\_\_ Length \_\_\_\_\_ Days

**4. Reason for Suspension – Tick one box only (see Note 7)**

**Exclusion Code**

- |                                                                                                                                            |      |                          |
|--------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------|
| • <b>Substance abuse:</b> possessing, using or dealing in illegal drugs or solvents on school premises                                     | ABSE | <input type="checkbox"/> |
| • <b>Alcohol abuse:</b> possessing, drinking or selling alcohol on school premises                                                         | ABAL | <input type="checkbox"/> |
| • <b>Bullying of pupil:</b> all forms whether physical, verbal, threats or other                                                           | BLPU | <input type="checkbox"/> |
| • <b>Verbal abuse of pupil:</b> (See Note 8) of a personal nature including swearing, threatening behaviour and sexually explicit language | VLPU | <input type="checkbox"/> |
| • <b>Physical attack on pupil:</b> (See Note 8) with or without a weapon                                                                   | PHPU | <input type="checkbox"/> |
| • <b>Disruptive behaviour in class:</b> persistent or one-off incidents which occupy teacher time and/or distract other pupils             | DRPT | <input type="checkbox"/> |
| • <b>Persistent infringements of school rules:</b> smoking, non co-operation with sanctions, etc                                           | INFG | <input type="checkbox"/> |
| • <b>Significant damage to or misuse of property:</b> belonging to School staff or other pupils in or outside school (see Note 9)          | PRTY | <input type="checkbox"/> |
| • <b>Stealing:</b> from school, pupils, staff in school or outside school while in uniform                                                 | STLG | <input type="checkbox"/> |
| • <b>Verbal abuse of staff:</b> of a personal nature including swearing, threatening behaviour and sexually explicit language              | VLSF | <input type="checkbox"/> |
| • <b>Physical attack on staff:</b> with or without a weapon                                                                                | PHSF | <input type="checkbox"/> |

**5. Additional Explanatory Information (if any) (See note 10)**

\_\_\_\_\_  
\_\_\_\_\_

**6. Authorisation (See Note 11)**

Signed \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_ Position in School \_\_\_\_\_



T +44 (0) 2890 848 433

W [www.edmundricecollege.co.uk](http://www.edmundricecollege.co.uk)

E [info@edmundricecollege.co.uk](mailto:info@edmundricecollege.co.uk)

Acting Principal Mr Paul Berne | BA Hons | PCGE

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

Dear Parent/Guardian

I regret to inform you that I am suspending your son/daughter \_\_\_\_\_ from this school for a period of \_\_\_\_ days, from \_\_\_\_\_ to \_\_\_\_\_

The reason(s) for taking this action is/are:

- 
- 
- 

During the period of suspension \_\_\_\_\_ will remain in your care and should not, under any circumstances return to school. However, work will be made available for him/her. It will be your responsibility to collect this and return it to school for marking.

It is important that, before he/she returns to school we discuss his/her future behaviour in the college. An interview has been scheduled with his Year Head at \_\_\_\_\_ on \_\_\_\_\_.

Your son/daughter must attend the interview in full school uniform. Please phone the school office to confirm that you will attend at this time.

I am required by regulation to notify the Chairman of the Board of Governors, The Senior Management Officer of CCMS and the Designated Officer of the EA and I am confirming by copy of this letter that I have done so.

Yours faithfully

Mr Paul Berne

Principal

Copy to:

Chairperson Board of Governors

CCMS Office

Education Authority NE