



Ringsend College

Behaviour for Learning Draft Policy

Behaviour for Learning Policy

KEY PRINCIPLES

At Ringsend College we aim to provide a challenging, inclusive, high quality education and provide a caring, stimulating and aspirational learning environment in which successful learning can take place.

We believe that students and all staff have the right to learn and work effectively. In order to achieve this, it is vital that all members of the community feel safe, secure, valued and there is an atmosphere of mutual respect for all individuals.

At Ringsend College, we believe that implementing this behaviour policy consistently and fairly is the responsibility of all members of the school community. Only through this will we successfully achieve a secure and happy environment where all members of the school community feel valued and respected and where effective teaching and learning take place.

Our motto, 'Be Prepared, Be Respectful, Be Responsible' embodies our belief that resilience, determination and a positive 'can do' attitude will enable all of our students to succeed at school and beyond.

INTRODUCTION

This policy aims to provide staff and parent/ guardians with clearly understood guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour choices. We do however recognise the need for a degree of flexibility when faced with behavioural diversity in the classroom and accept that a 'one size fits all' approach will not be sufficient.

Good behaviour systems, because it assumes all adults operate positive behaviour strategies, are apparent when all staff are consistent and clear in their management of student's and work well together to support each other. This policy promotes an approach that as well as describing some absolute rules and guidelines, also allows for the different styles that teachers will use in the classroom along with recognising the complexity of the situations they have to handle.

This policy also recognises the diversity of behaviour management styles used by staff and the different behaviour challenges that can be presented by students, however behaviour is never somebody else’s responsibility.

AIMS

The key aims of this policy are:

To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential.

To create an atmosphere where achievement is respected and valued by all.

To establish good working relationships and encourage mutual respect amongst all members of the school.

To work with parents /carers and students to encourage positive behaviour and to establish positive patterns of behaviour where there are difficulties.

To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated.

To secure an environment where effective teaching and learning is able to take place.

ROLES AND RESPONSIBILITIES:

Students	<p>To follow ‘The Ringsend College Matrix’ in and outside the classroom. To take responsibility for your own behaviour choices both in school and in the local community. To have respect for everyone in the school community and follow instructions from staff without challenge. To take responsibility for your learning in lessons and not disrupt the learning of others. To accept the consequences of not following school expectations and learn from them. To be in school every day and on time.</p>
Parents/Guardian	<p>To support the school with behaviour concerns inside the school and the local community. To work in partnership with the school to maintain high standards of behaviour. To engage with the school on behaviour matters. To provide an absence note when your child has to miss school. To encourage your child to attend school every day, and on time.</p>
Prefects	<p>To support the Principal and staff in upholding ‘The Ringsend College Matrix’. To be a positive role model for students, maintaining high standards of attendance, punctuality, behaviour and presentation in order to reflect the expectations of the school.</p>
All Staff	<p>To model positive behaviours and build relationships. To ensure praise outweighs anything negative by at least a 5:1 ratio. To be calm and give ‘time to respond’ when going through behaviour steps. To follow up every time, retain ownership and engage in restorative dialogue with students. To never ignore or walk past students who are not meeting expectations including dealing with uniform, behaviour, eating and use of mobile phones.</p>

Tutors	<p>To establish an ethos which values the contribution of every student in the tutor group and develop a positive tutor group identity based on respectful relationships, high aspirations and pride in the school.</p> <p>To raise the profile and importance of excellent student punctuality and attendance and to positively role model this.</p> <p>To gain knowledge and insight of students within the tutor group enabling you to contribute information as and when required.</p> <p>To work in partnership with the Principal and Deputy Principal to implement intervention strategies to address attendance, punctuality or behaviour issues.</p>
All classroom practitioners	<p>To take principle responsibility for the management of student behaviour and associated follow up actions as appropriate.</p> <p>To ensure that the policy and procedures are followed and applied consistently and fairly.</p> <p>To plan lessons which engage, challenge and meet the needs of all students.</p> <p>To meet and greet students at the door.</p> <p>To create a high quality learning environment – communicate regularly with parents/carers. Record rewards and sanctions using VsWare appropriately.</p>
CARE Team	<p>To provide students with strategies to take responsibility for their own behaviour.</p> <p>To provide input for students who need intensive support and withdrawal from class for specialist intervention.</p> <p>To liaise appropriately with members of the school community with regard to students behavioural and emotional needs.</p> <p>To provide support for staff in dealing with behaviour incidents.</p>
Deputy Principal/Principal	<p>To be responsible for the implementation of the Behaviour for Learning Policy.</p> <p>To ensure procedures are in place to communicate the Behaviour for Learning Policy to all relevant stakeholders.</p> <p>To maintain oversight of all behaviour incidents and suspensions.</p>
The Board of Management	<p>To monitor the effectiveness of the Behaviour for Learning Policy.</p> <p>To listen to appeals on suspensions and expulsions.</p> <p>To support rewards and celebratory events</p>

RIGHTS AND RESPONSIBILITIES

We recognise that everyone in the school community has rights and responsibilities to enable us to achieve the above. Put simply, everyone in the school community has the right to learn and work, the right to be treated with respect and the right to safety.

To ensure these rights are upheld, we all have a responsibility to maintain the behaviour expectations of the school and challenge individuals when these expectations are not being met.

Every student has the right to learn, to achieve and to be respected, safe and supported.

All staff, teaching and support, have the right to carry out their role effectively, and to be respected, safe and supported.

Parents and Carers have the right to be kept informed about the behaviour of their child, and to be respected, safe and supported.

Members of the local community and visitors to the school have the right to be treated with respect and have their needs considered by the school.

STAFF EXPECTATIONS: ENSURING CONSISTENCY

Consistency is brought about through the behaviour of adults and not just the application of a procedure. The key is to develop a consistent approach that permeates through every interaction. When students feel they are treated as valued individuals and know where they stand, they respect adults and accept their authority.

All staff must ensure that they:

Refer to the Ringsend College Matrix.

Model positive behaviours and build relationships.

Plan lessons which engage, challenge and meet the needs of all students.

Ensure praise outweighs anything negative by at least a 5:1 ratio.

Meet and greet at the door.

Be calm and give 'time to respond' when going through the steps. Prevent before sanctions.

Follow up every time, retain ownership and engage in reflective dialogue with students.

Never ignore or walk past students not meeting expectations including: behaviour, uniform, eating in undesignated areas, using mobile phones.

POSITIVE PRAISE AND REWARDS

At Ringsend College School we use VSware to record behaviour incidents and achievement.

The school recognises the power of making explicit the desired expectations of behaviour for learning and of positively reinforcing high standards and co-operative behaviours. This has both an impact on teaching and a motivational role in helping students to realise that good behaviour is valued.

Student's achievements may be rewarded in a variety of ways:

Achievement Points on Vsware

Verbal praise

Written comment on work/in book/journal

Telephone call to parents/carers

Positive letter home

Praise Postcards

Certificates

Display of work

Mention in assembly

Motivational rewards/prizes

Special awards at Achievement Assemblies

By these means the School seeks to motivate students, create a positive learning environment, raise student self-esteem and provide systems which can be used by all staff and contribute to raising levels of achievement.

UNIFORM, BEHAVIOUR AROUND THE BUILDING AND OUT OF LESSONS

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which students act and behave and to the manner in which they respond; all of which should demonstrate courtesy and consideration towards fellow students and staff.

High standards of presentation are required at all times when wearing the school uniform including travelling to or from school and when on visits. Whenever the school uniform is worn, it must be complete and not mixed with non-uniform clothing.

Expectations on uniform and orderly conduct are reinforced in assemblies and lessons. The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents/carers or by sending students home with notice to change.

Positive behaviours are expected in school, including setting high standards in terms of appearance and moving in a manner which is orderly and respects the health and safety of others.

BEHAVIOUR IN LESSONS

All students are expected to behave in a way which shows a respect for their own learning and the learning of others; arriving for lessons on time and being equipped for learning. In class, students are required to demonstrate good learning attitudes and to allow others to learn free from disruption.

In line with the school's belief in positive reinforcement, students who display these behaviours should receive praise and recognition.

Students displaying adverse behaviours will be challenged in line with the school's range of disciplinary sanctions.

Types of behaviours which place a student at risk of intervention, detention or in extreme cases suspension are poor learning behaviours. These may include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

DISCIPLINARY SANCTIONS

When expectations are not met, and poor behaviour is evident, sanctions will almost certainly apply. The school works hard to ensure its response to inappropriate behaviour is consistent and in proportion to the level of seriousness and the student's previous conduct.

The range of sanctions can include:

Verbal warning

Written warning

Short length detention

Longer length detention

Note to the parent/carer in the planner

Making good the missed work

Loss of free time

Removal from the lesson to work under supervision elsewhere

Monitoring reports

Disciplinary letters to parents/carers

Parent/Carer interviews

Internal suspension

External suspension.

Permanent Exclusion

This list is not intended to be exhaustive but serves as illustration of sanctions that may be used.

Possible types of unacceptable behaviour	Strategies or sanctions we may use
<p>Example</p> <p>Not following the expectations of the Ringsend College Matrix</p>	<p>Verbal warning</p> <p>Restorative conversation</p> <p>Community Work</p> <p>Detention</p> <p>Communication with Parents</p>
<p>Examples</p> <p>Persistently not following the expectations of the Ringsend College Matrix</p> <p>Mitching</p>	<p>Wednesday afternoon detention.</p> <p>Community Work</p> <p>Placed on monitoring report</p> <p>Restorative conversation</p> <p>Communication with Parents</p>
<p>Examples</p> <p>Obscene language/verbal aggression/bullying/physical violence/bringing the school into disrepute /failure to accept consequences of their actions</p> <p>Obscene language/verbal aggression directed overtly at members of staff will not be tolerated and suspension will always be considered.</p> <p>Repeated mitching from lessons</p>	<p>Community Work</p> <p>Restorative conversations</p> <p>Detention</p> <p>Suspension</p> <p>Communication with Parents</p>
<p>Examples</p> <p>Continued bullying & behaviour which affects the health and safety of other students.</p>	<p>Suspension</p>
<p>The possession, use or supply of weapons or illegal and other unauthorised drugs.</p>	<p>Permanent Exclusion.</p>

DETENTIONS

Parents will be informed of a student detention via a note in the student journal, a letter home or a phone call.

Suspension

While the school will take all reasonable steps to meet individual need and help individuals to improve, the school will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement or where behaviour is clearly not in line with the school's expectations.

Suspensions may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy:

Serious violence which threatens the health and safety of staff and students

Malicious communications, including social media

Verbal abuse of staff and students

Possession of an offensive weapon on the school site

Possession of drugs/ alcohol on the school site

Wilful damage of property

Persistent defiance of school authority or disruption of teaching and learning

Bullying, harassment or abuse including cyber bullying

Theft

Persistent breaches of the Ringsend College Matrix and Expectations

Minor assaults or fighting

Any circumstance where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

RESTORATIVE MEETINGS

A restorative meeting must take place following a suspension to restore relationships and move forward. Restorative Conversations:

encourage students to take responsibility for their behaviour in lessons

reinforce the Ringsend College Matrix.

enable any underlying issues to be raised

Restorative Conversation Framework

What has happened?

What were you thinking at the time?

What have you thought about it since?

How have they been affected and in what way?

How could things have been done differently?

What do you think needs to happen next?

This conversation would take typically 10 minutes and the questions **may** apply to both the student and member of staff involved.

CARE MEETINGS

Where a student is presenting with a variety of needs, or there are significant barriers to learning and initial strategies are failing to impact, the teacher/tutor will complete the CARE team Referral Form. The initial strategies will be reviewed and a decision will be made at the meeting on an appropriate way forward. Staff will be kept informed of progress and agreed strategies.

MEDICAL ISSUES

If a student is unwell during the school day they should be sent with a note, in their planner, to the Deputy Principal. Teachers should make the appropriate judgement about when to send a student to the Deputy Principal. Students must not be sent out of lessons for trivial reasons; encourage the student if possible, to wait until the end of the lesson.

USE OF THE TOILETS

We expect students to use the toilet at break and lunchtime. There will of course be emergencies and students with medical issues. A note in the planner should be provided by the teacher if it is necessary for the student to use the toilet during a lesson. The CARE team should provide a pass in the planner for any student with a medical issue.

LUNCH AND BREAK TIME EXPECTATIONS

Food and drink should only be consumed in the assembly area.

Students are expected to clear their table before leaving the area ensuring all litter is placed in the bins provided.

No fizzy drinks are allowed in the school building.

UNIFORM AND EQUIPMENT

Incorrect uniform will be challenged and either a note will be provided in the planner or the student will be sent home, by the Deputy Principal, to correct the uniform issue

When a student is missing an item of uniform they must provide a note in their planner from their parent/carer.

Mobile Phones

Mobile phones are only allowed to be used in the assembly area at break and lunch time.

Phones must be **Out & Off** at all other times.

Equipment

Students must ensure they have the equipment needed, for each class, every day.

BEHAVIOUR OUTSIDE SCHOOL

Students who breach the school's Behaviour for Learning Policy whilst on school business such as visits and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school. Other relevant factors include whether the student is wearing school uniform or is in some other way identifiable as a student at the school and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the school reserves the right to involve the Guards. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be applied

ACTIVE INVOLVEMENT OF PARENTS/Guardians

The school believes strongly in the power of working in close co-operation with parents/guardians. The school will therefore seek to involve parents/guardians actively on behaviour for learning issues. Approaches will include:

Telephone calls

Meetings

Letters

Supporting students on reports

Student journal which allow for two way communication

Parents/carers are welcome to approach the school for informal or formal discussions about their child's education.

Suspension Procedures at Ringsend College

When a serious incident occurs in Ringsend College it will be investigated fully by the Deputy Principal/Principal.

A decision will be made by the principal if the incident warrants a suspension from the school.

If suspension is deemed appropriate, the parents will be informed that an investigation has been carried out and that suspension will be the outcome. Parents may request a meeting with the Deputy Principal and the Principal to discuss/clarify the issues further.

Parents will be notified in writing of the decision to suspend. The letter to the parent will confirm the period of the suspension, the reasons for the suspension, the arrangements for returning to school and the provision for an appeal to the Board of Management

The Educational Welfare Officer will be informed when the suspension is more than six days or if a student has missed over 20 school days in any academic year.

Internal Suspension

Internal suspension may also be used with Ringsend College. Parents will be notified by phone, followed by a formal letter home. Parents have the right to appeal to the Board of Management

Immediate suspension

In the case of an immediate suspension, parents are notified, and arrangements made with them for the student to be collected. The school will have regard to its duty of care for the student. A formal letter will also be sent in the post.

Expulsion

In Ringsend College expulsion is considered when every reasonable effort at rehabilitation has failed and every other sanction has been exhausted except as outlined below. When an act of gross misconduct occurs, expulsion may be necessary to protect the safety and rights of others in the school without recourse to the provisions outlined above. The principles of natural justice and fair procedure will continue to apply.

The procedure to be followed prior to a student being expelled from the school is as follows:

1. Where expulsion may be the outcome of a breach of the behaviour policy, the Principal and Deputy Principal may conduct an investigation into any reported misbehaviour or breach of school rules.
2. The school affirms that a student or students may be suspended temporarily pending a

full hearing of the case provided this does not interfere with the said student's statutory rights or with the principles of natural justice and fair procedure.

3. During the course of any investigation, all relevant persons shall be interviewed and notes shall be taken of any such interviews.

4. The Principal shall invite the parents/guardian of the student concerned to the school (or the student if she/he has reached the age of 18 years) to inform and discuss the allegation.

5. The Principal may, at her/his discretion, call an emergency meeting of the Board of Management and recommend that the student be suspended pending a full hearing if the investigation is likely to take a lengthy period of time.

6. The Principal shall notify the parents/guardians of the student concerned and the Education Welfare officer, of their right to be heard before the Board of Management and of their right to appropriate representation concerning the matter in hand which may lead to expulsion.

7. The Board of Management may make a decision to recommend expulsion and then notify in writing the parents/guardians of the student concerned and the Education Welfare officer. Where appropriate copies of notes taken of statements students made in the course of the investigation should be forwarded to parents/guardians and the Education Welfare officer. The details of the appeals procedure will be forwarded with this letter of expulsion.

Ringsend College Behaviour for Learning Overview

Behaviour Matrix	Classroom	Corridors/Stairs	Assembly	Lockers	Toilets	School Trips
<p>Be Prepared</p> <p>“Fail to prepare, prepare to fail.”</p>	<p>Line up outside</p> <p>Have all equipment</p> <p>Have a positive attitude</p> <p>Have your HW attempted</p> <p>Remove your coat</p> <p>Try your best</p>	<p>Walk on the left</p> <p>Go directly</p> <p>No mobiles</p>	<p>Use appropriate volume</p> <p>Mobiles only at designated breaks</p>	<p>Use at designated times only</p> <p>Be organised</p>	<p>To be used at break & lunchtime.</p> <p>Get permission</p> <p>Go directly there and back.</p>	<p>Have permission form signed</p> <p>Have all necessary gear and equipment</p> <p>Be organised</p>
<p>Be Respectful</p> <p>“Treat everyone as you would like to be treated”</p>	<p>Listen</p> <p>Hands up & Wait</p> <p>One Voice</p> <p>Tidy your desk at the end of class</p> <p>Push in your chair at the end of class</p>	<p>Use appropriate voice volume</p> <p>Be polite</p>	<p>Use bins provided</p> <p>Push in chairs</p>	<p>Wait your turn without pushing</p> <p>Respect others’ space</p> <p>Leave the area when you are finished</p>	<p>Keep the toilets clean</p>	<p>Treat members of the public with respect</p>
<p>Be Responsible</p> <p>“Take responsibility for yourself and your actions, always set yourself a high standard.</p>	<p>Follow instructions</p> <p>Take responsibility for actions/mistakes</p> <p>Allow everyone to learn</p> <p>Allow teachers to teach</p> <p>Stay tuned in</p> <p>Mobiles Out & Off</p>	<p>Use respectful language</p> <p>Be mindful of others</p> <p>Move safely</p>	<p>Share responsibility to tidy up</p> <p>Take pride in how clean the school is</p>	<p>Keep area tidy</p> <p>Use bins provided</p>	<p>Wash your hands</p> <p>Use bins</p>	<p>Take pride in representing your school well</p> <p>Follow the instructions of the person in charge</p>

Positive behaviour for learning is underpinned by:

- Respectful relationships.
- High quality lesson planning.
- Positive reinforcement and rewards.

The Ringsend Behaviour Matrix underpins the ethos of the school and we expect all members of the school community to:

- Model positive behaviours and build relationships.
- Plan lessons which engage, challenge and meet the needs of all students.
- Ensure praise outweighs anything negative by at least a 5:1 ratio.
- Meet and greet at the door.
- Be calm and give 'time to respond' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in restorative dialogue with students.
- Never ignore or walk past students not meeting expectations.

	Steps	Example of prompts	Suggested Action
Step 1	Reminder(s) of expectations. Non-verbal signal/gesture may be used.	"Quick reminder to everyone that we need to be respectful towards each other"	
Step 2	Warning – An opportunity to change behaviour.	"...you have been reminded that we all need to show respect to each other."	
Step 3	Choice – change in behaviour or student must accept consequence. Change of seat may help improve behaviour.	"...you have not changed your behaviour yet. You have a choice to change that now or there will be a consequence."	15 detention.
Step 4	Room Change	"Unfortunately your behaviour has not improved. Can you please work in room....?"	30 mins detention & phone call home.
Step 5	External referral- This should only apply in the event of: a student refusing to engage with the room change process (i.e. will not leave the class), a serious incident has occurred, a student continues to misbehave after they have changed classrooms.	"....it looks like you are refusing to follow my instructions. This is a health and safety risk and I will need to get the deputy principal/principal."	Restorative Conversation + Detention.

Restorative Conversation Framework:

Restorative Conversation Framework may be used by all members of the school community when required.

1. What has happened?

2. What were you thinking at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen next?

Detention Procedure:

All detentions must be recorded in the student journal.

School detention takes place from 13.00 – 14.00 on Wednesday afternoons.

Detentions will be given to students who have had three behaviour incidents in one week or one serious behaviour incidents

Students will be expected to complete the Reflection Sheet in detention and will be given work to help improve their literacy and numeracy.

Teachers should add student names to detention list in the staffroom.

Use of mobile phones:

1. Ringsend College has an Out & Off mobile phone policy. Students are only permitted to turn on their phones and use them in the assembly area during break & lunch time. If a student is seen with or using a mobile phone in school outside of permitted lesson activities or break times the student should be prompted to turn it off as their first choice.

2. If the student refuses to turn the phone off, or is disrespectful to a member of staff, the phone will be confiscated until the end of the day. (Deputy Principal will keep phone and student will collect from D.P office at end of day.)

3. If there continues to be persistent use of the phone parents will be contacted.

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