HOLY TRINITY COLLEGE

RESTORATIVE PRACTICE, RELATIONSHIPS AND
POSITIVE BEHAVIOUR POLICY

College Mission Statement

"Holy Trinity College is a Catholic Maintained school committed to high quality educational opportunities for each pupil to develop his/her unique talents to the full in a secure, caring environment"

Promoting: Inspiration, Innovation, Excellence

(Revised Draft: June 2024)

> **'Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.** (Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001)

Introduction

As a Catholic and inclusive school, we work together to develop in our pupils, positive attitudes and behaviours based on respect for ourselves and others.

This Policy forms a basis for the development of a whole–school approach to Pastoral Care and Positive Behaviour for Learning. It is hoped that the establishment of agreed principles will form the basis for understanding the way in which the Pastoral / Positive Behaviour structures operate within the school.

'Every school should work to create and maintain an ethos which contributes to the care, safety and well-being of children or young people.' (Safeguarding and Child Protection in Schools. A guide for Schools, DE 2017, Updated 2019)

The clarification of the roles of all staff and in particular those with a pastoral / positive behaviour brief, should assist in the creation of a framework within which pupils can contribute positively to their own personal development and to the life of the school in general.

'The establishment of an effective behaviour policy … is fundamental to successful work in the classroom.' (Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001)

Rationale

Holy Trinity College places great emphasis on caring for all members of the school community, the pupils, staff, parents / guardians and governors. We seek to build a strong sense of belonging to the school community and a network of positive, supportive relationships based on respect for the dignity, value and self worth of each individual. We believe that children will learn best when the talents, aptitudes, interests and needs of each child are known, recognised and catered for during their time at school. The promotion of positive behaviour enables pupils to become self-disciplined learners who respect diversity, authority and can make informed decisions allowing them to fulfil their potential and develop positive relationships with other people. The management of behaviour is linked closely to the pastoral provision in the College. All teachers – form teachers, Heads of Year, Heads of Key Stage, Learning Support Coordinator, Pastoral Support Officer, Student Welfare Officer and SLT play key roles in this area. In the interests of the pupil, they will liaise with other agencies including the Education and Welfare Office, PPDS, Educational Psychologists, Behaviour Support Team, Social Services and School Counsellors, supporting pupils throughout the school.

'The Positive Behaviour for Learning Policy actively works together with the suite of safeguarding policies, i.e. Safeguarding and Child Protection, SEN and Anti-Bullying Policy, to promote the welfare and wellbeing of all the pupils.' (Safeguarding and Child Protection in Schools A Guide for Schools August 2020)

The aims and objectives of the Pastoral / Positive Behaviour for Learning Policy are embodied in the general aims and objectives of the school – namely, the provision of a learning environment which can bring out the best in all its pupils in terms of intellectual, moral and spiritual, social and physical development. The provision ensures a supportive, whole school approach based on positive relationships and ethos, which barriers to learning are reduced or removed and where there is a holistic approach to support. The 2006 and new SEN legislation echoes this whole school approach.

The Aims of Holy Trinity College are:

- To be a community inspired by the Catholic faith, living out Gospel values, and reflecting all traditions of our Irish Cultural Heritage.

- To enable pupils to acquire a sense of purpose and have a good opinion of themselves by giving everyone access to a religious, academic, moral, social and physical education. To provide a wide, varied and effective curriculum to meet the needs of all pupils and with appropriate provision for pupils with special and additional needs, in an attractive classroom/school environment. All pupils needs are recognised and with tailored approaches experience success.

- To create a climate conducive to effective learning and teaching where pupils make progress, each according to their ability where all members of the school community understand that a positive environment and positive attitudes will create opportunities for pupils to experience success.

- To provide all staff – both teaching and support - with the necessary accommodation, equipment and training to achieve our Vision.

- To maintain a safe and healthy work environment where everyone will feel valued and their creative and innovative ideas will flourish.

- To involve Parents, Educational Agencies and Industry in the work of the school, which in turn will benefit the greater Cookstown Community.

- To foster a sense of cheerful co-operation and provide a caring environment which promotes high achievement and self-esteem amongst both staff and pupils.

The Core Values and Beliefs of Holy Trinity College are:

- Respect for self and for the value, worth and dignity of each individual in the school community.
- The belief that all young people can learn, succeed at school, achieve, develop and grow in such a way as to live worthwhile, fulfilling adult lives.
- Treating all members of our school community with care, concern and compassion especially those in particular need.
- Promoting a sense of responsibility for one's own actions.
- Tolerance and forgiveness.
- Inclusiveness and Equality of Opportunity.
- Endeavour and dedication to hard work.
- The pursuit of excellence.
- A strong sense of community.
- Honesty, Openness and Integrity.
- Loyalty to and Pride in Holy Trinity College.
- Valuing and using our God given talents.
- Seeking and working with the good in each individual

The Pastoral dimension of Holy Trinity College involves both a general and a specialised focus.

General:

As an integral part of the whole school experience, the pastoral dimension should be evident in:
- The hidden curriculum, i.e. School ethos, the quality of interpersonal relationships, and the physical school environment.
- The teaching of individual subjects, which includes teaching and learning methods, the integration of cross curricular themes, methods of assessing and monitoring pupil progress, and recording achievements.
- The Positive Achievement Reward system which is designed to recognise and reward positive behaviour including effort, improvement, initiative, co-operation, contribution to school life and achievement.
- The extra curricular programme which encourages participation in and enjoyment of constructive interests and where pupils have an opportunity to pursue and develop their special talents and interests.
- The positive behaviour for learning procedures which aims to promote the rights, responsibilities and expectations of all in the school.

The policy and practice of Holy Trinity College's Positive Behaviour for Learning has been informed by the 2001 'Pastoral Care in Schools: Promoting Positive Behaviour document.

The Restorative Approach

> **'Our job is to teach the pupils we have, not those we would like to have, not those we use to have, but those we have right now. All of them.'**
> **(Dr. Kevin Maxwell)**

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to articulate the impact of the harm to those responsible, and for those responsible, to acknowledge this impact and take steps to put it right. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. We support pupils developing the skills to maintain positive relationship with others to resolve disagreement and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently. The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to the way we approach incidents and issues provide children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.
A restorative school has many benefits, including increased attendance, reduced exclusions, and improved achievement.
All members of staff have received training in the key principles of restorative practices, and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils.
We believe that implementing the principles of restorative practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

Pocket Prompts- Restorative Questions

What happened?	What happened?	What happened?
What did you think? How did you feel about...? I wonder what [name others involved] felt about that?	What did you think? How did you feel about...? I wonder what [name others involved] felt about that?	What did you think? How did you feel about...? I wonder what [name others involved] felt about that?
What did you do then? Did the problem get smaller or bigger?	What did you do then? Did the problem get smaller or bigger?	What did you do then? Did the problem get smaller or bigger?
What could you try next time?	What could you try next time?	What could you try next time?
What do you think would help to fix this?	What do you think would help to fix this?	What do you think would help to fix this?

Pocket Prompts- The 3 Rs

Regulate- Reduce your language and the number of people nearby Give space and keep safe Be patient	Regulate- Reduce your language and the number of people nearby Give space and keep safe Be patient	Regulate- Reduce your language and the number of people nearby Give space and keep safe Be patient
Relate- Let them know you are ok with them Take an interest in them Wonder aloud, be curious	Relate- Let them know you are ok with them Take an interest in them Wonder aloud, be curious	Relate- Let them know you are ok with them Take an interest in them Wonder aloud, be curious
Reason- Guide them through restorative questions Work with them to find a solution Use a third person e.g. celebrity, story character to link actions with consequences	Reason- Guide them through restorative questions Work with them to find a solution Use a third person e.g. celebrity, story character to link actions with consequences	Reason- Guide them through restorative questions Work with them to find a solution Use a third person e.g. celebrity, story character to link actions with consequences

Structure and System Used to Manage the Pastoral / Positive Behaviour for Learning Dimension of the School

Roles and Responsibilities:

The responsibility for the overall planning, implementation, monitoring and review of the Pastoral dimension for the school, lies with the Board of Governors, Principal and Senior Leadership Team. The Vice-Principals and the Heads of Key Stage have specific responsibility for this are.
The Pastoral system in Holy Trinity College is based on seven / eight classes in each year group. Each class has a **Form Teacher** who remains with their class within each Key Stage with the exception of the Year 8 Form Teacher. The Form Teacher and Head of Year 8 remains fixed. Heads of Years 9 - 14 follow their pupils through to the end of each relevant Key Stage.

> The Form Teachers form the Pastoral Team for the year group under the leadership of the **Heads of Year and Heads of Key Stage and in conjunction with the Vice Principals and Principal.** These teams meet on a regular basis. The Heads of Year meet the EWO periodically throughout the year.

The Heads of Key Stage and Form Teachers plan and monitor the implementation of the pastoral programme and provide support and guidance for teachers in carrying out their pastoral roles. This Team meets on a regular basis.

Every teacher has a pastoral role in their day-to-day interactions with pupils. However, the Head of School, Heads of Key Stages, Heads of Year and Form Teachers have specific responsibilities which are outlined in this policy.

<u>**The Circles of Support around the pupils ensuring their well-being and positive relationship with others**</u>
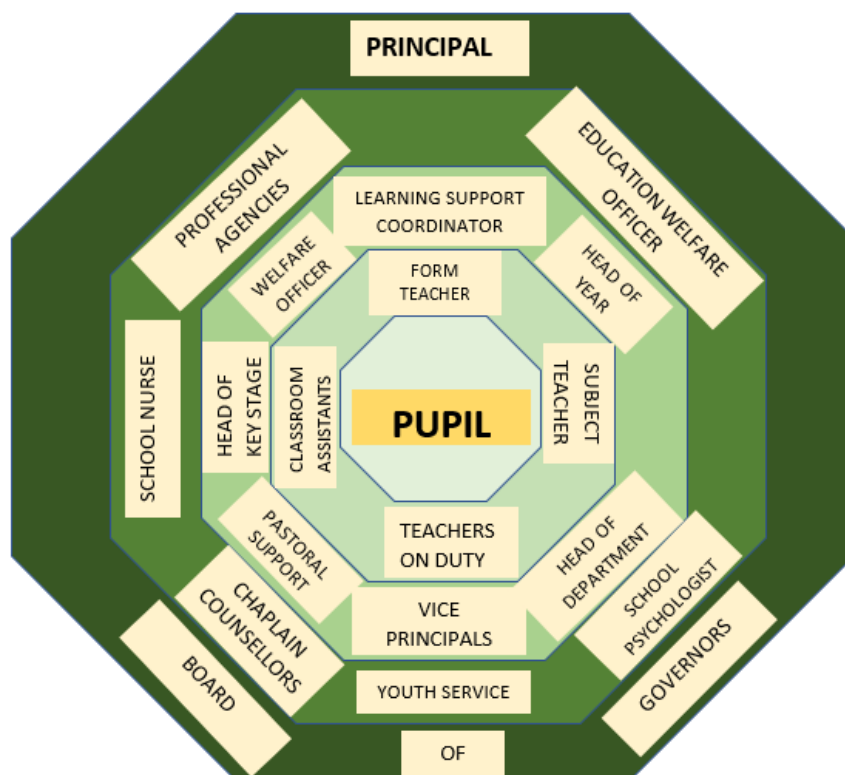
Pupil welfare embraces all aspects of school life through the pastoral care system, preventative education curriculum, child protection, pupil behaviour, staff code of conduct, health and well-being of staff and pupils, physical safety and security. (ESAGS The Governors' Role A Guide for Governors DE 2019)

Pastoral Care

Pastoral Care in Practice

The following systems are in place to provide a framework for meeting our Pastoral Care aims:

- Assemblies for Year 9 - 14 occur once a fortnight and is attended by Form Teachers, Heads of Year and the Principal. Year 8 Assembly occurs every Monday morning.
- Form Teachers meet their class for AM & PM Registration

Themes and foci of registration

Monday	Form Teacher to check Sims, speak with pupils both to acknowledge their efforts or your concerns re. behaviour points. **Additional focus: Uniform and Mobile Phones**
Tuesday	Form Teacher to check Sims, speak with pupils both to acknowledge their efforts or your concerns re. behaviour points. Check Uniform. **Additional focus: Attendance and Punctuality**
Wednesday	Form Teacher to check Sims, speak with pupils both to acknowledge their efforts or your concerns re. behaviour points. Check Uniform. **Additional focus: Homework, Equipment & Readiness to Learn**
Thursday	Form Teacher to check Sims, speak with pupils both to acknowledge their efforts or your concerns re. behaviour points. Check Uniform. **Additional focus: Manners & Respect**
Friday	Form Teacher to check Sims, speak with pupils both to acknowledge their efforts or your concerns re. behaviour points. Check Uniform. **Additional focus: Effective use of Student Planner – Form Teacher signature**

- Each class in KS3 lead an assembly with their Form Teachers and junior peers once a term.
- There is a clearly defined Positive Behaviour for Learning policy in operation, which promotes positive relationships and behaviour.
- The Positive Achievement Reward System includes both **individual awards** and **Class rewards**. Individual awards and rewards recognise and affirm high standards of effort, work and behaviour while Class rewards recognise and affirm a culture of high levels of participation and achievement.
- All classes have Afternoon Registration to promote positive learning and carry out aspects of PD, all of which are reviewed / evaluated by pupils, Form Teachers, and Heads of Year to ensure that the programme is current and addresses contemporary issues.
- The school has clearly defined policies for Drugs Education, Anti-Bullying, Child Protection, Pupil Attendance, Critical Incidence Policies.
- Time is allocated (Directed time and Inset days) for the planning, review and evaluation of the Pastoral programme.
- The school has close links with parents / guardians and provides them with access to pastoral policies. This helps them to be aware of the system of support available to them and how to access that support for their child. Form Teachers / Heads of Year / SLT can contact Newcomer parents via Diversity NI Interpreting Service. Parents can also access relevant documents on the college website **www.holytrinitycollege.org.uk**
- There is a Senior Prefect Team in Year 14, and opportunities for Peer Mentors in Year 13 to work with pupils in the school community. The Student Council has representatives from pupils in Years 8 - 14. They represent the pupil voice in school.
- There is a Junior Leadership team and Middle Leadership Team designed to represent the students' voice in the respective key stages.

- The Pastoral Leadership Team have close links with the following external agencies in relation to the support, care and well being of pupils: EWO, Social Services, PSNI, Education Psychology, Behaviour Support, PPDS, IDS, School Chaplain, Partner Primary Schools etc…..
- An Internal Multi-disciplinary team and A Multi-Agency Support Team is in operation to address pupil / parental concerns and in the case of the latter, for school staff to seek advice and additional supports for the pupils in our care.
- 'The Haven' Nurture Provision is in place to develop pupils in Key Stage 3 social and emotional needs.
- Staff Development Programmes form part of the overall School Development Plan.
- The College Handbook contains all policies relating to Pastoral Care.
- The school has links with the wider community through a range of extra- curricular activities and the College.

Monitoring and Evaluation of Pastoral Care
The purpose of evaluating the Pastoral dimension is to discover ways of improving the quality of provision in the school for the benefit of all pupils and staff.

Who Monitors and Evaluates What?

- **Form Teachers** have contact with their form class everyday (registration am / pm) and will monitor:
  - ✓ Positive Achievements – points gained / comments in student planner / Reward trips / Individual awards
  - ✓ Punctuality and when necessary, communication with the parents/guardians
  - ✓ Behaviour Incidents – points gained for negative behaviours / comments in student planner / SIMs. These discussions should be done quietly with the pupil using restorative practices.
  - ✓ Ensure high standards of personal presentation and uniform
  - ✓ The nurturing of positive relationships, restorative practices and improved community of the pupils in their form
  - ✓ Homework – number of comments in pupil diary / HOD referral
  - ✓ Pupil Progress – assessment results in student planner / Pupil Tracking via SIMs / School reports
  - ✓ Attendance - monitored at registration / Absence motes / record in student planner / Call home on third day
  - ✓ Evaluation of PD Programme - June

  - **Heads of Year** monitors all of the above through the Form Teacher's referrals via e-mail/SIMs,
    - ✓ Attendance is monitored via weekly checking of attendance registers / absence notes and the printout at the end of the month/half-term.
    - ✓ Detention is supervised by all teaching staff and is monitored via the staged referral process (occurs every Thursday 3.15pm – 4.00pm) There is a staff rota for both Key Stage 3 and Key Stage 4/5 detention.
    - ✓ Meets with the EWO on a regular basis.
    - ✓ Has responsibility for their pastoral notice board celebrating the effort and accomplishments of pupils in their Year Group.
    - ✓ After consulting with pupils, arranges end of term/year rewards.
  - **Head of Key Stage** meets with the Pastoral Teams on a regular basis.
    - ✓ Issues / individuals needing to be monitored are made known and strategies put in place to deal with the pupil(s).
    - ✓ PD Booklet is evaluated by pupils / staff in June.
    - ✓ PD Booklets / folders from all year groups
  - **Vice-Principal** oversees the Strategic Development of Positive Behaviour for learning and accesses staff training to meet the needs of the staff as they support the pupils in our care.

Other Measures which may be used are:

Feedback from Parents/Guardians -
- Parents / Guardians can communicate through the student planner.
- Parents / Guardians can communicate at Parent / Teacher Meetings / Information Evenings/ PTA
- Parents / Guardians are encouraged to make an appointment with the Form Teacher / Head of Year / Head of Key Stage /VP/ Principal if they have any concerns.
- Interpreting Service available

Feedback from pupils and Staff -
Feedback may be provided in the form of questionnaires, SWOT, Student council:
- Pupils '**There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.' ESAGS 2009**
- Staff

Pastoral Care provision and Policy is monitored on an on-going basis and there is an annual review at the end of the school year. The outcome of the review is to:

1. Prioritise what issues need to be addressed in the next year(s)
2. Know what staff development is needed for the incoming year.

Personnel Roles and Responsibilities

Form Teacher: Has a pivotal role in the implementation of the Pastoral Care system in the school.

The Form Teacher is responsible for the well-being of all the pupils in their Form Class. The Form Teacher ensures attendance, punctuality, academic achievement and behaviour are monitored. They help the pupils develop the necessary skills for effective learning and are responsible for the delivery of the Personal Development Programme.

The Form Teacher is expected to:
- ✓ Establish a good working relationship with individual pupils and the class as a whole providing encouragement, support and guidance where needed
- ✓ Transmit Christian values and ethos of the school and an awareness of the needs of others;
- ✓ Develop positive relationships with pupils which should enable him/her to adopt a counselling role to good effect.
- ✓ Develop a positive proactive approach to behaviour management.
- ✓ Monitor their general progress and well-being in the school.
- ✓ Foster a sense of class spirit and belonging to the school.
- ✓ Create opportunities to enable pupils to develop their self-esteem and their feeling of individual worth, along with a standard of moral and social development.
- ✓ Communicate clearly and positively providing support to pupils.
- ✓ Contribute to the planning, implementation and evaluation of the Personal Development Programme and Citizenship.

Attendance
- ✓ Complete the electronic register each morning. Ensure that registration is orderly and focused each morning with pupils seated appropriately and use it as an opportunity to prepare the pupils for the day ahead in terms of positive behaviour for learning and application to work.
- ✓ Follow-up Absentee notes
- ✓ Review pupil attendance and when a pupil has been absent for 3 consecutive days, contact home to enquire about their well-being.
- ✓ Acknowledge the full attendance of those in your form class by displaying their names on the Class Pastoral Notice-Boards.
- ✓ On a monthly basis, award 4 achievement points to the pupils in your form who have 100% attendance for the month.

Also, at Registration

- ✓ Monitor the use of the diary. Sign it regularly and ensure parents/guardians sign it.
- ✓ Check pupils' personalised targets and assessment scores are recorded in the table provided.
- ✓ After each assessment, encourage the pupils to reflect on their results and make targets for improvement.
- ✓ Read out notices or classroom changes. Deal with day-to-day concerns.
- ✓ Regularly check uniforms and that pupils have no more than one stud piercing in each year. Ask pupils to remove items of clothing that are not part of the uniform.
- ✓ Monitor punctuality and liaise with the admin team for the sending of communication where Sims indicates a pattern of poor punctuality to school.
- ✓ Participate in encouraging pupils to participate in whole school events e.g. attendance at matches or fund-raising

Positive Behaviour For Learning
- ✓ Have on-going conversations with pupils where there is an accumulation of behaviour points.
  - ✓ Record on SIMs any intervention with a pupil or communication with a parent/guardian.
  - ✓ When a pupil has accumulated 20 points, arrange a restorative meeting with him/her to discuss the impact of their behaviour on others. Discuss with him/her the importance of positive relationship and behaviour for their learning and the learning of others. Discuss with him/her better ways to respond to situations so that he/she can respond more positively, thoughtfully and respectfully when presented with a similar situation. Monitor the student's conduct. **'Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.' ESAGS 2009**
  - ✓ When a pupil has accumulated 25 behaviour points, place them on a 5 day white Individual Behaviour Plan (IBP) so that you can monitor their behaviour more closely, identifying possible triggers for disrespectful or poor behaviour. In your twice daily review of the IBP with the child, discuss and tease out with the pupil how they could respond more positively to the same situation in the future. When placing a pupil on report, agree targets for improvement and monitor their efforts to engage more positively in class/school. Notice, acknowledge and praise him/her when there is improvement.

- ✓ Record on SIMs any intervention with a pupil or communication with a parent/guardian.
- ✓ Continue to liaise with the Pastoral Leaders any concerns regarding a pupil's unwillingness to meet the expectations of the Positive Behaviour for Learning Policy.
- ✓ On a monthly basis, give 4 or 5 achievement points to the pupils in your form who have shown improvement in Attitude and Application or/and had No Behaviour Points for the month.
- ✓ Acknowledge with the pupils when they have accumulated many achievement points and when a pupil has achieved 30 Conduct points, send a text to the parent/guardian.
- ✓ Acknowledge the efforts of pupils in the class by having a pupil of the month displayed on the Class Pastoral Notice-Board.

It is important that the Form Teacher is aware and knowledgeable of all the Pastoral Care and Safe-guarding Policies in the school and undertakes their responsibilities with due care and consideration.

ROLES AND RESPONSIBILITIES OF THE HEAD OF YEAR

Year Tutors have overall responsibility for establishing high standards and expectations of their Year Group, both within and outside of lessons. There are clear Positive Behaviour for Learning procedures and these are followed by all members of the Pastoral Year Team and include the use of the SIMs to record achievements and behaviours.

- ✓ Chair meetings with the Form Teachers, write up the minutes and place them on the common staff area;
- ✓ Coordinate all information received from subject teachers, form teachers and take action where necessary;
- ✓ Establish a good working relationship with the pupils in the Year Group providing encouragement, support and guidance where needed. If necessary, arrange meetings with external agencies;
- ✓ Monitor the academic progress of pupils taking action where necessary;
- ✓ After each assessment, meet with the pupils under-achieving, encourage the pupils to reflect on their results and make targets for improvement.
- ✓ Communicate when necessary with parents on matters regarding their child's progress;
- ✓ Arrange meetings with parents when necessary to discuss welfare issues;
- ✓ Meet with other Year Heads bi-annually to monitor and review the Personal Development Programme;
- ✓ Take responsibility for Year Assembly once/twice a month, Parents' Evenings and other year group activities
- ✓ Help formulate the PD programme for his/her Year Group in keeping with the overall PD scheme for all year groups.
- ✓ Co-ordinate the evaluation of the Personal Development and Citizenship Programme with the Form Teachers in May/June and consider these evaluations when preparing the lessons/programme for the next year.
- ✓ Monitor the PD and Citizenship Programme by collecting samples from different classes and keeping a record of these.
- ✓ Monitor the consistency of use of the homework diary, keep a record of this monitoring and plan for improvement.
- ✓ Every half-term, obtain a printout of the Year Group's attendance and follow the agreed procedures for acknowledging good attendance and intervening where attendance is below the school's target.
- ✓ When a Form teacher has sent two texts about his/her concern about a pupil's

punctuality, liaise with the admin team to send a letter to the parent/guardian of the child. Monitor the pupil's subsequent punctuality and acknowledge improvement. When persistent lateness continues, send an additional letter of concern. If there is no obvious improvement, arrange a meeting with the parent/guardian to discuss the school's concern and strategies for improvement.

✓ Liaise with the EWO/Social Services/School Psychologist / telephone Interpreting Service etc. when appropriate.

✓ Sign notes in diaries requesting permission to get out of school.

Positive Behaviour For Learning

✓ When a pupil has accumulated 30 points, arrange a restorative meeting with him/her to discuss the impact of their behaviour on others. Discuss with him/her the importance of positive relationship and behaviour for their learning and the learning of others. Discuss with him/her better ways to respond to situations so that he/she can respond more positively, thoughtfully and respectfully when presented with a similar situation. Monitor the student's conduct.

✓ Record on SIMs any intervention with a pupil or communication with a parent/guardian.

✓ When a pupil has accumulated 35 behaviour points, place them on a 5 day green Individual Behaviour Plan (IBP) so that you can monitor their behaviour more closely, identifying possible triggers for disrespectful or poor behaviour. In your daily review of the IBP with the child, discuss and tease out with the pupil how they could respond more positively to the same situation in the future. When placing a pupil on report, agree targets for improvement and monitor their efforts to engage more positively in class/school. Notice, acknowledge and praise him/her when there is improvement.

✓ If a pupil in the Year Group accumulates an additional 10 points (45) arrange a meeting with the pupil, parent and Learning Support Coordinator to discuss the child's need and determine if any additional supports are needed to ensure that he/she is more regulated in class and is able to access learning.

✓ Failure to reach the daily targets of the IBP will result in break, lunch or after-school detention.

✓ Where necessary, the Learning Support Coordinator will make recommendations to access additional support.

✓ Acknowledge with the pupils when they have accumulated many achievement points and when a pupil has achieved 60 Conduct points; send a postcard to the parent/guardian informing them of this achievement.

✓ Acknowledge the efforts of pupils in the Year Group by regularly updating the Year Group Pastoral Notice-Board.

✓ Give Positive Rewards on an individual or class basis at the end of each term e.g. Early Pass to the Canteen, monthly movie afternoon or trips away.

It is important that the Head of Year is aware and knowledgeable of all the Pastoral Care and Safe-guarding Policies in the school and undertakes their responsibilities with due care and consideration.

ROLE OF THE HEAD OF KEY STAGE

The Head of Key Stage has responsibility for planning, monitoring and evaluating the Personal Development provisions within the school, this role involves:

- ✓ Chair meetings with the Heads of Year, write up the minutes and share them with VP and

    Principal.
- ✓ Leading the strategic development of Personal Development across his/her key stage;
- ✓ Facilitating the training of Form Teachers and Year Heads to aid the effective delivery of the Personal Development Programme;
- ✓ Completion of Schemes of Work for Personal Development;
- ✓ Provision of resources to Form Teachers to enable the effective delivery of Personal Development lessons;
- ✓ Monitoring, evaluating and reviewing the Personal Development Programme to ensure its relevance and progression for all pupils.
- ✓ Take responsibility, with the Head of Year for year assemblies within the respective Key Stage.
- ✓ Lead the linking of the pastoral needs of the pupils to their academic needs
- ✓ Oversee Pastoral and Academic KS3/4/5 – Baseline Testing, data tracking and Support Strategies.
- ✓ Lead the effective use of data in their respective Key Stage to inform and drive improvement in pupils' outcomes.
- ✓ Lead well-conceived programmes or academic and peer mentoring that are monitored and evaluated termly.
- ✓ Liaise with external agencies to promote pupils social and emotional well-being.
- ✓ Liaise with the Learning Support Coordinator and Pastoral Support Officer when there are concerns about a pupil's well-being, behaviour or progress.
- ✓ Attend Internal Multi-disciplinary meetings and MAST meetings to discuss the well-being and concerns and future support and provision of pupils in the Key Stage.
- ✓ Lead effective and helpful Induction programmes at Key Stage transition points.
- ✓ Lead the promotion of Pupil Voice and Participation in the College, coordinating with the teacher with responsibility for Student Voice in the College. Plan opportunities to allow for pupil voice being valued, to promote pupil involvement and independence and pupils taking leadership roles to have a positive impact of the school community.

Positive Behaviour For Learning
- ✓ When a pupil has accumulated 50 points, arrange a restorative meeting with him/her to discuss the impact of their behaviour on others. Discuss with him/her the importance of positive relationship and behaviour for their learning and the learning of others. Discuss with him/her better ways to respond to situations so that he/she can respond more positively, thoughtfully and respectfully when presented with a similar situation. Monitor the student's conduct.
- ✓ Record on SIMs any intervention with a pupil or communication with a parent/guardian.
- ✓ When a pupil has accumulated 60 behaviour points, place them on a 10 day amber Individual Behaviour Plan (IBP) so that you can monitor their behaviour more closely, identifying possible triggers for disrespectful or poor behaviour. In your daily review of the IBP with the child, discuss and tease out with the pupil how they could respond more positively to the same situation in the future. When placing a pupil on report, agree targets for improvement and monitor their efforts to engage more positively in

class/school. Notice, acknowledge and praise him/her when there is improvement.
- ✓ Record on SIMs any intervention with a pupil or communication with a parent/guardian.
- ✓ If a pupil in the Key Stage accumulates an additional 10 points (70) liaise with the principal to issue a suspension to allow time to draw up a Risk Reducing Action Plan for the pupil that will be discussed in the Return to School Suspension Meeting. To accommodate supports for the pupil, discuss their need at the Internal multi-disciplinary meeting. In conjunction with the previous recommendations of the Learning Support Coordinator, decide if a referral to an outside agency would be beneficial.
- ✓ Complete the Boxall Assessment profile for the pupil to help determine need.
- ✓ Acknowledge with the pupils when they have accumulated many achievement points and when a pupil has achieved 100 Conduct points; give them special recognition at assembly, give a certificate of praise and cinema tickets to acknowledge the effort and give a special trophy of the Head of Key Stage Award at the end of term.
- ✓ Acknowledge the efforts of pupils in the Key Stage by providing information to the Head of Year for the Year Group Pastoral Notice-Board.
- ✓ Failure to reach the daily targets of the IBP will result in break, lunch or after-school detention.

It is important that the Head of Key Stage is aware and knowledgeable of all the Pastoral Care and Safe-guarding Policies in the school and undertakes their responsibilities with due care and consideration.

ROLE OF THE VICE-PRINCIPAL

The Vice-Principal has responsibility for pastoral and behavioural issues across the school. She works closely with the Principal, Senior Leadership Team, Pastoral Team and other external agencies in the promotion in the strategic development of the College. This role involves
- ✓ Having responsibility for the School Development Plan in the areas of Pastoral Care, Positive Behaviour for Learning, Attendance and Pupil Voice.
- ✓ Remaining up to date with developments in policy and procedure pertaining to pastoral care.
- ✓ Managing a team of Pastoral Leaders and Heads of Year in effective practice of Pastoral Care and Positive Behaviour for Learning.
- ✓ Assuming the overall responsibility for the planning, monitoring and evaluating of Positive Behaviour for Learning.
- ✓ Leading whole school evaluation of Pastoral Care in the College.
- ✓ Assuming the overall responsibility for the updating of Pastoral Care Policies in the College every two years and share responsibility for the updating of the policies connected to Safe-guarding.
- ✓ Leading professional development of staff in the area of pastoral care, positive behaviour and managing attendance. Support, deliver and coordinate the provision of high quality professional development by methods such as coaching, drawing on other resources or expertise where appropriate e.g. EA, CCMS, BST.
- ✓ Ensuring the lines of referral are adhered to when dealing with pupils not meeting the expectations of positive behaviour for learning.
- ✓ Chairing meetings with the Heads of Key Stage, write up the minutes and sharing

them with the principal
- ✓ Ensuring a coherent and consistent whole school approach to the planning of the PD programme, assembly themes, school weekly focus in line with DENI recommendations and ETI best practice
- ✓ Liaising with outside support agencies to support the delivery of the Personal Development Programme;
- ✓ Organising rotas for assemblies, detention and lunch-time duty.
- ✓ Analysing of whole school pastoral data to raise achievement, overcome barriers to learning and oversee target plans.
- ✓ Attending internal multi-disciplinary and MAST meetings to discuss the well-being and future provision of identified pupils
- ✓ Being directly responsible for the implementation of the student reward programmes.
- ✓ Liaising with outside agencies for funding to introduce programmes for pupils for breakfast clubs, homework clubs and after school clubs.
- ✓ Liaising with C2k and members of SLT to maximise the use of SIMs to support our assessment, reward and behaviour programmes in school.
- ✓ Be the lead person monitoring through Securus the internet use of pupils in the College: Interviewing pupils involved in any behaviour flagged and recording, where necessary, the offence and action taken on SIMs.
- ✓ Developing and presenting a coherent and accurate account of the school's performance connected to Pastoral Care for the Board of Governors.

Positive Behaviour For Learning

- ✓ When a pupil has accumulated 90 points, arrange a restorative meeting with him/her to discuss the impact of their behaviour on others. Discuss with him/her the importance of positive relationship and behaviour for their learning and the learning of others. Discuss with him/her better ways to respond to situations so that he/she can respond more positively, thoughtfully and respectfully when presented with a similar situation. It is important to meet regularly with the pupil to trouble-shoot potential daily issues.
- ✓ Record on SIMs any intervention with a pupil or communication with a parent/guardian.
- ✓ When a pupil has accumulated 100 behaviour points, arrange a meeting with them, the parent/guardian and Learning Support Coordinator to discuss strategies to improve behaviour. Outline to the parent/guardian the behaviours that are is failing to meet the expectations of Positive Behaviour for Learning and the range of communication and intervention that has already been provided at class teacher, form teacher, HOY and HOKS level.
- ✓ Place them on a 10 day red IBP report, agree targets for improvement.
- ✓ Monitor the IBP daily and meet with the pupil regularly in those 10 days to discuss the outcome of the IBP. Where a pupil fails to meet the daily targets, escort them to lunch-time detention.
- ✓ If a pupil accumulates an additional 10 points (100) liaise with the principal to suspend the pupil for one day to update their Risk Assessment and share with parents at the return to school meeting. Liaise with the office staff to send a letter to parent/guardian informing them of this intervention.

- ✓ If behaviour continues to be of concern, meet at 110 points the parent with the Learning Support Coordinator to discuss strategies to improve. Liaise with the LSC to plan a MAST meeting to discuss and determine the best provision for the pupil. Complete the necessary documentation to access additional support from the Kinnego partnership or EOTAS. Update the Risk Reducing Action Plan.
- ✓ Acknowledge with the pupils when they have accumulated many achievement points and when a pupil has achieved 150 Conduct points; give them special recognition with a letter or text home praising them for their continued efforts.
- ✓ Acknowledge the efforts of pupils by providing information to the Head of Year for the Year Group Pastoral Notice-Board.

It is important that the Vice-Principal is aware and knowledgeable of all the Pastoral Care and Safe-guarding Policies in the school and undertakes their responsibilities with due care and consideration.

ROLE OF THE LEARNING SUPPORT COORDINATOR

The Learning Support Coordinator leads the staff in developing effective ways of overcoming SEN barriers to a child's learning. The LSC ensures the staff receive effective SEN specific training and positive behaviour techniques to ensure that the child on the Code of Practice or with a SEN or medical need achieves to their full potential in a positive learning environment. The Learning Support Coordinator recommends, oversees and evaluates the necessary reasonable adjustment/s based on the pupil's specific need. The LSC will access and coordinate additional support for the pupils with SEN and liaise with their parent/guardians and other professionals who are or become involved with the child. High expectations coupled with tailored support enable everyone achieve their full potential.

Positive Behaviour For Learning

- ✓ The Learning Support Coordinator holds a central role in promoting the positive ethos of the College. By informing staff of the pupil's need and keeping SIMS records are up to date, the LSC ensures that staff are aware of the child's need and make the necessary reasonable adjustment for curriculum delivery.
- ✓ Assist the relevant Pastoral leader with meetings with parents/guardians at 45 and 110 behaviour points to discuss strategies to improve behaviour or access additional support.
- ✓ Place pupils on the Code of Practice so that they can access additional support in particular pupils demonstrating features of SBEW. The features include being withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, those with immature social skills and those presenting challenging behaviours arising from other complex special needs. Pupils with SBEW are defined as having learning difficulties. **'They may fail to meet expectations in school and in some, but by no means all cases, may disrupt the education of others.' (Code of Practice, DENI, 1998a)**
- ✓ Lead on the support for students who evidence ongoing or more complex patterns of disruptive behaviour. (**Where an individual pupil has behaviour difficulties, therefore, and any obvious environmental factors within school or home have been eliminated as the cause, such difficulties should be systematically addressed through the 5* stages of the SEN Code of Practice, just as for any other special**

educational need.) * 3 Stages in the new SEN legislation

ROLE OF HEAD OF DEPARTMENT

The main role is to manage your Department and ensure that the academic curriculum is delivered in the spirit of the Pastoral Policy. Relationships are key to the delivery of teaching and learning in the classroom. Heads of Departments lead their departmental members to help the pupils develop the necessary skills for learning.

The Head of Department is expected to:
- ✓ Embed a positive ethos and successful behaviour techniques within their department.
- ✓ Monitor members of the department to ensure that lessons are well-planned to meet the needs of the students.
- ✓ Liaise with their department members, parents/guardians, other relevant staff and students to secure the highest standards of behaviour for learning within their curriculum area.
- ✓ Identify the needs of teachers in the department in terms of staff development.
- ✓ Introduce new staff or substitute staff to the work of the department and provide ongoing support.
- ✓ Where possible, assign students classes to avoid difficult groupings that may lead to difficult classroom management.
- ✓ Have Positive Behaviour for Learning on departmental agendas to ensure rewards for excellence, effort or sustained improvement within your curriculum area.
- ✓ Use resources fairly and wisely to ensure classrooms within your department are well-resourced, bright and engaging. Learning environments have immense impact on positive behaviour management.

ROLE OF THE PRINCIPAL

The Principal in liaison with Senior Leaders has day-to-day responsibility for maintaining Positive Behaviour in the College and to determine the detail of the standard of behaviour acceptable to the College.
- Ensure that pupils, staff and parents are aware of school rules and procedures and revise these in consultation with staff as and when required.
- Make arrangements for the consistent enforcement of rules by all staff.
- Devise Staff duty lists and provide clear written instructions as to the duties to be carried out.
- Provide a lead to staff to ensure positive behaviour in classrooms, corridors canteen and playground.
- Provide support to staff on duty.
- Assist / Deal with behavioural problems referred to within role of Head of Key Stages/VPs.
- Liaise with external agencies re. support and advice with particular concerns.
- Arrange in-service education, as required, to strengthen the school's Pastoral Care Positive Behaviour Systems
- Liaise with Heads of Department re monitoring and evaluation of curriculum content in order to minimise behavioural disruption in the classroom.

Promoting and Sustaining Positive Behaviour for Learning

If pupils are to gain maximum benefit from their time at Holy Trinity College, it is essential

that they work to the best of their ability and behave in a responsible manner, showing respect for other pupils, staff and property.

The Pastoral & Positive Behaviour for Learning Policy is based on the Catholic ethos of our school. We believe that children will learn best in an ordered environment where there are good relationships based on equality and mutual respect for all in the school community. All aspects of discipline are dealt with in the context of our pastoral programme.

It is expected that parents will fully support the school in seeking to ensure that their child's work and behaviour are of a high standard and that he/she does not behave in a manner which is harmful to the education or wellbeing of others.

'Bullying behaviour of any kind is completely unacceptable within the school community.'**(Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001)** See Anti-Bullying Behaviour Policy Updated 2023

The school will seek to promote and sustain positive behaviour as follows:

- by actively seeking the cooperation of all pupils in their learning
- by encouraging self discipline and a sense of responsibility
- by having clear expectations of behaviour for our pupils in all situations
- by insisting on high standards in relation to uniform, attendance and punctuality
- by respecting the rights of all pupils to learn and all teachers to teach
- by ensuring that sanctions are fair and appropriate, and are applied consistently
- by respecting the dignity and self worth of all members of the school community
- by actively seeking out, promoting and rewarding positive behaviour in our pupils
- by providing a curriculum which is appropriate to the needs of all pupils
- by providing a range of extra-curricular activities which pupils can enjoy
- by providing a pastoral care system in which Form Teachers are available to advise and assist pupils who are experiencing difficulties of any kind
- by promoting strong links with parents so that school and parents can cooperate fully in ensuring pupils' progress and happiness
- by enlisting the help of outside agencies e.g. school psychologist, Education Welfare Officer to help pupils who are experiencing difficulties.

The Take 5 Model (SEN Resources File: SBEW)

Connect

- Get to know the young person – their interests, hobbies, family, pets
- Display a warm, nurturing demeanour and smile regularly
- Create a sense of belonging- show them they are a valuable member of the class & school community. Display their photographs, celebrate birthdays, provide roles of responsibility
- Welcome daily- Meet, Greet & Gauge
- Goodbye routine – no matter what each lesson or day brings, every pupil leaves on a positive
- Have some fun and laugh together, join in with games/activities
- Share some information about yourself e.g. family, pets, own childhood/school experience
- Show empathy- try to see the world from their perspective, listen to them and their point of view, show them that their inner thoughts and feelings are important to you
- Build trust- safety, consistency and predictability
- Acknowledge how your pupils feel even if the resulting behaviour is unacceptable
- Express interest rather than praise or censure to avoid sense of conditional connection (e.g. notice and commentate- You are tidying up. That will help our caretaker. / Your pen is running out. That could be frustrating.)
- Show curiosity when they encounter challenges e.g. 'What do you think that was about?'
- Let your pupils know you like and value them e.g. 'It's lovely to see you', I'm not giving up on you.'
- Have positive expectations for your pupils (whilst matching those expectations to their skill set at present) e.g. 'I know you can do it, I believe in you'
- Hold/keep them in mind
- Tell them about their strengths and positive qualities regularly. It can be helpful to write these down to remind you and the child of the positives when things get tough
- Understand that arguments will limit connection– avoid engaging in these with young people.

Remember – relationships are key. But relationships are also fragile so we need to build, maintain and repair the relationships within our school community. For young people, being included and feeling a sense of belonging with their peers is hugely important. (Mitigating ACES Being involved and connected.)

Take Notice

- Take a moment at the start of each day to check in with pupils e.g. observe facial expressions/body language etc.
  Check-in with pupils throughout the day
  Notice new haircut/coat etc.
  Acknowledge birthdays
  Notice and highlight the small achievements/progress made
  Learn the small signals that indicate tension rising in them (will vary for every pupil)
- Use WIN language:
- "I **w**onder if you are wriggling around because assembly feels too long. I **i**magine you feel a bit bored. I **n**otice that you don't like sitting in one place for a long time."
- "I **w**onder if you're starting to lose concentration because it's your third class in a row. I **i**magine it's getting harder to pay attention. I **n**otice you find it easier to concentrate when you've had a break between classes."

Keep Learning

We need to proactively teach and nurture positive skills and qualities. We accept our pupils where they are developmentally and start there. We intentionally want to develop resilient, independent learners. We must give our pupils choice and opportunities to develop their independence where school is a safe place to make mistakes.

Ethos based on 'having a go'- reinforcing that all learning is about taking risks, experiencing some failure and to keep going
- Encourage and support pupils to try something new e.g. join a new Club
- Use Persistence Coaching e.g. 'you can do it, keep trying, look at how far you've come'. Teach and encourage pupils to also use this language for themselves (positive self-talk) and with peers
- Encourage pupils to teach classmates something e.g. Newcomer pupil could teach aspects of language or culture
- Invite parents/grandparents into school to teach new skills to pupils
- Set challenges/goals regularly
- Find out something new about a classmate
- Choose a specific ICT focus so that each year group can learn a new skill and showcase how they can use it.
- Opportunity for skills development and achievement
- Fostering expectations of high achievement and providing
- opportunities for success
- Schools need to promote an ethos of a 'safe space' to try, make mistakes and to fail. Growth mind-set ethos within the school—change 'I can't' to "I can't yet!"

Give

An ethos of giving means that our first response to seeing need will be support rather than

judgement. Helping, giving and sharing are associated with increased feelings of self-worth and positivity. It stimulates the reward system in the brain making the person feel good and increasing cognitive and social functioning particularly in early life. It's important that we give all our pupils the opportunity to belong with value with opportunities to contribute to the school community.

- Set up mentor and/or buddy systems- within classes/playground/ younger & older pupils
- Encourage and notice random acts of kindness
- Highlight kindness in others
- Give compliments
- Nominate a charity – Ask pupils to research, make suggestions, contact by email/letter, organise and promote fundraising events.
- Hold a 'Give' themed afternoon – Encourage pupils to think about a skill they could teach another pupil in their class within 45min, e.g. teach them a skill like how to dribble a football, use a skipping rope, play chess, use a computer program, create a video clip etc.
- Participation in school and community activities (shoe box appeal, school council, ECO clubs, form class activities, etc)
- Sharing acquired knowledge and supportive behaviour strategies with parents
- Offer each student an equal chance to participate, learn, grow and succeed.
- Giving to community – Invites to break, lunch, assemblies,
- School/class/year group commitment to a charity or community group. -Raising money, volunteering time
- Adult modelling manners and kindness

Be Active

Brain Stem Calmer Activities
- Walking: Asked to do regular jobs to allow breaks between tasks; show visitors where things are in the school; give the young person information while walking
- Running: Movement breaks during a lesson e.g. running around the hall
- Drumming: A playful activity between tasks (adult and pupil use call and response to mirror drumming patterns on desk or knees)
- Tapping: Self tapping on knees while thinking of good or positive things; self-tapping while breathing; self-tapping while engaging in something fun.
- Singing: Singing while working on something; have music playing in the background while working
- Breathing: Blowing things as a focused activity (e.g. bubbles)
- Movement: Tension stretches at the end of the day; chair aerobics
  https:// www.nhsggc.org.uk/media/249203/isometric-exercise-programme.pdf
- Music: Using headphones to listen to music privately

Evaluate how things are going in the classroom with a monthly Check Up with the class. Give two pupils responsibility of collating the responses and share with the class.
'All pupils need to have the opportunity to be involved to know they are listened to and that their views are valued.' (Circular 2014/14 Pupil Participation)

Our Class Check Up

What's going well?

What's not going well?

Would it help if?

Use of Targeted Approaches to meet the needs of individuals in school.

> "A flexible but consistent approach is not a soft option and requires considerable resilience in the adults who are trying to support and teach young people in their own difficulties"
>
> John Cornwall
> 2015

The Promoting Positive Behaviour for Learning Policy in Holy Trinity College aims to reduce unwanted behaviours. However, this universal system is unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour a personalised approach is recommended.

For pupils who are disruptive, targeted interventions are often most effective when adapted to the needs of the identified pupils.

> Targeted programmes tend to demonstrate a bigger effect on behaviour outcomes compared to whole-class or whole-school programmes.

It is essential that this tailored approach, to support a pupil's behaviour is one that complements our Promoting Positive Behaviour Policy without lowering expectations of any pupil's behaviour. Lowering our expectations can affect pupil's achievements. Also, for other pupils who have an awareness of fairness they are unlikely to respond well to differential treatment.

The Senior Leadership Team may identify a number of pupils from Key Stage 3 and 4 for this targeted approach. The pupils will be identified from their previous year data in relation to the School's Behaviours Points System using Sims.

Initially a key adult will be assigned to the identified pupil to establish a human connection beyond the usual learning focus of the school. The interaction can support learning conversations down the line and create a supportive relationship that may help a pupil speak up about issues that happen in and outside school. It is important that the key adult looks at the 'need' from the information available from previous year's/term's data and logs a roadmap of intervention on Sims. This will improve communication and ensure that all staff know the interventions being put in place.

The roadmap will look to strategically develop what intervention is required to target the main need and it will also consider the next step if the intervention works or fails.

Supporting Pupils with Attachment Difficulties within Mainstream Secondary School

Additional support is required for those pupils who are finding mainstream school difficult, due to experiencing trauma and loss in their early years and are subsequently struggling in school. Developmental vulnerability is a helpful term is which to frame our thinking about them. The main aim however, is to settle the pupil to learn.

 These pupils need:

- An environment where interventions are relational, relevant, repetitive, rhythmic, respectful and rewarding (Dr Bruce Perry)

- Allocation of an adult who is emotionally and physically available, attentive, attuned and responsive (Dr Margot Sunderland)

- Interactions which communicate playfulness, acceptance, curiosity and empathy (Dan Hughes)

 In addition to the targeted approach above, Holy Trinity College staff has undertaken training on Attachment Theory with 2 staff trained as Key Adults.

Positive Behaviour for Learning – Our Expectations

Expectations of Pupils:

- Attend school every day and on time
- Arrive to class on time, line up and go to your designated seat
- Bring the necessary books and equipment and be prepared for learning
- Listen carefully and follow necessary instructions
- Start your work immediately
- Raise your hand if you are unsure and require help
- Present Classwork and Homework neatly and to your highest standard
- Complete Homework and Assignments by the due date
- Allow other pupils to work and make progress
- Follow all safety rules at all times
- At the end of the lesson, stand behind your seat and wait to be dismissed
- Wear the College uniform with pride
- Be polite and pleasant and treat everyone with respect
- Be considerate of others and their property
- Know and understand rules, consequences and boundaries
- No drinking or eating in class with the exception of bottled water
- Travel to and from school in a responsible way

  ** This list is not definitive and will be kept under review with amendments made subject to requirements.

Expectations of Staff:

- Provide a safe, well-ordered and caring environment
- Arrive to class / registration / Assembly on time
- Welcome pupils at the door
- Complete a register of attendance for each lesson via lesson monitor
- Have high expectations for all pupils – work and behaviour
- Promote positive behaviour and learning at all times – firm but fair
- Value, respect and care for each pupil
- Establish clear and understood rules / routines within your subject area
- Ensure that work is at an appropriate level, differentiated and challenging to meet the needs of all pupils
- Encourage dialogue and discussion of learning
- Use praise appropriately
- Form positive relationships with parents and pupils
- Be consistent in recording and rewarding good performance, effort and progress
- Manage poor behaviour quickly, effectively and consistently.

Expectations of Parents / Guardians:

- Help their child develop to their full potential
- Work in partnership with the College in their child's learning, welfare and behaviour
- Support their child in achieving a minimum of 95% attendance
- Ensure their child arrives to school on time and inform the College of any absence
- Ensure their child is wearing the full College uniform
- Encourage their child to bring the right equipment and books to school each day
- Take an interest in and help their child with their work
- Encourage independence and self-discipline
- Ensure their child completes Homework and Assignments by the due date and to the best of their ability
- Attend Parent Teacher meetings and additional meetings as required

Positive Behaviour for Learning – A Staged Referral Process

Termly Student Rewards 2024-25

Level 1: Subject Teacher	**Action:** Verbal Praise Rewards stamps /stickers Subject Certificates Subject Pupil Noticeboard Positive Note in the Student Planner Award points on SIMs Showing another teacher/HOD pupil's work Displaying work
Level 2: Form Teacher – 30 Conduct points	**Action:** Form Teacher Certificate Pupil of the Month Text or phone call home
Level 3: Head of Year 60 Conduct points	**Action:** Text or phone call home Early pass into Canteen Class of the month (number of points divided by no. in class – displayed in Year Group Pastoral Notice-Board. Monthly DVD afternoon (for students who have accumulated 60 Conduct points in one month) Post 16: Out of School Lunch Pass
Level 4: Head of Key Stage 100 Conduct points	**Action:** Recognition at Assembly Certificate to acknowledge effort Head of School Award at end of the Term
Level 5: Vice-Principal – **150 Conduct points**	**Action:** Letter home to acknowledge excellent effort
Level 6: Principal **300 Conduct points**	**Action:** Special Meeting of recognition Principal's Special Certificate Acknowledged in Prize-giving

Prizes will be given at the end of every term. Prizes may be given to individual pupils or whole class groups. Prizes may include vouchers or trips away.

All staff should give praise where appropriate, including contacting home.

Promoting: Inspiration, Innovation, Excellence

Positive Behaviour for Learning - Acknowledging Achievement and Effort 2024-25

Point Value	Positive Achievements
1	Secret Student
1	Effective contribution to class discussion
1	Self or peer assessment
1	Working effectively with others
1	Being Creative
1	Demonstrating thinking or problem solving skills
2	Very good work in class/Good attitude & effort
2	Abiding by all the classroom rules
2	Evidence of Independent learning
2	Boys'/Girls' Gaelic Training
2	Girls' Camogie/Netball Practice
2	Juniper Book Award Reading
3	General Support to a member of staff
3	Assisting with Taster Days or Open Night
3	Making a good choice
3	Full marks in their weekly spelling test
3	Listening to others when they are talking
4	Achieving above Target
4	Wears uniform with pride
4	Bringing all equipment to school
4	Agriculture Club
4	Under 8/14/16/18 20 Gaelic Match
4	Learning with enthusiasm
4	Good progress between Assessments
4	Senior mentor
4	Representing the school at an event
4	Book Ambassador

Point Value	Positive Achievements
4	Volunteering for an activity
4	Soccer/Gaelic/Handball Match
4	Year 8/9/10/ Senior Netball/Basketball Match
4	Showing resilience in completing a task
4	Contributed positively to the learning environment
4	Showed inclusiveness to others in the class
4	Encouraging others in the class
4	Choir/Traditional Group
4	Improvement in school work
4	ICT Club/Participation in STEM Project
4	Member of the Eco Committee
4	Supporting someone in a challenging situation
4	Participating in Charitable Fundraising
4	Peer Support
4	Pope John Paul 11
4	Makes a positive impact to the spirit of the class
4	Student Council/Leadership Team
4	Reflecting the values and ethos of the College
4	Full monthly attendance
4	Participating in Assembly
4	An excellent homework task
4	Active book recommendation
4	Improvement in Attitude and Application
4	Supporting through Helping Hands
5	An improved and positive attitude for the week
5	Representing the student voice—Leadership Team
5	Pupil of the month
5	Positive Ambassador for the College
5	No Behaviour Points for the month

Promoting: Inspiration, Innovation, Excellence

Positive Behaviour for Learning - A Staged Referral Process 2024-25

Student Sanctions

COP

Level 1: Subject Teacher

Concern:

Unco-operative behaviour to staff and / or pupils, eg. not following instructions or classroom routines

NB: Detention (after school) issued by Head of Year when pupil has reached 15points. (Term 1 only) Failure to attend Detention incurs 5 points.

Action:

Non-verbal clues
Use positive correction/scripts
Use proximal praise
Quiet word – verbal reminder
Move seats
Set personal targets and acknowledge when these targets are met.
Move to 'Buddy'/HOD classroom
Speak to the child without an audience to establish what may be the barriers to learning in your subject.
Phone call home to discuss your concern
Record on Sims (BP) – with comment and action noted to correct behaviour

Stage 1

Level 2: Form Teacher – Issue White Individual Behaviour Plan (IBP)

Concern:

25 behaviour points
Unco-operative behaviour to staff and / or pupils
Poor effort in a range of lessons

Action:

At 20 points—Opportunity to improve behaviour –behaviour monitored by Form-Teacher

Ongoing conversations with Form-teacher re. accumulation of points during am reg/pm reg or when non-teaching.
Phone call home to discuss your concern if limited improvement
(Record on Initiatives details of these communications)

IBP (25 points) – 5 school days
Review progress made
Suggestion of short period of Detention (Break or Lunch) if targets are not met.

Verbal Warning (Post 16)

Stage 1

Level 3: Head of Year – issue Green Individual Behaviour Plan (IBP)

Concern:

30 behaviour points

Persistent uncooperative behaviour to staff and / or pupils
Failure to meet White report targets
Persistent poor behaviour in corridors/ school premises

35 Behaviour points
Green Individual Behaviour Plan (IBP) issued by HOY

Action:

At 30 points referral to HOY—Opportunity to improve behaviour–behaviour monitored
Ongoing conversations with HOY re. accumulation of points during am reg/pm reg or when non-teaching.
Phone call home to discuss your concerns if limited improvement
(Record on Initiatives details of these communications)

Additional 5 points (35)—IBP-5 school days
Formal letter to parent
Failure to reach the daily targets of the IBP will result in lunch-time detention or liaise with the HOKS for detention after school.

An additional 10 points (45)— Pupil /Parent meeting with HOY and Learning Support Coordinator
Strategies to improve behaviour
Place on the Code of practice
Where necessary, referral made to PSO

EMA withdrawal (Post 16)
Written Warning 1 (Post 16)

Stage 2

Level 4: Head of School – issue Amber Individual Behaviour Plan (IBP)

Concern:

50 behaviour points
Persistent unco-operative behaviour to staff and / or pupils / defiance
Failure to meet Green IBP targets or use strategies recommended by the Learning Support Coordinator.

60 behaviour points
Amber Individual Behaviour Plan (IBP) issued by HOKS

Action:

At 50 points referral to HOKS—Opportunity to improve behaviour–behaviour monitored and ongoing conversations re. accumulation of points during am reg or when non-teaching.

Risk Reducing Action Plan completed
Boxall assessment completed
Liaise with Learning Support Coordinator-Referral to BST/ other agency

Additional 10 points (60)-IBP -10 days- Set Targets
Formal letter to parent
Failure to reach the daily targets of the IBP will result in break, lunch or after-school detention.

An additional 10 points (70) - **Suspension**-'Disruptive behaviour in class—persistent incidents which occupy teacher time and/or distract other people.'

Written Warning 2 (Post 16)

Level 5: Vice-Principal – issue Red Individual Behaviour Plan (IBP)

Concern:

Failure to meet Amber IBP targets
Continuous persistence of uncooperative behaviour to staff and / or pupils
Repeated offences
Complete failure to respond to sanctions or support
Serious violent incidents
Serious breaches of discipline

100 Behaviour points
Red Individual Behaviour Plan (IBP) issued by VP

Action:

Personnel from BST to speak to pupil's classroom teachers re. RRAP's action plan and strategies

At 90 points referral to VP-Opportunity to improve behaviour –behaviour monitored and ongoing conversations re. accumulation of points during am reg and when non-teaching.

An additional 10 points—IBP-10 school days – Set targets Detention (Break, lunch or after school) if targets are not met.

Additional 10 points (110) – Pupil and parent meeting with VP and Learning Support Coordinator.
Strategies to improve behaviour

Risk Reducing Action Plan Updated
Where necessary, referral made to PSO or the Youth Service

Additional 10 points (120) **Suspension** 'Persistent infringements of school rules'

Plan a Multi-Agency Support Team Meeting (MAST) to discuss and decide the best provision for the pupil.

Level 6: Principal with Board of Governors

Concern:

Failure to meet Red IBP targets
Continuous persistence of uncooperative behaviour to staff and / or pupils / defiance
Repeated / cumulative incidents
Complete failure to respond to sanctions or support
Serious violent incidents
Serious breaches of discipline

Action:

At 130 points referral to Principal

Formal letter to parents re. concerns and consequences of additional behaviour points in terms of the BOG.

Review of External support
Risk Reducing Action Plan Updated

At 140 points, organise a Disciplinary meeting with the Board of Governors
Reduced Time-table

Fixed Term Exclusion (max 45 days in one school year)

For this system to succeed, consistency from all staff is essential

Supporting pupils manage their behaviour (Code of Practice)	For a child on the Code of Practice, other reasonable adjustments will be implemented to support pupil behaviour, to include Chill/Time-Out Cards, short walking breaks with the designated Class-room assistant, break to the sensory room etc. There will be liaison with the Learning Support Coordinator, before a child on Stage 3 of the Code of Practice is suspended.
MAST Meeting	A MAST (Multi-Agency Support Team) Meeting is when key staff in school and external agencies meet to consider a variety of strategies and supports to ensure a pupil/s can engage in learning. External agencies can include staff from the Behaviour Support Team, Education Psychology, Autism Support and Social Services.

Promoting: Inspiration, Innovation, Excellence

Positive Behaviour for Learning 2024-25

Point Value	Behaviour Incidents
1	Not punctual to class and no valid explanation
1	Name calling/teasing
1	Interrupting learning with continual talking in class/study
2	Inappropriate behaviour at recreational time
2	Being disrespectful towards a member of staff
2	Repeatedly refusing to follow teacher's instructions
2	Inappropriate behaviour on bus
2	Inappropriate language
2	Refusal to remove non-uniform item when requested
2	Inappropriate use of resources/equipment in a practical lesson
3	Scuffle with another pupil
3	Persistent challenging behaviour
3	Key Stage 4/5 Failure to meet deadlines
3	Key Stage 4/5 Failure to meet a second deadline
3	Truancy from class/study
3	Refusal to hand over energy drink in line with our health drive
3	Refusal to hand over mobile phone

Point Value	Behaviour Incidents
3	Misuse of technology in school **
3	Leaving the classroom without the permission of the teacher - Health & Safety concern
4	Theft or damage to a member of the school community's property
4	Misuse of mobile phones *** (See E Safety Policy)
4	Engaging in dangerous behaviour during a practical lesson
5	Refusal to attend detention
5	Making racist or homophobic comments***
5	Tampering with or vandalising School property
5	Truancy—Leaving the premises (Suspension)
5	Bad /abusive language directed to a staff member (Suspension)
5	Smoking/Using E Cig on school premises
5	Possession of or passing of alcohol or illegal drugs (Suspension)
5	Throwing fireworks, water balloons, use of catapults or other dangerous weapons (Suspension)
5	Possession of offensive weapons which could harm others (Suspension)

** May result in loss of IT privileges   ***May result in suspension

Promoting: Inspiration, Innovation, Excellence

Holy Trinity College Behaviour Expectations

Arrival and Dismissal Times

Be Respectful
- Represent the school with pride
- Arrive on time everyday
- Move to your form teacher's room when you hear the bell

Be a Learner
- Be in the correct uniform with a readiness to learn
- Be punctual
- Aim for 95+% Attendance to school
- Put mobile into zipped pocket
- Arrive equipped and organised for learning

Be Responsible
- Use the correct designated gate/gates
- Sign into the office if you are late
- Sign out in the company of a parent if leaving early

Be Safe
- Come directly to and from school
- Follow the guidance of staff at the gate/crossing the road
- Never throw items in a crowded area
- Remain in school all day

In the Classroom

- Adhere to the teacher's seating plan
- Be punctual
- Follow the teacher's or classroom assistant's instructions
- Listen attentively
- Use respectful language to staff and pupils
- Respect the ideas of others
- Let others learn at their own pace
- Raise your hand if you are unsure and require help
- Respect the decision of the teacher

- Come to class ready to learn
- Start your work promptly
- Participate positively in lessons
- Share responsibility for group tasks
- Know your personalised targets and strive to achieve them
- Complete tasks in the time frame
- Present classwork and homework neatly
- Celebrate your success

- Use electronic devices only when instructed
- Use all equipment with care and return it to where it belongs
- Place chairs on the desk at the end of day
- Use the recycling bins

- Enter and exit rooms in an orderly fashion
- Pay attention to safety rules and procedures particularly in specialist classrooms
- Follow the school's acceptable use policy
- Protect personal information (Passwords)

On the Corridor

- Respect each other's personal space
- Respect each other's right not to be photographed or videoed in school
- Allow a member of staff right away
- Address adults and peers appropriately
- Be tolerant and respectful of others

- Have toilet breaks at designated time (not on the way to class)

- Line up outside the room so that others can pass safely
- Maintain appropriate noise levels (indoor voices)

- Follow the one-way system
- Move safely between classes
- Sanitise your hands regularly

Break-time/Lunchtime

- Follow the instructions of the supervising duty teams
- Adhere to the times for your Year Group to come to the canteen
- Use the queuing system and wait your turn

- Remember others are still learning during your break/lunch-times. Be respectful of their learning
- Move swiftly to class when the bell tings to mark the end of break and lunch-time

- Leave your canteen space tidy with chair pushed in
- Return your plates to the hatch
- Put left-overs and litter in the bin
- Look after our equipment and facilities
- Contribute to a clean and tidy environment
- Report misuse and damage of school property
- Report unsafe behaviour or unsafe conditions including in the toilet facilities

- Stay within the designated areas
- Tell a member of staff if you have a problem with another pupil
- Smoking and using E Cigs is unsafe for you and for others in your company

In all areas of the school

Reflect the values and ethos of the College   Make a positive impact to the spirit of the College   Treat others with Respect

Support each other   Be proud of your progress   Keep your mobile phone in your inside pocket   Follow the current COVID guidelines

Positive Behaviour Management in the classroom:

'A climate which foster effective learning, both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships.' Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001)

The vast majority of pupils work hard and behave appropriately. In the minority of cases, where pupil work / behaviour /language falls below acceptable standards, consequences will follow in line with this policy.

In order to establish a positive school climate and a classroom atmosphere conducive to learning, teachers in Holy Trinity College employ a consistent, dignified approach to behaviour management, in which pupils are taught and encouraged to choose responsible behaviour, thereby raising their self-esteem and increasing their academic success. We provide positive reinforcement in a clear, concise, understandable manner for pupils.

In order to help pupils to choose responsible behaviour, each teacher devises and incorporates a set of classroom rules and positive recognition if pupils adhere to the rules.
If pupils are to succeed, they need to know what is expected of them, and that their good behaviour will be recognised and supported (see Positive Achievements).
They also need to   know the limits - what will occur if they choose not to comply with those expectations (see Behaviour Incidents)
A 'Points Rating' system was allocated to Achievements and Behaviours in June 2016 and revised June 2024

The Class Plan for Learning: A 5 Stage Process

Effective practice at the beginning of the year and each subsequent term should include devising a Class Plan with each of your classes. A Class Plan promotes effective behaviours and routines for learning. It is important to remember that it is the teacher who dictates the weather in our classrooms and the class plan must be introduced and led by he/she, carefully listening to the contributions of all in the classroom.
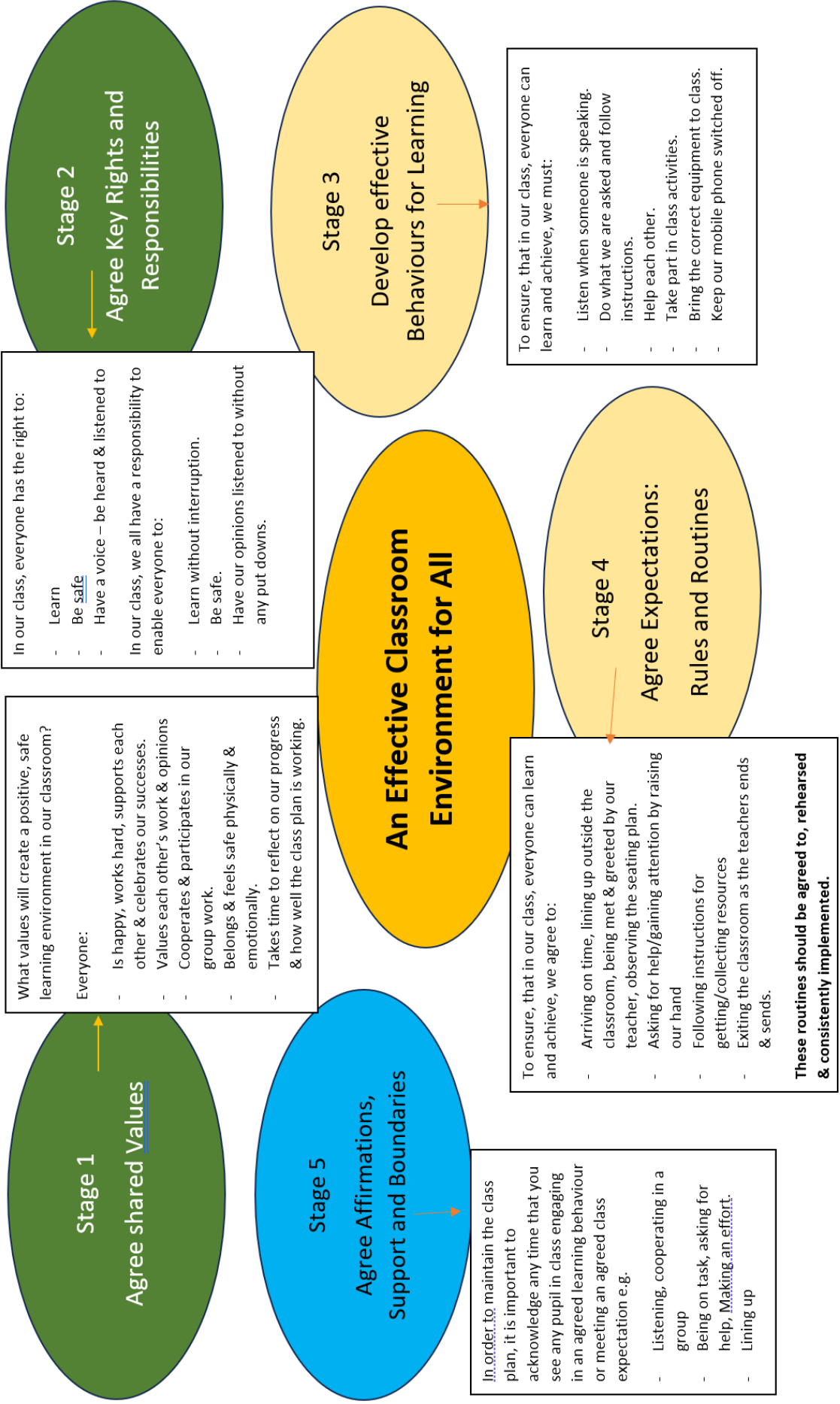
In the following diagram:
Green: Design ethos/Values/Rights and Responsibilities (1&2)
Peach: Build the Process (3&4)
Blue: Maintain the Process (5)

The following Class Plan is an example only, to be used as a guide. Class Plans that have been negotiated with the class will be of greater value because the pupils have had a say and contributed to its creation. Their voice has been heard. They will respect and own it more. In this way the pupils will learn, thrive, and engage in a caring, inclusive, collaborative and learning environment.

The Class Plan for Learning: A Five Stage Process to promote effective behaviours for learning in your classroom

An Effective Classroom Environment for All

Stage 1
Agree shared Values

What values will create a positive, safe learning environment in our classroom?

Everyone:

- Is happy, works hard, supports each other & celebrates our successes.
- Values each other's work & opinions
- Cooperates & participates in our group work.
- Belongs & feels safe physically & emotionally.
- Takes time to reflect on our progress & how well the class plan is working.

Stage 2
Agree Key Rights and Responsibilities

In our class, everyone has the right to:

- Learn
- Be safe
- Have a voice – be heard & listened to

In our class, we all have a responsibility to enable everyone to:

- Learn without interruption.
- Be safe.
- Have our opinions listened to without any put downs.

Stage 3
Develop effective Behaviours for Learning

To ensure, that in our class, everyone can learn and achieve, we must:

- Listen when someone is speaking.
- Do what we are asked and follow instructions.
- Help each other.
- Take part in class activities.
- Bring the correct equipment to class.
- Keep our mobile phone switched off.

Stage 4
Agree Expectations: Rules and Routines

To ensure, that in our class, everyone can learn and achieve, we agree to:

- Arriving on time, lining up outside the classroom, being met & greeted by our teacher, observing the seating plan.
- Asking for help/gaining attention by raising our hand
- Following instructions for getting/collecting resources
- Exiting the classroom as the teachers ends & sends.

These routines should be agreed to, rehearsed & consistently implemented.

Stage 5
Agree Affirmations, Support and Boundaries

In order to maintain the class plan, it is important to acknowledge any time that you see any pupil in class engaging in an agreed learning behaviour or meeting an agreed class expectation e.g.

- Listening, cooperating in a group
- Being on task, asking for help, Making an effort.
- Lining up

Class Teacher:

The aim of positive behaviour management is to promote and sustain good behaviour through a continual focus on the positive.
- Highlight what is going well in the classroom
- Give attention to pupils displaying 'on-task' behaviour as opposed to highlighting inappropriate behaviours.
- Try and manage inappropriate behaviours in a positive way.

Listed below are a range of strategies which are proven to have been effective in positive behaviour management.
- Positive Feedback – Acknowledge/Approve/Affirm. Acknowledge (notice and describe the behaviour) approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. *"Thank you for tidying up so quickly - now we can have a break -you are a great helper".* Use very, very frequently.
- Positive Correction - tell the pupils what you want them to do, i.e. not what you don't want them to do e.g. *"walk"* instead of *"stop running"*, *"hands up"* instead of *"stop shouting"*. Avoid saying *"don't"* or *"stop"*.
- Positive Repetition - when you give a direction ask someone who knows what to do to repeat it rather than focusing on the one who doesn't know.
- Non-verbal Cues - hands up, finger on lips, the "look".
- Casual questions – *"Got your pencil, John? Know what to do?"*
- Direction – tell them what to do, say *"Thank you"* in advance, walk off.
- Give take-up time – give a clear specific direction in a non-confrontational way and move away from the pupil with a clear expectation that a pupil will comply.
- Re-direction – repeat direction without being sidetracked. Use thanks and take-up time – give them time - don't stand over them in a confrontational way.
- Tactically ignore – ignore secondary behaviour if the pupil is compliant with the primary behaviour requested e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing or muttering.
- Physical Proximity – move closer to a disruptive pupil.
- Proximity Praise – praise to pupils complying may give a private message to those not complying. When a non-compliant pupil complies, notice and comment positively.
- Distraction / Diversion – give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Rule Reminder – refer to rule, use thank you and give take-up time.
- Where / What? – *"Where should you be?"* (in my seat) *"What should you be doing?"* (my work)
- Choices – *"Put your (e.g. magazine/comic) on my desk or in your bag. Which are you going to do?"* The last choice you give is more likely to be taken up therefore you need to think about the order in which you give them to

pupils (always give preferred outcome as the last choice). Give take up time. Remind of consequences if necessary.

- Broken Record – calmly repeat request or rule or consequence; avoid confrontation or being drawn into argument. Stay neutral.
- Partial Agreement – in response to excuses, say *"That may be so (he was talking to me) but I need you to get on with the work".*
- Private Reprimand – a quiet word rather than a public confrontation.
- Repair and Rebuild – as soon as possible after a reprimand, find an opportunity to say something positive about the pupil –*"Catch them being good".*
- Follow up - follow through - it is the certainty rather than the severity of consequences which is important.
- Positive news notes maintain positive relationships with parents/guardians
- Stickers / certificates.

Positive Behaviour on the Corridor

It is vital that every member of staff should contribute to maintaining high standards of behaviour at all times. Failure to do so inevitably leads to a rapid increase in rowdiness and reduced respect for authority which soon extends into the classroom.

While Senior Leaders have a responsibility to provide a lead in this respect, all staff can make an effective contribution by:

- Preventing rowdiness - standing out on corridors between classes and moving pupils on.
- Challenging inappropriate behaviour.
- Arriving to class on time.
- Arriving on time for duty and remaining until the end of the allocated time.
- Encouraging pupils to show respect for themselves and others by depositing litter in bins.
- When on bus duty, arriving punctually and assisting pupils leaving in an orderly manner.
- Staying vigilant at all times, for any signs of bullying.

Additional Strategies:

When a pupil fails to meet the minimum required standards of behaviour, Holy Trinity College is entitled to impose such sanctions as are outlined in this Policy. These may include Suspension and, if necessary, Expulsion. Holy Trinity College will follow *'The Scheme for the Suspension and Expulsion of Pupils in Catholic Maintained Schools' (CCMS)* with regard to the Suspension and Expulsion of pupils. Suspension and Expulsions are serious sanctions to invoke against any young person and guidelines must be followed.

Suspension: The Suspension of a pupil from Holy Trinity College can only be proposed where the pupil's behaviour is presenting serious difficulties to the College (see Staged Referral Process – Student Sanctions) and where Suspension is

considered to be in the best interests of the College / pupil.

- ✓ Suspension will be for a period of up to five days (a phased approach may be adopted depending on the frequency and severity of the offence)
- ✓ The Suspension may be extended to forty-five days in any one school year, if there is a need for more serious action and with the approval of the Board of Governors
- ✓ Parents will be notified on the day of the suspension, followed by a written letter to parents, Chairperson of the Board of Governors, CCMS and the EA – SELB.
- ✓ Teaching staff are required to provide work to be completed at home for a pupil who is suspended either on Google Classroom or in hard copy.
- ✓ Parents should make arrangements to collect work from the General Reception.
- ✓ At the end of the short fixed term Suspension Period (maximum 5 days), the pupil and his / her parent(s) are required to attend a 'Return to School' meeting with the Principal.
- ✓ The pupil will be placed on a Principal Report with agreed targets for a maximum of five school days to monitor their re-integration into class. A Risk Assessment will be drafted in agreement with the parent and pupil
- ✓ Depending on the nature of the offence, the pupil will be afforded a meeting with the Learning Support Coordinator/Pastoral Support Officer/Student Welfare Officer.

The Principal may suspend pupils who, in her opinion, are guilty of very serious / ongoing breaches of discipline, for example (the list below is not exhaustive):

1. Continuous persistence of uncooperative behaviour in class, to staff and / or pupils
2. Repeated / cumulative offences eg leaving school without permission, graffiti,
3. Serious violent incidents (fighting)
4. Serious incidents of poor behaviour
5. Serious actual physical or threatened violence against another pupil or a member of staff
6. Repeated bullying
7. Inappropriate behaviour with another pupil / sexual abuse or assault
8. Destruction / vandalism of school premises / property / teacher property
9. Any action which compromises Health and Safety eg tampering of security cameras, fire extinguishers etc, or any action which compromises the safety of pupils and staff
10. Unacceptable verbal abuse directed at a member of staff, or foul language used in response to something a member of staff has said or requested
11. Dangerous behaviour eg throwing a firework, use of catapults, water bottles or other dangerous weapons
12. Possession of offensive weapons which could harm others
13. Misuse of mobile phone / internet / cyber bullying (inappropriate use of electronic / IT devices – refer to e-safety policy)
14. Repeated or very serious theft; also outside of school whilst in uniform
15. Possession of or passing on alcohol/ illegal drugs
18. Taking/coming into school under the influence of, alcohol/illegal drugs
19. Holy Trinity College reserves the right to consider as a breach of discipline, any action or attempt, which adversely affects the reputation of the school, a pupil, a member of staff or school property, whether the action or attempt is on or off the school premises.

On receiving a maximum of 15 days of suspension in any one academic year, a pupil and his/her parents/guardians will be required to attend a meeting of the Board of Governors Disciplinary Sub-Committee.

Expulsion: The expulsion of a pupil from Holy Trinity College is the most serious disciplinary action that can be applied to a pupil.

A pupil shall not be expelled from Holy Trinity College other than by the Board of Governors, and only after serving a period of suspension.

If the ongoing behaviour of a pupil continues to cause serious concern then, a consultative meeting will be held to consider the future provision of suitable education for the pupil concerned together with the possibility of expulsion from Holy Trinity College.

Expulsions usually occur for one of two reasons:

1] "**Single major incident**" involving gross misconduct
   There may be circumstances where it is appropriate to expel a pupil for a 'first' or 'one off' offence. The following list is not exhaustive but might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Inappropriate use of an electronic device
- Any action, whether inside or outside school, which in the opinion of the Principal has brought the school into disrepute. This includes the publication or dissemination of defamatory, obscene or offensive material concerning the school or any member or members of staff or pupil or pupils by whatsoever means or methods to include writings, publications, broadcasts, use of computers/mobile devices or slanderous or malicious gossip.

OR

2] As a "**last resort**", that is:
- "where the school has taken all reasonable steps to avoid expelling a pupil"
     or
- "where allowing the pupil to remain in school would be seriously detrimental to the education and welfare of the pupil, or that of others in the school."
     (DFE Circular No 10/94)

Where an incident occurs which is clearly or may possibly be of a criminal nature, the police, parent/guardian together with Senior Management Officer CCMS, Designated Officer of the local EA - SELB and Social Services must be consulted by the Principal and a suspension invoked immediately, pending arrangements being made for the consideration of an expulsion.

Procedures in relation to Dress Code

The wearing of full School Uniform is compulsory for all pupils at all times during the school day, to and from school. We encourage our pupils to take a pride in their personal appearance and to be neat and tidy at all times. In addition to this, we must ensure the health and safety of pupils in a school environment. This especially applies to footwear and jewellery.

The effective implementation of this Dress Code relies on the co-operation of pupils, the integrity and support of parents and the consistent and fair application of the Code in school.

Additional clothing is accepted if it is part of the religious / cultural observance. When necessary, the uniform can be adapted to observe religious / cultural identity eg, pupils permitted to wear a Hijab. The Learning Support Coordinator will advise staff of any reasonable adjustment to the uniform based on medical and SEN needs. **See Uniform Policy**

Smoking and E-Cigarettes

Holy Trinity College reflects Department of Education guidance namely
- Encouraging a Smoke-Free Environment in Schools (2004)
- Smoke-free legislation (2007)
- Encouraging a Smoke-Free and E-Cigarette Free Environment in Schools and Youth Organisations (2014)

Schools plays a key role in seeking to ensure that young people are educated about and are aware of the harmful effects of tobacco. Within the curriculum there are opportunities to teach young people about the dangers of smoking and in taught pastoral care there is a focus on Personal Health and well-being which provides resources which address the issue of smoking.

From December 2017, reflecting the advice of the Chief Medical Officer for NI, Holy Trinity College is to take a lead role to ensure that young people within our care are educated and developed within a completely smoke-free and e- cigarette free environment. Therefore, all Nicotine Containing Products (of which e-cigarettes are the most common form), are not permitted in school, in line our rules on tobacco products. E-Cigarettes are currently unregulated and as such there are concerns about their safe use, particularly by children and young people.

These concerns are detailed in full in the Department of Education's Circular 'Encouraging a Smoke-Free and E-Cigarette Free Environment in Schools and Youth Organisations' (2014) pages 3 to 5.
https://www.education-ni.gov.uk/sites/default/files/publications/de/2014-25-encouraging-a-smoke- free-and- e-cigarette-free-environment-in-schools-and-youthorganisations.pdf

Sanctions with regard to Smoking:

Pupils who are caught smoking or using an E-Cig in school will have the item confiscated and will participate in a three week programme on three consecutive Mondays after school organised by SLT and the Youth Service. The restorative programme is designed to educate the pupil of the dangers of using cigarettes or E-Cigs.

Mobile Phones – See Mobile Phone Policy

Parent App

At Holy Trinity College, we strive to embrace new technologies while focusing on reducing our carbon footprint. Through ParentApp, parents will be instantly better informed of your child's progress in all areas of school life from your smartphone or computer. The App will provide details of the school diary, their child's timetable, school report and achievements and behavior points received by their child daily. This allows the parent/guardian to be informed of how well their child is doing in school and focus on and praise the positive comments as well as discuss any behaviour or homework comments to prevent further conduct issues that might affect learning and progress.

Punctuality – See Attendance Policy

Procedures in relation to Detention

Pupils may be placed on detention for inappropriate behaviour after action has been taken by the class teacher and the Form Teacher. A pupil will also be placed on After-school Detention when he / she has accumulated 15, 35 and 65 points within the Staged Referral process - student sanctions. This will occur every Thursday from 3.15pm – 4.00pm. Detention will be issued by the Head of Year. A record will be kept of the number of detentions incurred by each pupil.

If a pupil is present at school and fails to do After-school detention, they may incur an additional 5 points and may proceed to receiving an Individual Behaviour Plan.

Time Out Cards

Time Out Cards (TOC) are used as part of the Positive behaviour procedures in Holy Trinity College.

Time Out Cards are used as a self-management tool for young people. An agreement is made between the teacher requesting the TOC and the pupil, that the card is used for positive time out. There is agreement that its use is time-bound (no more than 15 minutes) and that reporting procedures to the agreed personnel are adhered to.

The effectiveness of the Time Out Cards

The TOC teaches the student important skills such as:

- The importance of taking time to calm down until he/she can think and act more thoughtfully
- Self-regulation
- Self-reflection and knowledge of self to understand triggers to manage oneself
- Empowerment to stay in control
- Problem-solving, self-control and self-discipline

Positive time out teaches the valuable life-skill of learning to take time to feel what you feel and to calm down until you can behave in a more constructive way.

Roles and Responsibilities

Role of Staff Issuing Time Out Card

When issuing a TOC, explicitly teach the pupils the purpose and the procedures attached to the card. It is important that parents/guardians are informed and given as explanation as to why their child has received the TOC. Explain to the pupil that they should not precede use of the TOC with a request to use the toilet.

Role of Staff to whom the pupil reports

It is important that you monitor the usage of the card. While the TOC has many benefits, pupils are in school to learn and it is important that they are not missing long periods of their education. When the pupil has had the time out, and you have assisted with the self-reflection and self-regulation, it is important that you escort them back to their classroom.

Role of the Classroom Teacher

It is important that you accept the Time Out card and email the teacher to whom the pupil is reporting – this will be indicated on the TOC. If there is another adult in the room, ask that he/she escorts the pupil to the key adult.

Role of the Pupil

When you use your TOC, you should go immediately to the teacher you have agreed to report to. If the teacher is not there, go to the office. Staff there will locate your Key Adult or the adult who issued you the card. Once regulated, calm and more focussed for learning, return with your Key Adult to the classroom. TOCs should be used for up to 15 minutes. The TOC card is for your purpose only to be used to help you to dispel worrying thoughts, problem solve any immediate difficulties, get reassurance and then return to class to learn. It is important that you regulate how much you use the Time Out Card. This is an important aspect of self-management.

<u>Positive Behaviour when using the Zoom Classroom</u>

In the event that your teacher uses Zoom as a tool for Distance Learning, it is essential that you follow the guidelines in this virtual classroom in the same way as you maintain standards of behaviour in the physical classroom.

➢ Log into your meeting from a distraction free, quiet environment after informing your parent/guardian of your attendance in the Zoom classroom. Wear suitable clothing in the virtual classroom.
➢ Keep your audio on mute until you want to speak. This will help limit background noise.
➢ Follow your teacher's instructions regarding switching on or off your video feed
➢ If you want to speak or answer a question, use the 'Raise hand' feature. Then unmute yourself after you are called on.
➢ If you would like to use the chat box, remember that it is public and a record of the chat is kept and archived. (Teachers may switch chat off)
➢ Have paper and a pen/pencil to take notes
➢ Do not share the meeting ID or password with others. Your teacher will share these details with the pupils invited to participate in the virtual lesson through
➢ their c2k email.

Student Tips for Participating in Online Learning

Helpful tips for students success online
- Make sure you're muted when not talking
- Be yourself and respect others
- Ask questions using chat
- Use reactions to engage with your class
- Think before you write
- Utilize the raise your hand feature if wanting to ask a question live
- Set up an intentional space where the class is going to happen

zoom

Student Tips for Participating in Online Learning | March 2020

In the event of inappropriate behaviour during a Zoom or any virtual classroom, your teacher will remove you as a participant in the virtual classroom and refer the behaviour to the Head of Year. Any manipulation and circulation of a teacher's or another pupil's image collected from a virtual meeting organised by the staff to facilitate learning will result in referral to the Principal. The Principal and The Board of Governors reserve the right to insist that any footage known to have been recorded on school premises or during a virtual lesson will be deleted before the confiscated device

is returned. This point is linked to the school's Child Protection/Acceptable Use Policy. Depending on the seriousness of the incident, procedures in line with the E-Safety Policy may also follow, resulting in further sanctions being applied.

It should be noted that it is a criminal offence to use a mobile phone to menace, bully or offend another person. Almost all calls, text messages and emails can be traced by the PSNI.

Training on Positive Behaviour for Learning and Reducing Barriers to Learning

Staff are well informed and supported to implement 'up-to-date' initiatives e.g. nurture, trauma informed practice, emotional health and well-being approaches. Our most recent staff training up to and including August 2024 includes:

- Annual SEN Training
- Annual Safeguarding Training
- Training in August 21 from Martina Coogan – Supporting SEBW pupils in the classroom.
- Training in August 22 from Sheila Lavery – Putting Care into Education.
- Training in August 22 'When Adults change, everything changes by Paul Dix. Virtual Training.
- Training in August 22 from Tom Bennett. 'Running the Room – Better Behaviour for School teachers. Virtual Training.
- Training on the Boxall Assessment in February 23 – Senior Pastoral Team and volunteers from Heads of Year.
- ALC Anti-Bullying – legislation and capacity building – Martina Coogan and Julieann Hawthorne Mrs Gilvary, and volunteers from Heads of Year.
- Training Restorative Practices NI Forum in November 22 Mrs Russell and Gilvary
- Training Restorative Practices April 23 – SLT
- 29th August 23 : Restorative Practices in school: Restorative Practices in school to improve behaviour, foster a more caring culture and forge relationships that work. Facilitated by the EA Restorative Practice Team
- 30th August 23: Whole School Positive Behaviour Strategies
  De-escalation and diffusion strategies
  Creating safe and supportive learning environments.
  Facilitated by the Behaviour Support Team
  - Ongoing with new members of staff and others sharing good practice: BST Follow-Up
  - 27th August, 24: Staff Well-being - EWTS, Lindsey Shaw
  - 28th August 24: EA Restorative Practices in School Part 2
  - 30th August 24: 'Still I rise - Diversity Staff Training' Orla McKeating

'All pupils need to have the opportunity to be involved to know they are listened to and that their views are valued.' (Circular 2014/14 Pupil Participation)

<u>**Useful Resources/Templates**</u>

Supported Calm Plan

Name:

Date:

1 Looks like...

Feels like inside...

I can try...

Adults can help...

2 Looks like...

Feels like inside...

I can try...

Adults can help...

3 Looks like...

Feels like inside...

I can try...

Adults can help...

4 Looks like...

Feels like inside...

I can try...

Adults can help...

5 Looks like...

Feels like inside...

I can try...

Adults can help...

Template of SBEW Plan with Guidance from SBEW in SEN Resource File

Social Behaviour & Emotional Wellbeing Plan	Pupil:	Devised by:
	D.O.B:	Date:

What's going well? [Complete this baseline section as you connect and take notice with the pupil. This section should be a picture of what it is like to be this pupil]	What's helping?	[What is the child communicating verbally and non verbally– what are the needs underlying the visible behaviours]
What's not going well?	What would help?	

Support (page numbers refer to SBEW chapter in SEN resource file)

Connect (pg 11 & 23) [How can we help this pupil to feel safe in our school? How will we let this pupil know that the adults and their peers in school like them? What opportunities are we giving this pupil to connect with their peers?]	Take Notice (pg 14 & 34) [How will we help this pupil join the dots and make sense of life? How will we help this pupil notice what's working for them right now? How will we ensure this pupil has low demand time set aside for peace and calm? Are we giving the pupil permission to take notice?]	Keep Learning (pg 16 & 37) [What new skills will address the underlying unmet needs? How are we showing this pupil that we are on this journey with them? How will we reflect together upon moments of disconnect?]
Give (pg 17 & 40) [How will we show this pupil care? What simple changes will reduce tension and make life a little easier for this pupil? How will we make sure this pupil has opportunities to participate in school life?]	Be Active (pg 18 & 41) [What opportunities are there for shared joy in this pupil's class? What movement time do we need to protect for this pupil? How can we use movement as a calmer for this pupil?]	Supporting Adults Will Need (pg44) [How will we demonstrate collective care? How will we support the key adults around this pupil?]

Reviewed by: Date:

What's going well? [Complete this review section showing a picture of what it is like to be this pupil now. Is anyone better off as a result of the support?]	What's helping?	[What supports does this pupil need to remain in place? Are there ongoing needs to meet?]
What's not going well?	What would help?	

Blank Template of SBEW Plan

Social Behaviour & Emotional Wellbeing Plan	Pupil:	Devised by:
	D.O.B:	Date:

What's going well?	What's helping?	[What is the child communicating verbally and non-verbally – what are the needs underlying the visible behaviour]
What's not going well?	What would help?	

Support (page numbers refer to SBEW chapter in SEN resource file)

Connect (pg 11 & 23)	Take Notice (pg 14 & 34)	Keep Learning (pg 16 & 37)
Give (pg 17 & 40)	Be Active (pg 18 & 41)	Supporting Adults Will Need (pg44)

Reviewed by: Date:

What's going well?	What's helping?	[What supports does this pupil need to remain in place? Are there ongoing needs to meet?]
What's not going well?	What would help?	

Name:

**Curriculum Support
Pupil Passport**

Holy Trinity College

Form Class: _____

Liaison or Key Adult: _____

Date of Update:

COP status: _____

D.O.B: _____

Exam Access Arrangements

I would like you to know that:

I find it difficult

This means that:

It would help me if you could:

I will help myself by:

My strengths and hobbies are:

Additional support:

Targets:

1.

2.

3.

The CA assigned to me:

My signature: _____   Staff Member: _____

Useful Links

DENI

- The Children's Services Co-operation Act (NI) 2015
  www.education-ni.gov.uk/sites/default/files/publications/education/CSCA%20-%20Guidance%20-%20Revised%20March%202022.pdf.

- SEND Act (NI) 2016
  www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion#toc-0

- Addressing Bullying in Schools Act (NI) 2016
  www.eani.org.uk/school-management/policies-and-guidance/addressing-bullying-in-schools-act-2016/information-for

- Pupil Participation DE Circular 2014
  www.education-ni.gov.uk/sites/default/files/publications/de/2014-14-pupil-participation.pdf

- Suspensions & Expulsions DE Circular 2021/04:
  www.education-ni.gov.uk/sites/default/files/publications/education/Circular%202021-04%20Suspensions%20and%20Expulsions%20Arrangements%20for%20pupils%20in%20grant-aided%20schools%20in%20Northern%20Ireland_0.pdf

  Updated notification DE Circular 2015/19 updated 2023
  www.education-ni.gov.uk/sites/default/files/publications/de/Notification%20of%20Pupil%20Suspension%20to%20the%20EA%20-%20circular%20and%20form.pdf

- Interim Guidance on the Use of Restraint & Seclusion in Educational settings DE Circular 2021/13*
  www.education-ni.gov.uk/sites/default/files/publications/education/DE%20Circular%2013%20of%202021%20-%20Restraint%20and%20Seclusion.pdf

- Promoting Positive Behaviour, DE 2001
  www.education-ni.gov.uk/sites/default/files/publications/de/pastoral%20care%20in%20schools.pdf

- Every Schools a Good School DE 2009
  www.education-ni.gov.uk/sites/default/files/publications/de/ESAGS%20Policy%20for%20School%20Improvement%20-%20Final%20Version%2005-05-2009.pdf

- Safeguarding and Child Protection: A Guide for Schools, DE, updated 2023
  www.education-ni.gov.uk/sites/default/files/publications/education/Safeguarding%20%26%20Child%20Protection%20in%20Schools%20%28September%202023%29.PDF

- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools & Boards of Governors DE 2021
  www.education ni.gov.uk/publications/addressing-bullying-schools-act-northern-ireland-2016.

- Children & Young People's EMOTIONAL HEALTH AND WELLBEING in Education Framework DE/DOH Feb. 2021
  www.education-ni.gov.uk/sites/default/files/publications/education/Children%20%26%20Young%20People%20s%20Emotional%20Health%20and%20Wellbeing%20in%20Education%20Framework%20%28final%20version%29.PDF

- Working with the Whole-School Community to Understand, Nurture & Support SBEW SEN Resource File DE updated 2020

  www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20RESOURCE%20FILE-SBEW_0.pdf

- Guidance for Schools on Pupils' Personal Use of Mobile Phones and other Similar Devices During the School Day

  https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%202024-14%20-%20Use%20of%20Personal%20Mobile%20Phones.pdf

ETI

- An evaluation of the effectiveness of Emotional Health and Wellbeing support for pupils in schools and EOTAS centres 2018

  www.etini.gov.uk/publications/evaluation-effectiveness-emotional-health-and-well-being-support-pupils-schools-and

- Report of a survey of Special educational Needs in Mainstream Schools 2019

  www.etini.gov.uk/sites/etini.gov.uk/files/publications/survey-special-educational-needs-in-mainstream-schools.pdf

- The Preventative Curriculum in Schools and Education Other Than at School (EOTAS) Centres

  www.etini.gov.uk/sites/etini.gov.uk/files/publications/the-preventative-curriculum-in-schools-and-education-other-than-at-school-eotas-centres_0.pdf

- Safeguarding Proforma – Nursery, Primary, Post-primary & Special schools and EOTAS centres 2023-2024

  www.etini.gov.uk/publications/safeguarding-proforma-nursery-primary-post-primary-special-schools-and-eotas-centres

- The Preventative Curriculum in Schools and Education Other Than at School (EOTAS) Centres

  www.etini.gov.uk/sites/etini.gov.uk/files/publications/the-preventative-curriculum-in-schools-and-education-other-than-at-school-eotas-centres_0.pdf

PASTORAL AND POSITIVE BEHAVIOUR FOR LEARNING POLICY

Signed …………………………………………(Chairman of Board of Governors)

Signed ………………………………………….(Principal)

Date ……………………………………..

Next Review Date: September 2025