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# POLICY
# ON
# Pastoral Care and Positive Behaviour Management

## CONSULTATION

The College has consulted with:
- Staff
- parents/guardians
- pupils
- partner schools, businesses, organisations and suppliers

In the formulation of this plan.

## ADOPTION

- The Leadership Team reviewed the policy in June 2011.
- The Board of Governors formally adopted the policy in Oct 2011.

## DISSEMINATION

**The following channels are used to ensure that this policy is known by the college community:**
- Prospectus
- Homework Diary
- Website
- College Notice Boards
- AGM / Parents' Evenings/Leaflets
- Assemblies

# CONTENTS

## SECTION 1: INTRODUCTION
Rationale
Aims


## SECTION 2: GUIDELINES FOR GOOD PRACTICE
Ethos
Curriculum
Parental Involvement
Supportive college structures
Liaison with external agencies

## SECTION 3: ROLES AND RESPONSIBILITIES
Form Teacher
Head of Year
Key Stage Co-ordinator

## SECTION 4: PASTORAL PROGRAMMES
Programmes
Managing the programme
Programme Aims
Programme Objectives
Learning Intentions
Core content
Key Themes
Strategies
Staff development
Assessment
Monitoring and Evaluation

## SECTION 5: POSITIVE BEHAVIOUR MANAGEMENT
Promoting and sustaining good behaviour
Discipline
Teachers' responsibilities
Encouraging good behaviour
Praise
Achievements
Rewards
Unacceptable behaviour
Procedures for handling misbehaviour
Code of Practice

## SECTION 6: RESPONSIBILITIES
Pupils
Teaching Staff
SMT
Parents
Board of Governors

# APPENDICES

**COLLEGE MISSION STATEMENT**

*To promote partnership, develop talents and encourage participation.*

**COLLEGE AIMS**

**1      To enable all pupils to discover and develop their talents in relation to knowledge, understanding, skills and attitudes in an environment where learning is an enjoyable experience by:**

   (i)      providing all pupils with access to a broad and balanced curriculum;
   (ii)     employing a range of teaching methods and learning experiences both inside and outside the classroom;
   (iii)    striving to ensure that the most appropriate facilities/resources/ equipment/materials are available.
   (iv)     using appropriate assessment procedures to motivate pupils and encourage success;
   (v)      keeping pupils and parents informed of progress and achievement;
   (vi)     making provision for pupils with special needs;
   (vii)    encouraging good relationships within the classroom and College in general.

**2      To give all pupils the experience of a Catholic education by:**

   (i)      fostering their growth in and understanding of the Faith
   (ii)     promoting an appreciation of fairness, tolerance and forgiveness by word and example;
   (iii)    helping to achieve high standards of respect, self-discipline, commitment and generosity.

**3      To further the working partnership between the college and the community by:**

   (i)      involving parents in all aspects of their children's education;
   (ii)     developing closer links with *'feeder'* primary schools;
   (iii)    fostering co-operation and communication with other colleges/schools;
   (iv)     providing opportunities for pupils to be involved in various forms of community service;
   (v)      involving community groups and representatives in the life of the college;
   (vi)     expanding the network of college/industry links.

**4      To enable pupils to realise the importance of active participation in all relevant aspects of life and to encourage them to become responsible adults by:**

   (i)      encouraging pupils to act as responsible members of their families and communities;
   (ii)     preparing pupils for their future roles;
   (iii)    promoting a responsible lifestyle in relation to health, fitness and leisure;
   (iv)     raising awareness of environmental issues and individual/community responsibilities;
   (v)      promoting understanding of and respect for the culture, faith and tradition of others.

# SECTION 1:  INTRODUCTION – Pastoral Care

<div align="center">**Rationale**</div>

**Pastoral Care** is a process involving the creation of a supportive environment in which the focus is the *'whole'* child ie: spiritual, intellectual, social and personal development. It is a key determinant of successful teaching and learning. St Pius X College recognises that the ethos of a Catholic school is clearly seen in its pastoral care.

<div align="center">**Aims**</div>

In St Pius X College strong pastoral care is exemplified by:
- quality teaching and learning
- positive discipline
- high expectation of pupil performance
- caring relationships at all levels

The College aims to:
- promote a high standard of mutual care, respect and a happy atmosphere through good example of staff working together for our pupils benefit.
- promote self respect and respect for others
- create an appropriate environment wherein effective teaching and learning can occur
- develop the growth of self-discipline through a sympathetic but firm approach

# SECTION 2: GUIDELINES FOR GOOD PRACTICE

<div align="center">**Ethos**</div>

College life should provide a secure, caring and tolerant environment for all pupils. In order to achieve this, teachers should work individually and collectively to create conditions which promote courtesy and consideration for others as well as respect for one's own and others' property. They should seek to instil an attitude of self-discipline and a proper regard for authority based on mutual respect and sound working relationships. Pupils should be encouraged to have a sense of pride in their college which extends beyond the college boundary and promotes its image in the wider community. This includes the journey to and from college, educational visits and all occasions whilst wearing college uniform.

<div align="center">**Curriculum**</div>

The basis of a positive approach to Pastoral Care and Discipline lies in the provision of a curriculum which is perceived to be relevant and interesting to the pupils. To this end all teachers should endeavour to ensure that their lessons are well-prepared and designed in so far as possible to motivate pupils and engage them actively in the learning process. At times this should include opportunities for pupils to take some responsibility for their own learning. Pupils should be clear as to what is expected from them and be given regular feedback on progress. Teachers should be open to pupils' many and varied needs and provide opportunities for all to achieve some measure of success and appropriate reward.

<div align="center">**Parental Involvement**</div>

The college places a strong emphasis on partnership with parents/guardians to ensure the best possible progress of each student. Education is viewed as a joint effort between student, parents and the college. As a consequence, great emphasis is placed on mutual co-operation. Parents should be made aware of the programmes and structures devised within the college for the care and development of their children.

It is important that parents are aware of the standards of pupil behaviour required and that the college communicates regularly with them about both the positive and negative aspects of their child's/children's behaviour.

## Supportive college structures

It is vital that staff should be committed to providing an organised, caring and safe environment which will provide effective support for the learning and good behaviour. Sound personal relationships are the foundation for a caring environment and good discipline.

Teachers should attempt to deal with situations utilising a range of strategies applied fairly and consistently in accordance with agreed procedures and appropriate to the situation. Where it is felt necessary to refer issues this should be carried out in accordance with agreed referral procedures which are designed to provide support, encouragement and help to enable teachers to carry out their duties effectively. Within the college effective early interventions are employed to enhance personal development and responsible self-discipline and include Primary Movement, workshops, speakers, programmes to promote personal development and the Code of Practice.

## Liaison with external support agencies

It is recognised that some of the more difficult aspects of pupil development may require the involvement of external support agencies. Where this is recognised as being necessary, every effort should be made to ensure that the nature of the support required is appropriate to individual pupil needs, that such support is in accordance with agreed procedures and that parents are involved and informed at all stages. The college seeks guidance and support from EWO, NEI counselling placement, NEELB counselling service, NEELB Behaviour Support Unit, Youth Service, Mid-Ulster partnership, PSNI, Guidance Centres, Educational Psychology service and College Chaplain.

## SECTION 3: ROLES AND RESPONSIBILITIES

**The Form Teacher:**

- is responsible to Head of Year.
- is a 'key teacher' for the pupils in his/her Form class in terms of their academic, personal, social and behavioural development and must use every opportunity, formal and informal, to motivate and influence the pupils so that they will achieve the best they can in all aspects of their development for which the college has particular responsibility.
- should strive to know and support each pupil, to encourage a community spirit within the form class and across the year group.
- is responsible for monitoring attendance, punctuality, general behaviour, and standards of work and achievement of all pupils in the class and recommending pupils for praise or reward when appropriate.
- will write reports on pupils which should record their achievements in academic, personal, social, cultural and sporting areas.
- will collaborate with colleagues to create a rational, just and firm sense of order within the college.
- will meet with the form class each morning before the beginning of formal lessons when in addition to prayer and registration there will be an opportunity to monitor and advise pupils as necessary. Issues will arise from the daily comment book, discipline/conduct cards and pupil records.
- will contribute in a structured way to the development of pupils in his/her form/class through the PSHE Programme to which one period per week has been allocated.
- will contribute to the evaluation, review and development of the PSHE Programme.

**The Head of Year:**

- is responsible to the Key Stage Co-ordinator and ultimately to the Pastoral Vice-Principal.
- is a key member of the group responsible for the development of pupil guidance and welfare within the college.
- will be responsible for the oversight of the college experiences and for the guidance and development of a particular year group of pupils in respect of moral, religious, personal, social, curricular, pastoral and academic aspects.
- will contribute to the promotion of an environment in which standards of excellence are expected, pursued and recognised, and in which healthy personal, social and emotional development is encouraged.
- will be responsible, in collaboration with other teachers involved in Pastoral Care, for creating a rational, just and firm sense of order within the college.
- will be responsible for leading and managing a team of Form Teachers.
- will be responsible for maximising the potential of the Form Teachers by giving them guidance and support and ensuring that they have opportunity for professional and personal development.
- will allocate duties and responsibilities necessary to ensure the smooth and efficient functioning and development of the year group.
- will, together with his/her team, he/she will develop, evaluate and review as necessary the PSHE Programme.
- will liaise and communicate with teaching colleagues, Key Stage Co-ordinator, SENCO, Leadership Group, Principal, Parents and External Agencies as necessary.

**The Key Stage co-ordinator is**

- to be responsible, in collaboration with colleagues, for establishing a rational, just and firm sense of order within the college.
- to continually monitor and evaluate current policy and practice for Discipline and PSHE and to advise the Principal and Leadership Groups , as necessary.
- to lead the development of the PSHE Programme within the college.
- to oversee and support the work of Heads of Year and Pastoral Teams.
- to act as a key person  -  providing support, guidance, information and resources.
- to raise awareness among all staff of the need for PSHE within the college.
- to evaluate the current PSHE provision within the college and to support teams in the evaluation of their PSHE contribution/teaching.
- in collaboration with Heads of Year to formulate the PSHE Programme for the college which will ensure continuity and progression throughout the Key Stages.
- to oversee the implementation of the agreed programme.
- to encourage self development and role development of Heads of Year and Form Teachers.
- to identify training needs of Heads of Year and Form Teachers and to communicate these needs to the Co-ordinator for INSET/Staff Development and encourage attendance at any training provided.
- to liaise with Heads of Year, Leadership Groups, Principal, Board of Governors, External Agencies, Parents and Community where appropriate.

# SECTION 4: PASTORAL PROGRAMMES

Pastoral Care is at its most effective when it is all pervasive and fully integrated into the college's daily routines, its curriculum and its extra curricular activities.

## Programmes

The college programmes aim to help our pupils form a morally and ethically sound value system based on self and mutual respect and are designed to develop the strategies to allow them to cope with the stresses and strains of life as a teenager and in the future. The content is based on the statutory requirements as outlined in the Learning for Life and Work - Personal Development strand (PSHE) and includes additional activities to support the whole development of the child. The aims and objectives of our PSHE programme are grounded in our Pastoral Care Policy and reflect the Mission Statement and explicit aims of our college. Pupils are given the opportunity to influence the programme through the selection, monitoring and evaluation of chosen activities.

## Managing the Programme

The development of the PSHE programmes has been facilitated by the provision of resources and training. PSHE programmes are developmental, embracing all pupils within the five/seven years of college.
All form classes have a Form teacher, appointed in Year 8, who meets with the class for 15 minutes each morning for registration.  Classes are of mixed gender and class sizes vary according to pupils needs and abilities.  Each class has one period of PSHE per week with the Form Teacher and each year group follows a PSHE programme relevant to the pupil's stage of development.  Each year group has weekly assembly, which allows opportunities to focus on the matters appertaining to the group.

## Programme  Aims

PSHE is consistent with the central aims of education; the development of the whole person.  This entails the acquisition of key concepts and skills and the promotion of values and attitudes, which will:
- promote all round pupil development
- facilitate discussion and understanding of personal and health related issues relevant to young people
- empower pupils to become effective learners
- help them to become responsible citizens
- help them to meet with confidence the demands and challenges of adult working life.

## Programme Objectives

The above aims may be translated into the following set of objectives, which are a central focus for Personal and Social development:
- the promotion of critical reflection on key concepts  -  identity and self-awareness, self esteem, friendship, relationships, feelings and emotions, parenthood, community, citizenship
- the acquisition of skills  -  thinking skills, decision making/problem solving skills, interpersonal skills, conflict management skills, study skills, behavioural skills and the key skills of communication, ICT, and the application of number
- the promotion of core values  -  commitment to act responsibly with regard to relationships, society and the environment.

## Learning Intentions

Central to the development of our PSHE programme is the identification of the learning intentions promoted by the programme.  They encompass the desired knowledge and understanding, values, attitudes and skills that inform the content of the programme.

(i) **Knowledge, understanding, values and attitudes**
The pupil:
- has knowledge and understanding of own and others' belief and values
- has knowledge and understanding of relevant health related issues
- can make decisions and judgements and distinguishes between right and wrong
- takes responsibility for own actions and the effect of them on others
- co-operates with others and can work both collaboratively and autonomously
- forms and sustains effective personal relationships
- shows respect for the belief, values and cultures of others
- reflects on and questions the viewpoints of others
- has high self esteem and confidence
- has a commitment to treating others with fairness, justice and equality
- desires to contribute to the well being of others
- evaluates own learning and is eager to explore new learning.

(ii) **Skills**
These outcomes encompass a range of skills which are developed through the programme.
The PSHE programme is skills based which allows pupils opportunities to exercise critical judgement and evaluate and use information for the purpose of effective problem solving.
Like other subjects in the curriculum, the PSHE programme will provide opportunities to develop thinking skills.  The skills may be summarised into five main areas:
Personal;  Communication;  Interpersonal;  Behavioural;  Decision Making/Problem Solving.

(iii) **Values and Attitudes**
The values and attitudes promoted through the PSHE programme are summarised into three areas.  These relate to: self; others and the environment.

## The Core Content of the PSHE Programme

We recognise that whole college involvement in drawing up the programme and full staff commitment to delivering it, is vital to its success.
The PSHE programme encompasses two aspects of learning:
(i) The **content** focusing on knowledge and information related to issues
(ii) The **process** focusing on pupils' personal, interpersonal and emotional development and the development of skills through experiential learning.

## Key Themes in PSHE

In order to nurture self-esteem and the positive attitudes and values, which enable pupils to develop optimum personal qualities, the PSHE programme addresses the following six Key Themes: respect and caring for self; relationships; understanding feelings and emotions; a sense of belonging, security and identity; a sense of social responsibility and environmental responsibility; a commitment to learning; which are central to the programme.  It is recognised that many of the themes are reflected in the curriculum.

## Effective Teaching and Learning Strategies

An agreed and consistent methodology is employed by all staff which includes effective teaching strategies. The main focus is on experiential learning using group and collaborative approaches maximising opportunities for pupil input, decision making and problem solving. Differentiation by task and outcome allows for all pupils to achieve. Pupils are actively involved in setting achievable short and long term learning targets which helps convey the message that they are responsible for their own learning.

## Staff Development and training

Staff are consulted and training needs are addressed through:
- monitoring and reviewing the College Development Plan
- meeting statutory requirements
- the ongoing PRSD process
- raising issues at meetings/INSET days
- conducting college audits
- NEELB support

## Assessment

PSHE is not formally assessed but facilitates the completion of each pupil's Progress File. Many opportunities are given to evaluate the work done and materials used, and to contribute ideas for further developments. Self assessment is encouraged in all lessons to promote thinking skills in our pupils.

## Monitoring and Evaluation

The pastoral teams and the Leadership group monitor, evaluate and develop all aspects of pastoral care including the programme. We seek and value our pupils' opinions as part of the ongoing evaluation process. Regular, structured team meetings are facilitated to ensure effective teaching and learning and as a means of auditing needs and provision. We ensure appropriate provision is provided and take account of changing needs, statutory requirements and relative initiatives.

# SECTION 5: POSITIVE BEHAVIOUR MANAGEMENT

## Promoting and sustaining good behaviour

Our college is known for the caring approach adopted in our staff dealings with both pupils and parents. To ensure that this approach is retained we must consistently apply the agreed procedures and practices. Pupils are encouraged to make a positive impact on the college community through positive behaviour. A lack of consistency will cause difficulty for individual colleagues and ultimately all staff.

## Discipline

Discipline, is about the setting of defined boundaries of behaviour considered acceptable for a well-ordered community in which effective teaching and learning can take place and each child is provided with the opportunity to realise his/her full potential. Therefore, the college recognises the need for the creation and maintenance of an orderly working environment to enhance effective teaching and learning.

While Discipline will form part of a Pastoral Care context, in a real sense Pastoral Care must remain the *'soul'* behind college rules and regulations. (See Homework diary for college rules and regulations)

We view discipline within the framework of our Pastoral Care System in which:
- staff are encouraged to deal with pupil misbehaviour on an individual basis so as to encourage them to accept responsibility for their own actions
- a series of rewards, reinforcements and sanctions will be applied within the framework of our clearly defined Code of Conduct
- our desired outcome is that pupils realise that it is their misbehaviour which is unacceptable not they as individuals.

### Teachers' responsibilities include:

- making the rights, rules and responsibilities clear to pupils through discussion process
- preparing lessons that are relevant, clear, differentiated to meet individual needs
- arriving to class on time with materials and resources
- maximising the use of seating and furniture
- understanding and being ready to support the behaviour management process at classroom and whole college level.

### Encouraging good behaviour

The emphasis should always be on the positive side of discipline, on encouragement, praise rather than on criticism and punishment.

**Positive behaviour management aims to:**

- help create a climate which motivates pupils to enhance teaching and learning
- help build pupil self esteem
- recognise and reward behaviour which we wish to promote
- help create a culture of achievement
- help achieve a culture of co-operation
- allow pupils to gain recognition for their efforts on a regular basis
- raise awareness among staff of the successes, efforts and achievements of pupils
- help pupils overcome negative peer pressure

Positive behaviour management is promoted through the use of praise, achievements and rewards. In our college pupils who consistently display positive behaviour are acknowledged in a number of ways:

### Praise
- a quiet word
- a comment in the Comment Book
- a public word in front of the class/year group
- a visit by the HOD/Form Teacher/HOY/member of Leadership Groups/Principal for commendation
- communicating a worthy action or achievement to parents
- specific privileges
- opportunities for greater responsibility
- displays of work

## Achievements

The purpose of recognising achievements is to encourage pupils of all abilities to aspire to their potential. Procedures for recording personal achievements include
- Year group schemes
- Updating Progress Files which all pupils possess.

## Rewards

- Rewards are given for various categories to include compliance to rules, attendance, sporting success, school work, exam success, contribution to college life etc.

## Unacceptable behaviour

Discipline is considered to be training which enables pupils to make appropriate choices in a supportive climate. There are clearly defined rules in the Homework Diary. We place a strong emphasis on recognising and commending appropriate behaviour.

## Guidelines for managing unacceptable behaviour

- maintain respect by remaining calm
- avoid confrontational or hostile dialogue
- address the actual behaviour, the primary behaviour (rather than long winded discussions)
- when angry communicate the reason for the anger and concentrate on the behaviour rather than the pupil's character
- if there is a rule relevant to the disruption, remind or restate
- if a simple (brief) direction is required, give it
- if it is possible to ignore (tactically ignore) some low-level attention seeking, do it
- if your right to teach is being infringed, say so, and redirect the pupil
- if a pupil argues, re-direct or re-assert (it takes two to argue)
- if a pupil can be quietly taken aside during the on-task phase of an activity, do so, and have a brief quiet word
- if it is appropriate to ask a question about behaviour, use direct questions like *'What are you doing . . ?'* or *'Why are you behaving like this?'*
- if a pupil is uptight, angry or clearly upset give him/her an opportunity to sit aside from the group.

# Procedures for handling misbehaviour

Students who consistently display negative behaviour are encouraged by teachers to adopt more positive behaviour patterns. Negative behaviour is addressed using the Code of Practice and a number of sanctions while being mindful of pupils with SEN:

| PROBLEMS | ACTION/SANCTIONS |
|---|---|
| **CLASSROOM**<br><br>• Minor classroom difficulties<br>• Chatting<br>• Inattentiveness<br>• Bad manners<br>• Occasional failure to produce classwork or homework without adequate reason<br>• Occasional lateness for class<br>• Occasional failure to produce equipment<br>• Chewing gum<br>• Breach of classroom code of conduct | **STEP 1**<br>• Relevant comment in Comment Book<br>• Refer to Department Discipline Policy<br><br>**STEP 2**<br>If the problem persists, use lines of channels for referrals (Appendix 1). |
| **OUTSIDE CLASSROOM**<br><br>• Unacceptable behaviour in college environment eg:  name calling, jostling other pupils etc. | The teacher who witnesses the incident should take appropriate action and/or refer to the Form Teacher. |
| **MAJOR PROBLEMS**<br>• Persistent violation of minor problems.<br>• Lack of motivation<br>• Poor manners and disrespect shown for people and property<br>• Poor attendance and punctuality<br>• Continued failure to do homework<br>• Noticeable underachievement<br>• Lack of progress of a whole class<br>• Persistent nuisance factors short of disruption<br>• Non-compliance with sanctions eg detention | Use lines of channels for referrals (Appendix 1). The Code of Practice (Stage 1, 2 and 3) is employed to support pupils and to modify behaviour.<br><br>The college seeks support from parents/guardians to assist with the management of behaviour. Actions, as outlined in the Code of Practice, include parental consultation/interviews, Individual Behaviour Reports, SENCO support, internal/external support programmes, counselling and support from external agencies.<br><br>**Sanctions to deal with breaches of discipline will include:**<br>A verbal reprimand; setting of additional tasks; withdrawal of privileges; exclusion from educational experiences; detention; segregation for a period especially where a pupil is disruptive; informing the Board of Governors and/or external agencies. |
| **SEVERE PROBLEMS**<br>Serious indiscipline on the part of one or more pupils<br>• substance or alcohol abuse<br>• verbal/physical attack or serious bullying of a pupil<br>• persistent disruptive behaviour in class<br>• persistent infringement of college rules<br>• significant damage inside or outside to property of school, staff or other pupils<br>• stealing<br>• verbal abuse of staff and physical attack on staff.<br>• offensive weapons | Actions, as outlined in the Code of Practice(Stage 3, 4 and 5), include parental consultation/interviews, Individual Behaviour Reports, SENCO support, internal/external support programmes, counselling and support from external agencies.<br><br>**Leadership group/Board of Governors – Discipline Meetings**<br><br>**Suspension -** Suspension and exclusion will be invoked within the **"Scheme for Suspension & Expulsion of Pupils"** published by CCMS. |

## CODE OF PRACTICE SPECIAL NEEDS:  BEHAVIOUR/EMOTIONAL DIFFICULTY
## FIVE STAGE APPROACH

| STAGE IN CODE of PRACTICE | KEY PERSONNEL | ACTION TO BE TAKEN |
|---|---|---|
| **PRE STAGE**<br>**(A)**<br>Support by subject teacher to address and reduce difficulty | • Subject Teacher<br>• Heads of Department<br>• Parent/Pupil | **Subject teacher:**<br>• Uses strategies to improve pupil's behaviour<br>• Seeks advice at departmental level |
| **(B)**<br>Support by **Form Teacher** to address and reduce inappropriate behaviour. | • Form Teacher<br>• Parent/Pupil<br>• Head of Year<br>• Key Stage Co-ordinator | **Form Teacher:**<br>• Collates information from subject teachers<br>• Contacts parent, interviews pupil<br>• Places pupil on Form Teacher Report **(Green)**<br>• Informs HOY/subject teachers<br>• Monitors progress and informs pupil/parent of outcome |
| **STAGE ONE**<br>Supported by **Head of Year**<br>Where progress at Pre **Stage** has not been satisfactory for at least **two reviews.**<br>**Education plan** established by **SENCO / Key Stage Co-ordinator.**<br>Should the above fail to modify behaviour after at least two reviews.<br><br>**STAGE TWO**<br>As Stage One where progress has not been achieved | • Form Teacher<br>• Head of Year<br>• Parent/Pupil<br>• Key Stage Co-ordinator / SENCO. | **Form Teacher**<br>• Provides HOY with documented evidence of pupil's behavioural difficulty<br>**Head of year**<br>• Parent/Pupil meeting to agree targets<br>• Places pupil on Head of Year Report **(ORANGE)**<br>• SENCO places pupil on COP 1<br>• Monitors progress and informs pupil/parent of outcome<br><br>**SENCO/HOY/KS Co-ordinator**<br>• Prepares IBP/IEP **(RED)**<br>• Places pupil on COP 2<br>• Monitors progress and informs pupil/parent of outcome |
| **STAGE THREE**<br>If by the end of Stage 2 improvement has not been noted referral is made to **External Support Agencies.**<br>Documented evidence required from Stage One and Two. | • Head of Year<br>• Key Stage Co-ordinator / SENCO<br>• Parent/Pupil<br>• Vice-principal/ Principal<br>• Appropriate External Agencies | **Head of Year**<br>• Provides Key Stage Co-ordinator/ SENCO with documented evidence from Stage One and Two<br>**Key Stage Coordinator/SENCO**<br>• Completes Referral Forms<br>• Places pupil on Stage Three: SENCO Module<br>• Monitors support from NEELB and other agencies |
| **STAGE FOUR**<br><br>No progress is evident. | • Principal<br>• Key Stage Co-ordinator /SENCO<br>• NEELB Behaviour Support Team<br>• Parent/Pupil | • NEELB to conduct Statutory assessment |
| **STAGE FIVE** | • as Stage four | • NEELB to conduct Statementing Procedure. |

# SECTION 6: RESPONSIBILITIES

## Responsibilities of Pupils
- Pupils are expected to be wholly co-operative and well-mannered, and also to show respect for themselves, others and the college, as outlined in the Code of Conduct
- Pupils are required to abide by the Pupil Code of Conduct
- Pupils in Years 13 and 14 are also required to abide by the terms of the Learning and Behaviour contract

## Responsibilities of Teaching Staff
- Create and maintain a positive and effective learning atmosphere.
- Treat pupils with courtesy and respect.
- Be a positive role model to pupils
- State clearly the boundaries of acceptable behaviour and respond promptly and firmly to pupils who test these boundaries
- Ensure consistent, fair and firm application of the Pastoral Care and Discipline Policy, Code of Conduct, the Post-16 Learning and Behavioural contracts, Internet and the Anti-Bullying Policies
- Foster personal, social and academic development of pupils.
    a) All members of staff have a role to play in trying to ensure that every pupil experiences some measure of success;
    b) has the opportunity to shoulder some responsibility
- Maintain effective communication with parents, in line with the college's agreed procedures.
- Intervene whenever and wherever pupil misbehaviour is witnessed. Members of staff are expected to maintain pupil discipline both inside and outside the classroom.  Disruptive and disorderly behaviour should not be permitted.
- Be aware of bullying as a serious issue and implement the Anti-Bullying Policy.   (See Anti-Bullying Policy.)

## Responsibilities of SMT
- SMT should provide support for staff in implementing this policy and in promoting home-school links.

## Responsibilities of Parents
- Parents agree to abide by the college's policies, including the Pastoral Care and Discipline Policy, Code of Conduct, the Post-16 Learning and Behavioural contracts, Internet and the Anti-Bullying Policies
- Where there are changes in a pupil's health or family circumstances or if situations arise which may impact on their child's well-being or behaviour, parents should inform the college, usually through the Head of Year
- This college welcomes parents' interest and involvement and encourages them to express their reasonable concerns about their child.  Such concerns are taken seriously and are handled with tact and sensitivity
- Parents support their child's self-discipline through their own example, by their encouragement of good behaviour and by reinforcing measures taken by the college

## Responsibilities of the Board of Governors
The Board of Governors
- Formulates and adopts this and related policies, and takes responsibility for reviewing and amending them as required.
- Discusses, with the Principal, issues related to serious breaches of school discipline.

## CHANNELS FOR REFERRALS

**PUPIL SUPPORT SYSTEM**

| PUPILS |
|:---:|

| PARENTS/GUARDIANS |
|:---:|

| FORM TEACHERS<br>SUBJECT TEACHERS<br>CO-ORDINATORS<br>HEADS OF DEPARTMENT | NON-TEACHING<br>STAFF |
|:---|:---|

| EXTERNAL<br>SUPPORT<br>AGENCIES | SENCO | HEADS OF<br>YEAR | COLLEGE<br>CHAPLAIN | MENTORS |
|:---:|:---:|:---:|:---:|:---:|

| KEY STAGE CO-ORDINATORS |
|:---:|

| VICE-PRINCIPAL PASTORAL CARE |
|:---:|

| LEADERSHIP GROUP |
|:---:|

| SENIOR STAFF |
|:---:|

| PRINCIPAL/BOARD OF GOVERNORS |
|:---:|