



Positive Behaviour for Learning – Our Expectations



Positive Behaviour enables our students to grow to their full potential, to be responsible, creative and thoughtful individuals. It involves giving the students clear guidelines for what behaviour is acceptable and then supporting them to learn to abide by these guidelines.

Positive Behaviour for Learning – Our Expectations

- 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

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 require



Positive Behaviour for Learning - A Staged Referral Process
Termly Student Rewards

Holy Trinity College recognises the importance of celebrating achievement, the meeting of the expectations of positive behaviour, excellence and contribution in all aspects of school life. We have introduced a Staged Rewards Process to give encouragement, motivate and acknowledge pupils who strive to be the very best they can be, who embrace self-discipline and who engage in acceptable and social behaviour. Informal and formal methods of celebration and rewards include verbal praise, reward stamps and stickers, certificates, award points on SIMs, displaying work, text, letter or postcard home, early pass to the canteen, recognition at assembly, Head of Key Stage termly award, a special meeting of recognition with the Principal and Acknowledgement at Prize-giving.

Level 1: Subject Teacher	Action: Verbal Praise Rewards stamps /stickers Subject Certificates Subject Pupil Noticeboard Award points on SIMs Displaying work Showing another teacher/HOD pupil's work Positive Note in the Student Planner
Level 2: Form Teacher 30 Conduct points	Action: Form Teacher Certificate Pupil of the Month Text home
Level 3: Head of Year 60 Conduct points	Action: Postcard 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	Recognition at Assembly Card and cinema tickets to acknowledge effort Head of School Award at end of the Term
Level 5: Vice-Principal - 150 Conduct points	Letter home to acknowledge excellent effort
Level 6: Principal 200 Conduct points	Special Meeting of recognition Principal's Special Certificate Acknowledged in Prize-giving



Positive Achievements

Positive Achievements	Point Value	Positive Achievements	Point Value
Very good work in class	1	Gaelic Football	3
Abiding by all the classroom rules	1	Handball	3
Effective contribution to class discussion	1	Netball	3
Self or peer assessment	1	Cross Country/Athletics	3
Working effectively with others	1	Debating	3
Being Creative	1	Participating in Charitable Fundraising	3
Demonstrating thinking or problem solving skills	1	Peer Support	3
Evidence of Independent learning	1	Pope John Paul 11	3
Achieving above Target	2	Makes a positive impact to the spirit of the class	3
Assisting with Taster Days or Open Night	2	Student Council	3
ICT Club	3	Reflecting the values and ethos of the College	3
Basketball	3	Participating in Assembly	3
Camogie	3	Traditional Group	3
Junk Kouture	3	Improvement in Attitude and Application	4
Traditional Music Group	3	Full monthly attendance	4
Choir	3	Full monthly punctuality to school each morning	4
Golf	3	Positive Ambassador for the College	5
Pope John Paul 11	3	No Behaviour Points for the month	5



Positive Behaviour for Learning - A Staged Referral Process

Student Sanctions and Support



COP	<p>Level 1: Subject Teacher</p> <p>Concern:</p> <p>Unco-operative behaviour to staff and / or pupils, eg, not following instructions or classroom routines</p> <p>NB: Detention (after school) issued by Head of Year when pupil has reached 15points. (Term 1 only) Failure to attend Detention incurs 5 points.</p>	<p>Action:</p> <ul style="list-style-type: none"> • Quiet word - verbal reminder • Move seats • Discuss concerns with pupil • Record in Student planner • Set targets • Monitor lates • Record on Sims (BP) with comment and action noted • Phone call home • Move to 'Buddy' classroom
Stage 1	<p>Level 2: Form Teacher - Issue White Individual Behaviour Plan (IBP)</p> <p>Concern:</p> <p>25 behaviour points</p> <p>Unco-operative behaviour to staff and / or pupils</p> <p>Poor effort in a range of lessons</p>	<p>Action:</p> <ul style="list-style-type: none"> ▪ Ongoing conversations with form-teacher re. accumulation of points ▪ Record on Sims (BP) with action noted ▪ Set Targets ▪ Detention (Break/Lunch) ▪ Text home ▪ Discuss concerns with pupil ▪ IBP - 3 school days ▪ Review progress made ▪ Verbal Warning (Post 16)
Stage 2	<p>Level 3: Head of Year - issue Green Individual Behaviour Plan (IBP)</p> <p>Concern:</p> <p>30 behaviour points</p> <p>Persistent unco-operative behaviour to staff and / or pupils</p> <p>Failure to meet White report targets</p> <p>Persistent poor behaviour in corridors/school premises</p> <p>35 Behaviour points</p> <p>Green Individual Behaviour Plan (IBP) issued by HOY</p>	<p>Action:</p> <ul style="list-style-type: none"> ▪ At 30 points referral to HOY—Opportunity to improve behaviour -behaviour monitored ▪ 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. ▪ An additional 10 points (45)— Pupil /Parent meeting with HOY and SENCo. ▪ Strategies to improve behaviour <p>Where necessary, referral made to PSO</p> <ul style="list-style-type: none"> ▪ EMA withdrawal (Post 16) ▪ Written Warning 1 (Post 16)
Stage 3	<p>Level 4: Head of School - issue Amber Individual Behaviour Plan (IBP)</p> <p>Concern:</p> <p>50 behaviour points Persistent unco-operative behaviour to staff and / or pupils / defiance</p> <p>Failure to meet Green IBP targets or use</p>	<p>Action:</p> <ul style="list-style-type: none"> ▪ At 50 points referral to HOKS—Opportunity to improve behaviour -behaviour monitored ▪ Additional 5 points (55)—IBP -5 school days Set Targets ▪ Formal letter to parent ▪ Liaise with SENCo -Referral to BST / other agency ▪ Failure to reach the daily targets of the IBP will result in detention.

	<p>strategies recommended by SENCo.</p> <p>55 Behaviour points</p> <p>Amber Individual Behaviour Plan (IBP) issued by HOKS</p>	<ul style="list-style-type: none"> ▪ An additional 10 points (65) - 2 day withdrawal (in house) Letter to parent ▪ Risk Assessment ▪ Written Warning 2 (Post 16)
	<p>Level 5: Vice-Principal - issue Red Individual Behaviour Plan (IBP)</p> <p>Concern: Failure to meet Amber IBP targets</p> <p>Continuous persistence of uncooperative behaviour to staff and / or pupils / defiance</p> <p>Repeated offences Complete failure to respond to sanctions or support</p> <p>Serious violent incidents Serious breaches of discipline</p> <p>75 Behaviour points</p> <p>Red Individual Behaviour Plan (IBP) issued by VP</p>	<p>Action:</p> <p>At 70 points referral to VP—Opportunity to improve behaviour - behaviour monitored</p> <ul style="list-style-type: none"> ▪ Additional 5 points (75) - Pupil meeting with VP and SENCo. ▪ IBP -5 school days ▪ Strategies to improve behaviour ▪ Where necessary, referral made to PSO ▪ Risk Assessment ▪ Set targets ▪ Additional 10 points, (85) 2 days withdrawal (in house different break and lunch) Letter to parent
	<p>Level 6: Principal - issue Red Individual Behaviour Plan (IBP)</p> <p>Concern:</p> <p>Failure to meet Red IBP targets</p> <p>Continuous persistence of uncooperative behaviour to staff and / or pupils / defiance</p> <p>Repeated / cumulative incidents</p> <p>Complete failure to respond to sanctions or support</p> <p>Serious violent incidents</p> <p>Serious breaches of discipline</p> <p>100 Behaviour points</p> <p>Red Individual Behaviour Plan (IBP) issued by Principal.</p> <p>120 Behaviour Points: Suspension</p>	<p>Action:</p> <p>At 95 points referral to Principal—Opportunity to improve behaviour -behaviour monitored</p> <p>Additional 5 points (100)—IBP - 5 school days monitored by VP</p> <p>Formal letter to parents</p> <p>Persistent re-offences - Suspension</p> <p>Return to School meeting - Principal</p> <p>Set targets</p> <p>Home School Agreement signed</p> <p>External support</p> <p>Risk Assessment</p> <p>'Fresh Start'</p> <p>Fixed Term Exclusion (max 45 days in one school year)</p> <p>Pupil Consultation Meeting</p> <p>Permanent Exclusion</p>



Behaviour Points

Behaviour Incidents	Point Value	Behaviour Incidents	Point Value
Persistent no books to class (3 times)	1	Bullying Incident Level 1	2
Not punctual to registration or class	1	Racist or homophobic comments	3
Throwing items / water	1	Minor Altercations	3
Scuffles with other pupils outside the classroom	1	Intimidation of peers	3
Name-calling/teasing	1	Bullying Incident Level 2	3
Offensive gestures	1	Misuse of mobile phones *(See e-safety policy)	4
Uncooperative behaviour	1	Bad language directed to a staff member *	4
Having mobile phone out in class or corridor	1	Theft or damage to a member of the school community /property	4
Failure to meet deadlines	2	Bullying Incident Level 3	4
Inappropriate language	2	Refusal to attend detention	5
Persistent challenging behaviour	2	Bullying Incident Level 4	5
Truancy	2	Physical attack *	5
Defacing school property	2	Cyber-bullying *	5
Disrespectful behaviour	2	Possession of or passing of alcohol or illegal drugs (Suspension)	5
Inappropriate behaviour on bus	2	Throwing fireworks, use of catapults or other dangerous weapons (Suspension)	5
Smoking/Use of E-Cigarettes on school premises	2	Possession of offensive weapons which could harm others (Suspension)	5

* May result in suspension