



BLESSED TRINITY COLLEGE

Positive Behaviour for Learning Policy

SEPTEMBER 2023

Principles Underpinning Blessed Trinity College Positive Behaviour for Learning Policy

The Positive Behaviour for Learning Policy at Blessed Trinity College is a statement & example of good practice which allows all students to learn and all teachers to teach effectively. It covers all aspects of the school life that contribute to a positive learning environment, and inclusive college ethos. In keeping with the ethos of Blessed Trinity College, our Positive Behaviour for Learning Policy aims to create a calm, caring, learning environment, where students feel valued and respected as individuals, understand the importance of respecting others, and are encouraged to fulfil their intellectual, moral, emotional and spiritual potential.

All members of the school are expected to maintain an environment conducive to learning, with the fundamental ideals of mutual respect, inclusion, courtesy and tolerance.

In Blessed Trinity College, through our Catholic ethos, we promote Christian values, academic and vocational excellence, and the personal development of every student in a caring, positive and welcoming environment.

We are sympathetic and responsive to individual needs, aspirations and talents, and we respect all members of our school community, and associated local communities.

Aims of the Positive Behaviour for Learning Policy:

- To support & promote effective learning & teaching
- To create an environment where students feel safe and protected
- To promote mutual respect
- To promote self-esteem, self-discipline and respect for the rules within the College and the surrounding community
- To gain the agreement and active support of teachers, support staff and parents/carers to encourage positive behaviours and attitudes
- To promote the whole school Voice with regard to behaviour for learning, College expectations and reward systems
- To acknowledge & reward positive behaviour and achievement
- To encourage and support all students in Blessed Trinity College in establishing good practices for themselves in all aspects of their lives, i.e. academic, attendance, punctuality and mutual respect, so that they will be able to effectively take their place in society in the future

RESPONSIBILITIES

Students, staff & parents/carers have rights & consequently responsibilities, which must be respected & followed by all, on a consistent basis, if effective learning & teaching is to take place.

Student Responsibilities:

- Understand & value the ethos and vision of Blessed Trinity College
- Respect each other, staff, visitors, buildings, school grounds, equipment & local community
- Co-operate with both staff and peers
- Attend school every day, arrive punctually and wear full school uniform
- Represent Blessed Trinity College Core Values at all times, especially when wearing BTC uniform
- Behave in a positive manner at all times, including going to & returning home from school
- Attend every class on time, with homework completed, ready to learn and contribute
- Accept and abide by BTC rules in school, in the community & online
- Seek and accept help, if experiencing any difficulties academically, behaviourally, socially or emotionally
- Have a positive attitude to learning and towards those around you
- Do not engage in socially unacceptable behaviours
- Be enthusiastic about school life
- Be supportive of each other and look out for each other
- Work to the best of your abilities and talents
- Never bring inappropriate or unlawful items to school

Staff Responsibilities:

- Understand & value the ethos and vision of Blessed Trinity College
- Respect and have a genuine interest in, compassion for and care of our students
- Be hardworking, dedicated and committed to each student's success, and have a willingness to develop all aspects of each student's holistic development
- Behave in a professional manner at all times – teacher modelling
- Provide a positive learning experience for all students, resulting in an excellent learning & teaching experience for all learners
- Maintain excellent classroom management, discipline, and Health & Safety procedures, to ensure students can learn effectively
- Acknowledge both effort and achievement of all students
- Ensure all lessons are well prepared, homework is set regularly and assessed appropriately & in a timely manner
- Listen to students, value their contribution and respect their views
- Be sympathetic, approachable and alert to all students' needs & potential learning barriers
- Be a positive & consistent role model
- Challenge and motivate students in terms of work and behaviour, set challenging but realistic and achievable targets for our learners

Parent / Carer Responsibilities:

- Understand & value the ethos and vision of Blessed Trinity College
- Show an interest in their child's personal and academic progress
- Support and work in partnership with the College
- Prepare students for the school day, ensure students are in school, on time, equipped & in the correct uniform
- Notify the school when your child is absent
- Attend parent meetings, and attend school functions to support your child
- Show an interest in all their child does in school, sign homework/homework diaries, and check all work is complete and submitted on time
- Know the College rules, expectations and policies
- Be aware of your child's activity online; ensure this is appropriate & safe (e-safety)
- Make students aware of appropriate behaviour while travelling to & from school
- Provide the school with all necessary background/medical information about their child, and advise the school of any significant change in circumstances
- Reinforce the partnership between home and school, by agreeing & implementing action to be taken to improve potential success and achievement
- Support child's learning in school and at home
- Encourage students to be hardworking and eager to learn
- Encourage students to become involved in the extra-curricular life of the College


Our Expectations

Our Expectations are a central focus of Blessed Trinity College Community.


Our Expectations highlight the Code of Conduct that all members of Blessed Trinity Community agree to follow.

Our Expectations are displayed throughout Blessed Trinity College and at the front of every classroom.


OUR EXPECTATIONS




- We come to school every day on time, ready and willing to learn




- We care for, value and respect ourselves, others and our school environment




- We complete our work with pride and always to the very highest standards




- We always listen & are open to other people's view & options.



- We move safely & quietly on the left-hand side around the school



- We follow our school dress code & take pride in our appearance and uniform



- We follow the school rules regarding electronic devices

BLESSED TRINITY COLLEGE CORE VALUES:

- Care & Inclusion
- Respect & Responsibility
- Aspiration & Expectation



Rules & Routines

Our Expectations form the central focus of our Positive Behaviour for Learning Policy, and College Rules. These rules are the basis for positive behaviour both inside and outside school.

Mobile Phones / Digital Devices

Refer to ICT Acceptable Use, eSafety & Device Policy (Students).

Rewards

In Blessed Trinity College we acknowledge that a key part of developing the potential of our students is giving encouragement and praise, and we see this as a key component to effective learning & teaching, and building positive & productive student/teacher relationships.

- We positively notice & actively look for opportunities to praise our students, both within and beyond lessons, in all aspects of school life, including positive behaviour.
- We encourage our students to always strive for the best that they can be.
- We reward, celebrate & showcase achievement, excellence and contribution in all aspects of College life.

In Blessed Trinity College positive behaviour is recognised and rewarded in the following ways:

- Positive noticing
- Praise: private & public
- Non-verbal rewards & acknowledgments
- Positive comment on Lesson Monitor
- Showing work to another teacher e.g. Head of Department &/Head of Year
- Displaying work – celebrating & showcasing success
- Certificates
- Gift vouchers
- Stickers
- Individual subject awards
- Positive Behaviour/Achievement Awards
- Attendance and punctuality awards
- Whole school awards for achievement
- Prize Giving Ceremonies
- Assembly presentations
- Celebration of achievement via digital media platforms
- Variety of initiatives through different Year Groups

Positive Behaviour for Learning – A Staged Referral Process

In BTC, we recognise that all behaviour is communication, which will be addressed with a relational, nurturing, supportive, solution-focused approach.

If your child enters the referral process, you will be informed in order to establish support for both your child and the school, and this contact will be maintained.

When your child is placed on report, they must give the report to the subject teacher at the beginning of the lesson, and collect it at the end of each lesson. All reports must be shown to the appropriate person at the end of the day and targets discussed.

The student must take their report home for you to sign, and they should return it to the appropriate teacher the following day.

Students and their parent/carers are involved with tracking, monitoring and assessing how the student is meeting their targets during the referral process.

Stages of the Intervention Process

Level 1 – Subject / Class teacher speaks to student and implements reasonable adjustments to promote Positive Behaviour

Level 2 – Subject /Class teacher implements Persistent Low Level Behaviour support strategies to bring about improvement – flowchart on next page may be used as guide

Level 3a – Care Team issues a Report and will notify parent/carer to support student learning, signed each class by subject teachers and daily by parents/carers

Level 3b – Care Team issues a Contract with specific targets that have been discussed and agreed with the student and parent/carer. The team will arrange parent/carer interviews to support student learning, as is required. The contract will be signed each class by subject teachers and daily by parents/carers
Additional support from an external agency may be required at this stage

Level 4 – Assistant Vice Principal meets parents/carers and makes a referral for further additional support

Level 5 – Vice Principal provides further support, in the interest of the whole school community

Level 6 – Principal and Board of Governors meet with relevant stakeholders to discuss appropriate way forward

When a student fails to meet the minimum required standards of behaviour, despite reasonable adjustments made, the school may impose appropriate consequences. Where necessary, depending on the level of risk to self and others, the school may impose a period of suspension, to enable time to establish appropriate interventions, which may include a risk reduction action plan for safe re-inclusion. Expulsion may also be imposed, in-line with guidance.

REFERRAL FLOWCHART

Initial concern is noted by Subject Teacher (ST)

Positive support strategies are employed by ST to bring about a resolution

Record on Lesson Monitor

Following ST intervention, the initial concern becomes **persistent**

ST liaises with HoD regarding way forward

Following ST & HoD intervention, the concern remains

HoD discusses concerns with AHoY / HoY regarding way forward

Persistent concerns continue despite support & intervention from ST & AHoY/HoY

AHoY/HoY discusses concerns with AVP, clearly outlining escalating intervention strategies employed to date regarding way forward

Persistent concerns continue despite support & intervention from ST & AVP, reports &/ contracts are issued, as appropriate

Parent/carer involvement will be key throughout the process as appropriate

AVP liaises with Middle Leaders, which may involve Learning Support Co-ordinator & external agency support, as appropriate

AVP maps way forward, depending on issue, & for more serious incidents this may involve SMT, where an effective resolution has not been achieved

It is essential to clearly outline at every stage, the strategies that have been used & which reasonable adjustments have been made to bring about a resolution

Blessed Trinity College Support Structure

In Blessed Trinity College a wide range of support is available to assist all students in proactively managing their behaviour; this includes:

- Learning Support Team
- External Counselling Service
- Blessed Trinity College Counselling Service
- Youth Worker
- Care Team
- Senior Leadership Team

External Agencies

It may be appropriate, on occasions, to refer a student to specialist external agencies for individual support. This identification of need will be supported by all available evidence.

A number of agencies support our behaviour management work including:

- Behaviour Support Team
- Educational Psychology
- Secondary Pupil Support Service
- Oakwood Autism Advisory Intervention Service
- Educational Welfare Service
- North Belfast Family Support Hub
- Or other established BTC partners

Additional Needs

Blessed Trinity College recognises that students with behavioural issues may have additional needs, and therefore, close co-operation and collaboration continues between the school's Head of Learning Support, Care Team and Senior Leadership Team.

The Behaviour Support Team, Child and Adolescent Mental Health Service (CAMHS), Oakwood ASD Advisory Service, EWO and Educational Psychology personnel, will meet to form a Multi-Agency Team. They will discuss behaviour management strategies and Additional Needs strategies each term. These forums are convened by the Head of Learning Support.

Related Whole School Policies

This policy is set within the broader school context of Pastoral Care and will be implemented as appropriate, in conjunction with all relevant policies, which are available upon request.

Monitoring, Evaluation & Review

The Senior Leadership & Care Teams are responsible for monitoring, evaluating and reviewing the implementation of the Positive Behaviour for Learning Policy. Self-evaluation of all policies and procedures are informed by whole school Voice opportunities that take place throughout the year. This policy will be updated in light of any further guidance and legislation, as appropriate.

Teacher Professional Learning (TPL)

Teacher Professional Learning in the area of Promoting Positive Behaviour for Learning, is shaped by student and staff voice as is evident in our self-evaluation activities throughout the year.