



Belmayne Educate Together Secondary School

Roll Number 68346 T

Belmayne Avenue

Dublin 13

Behaviour for Learning Policy/ Relationship Policy

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Introduction

This policy aims to provide staff and parents/ guardians (referred to as parents for the rest of this document) with clear guidelines and strategies to promote positive behaviour and to support students in taking responsibility for their behaviour/ choices. We do recognise the need for a degree of flexibility when faced with behavioural diversity in the classroom and accept that a 'one size fits all' approach is not always sufficient.

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

Key Principles

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

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

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

Our school motto of Stand Proud, Aim High, Be Respectful & No Excuses embody our belief that resilience, determination and a positive 'can do' attitude will enable all of our students to succeed at school and beyond.

This Behaviour for Learning Policy (BFL) Policy is a statement of good practice that reflects the restorative ethos of our school. The policy promotes the explicit building of positive and healthy relationships, recognising the centrality of such relationships to the wellbeing and learning for all.

Aims

The key aims of this policy are:

- To secure an environment where effective teaching and learning can take place. To allow the school to function in an orderly way where all students can make progress in all aspects of their development.
- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential.
- Our ethos builds relationships by recognising the voice of every student in our school community. We aim to develop self-awareness, self-esteem, self-compassion and resilience.
- Our classrooms are places of learning and we expect our students to act in line with our values in class, ensuring that the needs of all are met in order to get the best out of their learning opportunities.
- To create an atmosphere where achievement is respected and valued by all.

- To establish good working relationships and encourage mutual respect amongst all members of the school community.
- To promote positive behaviour and self-discipline, recognizing the differences between all members of the school community and the need to accommodate and accept these differences.
- To ensure the safety and well-being of all members of the school community.
- To work with parents and students to encourage positive behaviour and to establish positive patterns of behaviour where there are difficulties. To resolve issues in a fair and transparent manner.
- To monitor behaviour and to ensure rewards and consequences are fairly apportioned according to the behaviours demonstrated.

Relationships are at the heart of everything we do in our school. We are committed to building positive and healthy relationships that support wellbeing. Our hope is that we all feel valued and connected. When things go wrong, as sometimes they do, by developing compassion and accountability we will seek to find a way forward together. Acknowledging the harm to relationships that has been caused, deciding on action(s) in the community that will try to make amends for what has happened to support everyone involved.

Our Vision for Relationships & Behaviour

This policy is underpinned by the philosophy of Restorative Practice (RP) which focuses on building, maintaining and repairing relationships.

Restorative Practice is a value-based way of being; it aims to consciously build relationships, respond to conflict in a healthy way, and connect us to our best selves and to one another.

Belmayne ETSS believes in agreeing and setting high expectations with our students, parents and staff. This ensures clarity of expectations for everybody; believing in, seeking and finding our best selves. Healthy boundaries allow for individuals and the community as a whole to grow & flourish. Our expectations are rooted in our values of Standing Proud, Aiming High, Being Respectful and Making No Excuses and we support each other to meet these expectations and to take responsibility when we do not. In particular, this supports our students to develop their life skills in taking responsibility for themselves and caring for others.

Our vision for relationships and behaviour at Belmayne ETSS is that it is a place where:

- All members of our community treat each other with care and respect.
- We involve teachers, students and parents in decisions about the schools BFL and other policies.
- Staff are supported by management, students and parents to implement the school's BFL policy (this includes provision of training and ongoing mentoring in restorative practice approaches).
- We strive to support and empower individuals to change their own behaviour where this is necessary to achieve a happy, secure learning environment for all.
- All interpersonal relationships reflect values of justice, equality and human rights for all.
- We strive to create an orderly and caring learning environment without the use of shame or humiliation. We challenge injustice and unfair discrimination.
- We strive to resolve conflicts quickly and fairly to ensure a happy, secure, and effective learning environment for all.

- Every staff member, student and parent is valued for what they bring as a unique individual to the learning community and as such are not expected to conform to identical or prescribed modes of behaviour where this is not necessary for the achievement of the mission of the school or a supportive, open and effective learning environment for all.

In working together to achieve this vision, we agree upon the following principles

- All members of the school community have a common responsibility for promoting and maintaining positive relationships and behaviour and for applying this policy consistently.
- Rules are necessary for orderly community living and must be agreed collaboratively, clearly explained and followed by all members of the school community.
- We use restorative practice approaches as far as is practicable to generate positive solutions to behavioural issues which are mutually agreed between all parties affected by the issue. People usually respond better to support and encouragement than to criticism and sanctions. Nevertheless, sanctions may sometimes be necessary as a part of a solution designed to ensure a happy, secure, and effective learning environment for all.

Standards and Expectations

This section contains the standards and expectations to which all members of the school community commit.

The Behaviour for Learning Policy applies during all school-linked activities including on school buses, during school tours and all other out of hours' events. The Behaviour for Learning Policy also applies to interactions between all members of the school community both inside and outside of school hours, including all digital communication.

How students, teachers and parents can promote a happy school

This section details the ways in which the school promotes positive behaviour. We help to ensure that our school is a happy place to work and learn in by:

- Encouraging positive supportive relationships between all the partners
- Communicating with each other regularly, and if there is a difficulty, treating each other with respect and dignity
- Helping each other to bring about change
- Encouraging each other and acknowledging progress made
- Involving staff, students and parents in all aspects of our school's development
- Supporting each other in all aspects of our work
- Providing a range of extra-curricular activities for students
- Involving students in supporting each other

Standards

The most important commitment that each of us makes in joining our community is acting with respect and consideration for others at all times. In order to encourage, develop and maintain positive relationships, staff, students and parents each commit to a set of standards related to their role. Teachers are expected to act in accordance with the *Code of Professional Conduct for Teachers*, produced by the Teaching Council (2016).

Expectations

The list of possible unacceptable behaviours, as outlined in Section 9 below can be understood as 'school rules'. They apply to all school contexts (such as, but not limited to: classrooms, corridors, school buses, school trips, after-school clubs, homework club, extra-curricular activities). Teachers and students may form additional 'classroom agreements' which must also be upheld by all. These expectations also apply to all interactions between students, and between students and teachers, outside of school hours including all digital communication.

Both visitors to the school and members of the school community must comply with the school's rules and procedures at all times.

School site access

The school day is from 8.30am to 2:20pm (Tuesday and Thursday) and to 3.16pm (Monday, Wednesday and Friday). For students' convenience, we provide access to the site from 8.00am (on the condition that students immediately progress to and remain in the general purpose area and courtyard in Belmayne ETSS where Breakfast Club is on). Students must leave the campus in a prompt and orderly fashion at the end of the school day, unless supervised in a school activity, such as homework club, ALO (additional learning opportunity) or co-curricular clubs. Students should not leave the school site once they arrive, until the end of their school day, unless by arrangement with a parent and signed out by the DP/Principal.

Roles and Responsibilities

The promotion and modelling of positive behavior and relationships is the responsibility of the school community as a whole. The Board of Management, Principal, Deputy Principal and staff are responsible for ensuring that all aspects of the school's behavior for learning policy and its application, promote equality of all students. The roles include:

- A. The Patronage defines the principles underlying the school's BFL Policy.
- B. The Principal and Deputy Principal in framing and establishing an environment that encourages positive behaviour and regular attendance.
- C. All staff in ensuring that the policy is fairly applied and role-modelled
- D. Students behave in a way that promotes the learning of all in the community.

We recognise that everyone in the school community has the right to learn and work, the right to be treated with respect and the right to safety by adhering to the guidelines above. To ensure these rights are upheld, we all have a responsibility to maintain the behavioural expectations of the school and challenge individuals when these expectations are not being met.

Every student has the right to learn, to achieve and to be respected in a safe and supportive environment. All staff (teaching and support) have the right to carry out their role effectively, and to be respected in a safe and supportive environment.

Parents have the right to be kept informed about the behaviour of their child and where concerns arise, supports & strategies will be discussed collaboratively.

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

Detailed Roles and Responsibilities

Who	Responsibility	Level of unacceptable Behaviour see Section 9
All Staff Subject Teachers incl. team teachers	- To model positive behaviours and build relationships. - To take a consistent approach to managing behaviour - To ensure praise outweighs anything negative by at least a 5:1 ratio. - To be calm and give 'time to respond' when going through agreed behaviour steps. - To follow up every time, retain ownership and engage in restorative dialogue with students. - To never ignore or walk past students who are not meeting expectations including dealing with behaviour; use of mobile technology - To understand that when students feel they are treated as valued individuals and are clear on expectations, they respect and accept their authority.	Level 1-3
Class Tutors	- To establish an ethos which values the contribution of every student in the tutor group and develop a positive tutor group identity based on respectful relationships, high aspirations and pride in the school. - To be a listening ear to the thoughts, feelings and needs of their tutor group. - To raise the profile and importance of excellent student punctuality and attendance and to positively role model this. - To gain knowledge and insight of students within the tutor group enabling you to contribute information as and when required. - To ensure all students have a well-structured and calm start to the day. - To facilitate Check Ins and Circle Time to encourage a sense of wellbeing and group cohesion. - To lead restorative circles to build shared responsibility. - To help build resilience and skills necessary for students to resolve conflict at a peer level. - To work in partnership with the Principal and Deputy Principal to implement intervention strategies to address attendance, punctuality or behaviour issues. - Tutors are responsible for liaising with subject staff/AEN department as appropriate to address inclusion issues for particular student(s) in their tutor group. Tutors are responsible for communicating concerns and praise with parents.	Level 2
Inclusion Assistants	- Are responsible for consistently following the agreed BFL policy and for meeting the school's expectations. - Inclusion Assistants support the teacher in applying the appropriate behaviour standards in the classroom. - They have a responsibility to report incidents of misbehaviour they witness.	Refer to subject or team teacher or teacher on supervision
Teachers	- To take principal responsibility for the management of student behaviour and associated follow up actions as appropriate. - To lead discussions about what the class needs to get the best out of each other. - To create seating plans and groupings as necessary to be changed regularly to promote relationship building and inclusion. - Refer to the School Motto when dealing with behaviour. - Model positive behaviours and build relationships. - Plan lessons which engage, challenge and meet the needs of all students.	Level 1-3

	• Ensure praise outweighs anything negative by at least a 5:1 ratio. • Meet and greet at the door and have a starter activity. • Be calm and give ‘time to respond’ when going through the steps outlined in our behaviour overview document. • Follow up every time, retain ownership and engage in reflective dialogue with students. • Never ignore or walk past students not meeting expectations including: behaviour, using mobile phones etc. • To engage in restorative conversations with members of the school community to repair harm when things go wrong • To ensure that the policy and procedures are followed and applied consistently and fairly. • Record positive and negative behaviours on VsWare/journal appropriately.	
Student Support Team	• To provide students with strategies to take responsibility for their own behaviour. • To provide input for students who need intensive support and withdrawal from class for specialist intervention. • To liaise appropriately with members of the school community with regard to student’s needs. • To provide support for staff in dealing with students with additional needs. • To seek the support of external agencies where required •	
Support Staff (admin)	• Are responsible for consistently following the agreed Code of Behaviour and for meeting the school’s expectations. • They have a responsibility to report incidents of misbehaviour they witness.	Report to management
Deputy Principal/Principal	Supports staff by consistently following and implementing the BFL Policy and meeting the school’s expectations, and by reviewing and monitoring the Behaviour for Learning Policy in the light of ongoing practice. • Responsible for the implementation and support of the Behaviour for Learning Policy. • Ensure procedures are in place to communicate the Behaviour for Learning Policy to all relevant stakeholders. • Maintain oversight of all behaviour incidents and consequences. • Participate in restorative conversations. To lead restorative meetings and a restorative log will be kept by the principal and deputy principal. • Referral to outside agencies. • Monitor & Evaluate progress. • Formal suspension and reintegration agreement if appropriate. • Referral to BOM for Formal Expulsion as a last option.	Level 3,4, 5
The Board of Management	• Responsible for approving all policies including the Behaviour for Learning policy, monitoring suspensions, and holding meetings relating to expulsions. • The Board is collectively the body to whom Parents/guardians of, or if over 18 years of age, students can appeal in cases of suspension.	Level 5

Students	● To Stand Proud, Aim High, Be Respectful and make No Excuses in and outside the classroom. ● To take responsibility for your own behaviour choices both in school and in the local community. ● To have respect for everyone in the school community and follow instructions from staff. ● To take responsibility for your learning in lessons and your behaviour while involved in school activities and not disrupt the learning of others. ● To accept the consequences of not following school expectations and learn from them. ● To engage in restorative conversations with members of the school community to repair harm when things go wrong.
Parents/Guardians	● To support the school with behavioural concerns at school and the local community. ● To work in partnership with the school to maintain high standards of behaviour. ● To engage with the school on behavioural matters.
Outside Agencies (e.g. TUSLA, Psychological Support Service)	● Are responsible for supporting the school with students referred to them.

Overview of Roles and Responsibilities

BOM/Principal/Deputy Principal

Will make the decision when a student needs to be suspended/expelled.

Deputy Principal & Year Leaders

Meets with student & parent (if necessary) when student has three ALO in any half term to offer support & set targets for improvement.

Issues ALO to students with three incidents in one week and ensures students understand why it is being issued. Seeks support & CPD from external agencies when needed.

Role models a culture of positive recognition and support for all students.

Ensures that restorative practices are in place to repair harm when things go wrong.

Tutor

Clear expectations explained to all students.
Offers support to all student within the tutor group.
Keeps track of student progress in relation to expectations.

Communicates with parents/guardians via call/text noted on Vsware.
Celebrates students in line with school procedures.

Classroom Teacher

Role models a culture of positive recognition and support for all students.
Plans lessons that are inclusive to all students.
Clear expectations explained to all students in relation to behaviour & learning tasks.
(Group work, pair work etc...)
Ensures praise outweighs anything negative by at least a 5:1 ratio
Reminder of expectations
Non-verbal signal to students not on task.
Verbal indicator that expectations are not being met.
Quiet word with student
Change of seat.
Behaviour noted in journal & on Vsware.
Asks student to work in another classroom.
Calls parents/guardians. This must be recorded on Vsware
Restorative conversation (Amend/Repair/Reflect) with student before next lesson.

Positive Praise and Rewards

As a school community, we believe that our students have the ability to do the right thing even when no one is watching as we support them to live their values and be their best selves. We also agree with the NEWB guidelines (2008) that great care is needed to ensure rewards do not become ‘goals of learning, result in unhelpful competition, repeatedly reward the same students or seem unattainable to some students and, as a result, de-motivate them’. At Belmayne ETSS we use VSware and the student journal to record behaviour incidents and achievement.

Student’s achievements and efforts may be recognised in a variety of ways:

- Verbal praise
- Written comment on work/in book/journal
- Telephone call to parents
- Positive letter home
- Positive email home
- Certificates
- Display of work
- Mention in assembly
- Motivational rewards/prizes
- Special awards at Assemblies
- Hot Chocolate Friday.

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

When things go wrong:

Virtually all negative issues tend to stem from, or result in, interpersonal conflicts, which leads to two or more people feeling angry, hurt, resentful, anxious or even afraid.

When in conflict people need:

- A chance to tell their story
- Express their feelings
- Understand how the situation happened
- Understand how it can be avoided another time
- To feel understood by the others involved
- An acknowledgement of the harmed caused, if not an apology
- To find a way to move on.

Punitive responses can:

- Cause resentment rather than reflection
- Are rarely considered fair
- Do not repair relationships

- Leave wrongdoers feeling bad about themselves leading to further alienation
- Can often leave the adults expected to act punitively feeling uncomfortable and frustrated.

The key to a successful outcome is if it is arrived at by those people actually involved in the conflict.

How to use the Restorative Practices when responding to harm

Our systems for promoting a positive and cooperative learning environment are based on a Restorative Practice approach. In this approach teachers seek to model positive and constructive communication at all times, and build a solid rapport with their students. The vast majority of students rarely need to be reminded of the BFL policy and when they do, it is for relatively minor reasons. However, where sanctions become necessary, we aim to be as consistent as possible in their application.

When behavioural issues arise, we do not have rigid categories of behaviour with associated scales of immediate punishment. All staff are professionals and use their discretion and use a restorative approach to solve behavioural issues to the greatest extent that is practicable. This includes the use of the following restorative questions, which seek to make visible the underlying causes of an incident and thus offer hope of a permanent solution.

When challenging behaviour:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about it since?
4. Who has been affected by what you have done?
5. In what way have they been affected?
6. What do you think you need to do to make things right?

To help those affected:

1. What did you think when you realized what had happened?
2. What impact has this incident had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

According to this approach, sanctions alone are not seen as offering much in the genuine way of accountability; doing little to meet a child's needs and little to address the causes of the wrongdoing.

Restorative practice (RP) is not a licence for passivity or inertia on the part of teachers. Behaviour that is deemed unacceptable must be challenged and resolved in a sustainable and meaningful manner and our goal is to find a just resolution to the harm done, with the cooperation of the students involved. The type of interventions/consequences that will be implemented is dependent on the behaviour being encountered and the extent to which the parties involved are willing to engage with RP. We aim to use RP as far as practicable to help select mutually agreed interventions/ consequences. This is to ensure that all parties are able to move forward with the best possible learning attitude. Nevertheless, should this approach be unsuccessful; or should the nature of the misbehaviour be sufficiently objectionable, the school reserves the right to use all other sanctions as outlined in this code, up to and including expulsion.

RP has a set of explicit and observable practices that help to bring this way of being to life when responding to harm. They range from the informal to the formal depending on what is considered to be a suitable response. What follows is a brief summary.

This list is not intended to be exhaustive but serves as illustration of steps the school may take when things go wrong.

Level	Unacceptable Behaviour (examples)	Response and/or potential consequences	Who	Support and by Whom
1	• Lack of equipment/journal • Unexplained late to school • Not following basic instructions • Lack of punctuality (start of lessons) • Unexplained missing homework/project deadlines • Minor disruptive behaviour (e.g. chatting, turning around, not taking part in class...) • Running in corridors/horseplay • Eating in areas not designated for lunch/break • Unkind behaviour to another student • Littering • Inappropriate physical contact. (Physical contact should be platonic in nature only. Kissing, hugging, sitting on laps, and sexual contact of any kind, is inappropriate for school, as these behaviours make others feel uncomfortable/under pressure to conform).	Verbal reminder/reprimand. Note on VSWare if a 2nd reminder is required.	All teaching staff.	Subject Teacher. RP conversation, agreed (1:1)
2	• Persistent or serious Level 1 behaviour (including persistent lack of equipment or persistent lack of homework) • Damaging the structural integrity of the journal • Water-fights & other similar boisterous behaviour. • Inappropriate clothing • Persistent lack of punctuality (start of lessons) • Persistent misuse of mobile phones, smart watches, MP3 players, etc. • Bullying (see Anti-bullying policy) • Graffiti and/or vandalism	Automatic Note on VSWare. RP conversation to determine appropriate intervention/consequence. Meeting with parent Community service to match behaviour Additional learning tasks Productive tasks to be completed during ALO Parent/guardian to collect phone at end of school day	Subject teacher, Year Leaders	RP conversation, agreed (1:1; circle;) Interventions and consequences to be recorded for future reference. Year Leaders and parents to monitor intervention.
3	• Failure to comply with an agreed consequence applied at Level 2.	Automatic Note on VSWare. Promptly arranged RP meeting to	Depending on severity of incident(s):	As above, and communication with parents/carers

	● Persistent or serious Level 2 misbehaviours (determined by class tutor) ● Refusal to engage with (homework/classwork/project...) and/or similar agreements/contracts arising from level 2 interventions. ● Rudeness to others (staff, students, visitors, public...) ● Truancy ● Anti-social behaviour (e.g. spitting...) ● Being on school site repeatedly without staff permission in accordance with our extended hours policy ● Out of bounds (out of sight on school grounds) ● Out of bounds - off site/trips ● Severe or persistent cases of Bullying (see Anti-bullying policy) ● Graffiti and/or vandalism (larger scale) ● Selling/buying/distributing for personal gain ● Abusive and aggressive language ● Being in possession of smoking/vaping materials ● Poor behaviour during Restorative Practice meetings ● Physical aggression (endangering others) ● Inappropriate sexual behaviour	determine appropriate consequences. RP conversation, agreed (1:1; circle;) interventions and consequences to be recorded for future reference. Possible consequences: (depending on the nature of the incident) ● Additional learning tasks ● Productive tasks to be completed during ALO. ● Community service ● Restricted access to school buildings / outdoor areas ● Supervised break times ● Confiscation of items. ● Report card ● Suspension	Year Leader Deputy Principal Principal	from class-tutor/Student Support team. Consultation with AEN co-ordinator if applicable. Student Support Plan, mentors, modified curriculum, and other supports will be used by staff when deemed appropriate. Risk Assessment.
4	These examples of misbehaviour that could warrant immediate suspension are indicative and are not an exhaustive list. ● Persistent or serious Level 3 infringements ● Major graffiti and/or vandalism; ● Weapons or imitation weapons ● Smoking/vaping while on the School Premises ● Drugs and alcohol possession ● Drugs and Alcohol (Being present on the school premises while under the influence of an intoxicant (i.e. alcohol and drugs/stimulants and any combination thereof)	Probable and possibly immediate suspension if deemed appropriate by the management. If suspension is not deemed appropriate by the Principal or Deputy, an urgent RP conference will be held with the Guidance Counsellor/ Progress Leaders/ Principal /Deputy/etc...as required. Record of conference and steps to resolution recorded on VSware. Possible consequences: Suspension (up to 3 days, or 5 with BOM chair-person approval)	Principal (or DP in case of the Principal's Absence) for suspension. Deputy Principal Principal	As above and review of the individual's Student Support Plan. Board of Management informed in cases of suspension

	• Homophobic, racist or inflammatory comments • Distribution or display of material on the School Premises which is threatening, abusive, insulting or obscene • Engaging in threatening, abusive or insulting behaviour or persistent harassment towards another member or members of the School Community or others on the school premises • Assaulting or threatening to assault (endangering others) another member(s) of the School Community or others on the school premises • Bullying/cyber-bullying (see Anti-bullying policy) • Serious misuse (e.g. sexting – taking, possessing, sharing, displaying...) of mobile phone, other tech. device, school computers, or the school system. • Deliberately setting off the fire alarm and/or extinguisher or provoking other emergency procedures/evacuations under false pretences • Damaging or threatening to damage school property or property belonging to another member or members of the School Community or others on the school premises • Failing to comply with the provisions of a School Policy without lawful authority or reasonable excuse • Theft or attempted theft of the school's property or property belonging to another member or members of the school community or others on the school premises	and/or any other sanction short of expulsion. Suspension greater than 5 days (subject to Board approval). For Health and Safety reasons, students may be required to 'cool off' under school or parental supervision (off-site) immediately following the incident. Confiscation of items.		
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5	● Persistent/serious Level 4 infringements ● A serious ‘one-off’ incident (such as, but not limited to, those described at level 4) which in the judgement of the Board of Management warrants expulsion from the school community. ● Drugs & Alcohol (Possession/ intent to sell)	Expulsion	BOM	
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Please Note: Items not to be brought into school (non-exhaustive list)

- Items of value (including cash) should not be brought into school unnecessarily. Belmayne ETSS does not accept responsibility for their loss or damage. .
- Tip Ex
- Energy or stimulant drinks (unless needed on occasion for previously agreed medical reasons).
- Any items to be sold, unless part of a school sanctioned enterprise.

Bringing any of the following five categories of items onto the premises will be considered a very serious disciplinary issue.

- Weapons, imitation weapons or offensive/dangerous objects, including laser pointers
- Offensive literature in any medium or any form of pornography
- Any form of smoking materials, matches, lighters, e-cigarettes or vapour-sticks /vapes
- Alcohol of any kind.
- Any stimulants/illegal substances.

Additional Learning Opportunities:

Parents will be informed of a student ALO via email or a phone call.

***these will take place after school in a supervised room on a designated day*

Student Support Team (SST) Meetings

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

Alternative Provision

Dependent upon student need, the school will use the following interventions to support and re-engage students:

- **Withdrawal from mainstream lessons** – short term personalised placements on the school site with gradual reintegration back to the mainstream curriculum.
- **Behaviour Support Plan** – daily monitoring by Deputy Principal.
- **External provision**

Medical Issues

If a student is unwell during the school day they should be sent with a note, in their planner, to the school secretary. Teachers should make the appropriate judgement about when to send a student to the

secretary. Students must not be sent out of lessons for trivial reasons; always encourage the student if possible, to wait until the end of the lesson.

Use of the toilets

We expect students to use the toilet at break, lunchtime and change of class. There will of course be emergencies and students with medical issues. The CARE team should provide a pass in the journal for any student with a medical issue. Students are only allowed out one at a time during class.

Lunch and Break Time Expectations

All members of the school community are expected to Stand Proud, Aim High, Be Respectful and make No Excuses during break and lunchtime which includes cleaning up after themselves, treating everyone with respect and ensuring an appropriate noise level.

Mobile Phones

Mobile phones are to be switched off and placed in the student's locker for the duration of the day. If a student is seen with a mobile phone the following will occur:

1. The device will be taken until the end of the day and the incident recorded on Vsware.
2. Parents/Guardians will be asked to collect it from the Deputy Principal.

Equipment

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

Behaviour Outside School

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

For incidents that take place outside the school and not on school business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the school or on a journey to and from the school.

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

Home School Agreement – The Role of Parents/Guardians

Students' learning is enhanced by a positive relationship between home and school. Parents can contribute in the following ways:

- Being interested in their child's learning
- Understanding and supporting school procedures and expectations
- Being willing to support activities related to school
- Being aware of their child's role within the community
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual
- Being dressed appropriately
- Having correct equipment and appropriate materials for lessons.

Communicating with staff by:

- Reading and responding appropriately to school letters
- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending parents' evenings and school meetings
- Informing the school of absence by telephoning on the first day.

Suspected Criminal Activity

Without prejudice to any right to privacy or bodily integrity a Student may enjoy under the provisions of the Constitution of Ireland 1937 and/or the European Convention on Human Rights Act 2003, the Principal/ Deputy Principal/school tour leader who, with reasonable cause, suspects a Student to be engaged in any criminal activity may search that Student's personal property (e.g. Student's coat, school bag et cetera) or any relevant School property (e.g. the Student's locker et cetera). ("Reasonable cause for arrest equates with the concept of reasonable suspicion. In that regard, a reasonable suspicion is one founded on some ground which, if subsequently challenged, will show that the person arresting the suspect acted reasonably in suspecting them": Director of Public Prosecutions v Cash [2007] IEHC 108 (Charleton J.)

Without prejudice to any right to personal liberty a Student may enjoy under the provisions of the Constitution of Ireland 1937 and/or the European Convention on Human Rights Act 2003, and in accordance with the provisions of Section 4 of the Criminal Law Act 1997, the Principal, Deputy Principal or any Teacher, as appropriate, may use reasonable force to arrest and, if necessary, detain any Student whom he, with reasonable cause, suspects to have committed, or to be in the course of committing an arrestable offence for the sole purpose of transferring that Student into the custody of the Garda Síochána as soon as practicable.

An "arrestable offence" means a criminal offence for which a person of full capacity and not previously convicted may, under or by virtue of any enactment, be punished by imprisonment for a term of five years or by a more severe penalty, and includes an attempt to commit any such offence (See Section 2 of the Criminal Law Act 1997).

Examples of arrestable offences would include:

- While on the school premises, being in possession of a knife or other article made or adapted for use for causing injury or incapacitating a person (See generally Firearms and Offensive Weapons Act 1990);
- While on the school premises, being in possession of controlled drugs for unlawful sale or supply (See generally Misuse of Drugs Acts 1977 and 1984);
- Damaging or threatening to damage property belonging to another member or members of the school community (See generally Criminal Damage Act 1991);
- Damaging or threatening to damage the school's property;
- Theft or attempted theft of property belonging to another member or members of the school community; and/or
- Theft or attempted theft of the School's property.

While examples of arrestable offences, the foregoing is not an exhaustive list.

Suspension & Expulsion

The Board of Management in its procedures on suspension complies with section 22 & 23 of the Education (Welfare) Act 2000 & complies with section 24 in its policy on expulsion. This policy applies to all partners in the education process, that is school management (BOM), teachers, students & parents/guardians. This policy was reviewed in consultation with all of the aforementioned.

Students aged eighteen years or more

On occasions when an adult student requests the school to restrict or limit communication with their parents in matters relating to their education, the school authorities will inform parents/guardians of the student about the change in practice & the reasons.

Involving the Gardaí

Where allegations of criminal behaviour are made about a student, these will be referred to the Gardaí who have responsibility for investigating criminal matters.

Suspension

This is defined as withdrawal of permission from a student to attend school for a specified period of time or pending the completion of a particular event or instruction. Withdrawal from a particular class or subject for a period of time may be used in some circumstances. The period of suspension depends on the severity of the offence but may vary from one to five days. While on suspension students are required to complete assigned work and continue to engage with lessons and homework on Google Classroom.

Authority to suspend

The authority to suspend a student rests with the school's Board of Management. The Board of Management delegates the authority to suspend a student from attending on the School Premises to the Principal for a period not exceeding three school days, though this can increase to five days with the support of the Chairperson of the BOM, if a BOM meeting is impractical in the short term. The same powers are conferred on the Deputy Principal on occasions when the Principal is absent/off-site. In all cases of external suspension, the Principal will inform the Board of Management.

This authority to suspend is subject to the right of the parents (or of a student who is over 18 years) to appeal to the Board of Management. All suspensions are reported to the Board of Management. Under the Education (Welfare) Act, Section 21, the Principal will inform the Educational Welfare Officer in writing if a student is suspended for 20 days or more in any academic year.

Suspension is a serious sanction & is imposed where:

- ✓ Other efforts to resolve a disciplinary situation have failed.
- ✓ The nature of an incident dictates that the student be removed from the school immediately.
- ✓ The student repeated incidents of indiscipline in spite of warnings & counselling by staff.
- ✓ The student fails to recognise & submit to legitimate authority.
- ✓ The student's behaviour is considered to interfere with the right to learn of other students.
- ✓ The student's continued presence in the school constitutes a threat to the safety or welfare of other members of the school community.
- ✓ The student is responsible for serious damage to school property or to the property of others.

Automatic suspension:

Without prejudice to the foregoing, the Principal or Deputy Principal (in the Principal's absence) may, in their discretion, and if they believe that it is warranted, impose a suspension upon a student not exceeding three school days. Such suspension will come into operation immediately following it being communicated to the student and parent. A student who has been suspended with immediate effect, subject to any direction to the contrary being given by the Principal or Deputy Principal (as appropriate), shall leave the school premises as soon as practicable.

Suspension during a State exam: Suspension during a State examination will only be used where it is approved by the Board of Management & where there is

- ✓ A threat to good order in the conduct of the examination.
- ✓ A threat to the safety of other students & personnel.
- ✓ A threat to the right of other students to do their examination in a calm atmosphere.

Suspension procedure: Fair procedures will be followed in the investigation & decision-making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard & the right to impartiality.

The school recognises the serious nature of the sanction of suspension & this seriousness is reflected in the school's procedures. Parents & student will be given an opportunity to respond before the decision is made & before any sanction is imposed. In the case of an automatic suspension, a formal investigation will immediately follow the imposition of the suspension. Parents/Guardians are contacted directly either by telephone or by email or both to inform them in respect of a suspension. Parents are informed, in writing, as soon as practicable, (to the parent of, or if over 18 years of age, the student) confirming the proposed or immediate, as appropriate, suspension.:

- The reasons for the suspension & the period of suspension- commencement and termination dates for suspension.
- The requirements & arrangements for returning to school which must be fulfilled to gain reinstatement (e.g. parents & students will be asked to reaffirm their commitment to the BFL policy)
- Their right to appeal the decision to suspend to the Board of Management
- The procedure to be followed in making such an appeal
- The right to appeal to the Secretary General of the DES under Section 29 of the Education Act.
- A copy of the letter will be placed on the student record

Students are not dismissed from school unless & until arrangements are made for their safe return to the care of their families. All relevant personnel are required to keep records of all meetings &/or phone calls in connection with the suspension. All suspensions will be reported by the Principal to the Board of Management, with the reasons for & duration of each suspension.

Grounds for removal of a suspension

Section 23 (2) d of the Education Welfare Act 2000 requires the school to publish the grounds for removing a suspension. This implies that a system is in place for review / appeal of a suspension. Grounds for the Board of Management or Principal removing a suspension may include:

1. New circumstances come to light which result in Board of Management/Principal of BELMAYNE ETSS deciding to remove the suspension
2. The Principal / Board of Management agree that another sanction be applied after discussion with the parents
3. Successful internal appeal to the Board of Management

4. Successful external appeal under Section 29 of the Education Act

Internal Appeals

The Parents of, or if over 18 years of age, the student who has been suspended may appeal such suspension to the Board in writing within two school days of such suspension being imposed. Any appeal should be addressed to the Secretary of the Board of Management and must be either hand delivered to the Principal, sent by registered pre-paid post or by email to info@belmayneetss.ie

A suspension will come into operation on the third school day after it was imposed if no appeal has been received by the Principal within the prescribed time. In determining such appeal, the Board may, in its absolute discretion, either direct that such suspension be quashed, extended or reduced in addition to directing the Principal to amend the school record accordingly. Where an immediate suspension has been imposed, and the duration of such suspension has expired by the time of the next ordinary meeting of the Board, the Board may, in its absolute discretion, quash such suspension and direct the Principal to amend the school record accordingly.

The Parents of, or if over 18 years of age, the student may appeal to the Board against any significant disciplinary sanction short of expulsion imposed upon a student by the Principal or Deputy Principal. Any appeal should be addressed to the Secretary of the Board of Management and must be either hand delivered to the Principal, sent by registered pre-paid post or by email to info@belmayneetss.ie. The entering of an appeal in respect of a disciplinary sanction short of expulsion does not suspend its operation and such sanction shall continue in full force and effect until the next ordinary meeting of the Board where such appeal will be determined.

External Appeal

In accordance with Section 29 of the 1998 Act, an appeal lies to the Secretary General of the Department where a student is, among other things, suspended from attendance at the school for a period which would bring the cumulative period of suspension to 20 school days in any one school year. Further information and the Appeals Application Form is available from the Section 29 Appeals Administration Unit, Department of Education and Skills, Friar's Mill Road, Mullingar, County Westmeath, N91 H30Y

(See more at:

<http://www.education.ie/en/Parents/Services/Appeal-against-Permanent-Exclusion-Suspension-or-Refusal-to-Enrol/>)

Reinstatement following suspension: Parents/Guardians will be required to meet with staff delegated by the Principal to emphasize their parental responsibility in helping the student to behave well & to discuss a plan to change the unacceptable behaviour. This meeting will be held during the suspension. Upon return from suspension students will meet with the Deputy Principal/Principal. Students will have a phased approach back to their classes connecting with the guidance counsellor.

Expulsion

Permanent expulsion of a student is a very serious step & one that will only be taken by the Board of Management. Fair procedures will be followed in the investigation & decision-making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard & the right to impartiality.

Authority to Expel

The Board of Management has the authority to expel a student under Sect. 24 of the Education (Welfare) Act 2000.

The Grounds for Expulsion: The school will attempt to address misbehaviour & to avoid permanent expulsion of a student by:

- Meeting with the parents & the student to find ways of helping the student to change their behaviour.
- Making sure the student understands the consequences of persistent misbehaviour.
- Ensuring all other options have been tried.
- Seeking the assistance of relevant support agencies (e.g. Psychological Support Service, Health Service Executive Community Services, The National Behavioural Support Service, Child & Adolescent Mental Health Services, National Council for Special Education).

The decision to permanently expel a student may be taken by the Board of Management in extreme cases of unacceptable behaviour such as:

- ✓ The student's behaviour is a persistent cause of significant disruption to the learning of others or to the teaching process.
- ✓ The student's continued presence in the school constitutes a real & significant threat and/or risk to safety.
- ✓ The student is responsible for serious damage to property – of others or belonging to the school.
- ✓ The student is in possession of, uses, or supplies drugs or illegal substances.
- ✓ The student is in possession of a weapon or dangerous implement.

The grounds for permanent expulsion may be similar to the grounds for suspensions. Expulsion is only considered when school authorities have tried a series of interventions & believe they have exhausted all possibilities for changing the student's behaviour.

The following behaviours may incur **an Automatic Permanent Expulsion or Permanent Expulsion for a first offence**

- ✓ A serious threat of violence against another student or member of staff.
- ✓ Actual violence or physical assault.
- ✓ Supplying illegal drugs/substances to other students in the school.
- ✓ Sexual assault.

Permanent Expulsion Procedure: Fair procedure will be followed in the investigation & decision-making process in line with the Education Welfare Act 2000 & the NEWB Guidelines. These concern the right to be heard and the right to impartiality.

1. A detailed investigation carried out under the direction of the principal.
2. A recommendation to the Board of Management by the principal.
3. Consideration by the Board of Management of the principal's recommendation & the holding of a hearing.
4. Board of Management deliberations & actions following the hearing.
5. Consultations arranged by the Education Welfare Officer.
6. Confirmation of the decision to expel.

The Board of Management is the decision-making body in relation to permanent expulsion. The Board of Management will decide which of the tasks involved in these procedural steps requires separate meetings & which tasks can be accomplished together in a single meeting, consistent with giving parents due notice of meetings & a fair & reasonable time to prepare for a Board hearing.

Step 1: A detailed investigation carried out under the direction of the Principal

The Principal will:

- Inform the student & their parents about the details of the alleged misbehaviour, how it will be investigated & that it could result in expulsion. Parents will be informed in writing of the alleged misbehaviours to ensure they are clear about what their son or daughter is alleged to have done & underline the seriousness with which the school views the alleged misbehaviour.
- Give parents & the student every opportunity to respond to the complaint of serious misbehaviour before a decision is made & before a sanction is imposed.

Step 2: A recommendation to the Board of Management by the Principal

Where the principal forms a view, based on the investigation of the alleged misbehaviour, that permanent expulsion may be warranted, the principal makes a recommendation to the Board of Management to consider expulsion.

The Principal will:

- Inform the parent & the student that the Board of Management is being asked to consider permanent expulsion.
- Ensure that parents have records of the allegations against the student; the investigation; & written notice of the grounds on which the Board of Management is being asked to consider permanent expulsion.
- Provide the Board of Management with the same comprehensive records as are given to parents.
- Notify the parents of the date of hearing by the Board of Management & invite them to that hearing.
- Advise the parents that they can make a written & oral submission to the Board of Management.
- Ensure that parents have enough notice to allow them to prepare for the hearing.

Step 3: Consideration by the Board of Management of the Principal's recommendation & the holding of a hearing

The board will:

- Review all documentation & the circumstances of the case.

- Ensure that no party who has had any involvement with the circumstances of the case is part of the board's deliberations.

The Hearing:

The board meeting for the purposes of the hearing will be properly conducted in accordance with board procedures. **This is not a court of law** & the BOM will not allow representations by persons of legal authority.

At the hearing the principal & the parents, or a student aged eighteen years or over, will put their case to the board in each other's presence.

Each party will be allowed to question the evidence of the other party directly.

The meeting may also be an opportunity for parents to make their case for lessening the sanction.

In the conduct of the hearing the board will strive to be, & be seen to be, impartial as between the principal & the student.

After both sides have been heard, the board will ensure that neither the principal nor parents are present during its deliberations.

Step 4: Board of Management deliberations & actions following the hearing

The Board has the responsibility to decide whether or not permanent expulsion is the appropriate sanction. Where the Board, having considered all the facts of the case, is of the opinion that the student should be expelled, the Board **must notify the Educational Welfare Officer (EWO)** in writing its opinion. (Education (Welfare) Act 2000, s24 (1)).

The Board will follow the NEWB reporting procedures for proposed permanent expulsions.

The student will not be expelled before the passage of 20 school days from the date on which the EWO receives this written notification. (Education (Welfare) Act 2000, s24 (1)).

The Board will notify the parents in writing about its conclusions & the next steps in the process. The parents will be told that the Board will now inform the EWO. The permanent expulsion will not be implemented until 20 days have elapsed from the time of notification of the EWO.

Step 5: Consultations arranged by the Educational Welfare Officer

Within 20 days of receipt of notification from the Board of Management of its opinion that a student should be permanently expelled, the Education Welfare Officer must:

- ✓ Make all reasonable efforts to hold individual consultations with the Principal, the parents, the student & anyone else who may be of assistance.
- ✓ Convene a meeting of those parties who agree to attend (Education (Welfare) Act 2000, section 24).
- ✓ Pending these consultations, the Board of Management may take steps to ensure that good order is maintained & that the safety of students is secured ((Education (Welfare) Act 2000, s24 (5)). The Board may consider it appropriate to suspend a student during this time where there is a likelihood that the continued presence of the student during this time will seriously disrupt the learning of others, or present a threat to the safety of other students or staff.

Step 6: Confirmation of the decision to expel

Where the 20-day period following notification to the EWO has elapsed, & where the Board remains of the view that the student should be permanently expelled, the Board of Management will formally confirm the decision to permanently expel & will notify parents immediately that the expulsion will now proceed. Parents & students will be told of their right to appeal & supplied with the standard form on which to lodge an appeal. A formal record will be made of the decision to permanently expel the student.

Appeals

A parent, or a student aged over eighteen years, may appeal a decision to permanently expel to the Secretary General of the DES (Education Act 1998 section 29). An appeal may be brought by the NEWB on behalf of a student.

- **MONITORING, EVALUATION AND REVIEW**

Relevant staff will monitor the implementation and effectiveness of this policy; review it annually and submit a report to the Board of Management. The policy will be promoted and implemented throughout the school.

BELMAYNE ETSS Board of Management reviewed and ratified this policy on 10/01/2023.

Signatures: _____
Chairperson

Secretary to the BOM

To be reviewed: Jan 2025

The Belmayne Way

Our Motto	Attitude to Learning	Minimum Expectation
Stand Proud	Be proud of yourself, who you are, your heritage and your school at all times.	- Appropriate School Clothing - No offensive slogans or images - Conduct yourself with pride at all times. - Respect your environment by only eating in designated areas and not littering. This is your school.
Aim High	- Every achievement starts with a decision to try. - Give 100% to everything and remember to always have the mindset 'I can, I just can't do it YET!' - Winners are not those who never fail but those who never give up.	- Attend school every day, on time and with all equipment including iPad and school journal. - Be in the right place at the right time ready for learning. - Make the most of all opportunities. - Always complete all class and homework to the best of your ability.
Be Respectful	- Always treat others as you would like to be treated. - Be a team player. - We are all unique and everyone has something of value to contribute to the world.	- Listen to others, use appropriate language and be kind. - Keep hands, feet, objects and personal comments to yourself. - Look after and respect all members of the Belmayne School community. - Follow all staff instructions in lessons, around the school and during school trips.
No Excuses	- Take responsibility for yourself and your actions, always set yourself a high standard. - Do the right thing and there will be no need for excuses.	- Accept responsibility for your behaviour and be accountable for it. - Phones and other personal electronic equipment out of sight and off. - Make healthy choices e.g. no fizzy drinks

Belmayne ETSS Behaviour for Learning Overview

Positive behaviour for learning is underpinned by:

- Respectful relationships.
- High quality lesson planning.
- Positive reinforcement and celebrations of students making an effort to meet expectations.

The Belmayne Way which outlines our community expectations of Stand Proud, Aim High, Be Respectful and No Excuses underpins the ethos of the school and we expect all staff members of the school community to:

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

Step 0 lists the preventative measures to ensure a positive learning environment

Step 0	• Seating Plan • Meet & Greet • Build relationships • Planning engaging and challenging content in lessons • Positive reinforcement • Praise outweighs anything negative 5:1	• Routines • Model positive behaviours • High standards at all times- Punctuality, homework, behaviour, interactions • Ensuring lesson content is scaffolded and there is clear progression • Consistent approach in applying BFL steps	• Differentiation • SMART Learning Intentions (Displayed throughout lesson where possible) • Constructive feedback • Reward positive behaviour
	Steps	Example of prompts	Suggested Action
Step 1	Reminder(s) of expectations. Non-verbal signals/gestures may be used.	"Quick reminder to everyone that we need to be respectful."	Eye Contact
Step 2	Caution– An opportunity to change behaviour.	A clear verbal caution delivered politely (and privately, wherever possible) making the student aware of their behaviour & outlining the consequences if they continue. 'Ashling, just another reminder that we need to be respectful in class and not speak when someone else is speaking. I will have to ask you to leave the class if the behaviour continues'	Ear Message

Step 3	Choice/Last Chance – change in behaviour or student must accept accountability. Change of seat may help improve behaviour.	“..Aching you have not changed your behaviour yet. Can you please move seats” Explain to the student that any further not meeting expectations behaviour will be recorded on Vsware and they will be asked to go to the Deputy Principal.	R.C with student & classroom teacher at the end of the lesson. Work to take home to make up for lost learning in class.
Step 4	Student asked to go to the Deputy Principal	“Unfortunately, your behaviour has not improved. Can you please go to the Deputy Principal” Please provide students with the student reflection sheet/class work to continue with when asking them to work in another classroom and use this as a basis for the follow up R.C.	Incident recorded on Vsware & in student journal. Email home & record on Vsware in the notes section. R.C before the next lesson with the class teacher as soon as possible. Work to take home to make up for lost learning/ALO.
Step 5	External referral- This should only apply in the event of a student refusing to engage with the room change process (i.e. will not leave the class), a serious incident has occurred, a student continues to misbehave after they have changed classrooms.	“...it looks like you are refusing to follow my instructions. This is a health and safety risk and I will need to get the deputy principal/principal.”	Incident recorded on Vsware & in student journal. Phone call home. Restorative Conversation with student & teacher involved. ALO /Community work.
Step 6	Repair	This might be a quick chat at breaktime or a more formal, mediated meeting to make things right with the student and adult.	

Restorative Conversation Framework: Restorative Conversation Framework must be used by all members of the school community to repair harm and move forward.

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

Student Referral: Positive behaviour for learning is everyone's responsibility and we must work together to ensure a consistent school approach. Students can be referred to the class tutor/Deputy Principal when the classroom teacher has exhausted all agreed behaviour strategies with a student and no improvements have been made in behaviour. Please complete the student referral form when referring a student for further behaviour support.

Additional Learning Opportunities:

All Additional Learning Opportunities must be recorded in the student journal and parents informed at least 24 hours before. Additional Learning Opportunities will be given to students who have had three not meeting expectations incidents in one week or one serious behaviour incident such as refusing to work in another room. All students must understand why they have been asked to attend an ALO and offered support to ensure they can avoid making the same mistakes in the future. Students will be expected to complete the Reflection Sheet during ALO to help support them with their learning.

Punctuality:

All students are expected to be in school and ready to learn by 08.30. Students must ensure to sign the late book if they arrive after this time as all parents /guardians will be informed at 09.30 if their child is not in school. Students will be asked to make up lost time at break time when they are late to school.

Mobile Phones/Electronic Devices: All mobile phones and all electronic devices, except from school iPads, must be turned off and left in the student's locker for the duration of the school day.

Misuse of these devices

1. The device will be taken until the end of the day and the incident recorded on Vsware.
2. Parents/Guardians will be asked to collect it from the Deputy Principal.

Accountability Strategies:

When expectations set out in The Belmayne Way are not met, and poor behaviour is evident, students will be accountable for their actions. The school will work hard to ensure its response to inappropriate behaviour is supportive, consistent, agreed with the student and their parent/guardian(s) and in proportion to the level of seriousness and the student's previous conduct.

The range of accountability options can include:

Reminder of expectations
Verbal warning
Short length ALO
Longer length ALO
Note to parent/guardian on Vsware/Email.
Catching up on missed work
Loss of free time
Removal from the lesson to work under supervision elsewhere
Monitoring report
Letter home to parent/guardian(s)
Parent/Guardian meeting
Internal suspension
External suspension
Permanent Exclusion

Incident Reflection Sheet

Student Name:

Date:

Class:

What happened?

What were you thinking at the time?

What have you thought about it since?

Who has been affected and in what way?

How could things have been done differently?

What do you think needs to happen next?

Signed:

Date:

Belmayne ETSS Student Referral Form

Student Name: _____ Class _____ Date: _____

.. What happened?

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.. How many of our steps have you used so far to solve this problem?

Step 1: Reminder

I reminded all students to Stand Proud, Aim High, Be Respectful, No Excuses	
I was calm & respectful to the student.	
I used a de-escalating strategy such as making a hand movement/ eye contact with the student, moving to stand close to the student or asking the student if they needed a moment/movement break.	
I sought SNA/second teacher support to help the student.	

Step 2: Caution

I gave clear verbal caution to the student to make them aware of their behaviour.	
I gave the student time to change behaviour.	
I clearly outlined the student's choice and what would happen if they did not comply.	
I avoided a power struggle.	

Step 3: Choice/Last Chance

I asked the student to move seats to help improve the behaviour.	
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Step 4: Room Change/Time Out

I asked the student to work in another classroom.	
I gave the student a reflection sheet to complete. (*I asked second adults/other student to get D.P/Principal if student refused)	
I recorded the incident on Vsware, in the student journal or on their report card.	

I followed through:

I phoned home & recorded on Vsware	
I met with the student before the next lesson	
I used the restorative questions.	

I had made a restorative agreement with the student (copy given to tutor/Deputy Principal). Student agreed to:

They broke it by.....

I phoned parents relating to this issue and we agreed:

What needs to happen now to solve the problem?

Signed: _____ . Date: _____

Belmayne ETSS Classroom Routines

Stand Proud: Students are greeted at the door

Teachers should greet the students at the door as they arrive and then students proceed inside and get started on the Do Now. Greetings using their name used if possible to model best practice

Be Respectful: greet your teacher with a smile and a hello.

This ensures a positive start to the lesson. Students are welcomed into the classroom and are aware that they have the opportunity of a fresh start every lesson.

No Excuses: Sit in your assigned seat and put your iPad face-down on the desk with your journal on top.

This shows that you are in charge of the learning environment. A seating plan, however, can and should be open to negotiation from time to time. As well, if a student misbehaves in one place they should be moved to another 'safer' position for them.

Aim High: Students begin work immediately on a 'Do Now'

Students immediately work on a 'Do Now'. Each lesson will start with a brief 1-5 minute activity which should be written on the board before they enter or immediately as they enter. This should be a brief review activity or practice of previous learning or an introduction of new learning. It must be individual, written, doable and brief. This ensures that the first action of students who enter your room is to carry out a learning activity which requires no distraction.

Be Respectful: Teachers will not issue instructions over the top of student talk.

Few researchers accept that students can take in instructions or information while they are talking or while they are distracted by others talking.

Be Respectful: Lesson ends under teacher control.

A suggestion is that students pack up and pay attention and then you give a brief recap of the learning outcomes and learning activities. You may wish to comment on behavioural issues e.g. congratulate or mention issues you had to deal with and that need to improve.

As students leave it might be appropriate to talk briefly with an individual about their improved behaviour or to re-establish a relationship if that person had to be spoken to that lesson.

Such an ending ensures that learning has been the focus of the lesson and continues the theme of the teacher being in control