



ST MARY'S HIGH SCHOOL, NEWRY

Pupils with SEBD Policy

Revised June 2018

Rationale:

In St Mary's we are committed to promoting positive behaviour in a supportive and caring environment. As a Catholic and Rights Respecting School, we work together to engender in our pupils' positive attitudes and behaviours based on respect for self and others. The promotion of positive behaviour enables pupils to become self-disciplined learners who respect diversity, authority and are able to make informed decisions allowing them to fulfil their potential and develop positive relationships with other people. As a school we recognize that some pupils during their school years may have Social, Emotional and Behaviour Difficulties (SEBD) and we will endeavour to make every possible arrangement to provide for their individual needs in an inclusive and respectful manner.

The management of behaviour issues is linked closely to the pastoral care provision in the school. The Form Teachers, Year Tutors, Behaviour Management Coordinator and Senior Leadership Team play key roles in this area. In the interest of the child they will liaise with other agencies including Education and Welfare Office, Pupil Personal Development Service, Educational Psychologists, Behaviour Support Team, Social Services, Newry Adolescent Partnership, CAMHS, Just Ask, CAPS, YPP and School Counsellors, supporting pupils throughout the school.

Definition:

Department of Education Northern Ireland (DENI), *Code of Practice on the Identification and Assessment of Special Educational Needs (1996)*:

Pupils with SEBD have learning difficulties as defined within the SEN Code of Practice. They may fail to meet expectations in school and in some cases may disrupt the learning experiences in the classroom. Such difficulties may result, for example from abuse or neglect, physical or mental illness, sensory or physical impairment, a specific learning difficulty or psychological trauma. In some cases, they may arise from, or be exacerbated by, circumstances within the school environment. They may manifest themselves in a wide variety of forms, which sometimes depends on the age of the learner, including:

- Withdrawn, depressive or suicidal attitudes;
- Difficulty in communicating;
- Obsessional preoccupation with eating habits;
- School phobia;
- Substance misuse;
- Disruptive, antisocial and uncooperative behaviour and frustration; and
- Anger and threat of or actual violence that requires physical intervention.

SEBD may be associated with frustrations resulting from other learning difficulties. Pupils with SEBD cover the full range of ability and continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work within a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults.

Other pupils may display similar signs of low self-esteem, underachievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They may be withdrawn, quiet and find it difficult to communicate.

Aims:

Through the establishment of a caring framework as a Rights Respecting School we aim to:

- Encourage all pupils to exercise self-discipline, self-respect, respect for others, the environment and local community and develop a sense of personal responsibility in line with Article 29 of UNCRC *‘Education must encourage the child’s respect for human rights as well as respect for others’*.
- Provide a systematic, consistent and appropriate response to behaviour management in school;
- Ensure pupils understand and recognise the need to have rules in school and to fulfil their responsibility as outlined in the School Charter;
- Foster mutual respect, understanding, sensitivity, open mindedness and generosity towards others so as to enrich both personal and community life;
- Support the health and safety of the pupils;
- Fosters a learning culture that celebrates and reward positive behaviour, achievement and success;
- Create a stimulating learning environments which encourages and rewards personal endeavour and achievement;
- Ensure pupils behave appropriately at all times in school and when representing the school on trips and during other activities;
- Encourage pupils to respect authority, treating all persons in authority with courtesy and respect;
- Support the personal development of all pupils by recognising and rewarding high standards of behaviour and effort.

Provision for SEBD (Supportive and Caring Ethos in School):

The Curriculum and Pastoral Care provisions in St Mary’s High School aim to help and support all pupils, thus preparing them to cope with the demands of school and adult life, enabling them to achieve their full potential and develop as positive contributors to society and the economy. These provisions include measures to help meet the physical, emotional and spiritual needs and aspirations of all learners within an inclusive learning environment. We acknowledge the importance of our

pastoral role in the welfare of all young people and through our mission statement and ethos every member of our school community is treated with respect. Through our Pastoral Programme and Counselling Service we offer a supportive environment to pupils. The Personal Development Programme allows pupils to explore key issues within their personal development including Self Concepts, Self Esteem, Health and Well-being, Relationships and Personal Safety.

The following structures and arrangements operate in St Mary's:

- To identify pupils with SEBD as early and thoroughly as possible through a variety of means and in consultation with the appropriate personnel;
- To ensure full entitlement and access for pupils with SEBD to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self-esteem;
- To ensure that all pupils will feel valued and have a positive self-image;
- To offer curricular, pastoral and extra-curricular experiences and opportunities that allow pupils to develop their knowledge, understanding and skills ensuring progress, promoting success and self-confidence;
- To encourage parental and learner involvement in the identification, assessment and support of pupils with SEBD and strive for close co-operation between all agencies aiming for a multidisciplinary approach;
- To implement a policy of inclusion by educating pupils with SEBD, wherever possible, alongside their peers;
- To develop a system for recording identification so that each learner's performance can be monitored and reviewed appropriately;
- To stimulate and/or maintain learner interest and enjoyment in their own education;
- To encourage the use of a range of teaching strategies that incorporate different learning styles and ensure barriers to learning are overcome;
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual needs;
- To provide a curriculum to promote intellectual, emotional, social and physical development in order that pupils can develop as valuable members of society both now and in the future, for example pupils should develop a range of desirable qualities such as: Safety awareness; Politeness; Resilience; Perseverance; Initiative; and Independence
- To meet the needs of all pupils with SEBD by offering continual and appropriate forms of educational provision by the most efficient use of all available resources;
- To promote collaboration and consistency among all staff in the implementation of whole-school policies to take account of the individual needs and requirements of leaders, promoting a feeling of belonging and taking action to strengthen protective factors;
- To liaise with other educational providers ie EOTAS, Training for Business to support the curriculum pathways encouraging good attendance and progress.

St Mary's Response to Poor Behaviour:

As a Rights Respecting School we work together to engender in our pupil's positive attitudes and behaviours to allow them to make informed decisions knowing between right and wrong, to be honest, compassionate, tolerant and to show respect for themselves and others. Behavioural

incidents are dealt with by the Class Teacher, Head of Department, Form Teacher, Year Tutor, Behaviour Management Coordinator Vice Principal or Principal. Form Teachers are involved at the initial stage and continue to have a supportive role.

- All teachers set high expectations in relation to pupil conduct, behaviour and application towards work;
- All pupils are expected to behave in a respectful and positive manner on any occasion they are wearing their school uniform (inside and outside school);
- All pupils who are experiencing emotional issues and as a result have difficulty coping with the demands of school life will be given support through the pastoral and/or counselling programme;
- All teachers act as positive role models within a rights respecting learning environment;
- Form Teachers and Year Tutors have responsibility for monitoring the behaviour of their Form Class/Year Group by promoting high expectations, offering support to all pupils and challenging unacceptable behaviour and actions;
- The School Rules, Home School Expectations and the School Charter have been reviewed in consultation with Governors, staff and the Rights Respecting School Council;
- A summary of the Behaviour Policy and School Rules are shared with all parents at the beginning of each academic year and parents agree and consent to the school rules by signing their daughter's diary at the beginning of each academic year;
- Parents can arrange an appointment with their daughter's Form Teacher or Year Tutor should they be concerned about her behaviour;

Strategies and Procedures:

All incidents of poor behaviour are taken seriously and the responses can include some or all of the following:

- Behavioural incidents are recorded through the Behaviour Management Module in SIMS. Members of staff record behaviours on the system
- Pupils are awarded Behaviour Points if they fail to follow school rules or embrace self-discipline or apply themselves to their work;
- A pupil may be asked to move to a different classroom until the end of a lesson if her behaviour is disrupting the learning and teaching in the classroom. Work will be provided by the Class Teacher;
- A pupil may be extracted from a subject for an agreed period of time if her behaviour is disrupting the learning and teaching in the classroom. The period of time will be agreed with the Class Teacher, Form Teacher, parents and pupil. Work will be provided by the Class Teacher;
- Pupils are put on after school detention if they receive **8 behaviour points**. A letter will be sent to parents informing them of the detention;
- If a pupil fails to attend a detention the Year Tutor will follow this up with a phone call home and another detention will be issued. Failure to complete this detention will result in three 15 minute lunch time detentions.
- When a pupil receives two detentions (**16 behaviour points**) the pupil will attend a formal meeting with their Year Tutor and the pupil will be placed on a Student Improvement Plan. Parents/Guardians will receive a phone call and a letter explaining the Plan. This Plan must

be signed by a parent/guardian each evening and is monitored closely by the Year Tutor. A referral will also be made to the Behaviour Management Coordinator (Mrs Hughes) and the pupil will be added to the Behaviour Register;

- A review meeting will take place after three weeks and as a result of this meeting:
 - ❖ If satisfactory progress is made - Pupil is taken off Student Improvement Plan and the Behaviour Register and a letter is sent home
 - ❖ If unsatisfactory progress is made – Remain on Register and a further one week on Student Improvement Plan
 - ❖ No progress after four weeks – Parent/Guardian meeting with Behaviour Management Coordinator and Vice Principal
 - ❖ Little progress after one further week – Referral to External Agencies
(Stage 3 SEN Register – Behaviour)

Intervention Strategies for Persistent Poor Behaviour:

- The Behaviour Management Coordinator will arrange a formal meeting with the pupils' parents and intervention strategies employed;
- An Individual Behaviour Plan will be drawn up in conjunction with the Behaviour Management Coordinator, Year Tutor, Form Teacher and parents;
- As a result of persistent poor behaviour a pupil may be put into a different Form Class for an agreed period of time;
- As a result of further persistent poor behaviour a pupil may be put into a different Year Group for an agreed period of time. The pupil will complete the same work as the class she is in;
- If it is deemed necessary for a pupil to be put on Stage Three of the Code of Practice and all intervention strategies have been employed support will be sought from the Behaviour Support Team;
- Pupils identified with serious behavioural needs:
 - ❖ Will be given individual work on self-control and responsibility;
 - ❖ Will work with the Behaviour Management Coordinator in setting personal targets and goals;
 - ❖ Pupils may be supported by outside agencies (Social Services, EWO, Children Order Team, LAC Team, PPDS, CAMHS, EA, Behaviour Support Team, NAP, CAPS, YPP, Educational Psychologist) under the direction of the Behaviour Management Coordinator and Behaviour Support Team.

Suspension:

In St Mary's, we endeavour to avoid, where possible, the sanction of suspension and will only use it in cases where a serious breach of school rules has occurred. However, if a pupil's behaviour is a threat to the safety, health or emotional wellbeing of others, and previous methods of prevention and intervention have not been successful, the pupil may be suspended.

Behaviours which warrant suspension from school include:

- Physical assault of another pupil or member of staff;
- Verbal abuse/offensive language against a member of staff or another pupil;
- Serious case of bullying;
- Threats and intimidation towards a member of staff or another pupil;

- Carrying offensive weapons;
- Possession of, supplying or using illegal drugs;
- Smoking cigarettes, e-cigarettes or drinking alcohol on school premises.

In each of these cases, CCMS Suspension Guidelines will be followed. Formal suspension is for three days according to regulations. In an extreme case of poor behaviour, the Principal can issue a further extension in consultation with Board of Governors and relevant authorities. An official suspension letter will be forwarded to all relevant agencies.

Expulsion:

The expulsion of a pupil is the most serious disciplinary action that can be applied and in normal circumstances should be considered only after all reasonable courses of action have been explored. St Mary's High School will follow the procedures set out under the provisions of the Education Reform (Northern Ireland) Order 1989 and the Education and Libraries (NI) Order 1993 and the Regulations contained in SR No 99 of 1995 or any other statutory modification thereof and contained in the CCMS Guidelines for Expulsion.

Support from External Agencies:

The Behaviour Management Coordinator will work closely with the SENCO and will assist in the identification of behaviours which warrant remedial support or diagnosis. Support may be sought from external agencies including Social Services, EWO, Children Order Team, SELB, Behaviour Support Team, Pupil Personal Development Service, Educational Psychologist, CAMHS, CAPS, YPP and NAP.

Counselling:

A Counselling Service is available one day per week in school. If any member of staff wishes a pupil to avail of this service they should make a referral to the Vice Principal (Contact Person). A pupil can make a self-referral through the Vice Principal. A parent/guardian can also refer their daughter through the Vice Principal.

The Behaviour Support Register:

The Behaviour Management Coordinator and SENCO will maintain a register for pupils with SEBD and ensures that appropriate records are being kept. All pupils who have been identified as having SEBD are put on the Behaviour Support Register. A copy of the register is made available to all members of staff in the Staff Area. The Year Tutor, in consultation with teachers and Form Teachers maintains behavioural records, areas of concern and all relevant details and the information gathered is used to inform the Behaviour Management Coordinator who maintains the Behaviour Support Register. The Parent/Guardian is consulted before the pupil's name is put on the register. The register is reviewed regularly and the progress of each pupil working towards their individual targets is also reviewed. If a pupil is not reaching their full potential or meeting the set targets, new arrangements and where necessary new targets will be set. At all stages parents will be fully involved in the process.

Roles and Responsibilities:

A communication strategy should be implemented to ensure the successful dissemination of the roles and responsibilities within the school's policy for the early identification of pupils with SEBD. The strategy should ensure that all relevant information reaches all staff. The communication should be a two-way process, for example from the Principal and Senior Leadership Team (SLT) to all staff and from all staff to the SLT and Principal.

The Board of Governors should ensure that:

- The needs of all pupils with SEBD are addressed;
- The policy of SEBD is kept under review and
- Appropriate funds and resources are delegated to SEBD

The Principal should:

- Keep the Board of Governors informed about SEBD issues;
- Work in close partnership with the Behaviour Management Coordinator and SENCO;
- Liaise with parents and external agencies as required;
- Ensure that the SLT are actively involved in the management of SEBD within the school;
- Ensure that SLT members are consistent in practice and contribute to the realisation of the School Development Plan and
- Provide a secure facility for the storage of the School Behaviour Support Register for SEBD.

The Behaviour Management Coordinator and SENCO should:

- Be responsible for the administration of the School Behaviour Support Register for SEBD;
- Coordinate the day-to-day provision of the school's SEBD Policy;
- Coordinate provision for pupils with SEBD, maintain the school's SEBD register, and oversee the records of all pupils;
- Organise necessary reviews and referrals;
- Liaise with parents/carers and external agencies;
- Contribute to the in-service training of staff;
- Be aware of current research

All Staff should:

- Liaise with and advise colleagues;
- Promote lessons that are well prepared – challenging, engaging, motivating, progressive and accommodating the individual needs of pupils;
- Arrange timetables to best effect, aimed at minimising disruption;
- Include opportunities to teach and model conflict management skills;
- Provide opportunities for relationship and self-esteem building activities;
- Have a balance and range of teaching strategies and resources that promote different learning styles and multiple intelligences;
- Employ self-monitoring and self-assessment techniques and

- Provide pupils with positive and constructive feedback that promotes assessment for learning.

The class teacher should:

- Keep up-to-date with information on the School Behaviour Support Register;
- Gather and record information through observation and assessment;
- Develop an inclusive classroom;
- Promote protective factors for resilience;
- Work closely with other staff to plan for learning and teaching and
- Contribute to and manage learning plans in consultation with the Behaviour Management Coordinator and SENCO

Learning and Teaching:

- All pupils have the right to a broad and balanced curriculum. This involves all staff in using a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils;
- In order to facilitate this work should be stimulating. It should be differentiated so that pupils can experience success, yet challenging enough to promote progression in learning;
- Work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning;
- Staff should give positive feedback and the achievements of pupils with SEBD should be celebrated;
- Staff should be sensitive to pupils' SEBD and how this impacts on communication. This needs to be taken into consideration when giving instructions;
- Lessons should be structured in a series of simple, clearly-defined steps;
- The classroom environment should be inclusive, stimulating and attractive, featuring as much learner work as possible.

Continuing Professional Development:

It is essential that all staff keep up-to-date with current developments and attend all relevant CPD in order to best provide for pupils with SEBD. SLT work in collaboration with the Behaviour Support Team and other relevant agencies to ensure pupils with SEBD are fully supported inside and outside of school.

Related Whole School Policies:

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- Pastoral Care Policy
- Positive Behaviour Policy
- Drugs Education Policy
- Anti-Bullying Policy
- Personal Development Policy

- RSE Policy
- Child Protection Policy
- E Safety and Acceptable Use of Internet Policy
- SEN Policy
- Educational Visits Policy
- Health and Safety Policy
- CRED Policy
- School Charter
- E Safety Code

These policies are given to parents at the beginning of each academic year or available from the school website www.stmarysnewry.com.

Monitoring, Evaluation and Review:

The Vice Principal, Miss Crawley and the Pastoral Team are responsible for monitoring, evaluating and reviewing the implementation of the Pupils with SEBD Policy. The Policy and Procedures will be reviewed in light of any further guidance and legislation as necessary and review it annually. This will be done in consultation with the Governors, SLT, staff, students and parents. On-going evaluation will ensure the effectiveness of the Policy.