

# **Subject Plan and Policy for 'Behaviour for Learning' (BfL) Programme 2017- 2018**

## **Aims and objectives:**

The BfL teacher in conjunction with the National Council for Special Education (NCSE) Support Service aims to support and promote positive behaviour and academic learning in school, specifically among Junior Cycle students. We aim to:

- Improve retention and attendance
- Reduce the number of exclusions/discipline cards
- Improve and promote positive behaviour at whole-school level
- Offer individual and small group support to students who have difficulty managing their behaviour
- Create individualised student behaviour plans to ensure that students' behavioural and emotional needs are met (including liaising with SEN co-ordinator A. Ni Riain)
- Liaise with school management (P. O'Brien and G. Miller), Student Support Team (G. Hipwell SCO, M. Maxwell HSCL, P. O'Brien Principal, A. Molloy/J. Doyle Guidance Councillors and D. Talt SEN Teacher) and parents to ensure those students' needs are met
- Liaise with external agencies incl. Garda Youth Diversion, Youth Clubs and other community initiatives.

The BfL programme was initiated in 2010 by the NBSS. The programme aims to explore the ways in which an individual teacher, allocated 22 hours per week, could develop a school BfL programme specifically targeted at students in need of intensive individualised intervention.

The BfL programme teacher works with identified students, individually or in small groups, on BfL programmes that are designed to meet their social, emotional, behavioural and academic needs, so they can achieve and succeed in school. It also works on a whole- school basis- promoting positive behaviour among the entire school and supporting staff to deal with challenging behaviour.

## **PBST Members:**

C.Quirke, Y. Smith, D. Talt, A. Molloy, B. McMahon and F. Quille.

## **BFL Subject Co-ordinator:**

Faith Quille

## **BFL Subject Teacher:**

Faith Quille

## **Time Allocation:**

The BfL Teacher has a full 22 hours per week (including 2 hours administration/planning time). The BfL's timetable is arranged and modified to suit the individual needs of each student/group.

### **Referral and grouping of students:**

1. Students are referred to the BfL Teacher through the school's YH system and Student Support team, this then goes for approval to the Principal P. O'Brien.
2. Teachers are then asked to fill out a Learning Behaviour Checklist on each referral.
3. The BfL teacher compiles a Student Profile and Behaviour Plan from information collated through the whole school community (Management, SEN, Guidance, HSCL, Parents etc.)
4. The BfL teacher then decides how students are going to be grouped (usually according to their year group) and what time allocation each student is going to get.
5. Students are withdrawn from their mainstream classes- the number of classes depends on the behavioural, emotional, social and academic needs of each student.
6. Parental consent is obtained during a meeting with student and parent/guardian.
7. If the parent is unavailable to meet, despite repeated attempts, the HSCL M. Maxwell will visit the home to obtain consent.
8. Student progress is reviewed periodically with the "learning behaviour " Checklist.

### **Planning for students with special needs:**

Each student has an individualised behaviour plan, compiled after consultation with class/subject teachers, form teacher, year head, parent/guardian, student support team and the student themselves.

### **Record Keeping Procedures:**

All student information is filed confidentially in a filing cabinet in the BfL classroom. The records include:

- Student Profile
- Student Behaviour Plan
- My work at school
- Learning Behaviour Checklists
- Weekly reviews
- Recommendations from (psych., OT, S/L etc.)

### **Reporting Procedures:**

Parents and subject teachers have access to their child's/student's profile if they wish to. This is done by liaising with the BfL teacher. In addition, 'Behaviour Recommendations' are given to staff throughout the year (usually during Term 2). Teachers are also updated during staff meetings.

The work of the BfL Teacher is inspected twice yearly (Christmas and end of year) by NCSE personnel.

### **Resources:**

Behaviour Modification Programmes (IT based, worksheet based and board games)

- Talkabout for Teenagers
- Anger management
- Stop, Think, Do
- Social Skills
- Conflict Resolution
- Escape from Exclusion
- Why Try?
- Friends 4 Life
- Working Things Out
- Retracking
- Transition and Transfer
- Football Mad
- Behaviour 4my future
- ALERT programme

### **Literacy Programmes**

- Vocabulary Enrichment Programme (VEP)
- English Additional Language
- SNIP reading programme

### **Teacher CPD:**

The NCSE Support Service provides in-services annually and/or whenever the need arises. There are general in- services (eg. Information on new reporting procedures, general house-keeping etc.), specific training on the facilitating of new programmes (eg. Why Try?, Alert) and guest speakers. Support is also provided through the NCSE Advisor (Ms. Catherine Turley), the Assistant National Co-ordinator (Ms. Deirdre Harkin) and regular Community of Practise meetings throughout the year.