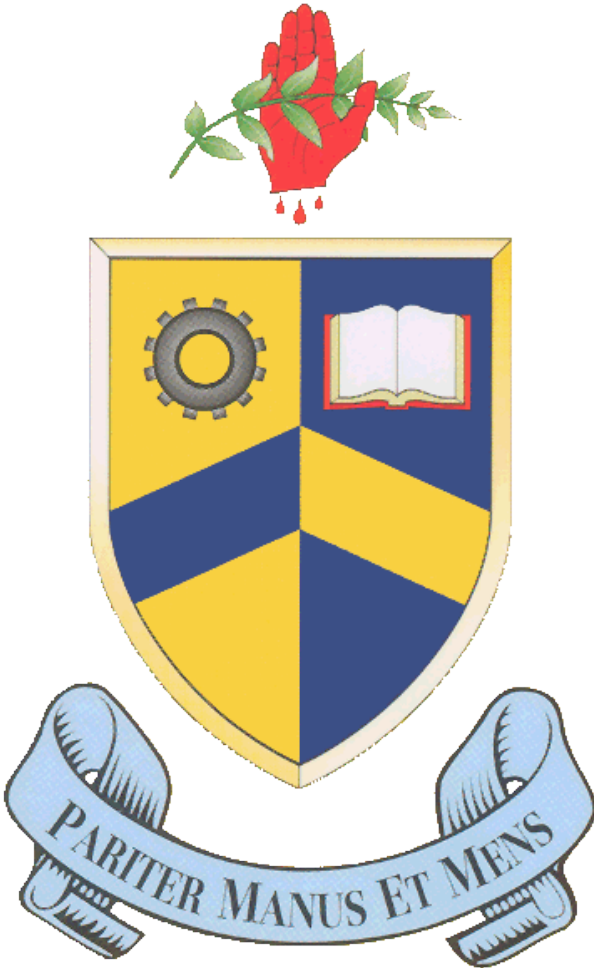


ASHFIELD BOYS' HIGH SCHOOL



Positive Behaviour Policy

POSITIVE BEHAVIOUR MANAGEMENT POLICY

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

PHILOSOPHY

The Behaviour Management Policy at Ashfield Boys' High School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.

Effective Behaviour Management is essential for the smooth running of the school. The school recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.

This policy should be read in conjunction with the school's Pastoral Care Policy, SEN Policy and the Anti-Bullying Policy.

AIMS

The overarching aims are:

- To promote good behaviour and encourage achievement
- To support pupils in learning self-discipline
- To enable effective teaching and learning
- To create a safe and secure environment for pupils and staff
- To teach pupils to understand, accept and tolerate differences in individuals

All staff are responsible for the behaviour and discipline of pupils in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of indiscipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so
- Establish a relationship of respect with pupils
- Deal promptly and personally in matters of discipline
- Apply a consistent approach

Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

Expectations of Students:

- To be prepared to listen and learn
- To control his/her own behaviour
- To let others work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability
- To wear full school uniform
- To follow school rules

This policy applies to all students whilst they are in school, travelling to and from school, in school uniform, attending colleges or businesses associated with ABHS programmes and whilst participating in activities or events organized by or associated with the school.

Uniform rules may be relaxed at the school's discretion, students will be informed prior to the event.

Expectations of Teaching Staff:

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which students can learn.
- To teach positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating pupils with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register pupils in every lesson
- To support the school's positive behaviour and SEN policy, in particular the referral system in line with the school's pastoral care structure
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen
- To avoid confrontation, aggression, sarcasm, humiliation, personal comments about pupils and whole class punishments resulting from poor conduct of only some of the class

Expectations of Form Teachers:

- To teach interpersonal skills by promoting positive, supportive relationships within the form
- To keep a record of attendance and to be aware of lateness and absence. Lateness to be reported to Ms Welch for pupil to be placed in Punctuality Detention
- To maintain positive communications between home and school
- To do all possible to ensure correct uniform and appropriate self-presentation
- To provide guidance and assistance to individuals as necessary
- To monitor pupil diaries
- To support the schools positive behaviour policy

Expectations of Heads of Department:

- To ensure that departmental schemes of work include activities designed to suit different learning styles
- To ensure/co-ordinate a positive learning environment within the department for both staff and students
- To ensure that the school's Pastoral Care, Positive Behaviour and SEN policies are consistently implemented, in particular the referral system through the pastoral structure
- To ensure that there is a climate of reward and praise within the department which outweighs sanctions
- To monitor the attendance, behaviour and learning of pupils within the department.
- To agree and implement consistently, ways of entering and leaving the departmental classroom and areas
- To monitor the work set by absent colleagues and to liaise at the start of, and at some point during, each lesson taught by a cover/supply teacher whenever practically possible

Expectations of Heads of Year:

- To liaise and communicate with parents and outside agencies regarding pupil needs
- To manage closely troubled and challenging pupils with their line manager and SENCO.
- To support individual pupils by:
 1. tracking the pupil's behaviour/achievement
 2. meeting with parents and pupils to solve problems which interfere with their learning and others'
 3. monitoring pupil attendance and punctuality
 4. consistently implementing, upholding and supporting the school's Pastoral Care, Positive Behaviour and SEN policy

Expectations of Emotional Health and Wellbeing Coordinator:

- Is responsible for assessing pupil need and developing a range of supports that will address their assessed need. Pupils will have access to a range of supports from both inside and outside school. The focus of the work will be the delivery of interventions that will address behaviours which prevent the pupil accessing learning opportunities
- To support staff in the use of appropriate strategies and be part of the pastoral provision in the school

- Will liaise across all year groups and will usually be engaged with more potentially disruptive behaviours (Stage 3 -5)

Expectations of SEN Tutors and Learning Support Assistants:

- To support SEN students within the classroom
- To support specific departments
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students
- To help the teacher to create and sustain a positive culture to learning where praise and encouragement outweigh sanctions
- To consistently implement the school's SEN, Pastoral Care and Positive Behaviour Policy

Expectations of Core Leadership Team:

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- To ensure that good practice is both developed and shared eg by observation of teachers who are skilled in behaviour management
- To ensure that INSET is provided for staff that develops the individual and supports school priorities
- To ensure that the school regularly communicates with parents, carers and governors
- To provide effective support for teachers presented with extremely challenging and uncooperative pupil behaviour
- To provide clear leadership and support for the school's Pastoral Care, Positive Behaviour and SEN Policies
- To provide a visible and dependable support to staff throughout the day
- To ensure a curriculum is in place which motivates the disaffected

Expectations of the Board of Governors:

- To monitor the effectiveness of the school's Positive Behaviour Policy
- To support the Headteacher and CLT in the monitoring of attendance and exclusions of different groups of students
- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required

Expectations of Parents / Guardians:

- To ensure their child's regular attendance and punctuality
- To encourage their child to bring the right equipment and wear full school uniform
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy
- To keep the Head of Year/tutor aware of any circumstances which may affect their child's learning and behaviour

- To maintain regular contact with the school through attendance at parents' evenings, and, as appropriate, through diaries, letters, reports and telephone calls
- To encourage and support their child in completion of homework

This policy applies to all students whilst they are in school, travelling to and from school, in school uniform, attending colleges or businesses associated with ABHS programmes and whilst participating in activities or events organized by or associated with the school.

Uniform rules may be relaxed at the school's discretion, students will be informed prior to the event.

REWARDS

Encouragement, praise and reward are an essential part of positive behaviour.

"Praise me more, criticise me less, I'm still learning" is a phrase to be borne in mind.

At ABHS we support a whole school Rewards Scheme and the Ashfield Youth Development Plan targeted on identified underachieving or disaffected Yr 9 & 10 class groups. All staff are expected to engage with the schemes and apply selection criteria consistently. **Verbal praise and encouragement should be used often and in every lesson.**

The Rewards Scheme has 2 trips per year for Yrs 8-11 and 3 for Yr12. The pinnacle of the scheme is the Yr14 trip to New York as reward for academic success and input into school and community. The trip seeks to further develop the school's links with businesses in New York, develop self confidence through the fund raising activities and encourage the pupils to further their education to enhance their employment prospects. It gives the pupils opportunities to meet with corporate business leaders by visiting amongst others, Credit Suisse, KPMG, Manhattan School of Business, Associated Press and visit and experience the diverse environments of Junior Achievement, WFAN Radio Station and Columbia University whilst taking in many of New York's attractions.

The pupils, supported by staff undertake to fundraise for the trip by organising monthly discos for the children of the community, take part in a number of bag packs in local retail outlets and organise and sell ballots for a prize draw.

We expect:

- Good behaviour
- Punctuality
- Respect

Monitoring criteria will include:

- Participation in all school fundraising activities eg. School Fund, ballots and sponsored walk

- Discipline - 3 detentions and/or 1 Friday detention or 1 suspension.
- Attendance to be above the whole school target of 95%.
- Academic progress – a positive report from subject teachers.

SANCTIONS

Children will not always behave in the way we may wish and we will then implement sanctions which are two-fold:

- To punish
- To get pupils to reflect on their inappropriate behaviour and learn strategies to avoid such behaviour in the future.

The following grid acts as a guideline to staff as to how to deal with incidents. It is for guidance, rather than being prescriptive; each incident should be considered in its context but the guidance should aid whole school consistency.

The grid works on a model with escalating sanctions. This allows a stepped approach to match the seriousness of the incident with the sanction applied.

| | Stage | Guidelines for Consequences/Action |
|---|----------------------------|---|
| Low level disruption e.g. chatting, inattentive, chewing, lack of work, low level arguing, no homework (one off), no appropriate equipment, no planner, uniform infringements, misuse of equipment/environment, lack of respect, not following instructions, arriving late with no genuine reason or note, pupil showing off, bad language used between pupils but not directed at you, shouting out of answers when asked to put hand up. | 1 Dealt with by teacher | Warning, moving pupil, 5 minute cooling off outside, informal detention (5 minutes of lunch/after school), staff may find it useful to record this for report writing/parents evenings. |
| Persistent low level disruption e.g. continuation of above into same or future lesson having given pupil every chance to remedy their previous poor behaviour. Overt rudeness/arguing/answering back, refusing to move seat when asked | 2 Dealt with by teacher | Class detention by subject teacher. If pupil does not attend original detention then subject teacher should refer to HOD for Departmental Detention. Incident Report Form to be completed and forwarded to HOY to be kept for information purposes. |
| Mid-level disruption e.g. repeated failure to respond to 2 nd stage action. Has ignored subject teacher. | 3 HOD intervention | Incident Report Form completed by subject teacher at this stage. Other sanctions available in addition to the detention: letter home, withdrawal from class for short-term |

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| | | by HOD, phoning parents after okaying with HOY, pastoral support for the teacher given by HOD/HOY. Possible referral to Emotional Health and Wellbeing Coordinator. |
| High level disruption e.g. repeated failure to respond to 2 nd stage action. Has ignored subject teacher. | 4 HOY Intervention | Incident Report Form passes on to HOY. Interview, School Detention in addition to other detentions which still need to be completed, Daily Report, letter home, isolation with HOY/ exclusion from lessons, parental meeting, suspension and post suspension meeting with parent/ guardian. Possible referral to Emotional Health and Wellbeing Coordinator. |
| Serious incident from outset (stages 1-4 jumped) or escalation (may be at other stages but moves quickly to stage 5). Serious incident: bullying, fighting, someone may be physically harmed, serious verbal or physical aggression, drugs, alcohol or weapons involved. | 5 HOY/ Head of Key Stage / VP/ Principal | Incident Report Form passes on to HOY. Suspension and post suspension meeting with parent/ guardian. Referral to Emotional Health and Wellbeing Coordinator. Referral to external agencies. Permanent exclusion/ managed move. |

DETENTIONS

Detentions are given as sanctions for poor punctuality, work/effort or behaviour.

Punctuality Detention

Poor punctuality is defined as –

- arriving in form class after **8.50am**
- arriving in class after **10.05am** following break
- arriving in class more than **5 minutes** late without valid excuse
- arriving in class after **1.35pm** following lunchtime

Punctuality detention is given as 15 mins litter picking at lunchtime, pupils are to report to the senior teacher supervising the relevant playground at 1.10pm.

Communication of a punctuality detention to the Teacher in Charge of Detention, Ms Welch is by **email** to include the pupil's name and class.

Communication of a punctuality detention to the pupil is verbal by the Prefect (organized by HOY 13/14) taking the pupil's name at the door or the staff member placing the pupil in the detention.

The list of pupils in Punctuality detention is to be emailed to the senior teacher (ASD/ JA) prior to lunchtime. Any pupil not turning up for the detention will be automatically placed in school detention the following day.

Class / Departmental / School Detention

Year Teachers to be informed by email of all class and departmental detentions given. Year Teachers to include this information on weekly report and 1 Behaviour Management point recorded on SIMS.

All referrals for School Detention should be sent to the Teacher in Charge of Detention, Ms Welch.

Referrals for School Detention will only be accepted if signed by the appropriate **Year Teacher**. Heads of Department can request a Year Teacher place a pupil in School Detention having followed the sanctions outlined in the Positive Behaviour Policy.

The **Year Teacher** will send list to the Teacher in Charge of Detention who will inform pupils on the day of Detention.

Pupils placed in detention will be given 24 hours notice and parents informed via detention slip.

Where a pupil who has misbehaved and been given extra work by a teacher, has not done the work, he will be placed in detention that day (without further notice).

Period 5/6 teachers **MUST** escort those pupils in detention to Room 5.

- Detention is for any pupil on any day Wednesday to Friday.
- One teacher supervises detention in Room 5.

- If a boy arrives at the detention and is not listed then he must be kept in the detention. The problem can be investigated the next morning by the Year Teacher.
- Detention, if it is to have the desired effect, must finish at the stated time (minimum of 40 mins, Wednesday and Thursday and 1 hour on Fridays) and not earlier
- Any disruption occurring in school detention to be deemed **High Level** and referred to HOY who will investigate and deal with it as outlined in the sanctions section of policy.

Ms Welch is to record detentions in pupil record on SIMS and inform HOYs of all pupils in their year group with outstanding detentions at the end of every week.

UNIFORM

Pupils are expected to be in full school uniform at all times. Pupils who are not in uniform should be asked to remedy the issue, if they refuse they are to be sent to the relevant HOY.

Direction to ALL staff:

- Tutors should check uniform during morning registration. This could be done as part of "meet and greet" before they go into the form room OR once pupils are in the room. **NO PUPIL SHOULD LEAVE REGISTRATION WITHOUT CORRECT UNIFORM**
- Subject teachers should also check uniform each lesson
- Uniform to be checked during corridor supervision

This may be onerous to start with but if ALL staff insist on full uniform and act consistently, pupils will quickly become aware that high expectations are part of whole school policy.

BLAZERS/SHOES - Standard expected:

All pupils are expected to wear the school blazer and black school shoes. **TRAINERS ARE NOT PERMITTED** unless they are being worn for PE. This applies at breaks and lunchtimes.

Blazers may be removed in class at the discretion of staff.

Year 13 pupils to wear specified wool blazer.

Year 14 pupils to wear provided ABHS sweatshirt and/or specified wool blazer if preferred.

TIES - Standard expected:

Tie on. Knot up top of collar. Five sets of stripes to be visible below the knot.

SHIRTS - Standard expected:

Shirt tucked in, top button done up.

JUMPERS – Standard expected:

It is compulsory for all pupils in Years 8-12 to wear a grey v-neck jumper between the Halloween half-term and Easter.

JEWELLERY -

No earrings or facial piercings. No plasters to be given out.

HAIR –

Boy's hair will be cut no shorter than a clippered number 1.

Design work in short hair cuts is not acceptable.

Excessive use of colour/ bleaching or design work using colour/ bleaching is not acceptable.

Shoulder length hair must be tied back for health and safety reasons whilst in school.

It is a matter for the school to determine what is deemed not acceptable in relation to the above rules. Any pupil with unacceptable hair will be sent home not to return until the issue has been sorted to the school's satisfaction.

MOBILE PHONES

No mobile phones are allowed in school. Pupils who have been caught with a mobile will have it confiscated and deposited in the school office where it can be collected by a parent/ guardian only.

It should be noted that a level of civility will be expected from parents/ guardians when collecting mobile phones. It is not the fault of staff that pupils have chosen to ignore school rules and had a mobile phone in school.

The School will assume that you are in agreement with the detail of its Positive Behaviour Policy. If there is a particular issue you wish to discuss then please contact the Principal or Vice Principal.