



Ashfield Boys' High School
Positive Behaviour Policy

Reviewed September 2016

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 recorded on SIMS.
- 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 Assistant Heads of Year:

- To support the HOY (and deputise for the HOY when necessary) with the following –
- 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.
 1. To support individual pupils by - 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 Counselling Coordinator:

- Is responsible for supporting our pupil's emotional and behavioural needs. The pupil's emotional needs are met through the facilitation and provision of a professional service of counselling available to all pupils and through liaising with the school's Family Works counselor.
- Pupil behavioural needs are assessed in discussion with Pastoral VP, SENCO and PD Coordinator. The Counselling Coordinator will develop a range of supports that will address their assessed need through Boxall Profiling and an Individual Behaviour Plan (IBP). 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 Personal Development Coordinator

- Is responsible for the development and delivery of the school's bespoke Personal Development Programme which aims to help our boys respond positively to their individual circumstances and progress in line with the school's vision and values. The programme targets GL Assessment PASS factors that the school has identified as being suitable for addressing through its individual, paired and group work activities.
- Is responsible for the organisation of and delivery of interventions in relation to addressing pupil's individual PASS factor needs. Pupils will be identified according to priority of need according to PASS data and targeted interventions will be identified and delivered by a team comprising the school's Personal Development Coordinator, Counselling Coordinator and other Learning Support staff.

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

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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 specifically designed to reward positive behaviour. 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 8-12 and an end of year trip for Yr13. 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 our boys by raising their expectations with visits to businesses in New York and developing self-confidence through the fund raising activities and encouraging the pupils to further their education to enhance their employment prospects. The boys have input in the planning of the itinerary and have had 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:

- Attendance to be above the whole school target of 95%.
- Discipline – not more than 4 points on SIMS behaviour profile.
- Academic progress – a positive report from over 80% of the pupil's 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. The detention should be recorded on SIMS.
Mid-level disruption e.g. repeated failure to respond to 2 nd stage action. Has ignored subject teacher.	3 HOD intervention	The incident should be recorded on SIMS and forwarded to relevant HOD. Other sanctions available in addition to the detention: letter home, withdrawal from class for short-term by HOD, phoning parents after okaying with HOY, pastoral support for the teacher given by HOD/HOY. Possible referral to PD Coordinator for PASS intervention.
High level disruption e.g. repeated failure to respond to 2 nd stage action. Has ignored subject teacher.	4 HOY Intervention	The incident should be recorded on SIMS and forwarded to relevant 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 PD Coordinator for PASS intervention and Counselling Coordinator for IBP.
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/ VP/ Principal	The incident should be recorded on SIMS and forwarded to relevant HOY. Suspension and post suspension meeting with parent/ guardian. Referral to Counselling Coordinator for IBP. 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 **11.15am** following break
- arriving in class more than **5 minutes** late without valid excuse
- arriving in class after **1.40pm** following lunchtime

Punctuality detention is given when a pupil has been late to school and/ or class twice in any week. All lateness is to be recorded by teaching staff on SIMS.

The Pastoral Vice Principal is to prepare a weekly report on those boys being late twice in a week. This will be done on a Thursday and emailed to HOYs. The HOYs will notify their parents/ guardians via the Teachers2parents text service of a Friday school detention being given and then record it on SIMS Behaviour Module.

In circumstances where boys are deemed to be persistently late they will be put into detention for every time they are late until the situation improves significantly.

Class / Departmental / School Detention

Class teachers placing a boy in their own detention will notify their parents/ guardians via the Teachers2parents text service. They will also record the incident on SIMS behavior module and record the detention under the 'Action taken' section. At least 24 hours notice must be given.

Heads of Department placing a boy in their departmental detention will notify their parents/ guardians via the Teachers2parents text service. They will also record the incident on SIMS behavior module and record the detention under the 'Action taken' section. At least 24 hours notice must be given.

Heads of Year and the Pastoral Vice Principal are the only staff permitted to place a boy in school detention, all other staff will discuss a particular incident with them if they feel a school detention is warranted. They will notify their parents/ guardians via the Teachers2parents text service and record the incident on SIMS and the detention through the school detention section to allow the Pastoral Vice Principal to prepare the detention list on the day of detention.

The Pastoral Vice Principal will email all staff with a list of the boys in school detention on Wednesdays, Thursdays and Fridays. **Period 5/6 teachers MUST escort those pupils in detention to Room 5.**

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).

- 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.
- The teacher looking after the detention will email the Pastoral Vice Principal the list of boys not attending the detention to be put in the next available detention.
- 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.

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:–

- All pupils must wear the appropriate school blazer.
- All boys are to wear plain black leather formal school shoes. **Trainers/ canvas or shoes with logos/ sports motifs will not be permitted.**

Trousers: –

- Black School Trousers

Coats/ Jackets: –the following coats are acceptable

- ABHS 'Kukri' branded coat (**available from Podium 4 Sport**)
- A Black or Navy Coat (Football Teams Bench coats etc Are Not Acceptable)
- *All other coats including hoodies will be confiscated and returned to a parent/ guardian only.*

Ashfield Boys' own 'V' neck jumper: –

- compulsory from Halloween to 30th April

***Please Note that our school jumper and school ties can only be purchased from the following suppliers:**

- Lyttle's
- School Days
- David Crawford's School Wear
- Gowdy's

School Tie: -

- All pupils must wear the appropriate school tie for their year group available from the aforementioned suppliers
- Tie on, Knot up to top button of collar. Junior School tie should have five sets of stripes visible below the knot and Middle School tie should have seven crests below the knot.

Shirts: –

- White shirt; tucked in, top button done up.

Jewellery: -

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

Hair: -

- Shaved hair is to be blended and cut no shorter than a number 1. Design work in short haircuts 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.

PE Uniform / Kit

Games and Physical Education are an essential part of a boy's development.

All boys are expected to take part in both PE and Games unless excused by a medical certificate.

Mr B Reid, Head of Physical Education, will be pleased to discuss with parents any concerns in relation to PE, Games and sporting activities.

**Compulsory School PE Kit for all Year Groups: -
(Available from Podium 4 Sport, 40 Montgomery Rd, Belfast)**

- ABHS 'Kukri' Branded Shorts
- ABHS 'Kukri' Branded Polo Shirt
- ABHS 'Kukri' Branded Socks

- Trainers / gym shoes
- Towel
- Swimming Trunks
- Football boots and shin guards

Optional PE Kit

- ABHS 'Kukri' Branded Coat: **(may also be worn as a school coat)**
- Navy 'Kukri' Tracksuit Bottoms

(Available from Podium 4 Sport, 40 Montgomery Rd, Belfast)

It is essential that PE kit / clothing has the name of the pupil clearly marked on it.

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.