



# Ashfield Boys' High School

## Positive Behaviour Policy (Draft)

Reviewed  
September 2016  
October 2016  
Contains amendments to original Policy

Re-written as a result of ETI consultations  
Incorporates recommendations from staff, pupils, parents and the Board of  
Governors

## **POSITIVE BEHAVIOUR POLICY**

**The promotion of ‘Positive’ behaviour 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 Positive Behaviour Policy at Ashfield Boys’ High School is a statement of good practice that covers all aspects of school life that contribute to good behaviour and a positive learning ethos.

The effective promotion and implementation of our Positive Behaviour Policy is essential for the smooth running of the school. The school recognises the importance of teaching positive behaviour and does this explicitly through the curriculum and implicitly through example.

All members of the school community 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, Child Protection Policy and our Anti-Bullying Policy.

### **Aims**

The overarching aims are:

- To promote good behaviour and encourage achievement
- 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 regardless of religion, race, gender, sexual orientation or political viewpoint

All staff are responsible for the promotion of positive behaviour and should utilise effective strategies in order to maintain an environment conducive to learning.

### **Principles**

- This policy is based on realistic concerns for each individual's health and safety and a positive approach to providing a caring environment, individual care and supportive responsibility.
- It fosters the development of pupils by advocating an ethos of encouraging responsible behaviour and 'earned praise' through a system of appropriate rewards.
- A consistent, fair and appropriate manner must be adopted in dealing with any displayed negative behaviour.
- Pupils should be praised for behaving in a positive manner.
- Our current reward system (under review – implement fully January /February 2017) is to be utilised as an integral part of our procedures in promoting positive behaviour.
- Pupils who do not respond to our positive behaviour approaches may have privileges withdrawn or sanctions applied.
- Staff will be offered the opportunity to take part in a development programme for colleagues who feel that they would benefit from training or guidance in embedding positive behaviour management strategies.
- In order for our positive behaviour policy to be effective there is the need for staff to agree procedures and be consistent in their implementation.

### **Atmosphere**

- A warm, structured and positive atmosphere is key in providing an effective and secure learning environment for our pupils.
- All members of staff must maintain our agreed standards for them to be effective.
- Pupils must also be fully aware of any behaviour procedures that involve them.
- They need to be aware of and appreciate that acceptable standards are expected within the school and traveling to and from school.
- They need to know the requirements set by each department or each teacher within the classroom.
- If they have this awareness and knowledge then they know when they have overstepped these predefined limits.
- Pupils will be made aware of these standards at the beginning of the school year.
- It is important that all members of staff uphold the principles and structures of the school's Positive Behaviour Policy.

**Every member of the school community has a responsibility to ensure positive behaviour.**

### **Expectations of Students:**

- To be prepared to listen
- To be willing to engage positively with their peers
- To always give their best
- To address all staff formally

- To control his own behaviour
- To let others work and make progress
- To resolve disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school
- Show respect and consideration for others both inside and outside 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 behave safely at break/lunchtimes and not do anything likely to upset or hurt others
- To follow and adhere to all school rules

### **Pupil welfare & safeguarding**

- No pupil should mistreat or bully another member of our school community.
- No pupil should leave the school grounds during the school day without permission.
- All school boundaries should be adhered to at all times - no illegal substances such as alcohol, tobacco, e-cigarettes or non-prescribed drugs should be brought into the school or taken on any school based activity or outing.
- If it is necessary for a pupil to leave school premises, the correct channels of communication should be used and they must notify their Form Teacher, Head of Year and sign out at the office.
- Pupils must sign back in via the main office if they return.

**This policy applies to all students whilst they are in school, travelling to and from school and whilst participating in activities or events organised by or associated with the school.**

### **Some suggestions of good practice for Staff**

Remember that many of the challenges that we face are normal in an environment where pupils are growing. It is normal that pupils will, from time to time, challenge the boundaries of acceptable behaviour. Our success is tested not by the absence of difficult situations but by the way in which we deal with them.

It is equally worth remembering that the vast majority of our boys always work hard, are polite, diligent and want to co-operate, contribute positively and be a part of our school community.

The following suggestions are given to help us all establish and maintain a positive learning environment. They are obvious but it may do no harm to remind ourselves of them now and again. They are given to support all of our efforts.

### **Responsibilities of Teaching Staff:**

- To provide an environment in which students can learn.
- Set and expect high standards
- Apply rules consistently and fairly
- Don't over-react and do our best to avoid confrontation
- Listen to the boys and get to know them
- To provide opportunities for pupils to learn to the best of their ability by setting suitable differentiated learning challenges and removing barriers to learning
- To teach positive behaviour
- To plan and prepare stimulating and engaging 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 promote and monitor attendance in every lesson
- To fully implement the school's Positive Behaviour Policy
- To provide useful, interesting and relevant work if an absence from a lesson can be foreseen
- Show respect in order to receive it.
- Respect every person and treat each individual with dignity.

### **Responsibilities of Form Teachers:**

- To teach interpersonal skills by promoting positive, supportive relationships within the form
- Be seen to enjoy relating to pupils
- Initiate conversations and greetings
- Set appropriate standards of speech and manner
- A positive relationship is key and central to our school's ethos - Take the initiative - Greet to be greeted - Speak to be spoken to

- To keep a record and monitor attendance and to be aware of lateness and absence. (*Record on SIMS*)
- To maintain positive communications between home and school
- To ensure all pupils are wearing correct uniform
- To provide guidance and assistance to individual pupils as necessary
- To monitor and sign pupil diaries weekly
- To support and fully implement the school's Positive Behaviour Policy

### **Responsibilities of Heads of Department:**

- To ensure that all departmental schemes of work / units of work are planned to include differentiated, engaging learning activities that cater for the range of abilities, learning styles and needs of all of the pupils within their care
- To make sure that there is a positive learning environment within the department for both staff and students
- To ensure that the school's Positive Behaviour Policy is fully implemented within the department
- To promote a climate of reward and praise within the department
- To monitor the achievements, attendance, behaviour and learning of pupils within the department.
- To agree and implement consistently, ways of entering and leaving the departmental classrooms 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 teachers, whenever practically possible

### **Responsibilities of Heads of Year:**

- To liaise and communicate with parents and outside agencies regarding pupil needs
- To support individual pupils by:
  - Meeting with them – getting to know them and their interests
  - Tracking and monitoring the pupil's achievements, attainment, attendance and attitude to learning
  - Meeting with parents and pupils to resolve any issues or difficulties that might be hindering their son's happiness and progress in school
  - Consistently implementing, upholding and supporting the school's Positive Behaviour Policy

### **Responsibilities of Assistant Heads of Year:**

- To support the HOY and deputise for the HOY when required
- To liaise and communicate with parents and outside agencies regarding pupil needs: particularly in matters relating to attendance, classwork and achievement
- To support individual pupils by – monitoring and tracking their achievements, attainment, attendance and progress
- To consistently implement and supporting the school's Positive Behavior Policy

### **Responsibilities of Counselling Coordinator:**

- To support pupil's emotional and behavioural needs by providing and making readily available a professional counselling service to all pupils and through
- To regularly liaise with the school's Family Works counsellor.
- To track, monitor, review and assess pupil behavioural needs with the school's Care & Support Team.
- To develop a range of supports that will address the pupils assessed positive behavioural needs through Boxall Profiling and an Individual Behaviour Plan (IBP).
- To deliver Boxall intervention strategies that will help address behaviours which are identified as preventing specific pupils from accessing their learning opportunities
- To monitor, track and report on the effectiveness of the Boxall intervention strategies
- To support staff and help further develop the use of appropriate and effective classroom strategies in order to promote positive behaviour

### **Responsibilities of Personal Development Coordinator**

- To develop, implement and deliver the school's bespoke Personal Development Programme
- To co-ordinate the organisation and delivery of interventions in relation to addressing pupil's individual PASS factor needs.
- To monitor, track and report on the effectiveness of the PASS intervention strategies
- To monitor, track and report on the effectiveness of the school's Personal Development programmes

### **Responsibilities 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 for learning
- To consistently implement the school's Positive Behaviour Policy

### **Responsibilities of Core Leadership Team:**

- To support staff in promoting positive behaviour
- To ensure that our systems for monitoring, tracking and reviewing positive behaviour are clear and consistently implemented
- To ensure that good practice is both developed and shared across the school eg by observation / learning walks / sharing best practice
- To ensure that INSET is provided for staff that will help further develop our professional skills
- To ensure that the school regularly communicates with parents, carers and governors
- To provide effective support for teachers who are presented with challenging and, at times, uncooperative negative pupil behaviour
- To provide clear leadership and support for the full implementation of the school's Positive Behaviour Policy
- To provide a visible and dependable support to staff throughout the day

### **Responsibilities of the Board of Governors:**

- To monitor the overall effectiveness of the school's Positive Behaviour Policy
- To support the Principal and CLT in the implementation of the school's Positive Behaviour Policy

### **Responsibilities of Parents / Guardians:**

- To ensure their son's regular attendance and punctuality
- To encourage their son 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/Form 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

## **POSITIVE BEHAVIOUR IN THE CLASSROOM**

Staff will endeavour to develop personal strategies for the promotion of positive behaviour. This will include preventative and corrective strategies aimed at promoting and sustaining a positive learning environment.

### **Positive Behaviour Management Preventative Strategies**

- Arrive at class on time
- Have an aesthetically pleasing and engaging classroom
- Use an effective seating plan
- Use clear routines which are understood by all
- Provide opportunities for pupils to experience success
- Know your pupils' names and find out about their lives, their hobbies and their interests.
- Use differentiation effectively
- Let pupils know what constitutes "finished"
- Give work in small manageable tasks with clearly understood success criteria
- Use praise and positive reinforcement
- Provide opportunities for expressing emotions.
- Use displays to demonstrate that we value our learner's work.
- Use displays to reinforce learning.
- Use displays for affirming messages.
- Communicate high expectations and sense of pace and challenge positively.
- Enable learners to feel it is ok to make mistakes.
- Give feedback, which is constructive, educative and positive.
- Celebrate the learning in your classrooms
- Encourage learners to think and talk about themselves and others positively
- Keep calm when challenges arise - it reduces tension
- Listen to the boys – it earns mutual respect
- Be positive and encouraging – it supports and builds positive relationships
- Know the pupils as individuals -Use appropriate humour - serve to build bridges

## **Positive Behaviour Management Corrective Strategies**

- Tactical ignoring (if appropriate).
- Simple clear brief directions (finish with “thanks” or “please” and use the pupil’s first name).
- Non-verbal reminders.
- Rule reminders.
- Give “take up” time.
- Make consequences clear - with choices open for pupils to decide
- Focus on the misdemeanour / negative behaviour rather than the pupil.
- Allow a right to reply.
- Partial agreement.
- Defuse rather than escalate the situation.
- Allow the pupil to save face and encourage a more positive attitude in the future.
- Take account of the age and degree of maturity of the pupil and special needs.
- Remain consistent and fair at all times

## **Do everything you can to avoid the following**

- Humiliating a pupil - it breeds resentment and you lose respect
- Inappropriate shouting / yelling - it can diminish you – is an imbalance of power and can be interpreted as emotionally abusive
- Over-reacting - what do you have left for the bigger issues – where do you go after?
- Sarcasm

**REWARDS** (*Whole School Reward System – currently being reviewed / full implementation January / February 2017*)

Encouragement, praise and reward are an essential part of positive behaviour. We believe that they have a motivational role, helping our boys to see that good behaviour is valued.

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

Examples of our rewards are outlined below –

**Basic Rewards**

- Verbal/ non-verbal recognition
- Positive comments in student planner
- Display of work
- Photographic record display
- Annual report
- Record of Achievement
- Special responsibility e.g. Prefect, Student Council Representative
- Positive comments on report card

**Whole School Rewards Scheme**

- At ABHS we support a whole school rewards scheme specifically designed to reward positive behaviour.
- All staff have a responsibility to engage with the scheme and apply selection criteria consistently.

**Higher Level Rewards**

- Recognition/ prize in School Assembly
- Recognition/ article on school website/ Facebook page
- Class/ Subject award at Annual Prize Day
- Attendance/punctuality award at Annual Prize Day

The **Whole School Rewards Scheme** has 2 trips per year for Years 8-12 and an end of year trip for Yr13. The criteria used includes

- Good behaviour
- Punctuality
- Respect and a positive attitude
- Attendance to be above the whole school target of 95%.
- Behaviour – not more than 4 points on SIMS behaviour profile.
- Academic progress – a positive report from over 80% of the pupil's subject teachers.

Term one Christmas reward trip –

- All pupils in Years 8-12 meeting the identified criteria will attend a funded cinema trip and choose from a selection of age appropriate films.

End of year summer reward –

- Year 8&9 – the boys meeting the identified criteria have the opportunity to spend the day at the Dundonald International Ice Bowl enjoying sessions ten pin bowling and ice-skating. Lunch is also provided.
- Year 10&11 - the boys meeting the identified criteria have the opportunity to attend the Belfast Activity Centre for a day of activities or laser-quest for a day.
- Year 12&13 - the boys meeting the identified criteria will have the opportunity to spend a day paint-balling or kart racing.

### **Year 14 New York reward trip**

The pinnacle of the **Whole School Rewards 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, experiences and by also further developing their self-confidence.

The benefits for the boys are not just limited to raising expectations, gaining new experiences and developing self-confidence; some other benefits include –

- **The Ability to Work in Teams.** Working with others toward a common goal teaches our boys to compromise and also to act appropriately.
- **Encourages Creativity.** School fundraisers also challenge our boys to be imaginative and to think outside the box. Several school fundraising ventures are the product of the students' imagination and drive.

- **Improved Selling Skills** - The boys involved inevitably pick up valuable selling and marketing skills that can transcend their school experience.

## Sanctions

Whilst our ultimate aim is the promotion of positive behaviour there are also times, unfortunately, whenever the need for sanction occurs.

This process can provide pupils with the security of clearly defined boundaries and, in so doing, encourage the promotion of further positive, appropriate and acceptable behaviour. It is important to ensure that pupils are fully aware of the circumstances that might lead to the imposition of sanctions. Likewise, it is equally important that sanctions are applied fairly, consistently and in a calm measure manner. Sanctions must always be proportionate to the negative behaviour and designed to diffuse rather than escalate the situation

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

	Stage	Guidelines for Consequences/Action
<b>Low level disruption</b> 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	Use of the suggested Positive Behaviour Management Corrective Strategies, moving pupil, staff must record this on SIMS
<b>Persistent low level disruption</b> 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	Use of the suggested Positive Behaviour Management Corrective Strategies. Use of staff buddy system to de-escalate and defuse situation. 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.

<p><b>Mid-level disruption</b> e.g. repeated failure to respond to 2<sup>nd</sup> stage action. Has ignored subject teacher.</p>	<p>3 HOD intervention</p>	<p>The incident should be recorded on SIMS and forwarded to relevant HOD. Other sanctions available in addition to the detention: letter home, supervised withdrawal from class for a short period of time 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.</p>
<p><b>High level disruption</b> e.g. repeated failure to respond to 2<sup>nd</sup> stage action. Has ignored subject teacher.</p>	<p>4 HOY Intervention</p>	<p>The incident should be recorded on SIMS and forwarded to relevant HOY. Interview, School Detention, Daily /Weekly Report, time in Student Support Centre, parental meeting. Possible referral to PD Coordinator for PASS intervention and Counselling Coordinator for IBP.</p>
<p><b>Serious incident from outset (stages 1-4 jumped) or escalation (may be at other stages but moves quickly to stage 5).</b> Serious incident: displaying bullying type behaviours, fighting, someone may be physically harmed, serious verbal or physical aggression, drugs, alcohol or weapons involved.</p>	<p>5 HOY/ VP/ Principal</p>	<p>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 support – possible Boxall Intervention and IBP. Referral to external agencies.</p>

We fully appreciate your support in implementing our Positive Behaviour Policy and we welcome any comments that you have in relation to ensuring that we continue to provide the best learning environment for all of our boys. If you wish to discuss any aspect of this then please contact the school's main office and arrange a suitable time to meet with either the Principal or Vice Principal.

*Our Positive Behaviour Policy will be reviewed annually by our School Care & Support Team*