



Ashfield Boys' High School
Promoting Positive Behaviour Policy

Reviewed September 2017

PROMOTING 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.

Introduction

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.

We are committed to developing confidence, self-esteem and self-discipline in all students. There are high expectations of all students and the school has a caring environment where students are encouraged to identify and work through their problems or difficulties. Students are urged to respect themselves and others and are expected to take responsibility for their own behaviour.

Our aim is to ensure a peaceful, safe and happy school in which individuals can live, learn and develop their potential. All members of the school community are expected to make a positive commitment to promoting and modeling positive behaviour for learning allowing teachers to teach and students to learn. To this end, all staff will strive to show care and compassion towards each other, adults and students alike as well as enforcing our rules firmly and fairly.

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 positive behaviour and encourage achievement
- To enable effective teaching and learning
- To create a safe and secure environment for pupils and staff
- To allow students to take responsibility for their own actions
- To teach pupils to understand, accept and tolerate differences in individuals regardless of religion, race, gender, sexual orientation or political viewpoint

Objectives

- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour within the whole school community.

- To encourage every member of Ashfield Boys' High School to show care, courtesy and consideration to other members of the school and to the wider community.

Principles

The main principles of the programme are:

- To create and maintain positive learning environments throughout the school.
- For students to have an understanding of choices and consequences; this is based on the setting of clear expectations, boundaries and consequences from the start.
- To place a greater emphasis on increasing 'earned praise' and recognition of pupils' achievements across the school through a system of appropriate rewards.
- A consistent, fair and appropriate approach must be adopted in the application of the policy.

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

Roles and Responsibilities:

Expectations of Students:

- Accept responsibility for their own learning and develop the skills of work independently. This includes coming to school on time and being fully prepared for all lessons.
- To show respect to others
- To be prepared to listen and learn
- Seek help if they do not understand or are in difficulties.
- Follow the school's code of conduct. See Appendix 1
- Accept responsibility for their own behaviour.
- To work to the best of their ability
- To wear full school uniform
- To follow and adhere to all school rules

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.

Expectations of Parents/ Guardians:

- Support the school's Promoting Positive Behaviour Policy.
- Maintain communication with the school and provide absence notes, attend Parents' meeting and keep appointments made.
- Foster mutually respectful relationships between students, parents and staff.

- Send their child to school on time every day, in correct uniform, with their homework completed and with all the necessary equipment.
- Refer any concerns to the school.

Responsibilities of Staff: 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:

- Act as positive role models within the school environment. This includes modelling expectations of behaviour and use of appropriate language.
- To fully implement the school's Promoting Positive Behaviour Policy including the use of the 3'C's protocol and the awarding and recording of achievement credits in every lesson
- 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 students 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 students with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To promote, record and monitor attendance in every lesson
- 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*)
- Award achievement credits for attendance for their Form Class based on the monthly attendance reports. (*Record on SIMS during monthly extended registration*)
- Award achievement credits for whole school contribution for their Form Class. (*Record on SIMS during monthly extended registration*)
- Award achievement credits for good punctuality (*in Form Class on time at least 4 days per week*) for their Form Class. (*Record on SIMS weekly during Friday registration*)
- 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 Promoting 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 Promoting Positive Behaviour Policy is fully implemented within the department including the use of the 3'C's protocol and the awarding and recording of achievement credits in every lesson
- 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 teacher, whenever practically possible

Responsibilities of Heads of Year:

- To liaise and communicate with parents and outside agencies regarding student needs
- To support individual students by meeting with them – getting to know them and their interests

- Preparation of 1 Year Action Plan for the Year Group which includes targets and success criteria for attendance, behavior, attainment and identification of agreed enrichment activities/ programmes to be organised.
- Preparation of a monthly Year Group report based on the targets and success criteria in their 1 Year Action Plan. (*Report to be discussed with the VP and Assistant Pastoral Coordinator and retained in Year Group file*)
- Tracking and monitoring of the student's achievements, attainment, attendance and attitude to learning
- Meeting with parents and students 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 Promoting Positive Behaviour Policy

Responsibilities of Assistant Heads of Year:

- To support the HOY and deputise for the HOY when required
- To assist the HOY in preparing their Year Group's 1 Year Action Plan and monthly reports with specific responsibility for attendance and academic progress.
- 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 following relevant protocols.
- To consistently implement and support the school's Promoting Positive Behavior Policy

Responsibilities of Behaviour Intervention Coordinator:

- To track, monitor, review and assess student behavioural needs with the school's Pastoral Care & Support Team.
- To follow the school's Boxall Profile/ IBP protocol – Appendix 2
- To develop a range of supports that will address the student's 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 and track the effectiveness of the Boxall intervention strategies and report to the school's Pastoral Care and Support Team.
- 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 student's individual PASS factor needs.
- To monitor, track and report on the effectiveness of the PASS intervention strategies to the school's Pastoral Care and Support Team.
- 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 Promoting 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 Promoting Positive Behaviour Policy
- To provide a visible and dependable support to staff throughout the day

Responsibilities of Assistant Pastoral Coordinator:

- Assisting the Vice Principal in leading the Pastoral Care and Support Team.
- To ensure that there is effective monitoring of attendance and that appropriate protocols are followed in relation to this.
- To provide a Home School Liaison service to address identified pupils' below standard attendance prior to referral to EWO.
- To liaise with the school's EWO in relation to pupil attendance.
- To lead the AHOYs in supporting pupil underachievement.
- To provide a visible and dependable support to staff throughout the day

Responsibilities of the Vice Principal:

- To lead the Pastoral Care and Support Team with the school's Assistant Pastoral Coordinator and Learning Support Coordinator.
- To lead and support the work of the Pastoral Care Team.
- To ensure that there is effective monitoring of SIMS behaviour and achievement credits, attendance and lateness and that appropriate protocols are followed in relation to this.
- To ensure the consistent application of the school's Promoting Positive Behaviour Policy.
- To regularly liaise with the school's Family Works counsellor.

Responsibilities of the Principal:

- Have an overview of pastoral matters.
- Support the Vice Principal.

Responsibilities of the Board of Governors:

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

PROMOTING 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.

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 Promoting Positive Behaviour Policy.

Positive Behaviour 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.

Reward Credits

Ashfield Boys' High School Reward Credits enable the whole school to place a greater emphasis on reinforcing positive behaviour and attitudes. Students who display the right attitude, behaviour and make positive contributions towards their school life are recognised and rewarded for their individual efforts and achievements.

Reward Credits can be awarded for outstanding contributions in lessons or school life; excellent effort in class, exceptional homework, good or improved attendance and being consistently punctual to school. They are recorded on SIMS and administered by Subject Teachers, Form Teachers and HOYs. Specific details are included in the Rewards section of this policy.

Positive Behaviour Corrective Strategies – The 3 C's – Choice, Chance and Consequence

This protocol is to provide a consistent approach that supports both staff and pupils in modelling appropriate behaviour for learning. As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action, there is a consequence. A consequence is an outcome that arises as a direct result of the way we act. At Ashfield Boys' High School students are encouraged to behave in a way that is conducive to learning. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequences. Consequences are issued in relation to a student's actions.

- If a student is not behaving in a manner conducive to learning, they will be made aware of the particular behaviour and made aware that they now have a **CHOICE** of how they should behave.
- If the student chooses to ignore this warning and does not modify their attitude or behaviour the teacher will make the student aware that this is their final **CHANCE** and that the **CONSEQUENCE** of continued below standard attitude or behaviour will be the use of the 'Staff Buddy System'.

- If the student continues to behave in a manner that is, in some way, disruptive to learning, the teacher will send the pupil with their work to their ‘Staff Buddy’ and record this on SIMS. The teacher should supervise the pupil going to their ‘Staff Buddy’ from their classroom doorway. This is a **CONSEQUENCE** of continued unacceptable behaviour for learning. The use of the ‘Staff Buddy System’ may not be the only consequence of the student’s behaviour.

Remember reasons for giving the consequences must be made clear. Students should know why they have received the consequences, how to modify their behaviour and what the overall consequences will be if they continue to behave inappropriately.

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 – it 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

Consequence Table	
Stage	Outcome
CHOICE	<ul style="list-style-type: none"> • A clear verbal warning is given and the pupil’s name written on the CHOICE board as visual reinforcement – the student now has the CHOICE to make their behaviour better.
CHANCE	<ul style="list-style-type: none"> • A second verbal warning is given and the student is clearly told they have a CHANCE to change their behaviour. Their name will now be written on the CHANCE board as visual reinforcement. • The student is warned that the CONSEQUENCE of continued below standard behaviour is the use of the ‘Staff Buddy System’.
CONSEQUENCE	<ul style="list-style-type: none"> • Student is clearly told they are being sent to the teacher’s ‘Staff Buddy’ – the CONSEQUENCE. • Clear reasons for this CONSEQUENCE are given. • The teacher should supervise the student entering their ‘Staff Buddy’s’ classroom from their door. • Their name is placed on SIMS. • There may be other CONSEQUENCES of the student’s behaviour.

STAFF BUDDY SYSTEM

The Staff Buddy System is a de-escalation strategy used where a pupil has not responded positively to the choice to make their behaviour better. They will also not have responded positively to the chance offered to them by their subject teacher having been made aware that the use of the Staff Buddy System is the consequence.

The subject teacher will calmly explain to the pupil that as their behaviour did not change following the warnings outlined above, they are being sent to their staff buddy. The teacher will contact their buddy letting them know that the pupil is coming and walk them to their door, watching them go into their buddy's class. The teacher will contact their buddy after a short period (5 minutes) when the class has settled and they are ready to deal with the pupil.

The use of the Staff Buddy System should be recorded on SIMS and the consequences protocol followed if the behaviour requires or persists.

REWARDS

Encouragement, praise and reward are an essential part of promoting 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 through the regular awarding of achievement credits on SIMS.
- 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** is 2 pronged –

- Half-termly rewards from the ‘Bronze’ and ‘Silver’ categories based on the number of achievement credits obtained from Subject Teachers due to positive attitude, effort and work, and from Form Teachers due to attendance, punctuality and whole school contribution.
- 2 reward trips per Year Group chosen from the ‘Gold’ category.

Half-termly rewards – students can be awarded achievement credits on SIMS –

- Any lesson by Subject Teachers based on their attitude/ effort/ work in class.

Category	Credit	Level of achievement
Attitude/ effort/ work	3	Good/ very good
	1	Improved

- Weekly by Form Teachers based on being consistently punctual to Form Class.

Category	Credit	Level of achievement
Punctuality	15	Consistently Punctual to Form Class (4 out of 5 days per week)

- Monthly by Form Teachers based on good/ improved attendance and whole school contribution.

Category	Credit	Level of achievement
Attendance	20	95+% Attendance
	10	92+% Attendance
	5	Improved Attendance
School Contribution	30	High level
	20	Substantial
	10	Significant

- School contribution – high level – should be awarded where a pupil has represented his country, community or been significantly involved in a charity initiative.
- School contribution – substantial – should be awarded where a pupil represents the school in the band/ events/ contributes in assemblies or regularly attends a number of school clubs/ societies.
- School contribution – significant – should be awarded where a pupil regularly attends a school club/ society/ revision classes.
- The credits are totaled and displayed half-termly where students can opt to cash in credits for identified rewards in three categories of gold/ silver/ bronze. They can choose not to

cash in for a particular category and roll them forward to access a reward in the next category at the end of the next half-term.

Category/ points	List of rewards
Gold 2200 Credits	Year Group experience chosen from the list below – <ul style="list-style-type: none"> - We are Vertigo - Clip ‘n’ Climb - Ice Bowl - Foot-golf - Day at Barry’s (Portrush) - The Jungle (Magherafelt) - Paintballing/ Airsoft - Karting - Driving lesson (Year 13/14)
Silver 1120 Credits	Choose a £10.00 voucher from the selection below – <ul style="list-style-type: none"> - JD Sports/ GAME - I-Tunes/ PlayStation/ Google Play/ Amazon voucher - FIFA points - Haircut/ salon voucher <p>Christmas – Cinema trip to include popcorn and drink</p>
Bronze 560 Credits	Choose from the list below – <ul style="list-style-type: none"> - Subway lunch - McDonald’s lunch - Domino’s/ 4-Star pizza lunch - Chip van lunch - £5.00 Starbucks’ voucher

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.

CONSEQUENCES

Whilst our ultimate aim is the promotion of positive behaviour there are also times, unfortunately, whenever there are consequences of below standard behaviour.

The following grid acts as a guideline to staff as to how to deal with incidents that involve negative student 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.

<p>Level 1- Low level disruption e.g. chatting, inattentive, lack of work, low level arguing, uniform infringements, misuse of equipment/ environment, lack of respect, not following instructions, bad language used between students but not directed at you, shouting out of answers when asked to put hand up.</p>	<p>Low level disruption</p> <ul style="list-style-type: none"> • Subject teacher follows '3C's' routine in the classroom • Use of Staff Buddy System <p>Persistent low level disruption</p> <ul style="list-style-type: none"> • Move to Level 2
<p>Level 2- Persistent low level disruption Overt rudeness/ arguing/ answering back, refusing to move seat when asked</p>	<p>Persistent low level disruption</p> <ul style="list-style-type: none"> • Subject Teacher places student in Class Detention and records on SIMS • If student does not attend Class Detention then Subject Teacher refers to HOD who places student in Departmental Detention and records on SIMS <p>Persistent low level disruption continues</p> <ul style="list-style-type: none"> • Subject Teacher refers to HOD who places student in Departmental Detention and records on SIMS • If student does not attend Departmental Detention then he is given a second opportunity to attend which is also recorded on SIMS • If student does not attend 2nd Departmental Detention then the HOD refers to HOY and the student is placed in School Detention. HOY records this on SIMS • If the student's behaviour does not improve then the HOD should issue the student with a Subject Report Card with targets clearly identified. The HOD should record this on SIMS. <p>Subject Report Card targets consistently met</p> <ul style="list-style-type: none"> • Continue until 10 attended school days have passed and then removed from report <p>Subject Report Card targets consistently not being met</p> <ul style="list-style-type: none"> • HOD to refer to HOY and record on SIMS • Move to level 3 (students can be escalated sooner if appropriate)
<p>Level 3- Targets not met at level 2/ Mid-level disruption</p>	<p>Targets not met at level 2</p> <ul style="list-style-type: none"> • Parents contacted by HOY and student issued with Yellow Behaviour Report Card for 10 attended school days. HOY clearly identifies targets and records this Behaviour Card on SIMS. • Student reports to HOY every day and signed by parent/ guardian daily. • 1 'u' grades on Yellow Behaviour Report Card will result in student being placed in School Detention. HOY to record on SIMS. • If student does not attend School Detention then student issued with Red Behaviour Report Card. HOY to notify parents and VP and record on SIMS. • 1 'u' grade on Red Behaviour Report will result in student working in the Student Support Centre for 1 day. HOY to discuss with VP, notify parents and record on SIMS.

	<p>Yellow Behaviour Report Card targets consistently met</p> <ul style="list-style-type: none"> Continue until 10 attended school days have passed Removed from Yellow Behaviour Report Card and parents informed. <p>Yellow Behaviour Report Card targets consistently not being met</p> <ul style="list-style-type: none"> Parental meeting arranged with HOY and student to discuss continued poor behaviour. HOY to discuss with VP and issue student with Red Behaviour Report Card for 5 days. HOY to notify parents and VP and record on SIMS. 1 'u' grade on Red Behaviour Report will result in student working in the Student Support Centre (SSC) for 1 day. HOY to discuss with VP, notify parents and record on SIMS. If behaviour improves, the student is removed from Red Behaviour Report Card and placed back on Yellow Behaviour Report Card for 5 attended school days. <p>Behaviour Report Card targets continue to be missed student placed in SSC for 2nd time</p> <ul style="list-style-type: none"> Move to level 4 (students can be escalated sooner if appropriate)
<p>Level 4- Targets not met at level 3/ High level disruption Serious incident: displaying bullying type behaviours, fighting, someone may be physically harmed, serious verbal or physical aggression, drugs or alcohol involved.</p>	<p>Targets not met at level 3</p> <ul style="list-style-type: none"> Student to remain on / issued with Red Behaviour Report Card 1 'u' grade on Red Behaviour Report will result in student working in the Student Support Centre (SSC) for 1 day. HOY to discuss with VP, notify parents and record on SIMS. Care and Support Team to discuss the student and whether IBP/ Boxall Profile support is appropriate. Behaviour Intervention Coordinator to initiate Boxall Profile behaviour support protocol. <p>Red Behaviour Report Card targets consistently met</p> <ul style="list-style-type: none"> Continue until 10 attended school days have passed Removed from Red Behaviour Report Card and returned to Yellow Behaviour Report Card for 5 attended school days Student to continue with IBP/ Boxall Profile behaviour support <p>Red Behaviour Report Card targets consistently not being met</p> <ul style="list-style-type: none"> Student suspended for persistent infringements of school rules Student returns from suspension only after parental interview Student placed on Red Behaviour Report Card for 10 further attended school days If behaviour improves, the student is removed from Red Behaviour Report Card and placed on Yellow Behaviour Report Card for 5 attended school days, then removed from report IBP/ Boxall Profile behaviour support to remain/ SPSS outreach behaviour support to be initiated <p>Red Behaviour Report Card targets continue to be missed</p> <ul style="list-style-type: none"> Parental interview with VP & HOY to discuss student behaviour and what further interventions can be initiated to address it. If targets are not consistently met over longer period throughout an academic year (on an individual basis) that pupil may be referred to Educational Psychology/ SPSS Placement Move to level 5 (students can be escalated sooner if appropriate)
<p>Level 5- Targets continually not met at Level 4/ Serious incident from outset (levels 1-4 jumped) or escalation (may be at other levels but moves quickly to level 5) Serious incident: serious assault, someone may be physically harmed, drugs, alcohol or weapons involved. Verbal abuse of staff.</p>	<p>Red Behaviour Report Card targets continually not met at level 4</p> <ul style="list-style-type: none"> Student referred to the Principal Parental interview with Principal/ VP to discuss student's future at ABHS and any further interventions to address their behaviours. <p>Targets met and behaviour improves</p> <ul style="list-style-type: none"> Agreed interventions remain in place until student's behaviour meets all school standards <p>Targets continue to be missed with no significant change in behaviour</p> <ul style="list-style-type: none"> Student suspended for continued infringements of school rules Student returns from suspension only after parental interview Meeting with BOG to discuss other education provision/ expulsion

We fully appreciate your support in implementing our Promoting 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 Promoting Positive Behaviour Policy will be reviewed annually by our School's Pastoral Care & Support Team

Appendix 1: Ashfield Boys' High School Code of Conduct

- ◆ I have the right to an education and to learn according to my ability.
I have the responsibility not to ridicule others for the way in which they learn, or to disturb the learning of others.
- ◆ I have the right to be treated with respect by all people irrespective of age, gender, colour or status.
I have the responsibility to respect others within our community.
- ◆ I have the right to feel safe in and around Ashfield Boys' High School.
I have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.
- ◆ I have the right not to be bullied in any way, shape or form.
I have the responsibility not to bully others and to report any bullying I see.
- ◆ I have the right to express my own opinions and to be heard. **I will do this respectfully with my Head of Year or VP.**
I have the responsibility to allow others to express their opinions and to be heard.
- ◆ I have the right to choose my friends.
I have the responsibility not to force my friendship upon others or to abuse the friendship.
- ◆ I have the right to expect that my possessions will be secure in and around Ashfield Boys' High School.
I have the responsibility not to steal or mistreat the possessions of others and to report any theft or mistreatment that I see.
- ◆ I have the right to play in safety and without interference.
I have the responsibility not to disrupt or endanger the play of others.

Ensuring my welfare and safeguarding

- I will not leave the school grounds during the school day without permission.
- I will adhere to all school boundaries at all times – I will not bring any illegal substances into school such as alcohol, tobacco, e-cigarettes or non-prescribed drugs. Nor will I take them on any school based activity or outing.
- If it is necessary for me to leave school premises, I will follow the correct channels of communication and will notify my Form Teacher and obtain a sign-out form from my Head of Year and sign out at the School Office. If I return to school I will sign back in at the School Office.

Appendix 2:

IBP/ Boxall Profile behaviour support protocol

- Referral for Boxall Profiling behaviour support is by the Pastoral Care and Support Team following careful analysis of SIMS data and pastoral staff feedback.
- Boxall Profiling assessment to be completed by STM with input from staff member who has most knowledge of the pupil and their behaviours (HOY/ LSA attached to pupil in their class).
- STM to analyse the resulting Boxall Profiling report identifying key targets and strategies to address these.
- STM to contact parents to inform them that behaviour support is being offered to their son, the reasons for that offer and the nature of the support. Take up of the support will be advised.
- STM to notify Learning Support Coordinator to determine and amend pupil's stage on Code of Practice.
- Introductory session with the pupil – contracting. The date and content summary of all sessions to be recorded by STM on intervention record sheets.
- Following the second Boxall Profiling session an IBP will be prepared with pupil input. The completed IBP will be emailed to all staff as an attachment with the targets and staff strategies also included in the content of the email.
- Pupil reassessment to take place after 6 sessions. This will include analysis of a further Boxall Profiling assessment, SIMS data and feedback from staff. This will be discussed with the pupil in their next support session. STM will prepare a report on the pupil based on the feedback from all sources.
- The reports will be discussed at the Pastoral Care and Support Team meetings and further intervention or discharge will be agreed. Updated targets and staff strategies will also be discussed and agreed. Further intervention/ discharge will be communicated to parents and staff and the updated IBP/ targets and staff strategies will be communicated with staff as per earlier point.
- Pupil reassessment to continue after every 6 sessions.