

POSITIVE BEHAVIOUR POLICY

1. RATIONALE

Providing a positive, safe, regulated and supportive environment which facilitates pupils to reach their full personal and academic potential is of paramount importance in Banbridge Academy. Our aim is to nurture and develop young learners who are self-disciplined, responsible and happy as they work towards securing their future goals. The values of honesty, openness, equality, inclusion and respect for each individual as a person are central within our school. At every stage the welfare of individual pupils and the wider school population is considered to be paramount.

Building on our tradition established over many years the school remains committed to our mission statement - At Banbridge Academy we aim to create a caring community where pupils belong and aspire to achieve their full potential.

The outcomes of positive behaviour are significant. Good behaviour is essential if pupils are to achieve high standards. It keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work. A climate which fosters effective learning is best promoted through the creation and maintenance of good relationships and positive behaviour.

This policy sits within the context of Pastoral Care, which we recognise as having central importance within Banbridge Academy, as we seek to provide for our pupils a safe and caring environment in which they can develop their full personal and academic potential.

This policy provides a framework to enable pupils, parents and staff to understand the standards of behaviour required in Banbridge Academy

2. AIMS

- 1 To create a happy and achieving community within a safe, regulated and supportive learning environment.
- 2 To create a climate of effective relationships conducive to teaching and learning.
- 3 To promote self-discipline and encourage an increasing acceptance of responsibility as a preparation for adult life.
- 4 To encourage the development of positive attitudes in an inclusive environment as shown by consideration for others, tolerance, respect and good manners.
- 5 To enhance each pupils' self-esteem and foster respect for self, others and the environment.

3. PRINCIPLES

In order to promote, develop and achieve high standards in all areas of school life the school policy is based on the following principles:

- 1 Acceptance by pupils entering the school - and by their parents, of the Pupil Code of Conduct and of school sanctions
- 2 Awareness of the need for self-discipline and respect for others
- 3 Effective home-school liaison
- 4 An approach where sanctions are consistently applied for unacceptable behaviour including bullying
- 5 An effective pastoral care system which recognises and supports the individual needs of pupils
- 6 A relevant curriculum promoting the active development of pupils' social emotional and behavioural skills
- 7 High pupil motivation where all members of the school community help each other to learn in a safe environment
- 8 Good teaching and amicable teacher-pupil relationships
- 9 A pleasant environment where positive behaviour for learning is modelled, celebrated and rewarded
- 10 The need for all members of the school community to work together to challenge unacceptable behaviour

4. LEGISLATION AND GUIDANCE

This policy is informed and guided by current legislation, DE and ETI guidance including:

- The Children (Northern Ireland) Order 1995
- The Education (NI) Order 1998
- The Human Rights Act 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (School Development Plans) Regulations (NI) 2010
- Health and Safety at work NI Order 1978
- Special Education Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 and updates
- Inspection and Self-evaluation Framework 2017

5. OUTCOMES AND SOURCES OF EVIDENCE

The school regularly uses established self-evaluation methods such as pupil surveys, School Council etc to ensure that the outcomes of this policy are fulfilled in line with school development planning. To this end the following methods were used in the review of this policy

- Pupil consultation involved focus group discussion with the School Council.
- Parents and carers consultation involved the sharing of a draft policy and focus group discussion with Banbridge Academy Association.
- Staff consultation involved the sharing of the draft policy and focus group discussion with Year Heads and Heads of School.

6. RIGHTS AND RESPONSIBILITIES

Pupils have a right to:

- Be valued as members of the school community
- Get help when they need it with academic or personal issues
- Be treated fairly, consistently and with respect
- Be consulted about matters that affect them, and have their views listened to e.g. through the School Council
- Be taught in a pleasant, well-managed and safe environment
- Play an active role in the school community within a clearly defined and fairly administered code of conduct
- Experience a broad and balanced curriculum and, where necessary, have additional needs addressed.

Pupils have a responsibility to:

- Be punctual, organised and meet all deadlines set
- Use their student planner appropriately
- Respect the views, rights and property of others, and behave safely in and out of class
- Be supportive, respectful and helpful towards pupils and staff
- Be honest and fair in dealing with others
- Engage fully with the curriculum, seeking help if required
- Conform to the conventions of good behaviour and abide by the Pupil Code of Conduct
- Wear their uniform with pride according to the uniform list
- Accept ownership for their behaviour and learning, and develop the skill of working independently
- Behave in a manner which reflects the aims and ethos of Banbridge Academy

Staff have a right to:

- Be valued as members of the school community
- Be treated fairly, consistently and with courtesy and respect at all times

Staff have a responsibility to:

- Act as positive role models at all times
- Ensure that lessons are well-prepared, making use of available resources and that homework is appropriately set and constructively marked
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice
- Show interest and enthusiasm in their pupils' learning
- Listen to the pupils, value their contributions and respect their views
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind
- Identify and seek to meet pupils' additional needs
- Share with parents concerns they may have about their child's progress or development
- Expect high standards and acknowledge effort and achievement

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education
- Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child
- Be informed about their child's progress
- Be informed about school rules and procedures
- A broad, balanced and appropriate curriculum for their child
- Be involved in key decisions about their child's education

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives punctually, with homework done and suitably organised
- Be aware of school rules and regulations and encourage their child to abide by them
- Show interest in their child's classwork and homework, and where possible, provide a suitable learning environment at home
- Act as positive role-models for their child in their relationship with school
- Attend planned meetings with teachers and support school functions
- Provide the school with the updated, necessary background information about their child/family, which might impact on his/her learning.

7. LEARNING BEHAVIOURS

All members of staff have responsibility for the promotion of positive behaviour.

Ways in which positive behaviour is encouraged in the classroom are:

- Classrooms have an ethos which is warm and welcoming with positive relationships between pupils and staff
- Pupils are engaged in learning
- Positive reinforcement
- Pupils efforts and opinions are valued. Regular marking of work occurs and positive feedback given to pupils
- Expectation of good behaviour

Ways in which positive behaviour is encouraged throughout the school are:

- Positive relationships modelled by colleagues
- Positive affirmation by all teachers in the classroom and in extra-curricular activities
- Focus on learning
- Regular communication with parents via the Parent App
- A system of rewards and sanctions
- Acknowledgement of the pupil voice in school
- Positive and encouraging comments in reports
- Letters of congratulation/ certificates
- Awards presented on Prize Day and other ceremonies
- Regular announcements and opportunities for congratulations in Assemblies, daily notices, digital signage, school website and magazine
- System of progression where FTs stay with the same class from Year 8-14 and YHs from 9-14.

8. CLASSROOM BEHAVIOUR MANAGEMENT PLANS FOR LEARNING

All teachers are expected to discuss and outline their own classroom management plan for learning with students at the start of each year. Their plan will be based on the

- values and principles
- rights and responsibilities
- positive learning behaviours
- rules and routines
- rewards and sanctions

outlined in this policy.

Key questions to be considered will be

1. What values will promote a positive learning environment within our classroom?
2. On what rights and responsibilities will our classroom behaviour plan for learning be based?
3. What desirable learning behaviours will enable everyone in this classroom to learn and enable the teacher to teach?
4. What rules and routines do we need in our classroom to ensure that everyone can concentrate and achieve?

9. RULES AND ROUTINES

THE CODE OF CONDUCT FOR PUPILS

The code of conduct for pupils sets out the school's expectations of all its pupils. It contains sections on

- Behaviour and Good Manners
- Attendance
- Safety and Security
- School Property, Personal Property and the Property of Others
- 'Out of bounds' Areas
- Uniform and Personal Appearance

10. REWARDS, REFERRALS AND SANCTIONS

It is the responsibility of all staff to deal with incidents as they arise and to apply appropriate sanctions, as well as encourage and celebrate good behaviour. The aim of this system is the identification of cumulative patterns of unacceptable behaviour and the recognition of achievement and positive behaviour.

Issues of concern such as poor behaviour, arriving in class unprepared, failure to produce adequate work, unpunctuality and uniform violations **will be dealt with in the normal way by staff**, but *in addition* a note will be kept on the behaviour management system. Similarly, occasions where a pupil makes a significant contribution in class, a marked improvement in work or other important positive achievement will be recorded. In this way, pupils can be congratulated for achievements and issues of concern should improve.

Rewards

We wish to reward and positively encourage positive behaviour throughout school life. Every effort will be made to support pupils in our endeavour to promote positive behaviour. Pupils are expected to be polite, well-organised, helpful and follow the rules outlined in the Pupil Code of Conduct. In our school context we frequently experience exceptional positive behaviour.

A non-exhaustive list of rewards in recognition of good behaviour includes verbal praise from staff, comments made to parents, selection to positions of responsibility, interviews with the Principal, special mention in Assembly, letters of congratulations and merit certificates.

Other rewards in Junior School may include 'Best Form Class' or vouchers for activities.

Throughout school a system of 'Reward and Recognition' is in place, facilitated by Year Heads and a member of SLT.

Behaviour Management Points- outcomes

Achievements (cumulative per year)

- 5 points Commendation from Form Teacher
- 10 points Certificate from Year Head (alternatively top 3 pupils per Form)
- 30 points Certificate from Vice Principal
House points
- 40 points Letter from Headmaster
House points

Behaviour Points (cumulative per term- scores return to zero at the end of each term)

- 5 points Interview with Form Teacher
- 10 points Interview with Form Teacher and targets set, Tuesday lunchtime detention
- 15 points Year Head contacts parents, Friday detention
- 20 points Year Head contacts parents, Daily Report
- 30 points Parental interview with Year Head/ Behaviour IEP
- 40 points Parental contact from Vice Principal
Withdrawal of lunchtime privileges and/or access to extra-curricular activities/ Daily Report to VP
- 50 points Parental contact from Headmaster

As noted above, behaviour points are not a sanction but a way of noting the frequency of particular behaviour.

Sanctions may also be imposed in line with the Positive Behaviour Policy.

Referral

Persistent or serious matters should be referred as follows:

- On pastoral matters and on general matters of discipline: Teacher to Form Teacher to Year Head to SLT as necessary.
- On academic matters: Teacher to Head of Department to SLT as necessary. The Form Teacher should be informed at an early stage.
- Referral to parents will be at the discretion of the school.

Sanctions

In the event of behaviour which is contrary to the values of the school or contravenes the Code of Conduct, sanctions will be applied. The rationale behind the use of sanctions is to intervene at an early stage in an attempt to educate pupils in personal responsibility, to encourage self-discipline and to change future unacceptable behaviour.

- For minor offences sanctions such as extra work or lunchtime detention will be imposed, at the discretion of the teacher concerned.
- Lunchtime detention will be supervised on a departmental/Year Head basis. Repeated lunchtime detentions may lead to a Friday afternoon detention.
- Friday Detention (3.30 - 4.30) will be used for serious or repeated offences. Parents will be notified of all Friday detentions 24 hours in advance. After three Friday detentions the pupils will be placed in a Saturday morning detention.
- Saturday morning detention which will last for 1½ hours, under the supervision of the Principal/SLT, may also be used as a sanction for very serious offences. Three Saturday morning detentions may lead to suspension.
- For more serious offences the parents will be asked to come to the school to speak to the Principal, another Senior Member of staff or to members of the Discipline Committee of the Board of Governors.
- Withdrawal from classes will be imposed at the discretion of the Principal for very serious offences and/or an accumulation of offences. This sanction will involve the pupil being removed from classes for a stated period and given work to do in school. The parents and the Board of Governors will be informed.
- Suspension, in which the pupil will be made to stay at home for a stated period, will be imposed for very serious offences and/or an accumulation of offences. It will be administered by the Principal in accordance with EA procedures.
- Expulsion will be sought for extremely serious offences and/or an accumulation of offences. It will be administered by the Principal and the Board of Governors in accordance with EA procedures.

This Positive Behaviour Policy will be applied to all pupils including those with Special Educational Needs in accordance with the Special Educational Needs and Disability Order (2005).

Pupils who are displaying significant social, behavioural and emotional wellbeing (SBEW) concerns will be supported in conjunction with the Learning Support Team and a risk assessment process including Individual Behaviour Plans (IBP) and Risk Reduction Action Plans (RRAP) may need to be employed. (cf SEN Policy)

11. ANNUAL REPORT TO THE BOARD OF GOVERNORS

The Board of Governors approves the Positive Behaviour Policy and regularly reviews the policy and associated policies. The Annual Report to the Board of Governors will continue to ensure the policy aims of encouraging positive attitudes, reducing unacceptable behaviours, promoting sound relationships and creating and sustaining an effective learning environment.

12. CONTINUING PROFESSIONAL DEVELOPMENT

There is a continuing need amongst staff for professional development in this area for staff.

13. MONITORING AND REVIEW OF POLICY

This policy will be reviewed every three years, or when required. The Vice Principal (Pastoral) will take the lead in the review of the Positive Behaviour Policy. The school will consult with pupils, staff and parents/guardians to inform and guide ongoing policy development and review.

14. RELATED SCHOOL POLICIES

The Positive Behaviour Policy actively works together with the suite of safeguarding policies i.e. Safeguarding and Child Protection, SEN and Anti-Bullying Policies to promote the welfare and wellbeing of all the pupils. As such it should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Addressing Bullying Policy
- Misuse of Substances /Controlled Drugs Policy
- Special Educational Needs Policy
- Attendance Policy
- Online Safety Policy
- Reasonable Force/Safe Handling Policy
- Complaints Procedures

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