

# POSITIVE BEHAVIOUR POLICY

## RATIONALE

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

## 1 AIMS

- 1.1 To create a happy and achieving community within a regulated and pleasant environment.
- 1.2 To promote self-discipline and encourage an increasing acceptance of responsibility as a preparation for adult life.
- 1.3 To encourage the development of positive attitudes as shown by consideration for others, tolerance, respect and good manners.
- 1.4 To enhance the pupils' self-esteem and foster respect for self, others and the environment.

## 2 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:

- 2.1 Acceptance by pupils entering the school - and by their parents, of the Pupil Code of Conduct and of School Sanctions;
- 2.2 Awareness of the need for self-discipline and respect for others;
- 2.3 Effective home-school liaison;
- 2.4 The indivisibility of discipline;
- 2.5 A consistent approach to discipline;
- 2.6 An effective pastoral system;
- 2.7 A relevant curriculum;
- 2.8 High pupil motivation;
- 2.9 Good teaching and amicable teacher-pupil relationships;
- 2.10 A pleasant environment.

## 3 PROMOTING POSITIVE BEHAVIOUR

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

Ways in which positive behaviour is encouraged are:

- Positive relationships modelled by colleagues
- Positive affirmation by all teachers in the classroom and in extra-curricular activities
- Regular marking of work and positive feedback to pupils

- Positive and encouraging comments in reports
- Letters of congratulation
- Awards presented on Prize Day and other ceremonies
- Regular announcements and opportunities for congratulations in Assemblies, daily notices, digital signage, school website and magazine

Banbridge Academy has developed a system for noting positive and negative behaviours and a system of rewards and sanctions.

#### **4. 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
- Follow the guidance of the 'Teaching and Learning' policy by producing effective lessons and setting and marking appropriate homework
- 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.

## **5 RECOGNITION OF GOOD BEHAVIOUR**

At every stage the welfare of individual pupils and the wider school population is considered to be paramount. Every effort will be made to support pupils in our endeavour to promote positive behaviour. A non-exhaustive list of rewards in recognition of good behaviour includes: verbal praise from staff, selection to positions of responsibility, interview with the Principal, letters of congratulations and merit certificates. When appropriate, members of staff should log examples of positive behaviour on SIMS.

However, if unacceptable behaviour occurs, it should be logged on SIMS. The relevant member of staff will impose sanctions which seek to effect a change in that behaviour.

## **6 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

## **7 DISCIPLINARY PROCEDURES**

It is the responsibility of all staff to deal with incidents as they arise and to apply appropriate sanctions. In addition, incidents should be noted on the Behaviour Management System.

### **7.1 Referral**

Persistent or serious matters should be referred as follows:

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

### **7.2 Sanctions**

- 4.2.1 For minor offences sanctions such as extra work or lunchtime detention will be imposed, at the discretion of the teacher concerned.
- 4.2.2 Lunchtime detention will be supervised on a departmental/Year Head basis and will last no longer than 25 minutes to enable pupils to have lunch. Repeated lunchtime detentions may lead to a Friday afternoon detention.
- 4.2.3 Friday Detention (3.30 - 4.30) will be used for serious or repeated offences. Parents will be notified of all detentions 24 hours in advance. After three Friday detentions the pupils will be placed in a Saturday morning detention.
- 4.2.4 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.
- 4.2.5 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.
- 4.2.6 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.
- 4.2.7 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, with the approval of the Chairman of the Board of Governors, in accordance with EA procedures.
- 4.2.8 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).

**Review of Policy**

This policy will be reviewed regularly.

**Related School policies**

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Misuse of Substances /Controlled Drugs Policy
- Special Educational Needs Policy

*Revised June 2016*