



Promoting Positive Behaviour Policy



- Policy for Abbey Community College.
- Attendance and Punctuality
- Teaching for Learning
- Inclusion Policy

Summary:

The purpose of the Promoting Positive Behaviour Policy is to ensure that students have a positive experience at school.

ADDITIONAL NOTES

Policy Number: 2016/1

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By: Head of School

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Tracking and Monitoring Calendar

POLICY OUTCOMES	WHAT	WHEN	WHO	EVIDENCE FOR ANNUAL REPORT TO GOVERNORS
Promotion of: Positive attitudes Sound Relationships An Effective Learning environment	Base line audits: Feedback Action Review actions Stake holder feedback	Summer Term	G.S F.C.	Stats and analysis (Google Docs) Pastoral Action plan/s:
	Attendance	Termly	J.B	Stats & analysis (SIMS) Action Plans
	IBP/IEP reviews	Ongoing	Class teacher/ E.M	Stats & Analysis (SIMS)
	TPL/ PRSD - pastoral focus			
	Book scoops	Termly	G.S. C.McQ	Staff Feedback HOD record sheets
Reduction in unacceptable behaviour	Reduction in Sanctions Type and frequency Suspension/expulsion rate Increase in rewards	Termly Termly	HOS/ Pastoral Team	SIMS Behaviour Report SIMS Rewards
Creation of sound relationships	School Calendar Complaints Book Response to views School Council	Ongoing Ongoing Ongoing	JB/SS/FC	Stats and analysis Stats and analysis/ BOG minutes Letters/minutes School Council Mins
Creation and maintenance of an effective learning environment	Lesson plans & wall displays Class Plan for Learning Rewards	Termly Termly Monthly	HOD/ C.McQ.	Planners/PRSD Plan checklist Stats & analysis (SIMS)



Ethos

In Abbey Community College, we aim to provide a child-centred, positive learning environment to facilitate effective learning and teaching for all. Governors and staff will work together with members of the school community to ensure that the school meets the following legislative requirements:

- 1 *“Promote good behaviour and discipline”* within our school (Article 3, 1998/25) The policy when fully implemented will:
 - Promote positive attitudes
 - Maintain sound relationships
 - Facilitate effective learning and good teaching
 - Maintain an orderly and safe working environment for all

- 2 *“Safeguard and promote the welfare of pupils”* including those attending from within the Learning Community (Article 17, 2003/13; Article 21, 2007/20) This Positive Behaviour Policy will work in conjunction with the other pastoral policies such as Child Protection, Anti-Bullying, Special Educational Needs, etc. to promote positive behaviour, health, well-being and safety for all.

- 3 *“Ensure consultation with and active participation in the decision-making process by pupils”* (Article 19, 2003/13; DE Pupil Participation 2014/14) Members of the school community i.e. pupils, staff, parents/carers and Governors will be involved in the review of this draft policy. The review process will involve
 - Completion of baseline questionnaires
 - Staff and student participation in review
 - Discussions with members of the School Council/PTA/BOG

This process will continue. Responses will be monitored & outcomes used to inform policy development and review.

What is Positive Behaviour Management?

In Abbey Community College, positive behaviour management is delivered by ensuring the emphasis is placed on:

- ✓ Positive rather than negative statements
- ✓ Regular and sustained use of encouragement and celebration
- ✓ The social skills needed for success
- ✓ Success achieved
- ✓ The need to take responsibility for our actions and actively promote restoration/reparation
- ✓ Support available for those whose behaviour significantly blocks both their own access and that of the class to learning



Rationale

In Abbey Community College:

We recognise that:

“The establishment of an effective behaviour policy is not only a legal duty upon Boards of Governors and school principals and the cornerstone of pastoral care work but is also fundamental to successful work in the classroom.”

“Pastoral Care in Schools: Promoting Positive Behaviour” DENI, 2001 Para 5.

We believe that:

“Drawing up a positive behaviour policy is an essential part of a school’s pastoral responsibility to its students...It needs to incorporate within it not only measures to help maintain orderly and safe environment, but also measures to facilitate effective learning and good teaching: creating a climate for the students in which they are valued as individuals and encouraged in their learning and in their physical and social development.”

“Pastoral Care in Schools: Promoting Positive Behaviour” DENI, 2001 Para.15

We are committed to:

Ensuring that a “culture of achievement, improvement and ambition exists – with clear expectations that all students can and will achieve to the very best of their ability.

“Every School a Good School”, DENI, 2009 Pg. 15

Self-evaluation and Consultation Procedures

To ensure that the policy is monitored and its outcomes are evaluated regularly the following benchmarking tools will be used.

Positive Behaviour Management Audit

It is anticipated that all participants will complete a survey on-line. An analysis of the responses will be used to evaluate the effectiveness of the policy.

SLT will ensure that:

- Base line surveys are run and results analysed annually.
- All participants receive feedback e.g. in school during registration, whole school assemblies; via emails, school website updates and during parents’ consultation evenings
- Positive outcomes are acknowledged
- Areas for further development are identified and whole school goals discussed and agreed



The Student voice and the role of the School Council

Establishing a School Council will enable our students to be directly involved, “in discussions and decisions on school life that directly affect them”. (Indicators of effective performance, **Pg. 14, ESAGS, 2009**) When issues relating to the current policy arise they will be discussed in School Council meetings and outcomes minuted. Council minutes will be presented to students during registration time and displayed for example both on classroom whiteboards and corridor TVs. SMT will ensure that relevant outcomes are used to inform and guide whole school goals.

Staff voice

On-going consultation with staff is effected through whole staff, pastoral and departmental meetings. School Development Days (SDD) provide staff with additional opportunities for discussion and reflection. SDD outcomes are used to inform and guide policy development and review.



Abbey Community College: Our Values

Staff and students will adopt an agreed set of values which when implemented will guide and inform our interactions with all the members of our newly formed school community



Abbey Community College has clear expectations about the standard of behaviour which is expected from every member of the school community. These expectations are firmly based on our values and are expressed in the following statement of principles.



Our Statement of Principles

The following Statement of Principles sets out the standard of behaviour expected from all the members of Abbey Community College.

This Statement of Principles will be kept under review by the Board of Governors.

In Abbey Community College everyone – staff, teaching and non-teaching, students, parents, carers and Governors – in all aspects of school life:

- 1 Will show respect for one another, for their own, others and school property
- 2 Will follow a consistent approach to behaviour management. This system will recognise and reward positive behaviour. There will be zero tolerance to bullying and anti-social behaviour
- 3 Will be fully supported during times of difficulty with support available to all members of the school community
- 4 Will be given opportunities to have a voice and be responded to in the correct manner
- 5 Should take pride in belonging to and promoting our school
- 6 Should promote positive aspects of behaviour such as respect, fairness, and care towards others
- 7 Should understand that the Behaviour Policy has been created to ensure a safe positive teaching and learning environment
- 8 Will be considerate towards the learning needs of each individual and supportive of the school as a learning community
- 9 Has to feel safe, secure and given the opportunity to fulfil their potential
- 10 Will be proactive in reducing the risk of poor behaviour. Appropriate and preventative action should be taken to ensure a safe environment

The Positive Behaviour Policy: Aims, Outcomes and Evidence Trail

To enable ACC to monitor and evaluate how effectively the policy is being delivered we have identified four overarching aims:

1. Promotion of Positive Attitudes
2. Reduction in unacceptable behaviour
3. Creation and maintenance of sound relationships
4. Creation and maintenance of an effective learning environment for all

The table below sets out in detail how each of these aims will be promoted, what outcomes will be delivered and how these will be monitored and evaluated.



Aims and Outcomes

OUR POLICY AIMS	OUR POLICY OUTCOMES	EVIDENCE TRAIL
<p>1 Promote positive attitudes</p> <p>To promote the development of positive attitudes through the development of a “Can-Do” culture in which:</p> <ul style="list-style-type: none"> • There is a commitment to excellence and the fulfilment of potential • Aspiration is promoted and achievement is celebrated & rewarded • Learning needs are identified and support provided • Participation and self-evaluation are promoted • A high standard of work is agreed and maintained • Sharing positive approaches 	<p>A “Can –Do” culture of achievement exists within our school community.</p> <p>Levels of achievement are raised. Students experience success</p> <p>Success is acknowledged and celebrated throughout</p> <p>Targeted support is in place for students experiencing barriers to learning</p> <p>There is a high level of participation in every classroom</p> <p>There is a clear focus on presentation of work in every classroom</p>	<p>Baseline Audits,</p> <p>Exam/ Attendance</p> <p>SIMS L.M (rewards)</p> <p>IEP/IBP reviews</p> <p>PRSD obs.</p> <p>Book scoops</p>
<p>2 Reduce unacceptable behaviour</p> <p>To create a safe, ordered & purposeful working environment which:</p> <ul style="list-style-type: none"> • Promotes behaviour to facilitate learning • Places emphasis on praise and celebration • Develops & maintains a supportive ethos • Reduces opportunities for confrontation • Reduces disruption to learning • Promotes effective teaching 	<p>A safe, orderly, purposeful working environment exists.</p> <p>Within every classroom:</p> <ul style="list-style-type: none"> • There is a clear focus on agreed learning behaviours • Students are praised and rewarded for their positive learning behaviours • There are less interruptions to the learning <p>Unacceptable behaviour is kept to a minimum:</p> <ul style="list-style-type: none"> • There are less referrals to Heads of Year • Fewer students on report, in detention, or on suspension • Referrals for expulsion to Board of Governors will only be made in extreme circumstances 	<p>PRSD obs.</p> <p>Class plan for Learning in use/Rewards</p> <p>Heads of Year Support Sheets</p> <p>SIMS – sanctions, detentions HoY records Suspension</p>

OUR POLICY AIMS	OUR POLICY OUTCOMES	EVIDENCE TRAIL
<p>3 Create and maintain sound relationships (Whole-school/ community)</p> <p>To establish a warm, safe welcoming, and caring environment in which all members of the school community will:</p> <ul style="list-style-type: none"> • Feel safe and secure • Value, respect and support each other • Meet and work together both formally and informally to maintain and where necessary repair relationships • Be consulted • Promote and develop strong links to and within the wider community 	<p>A warm, safe, welcoming and caring environment exists. An anti-bullying culture is actively maintained</p> <p>There is a strong sense of support for and belonging within the whole-school community</p> <p>There is increased community involvement</p> <p>Team building events</p> <p>Views are acknowledged and responded to</p> <p>Links with local schools and businesses are maintained</p>	<p>Baseline audits</p> <p>Heads of School records</p> <p>School calendar</p> <p>Complaints Book</p> <p>School Council records.</p> <p>Letters (PTA/P.S)</p>
<p>4 Create and maintain an effective learning environment for all</p> <p>To promote and maintain an effective, orderly and purposeful learning environment in which students can learn and teachers teach without interruption through developing a shared Class Plan for Learning which</p> <ul style="list-style-type: none"> • Is agreed with students: • Identifies and rewards behaviours which facilitate learning • Identifies and sanctions behaviours which block learning • Agrees rules & routines which support the learning • Operates an agreed hierarchy of rewards & sanctions <p>To identify individual barriers to learning and provide targeted support by</p> <ul style="list-style-type: none"> • Deployment of agreed strategies which reduce opportunities for confrontation • Working to an agreed high standard • Managing resources effectively 	<p>An effective, orderly, purposeful learning environment exists in every classroom</p> <p>Staff fully implement the Good Lesson Guide in every classroom</p> <p>The Class plan for Learning is displayed and consistently implemented in every classroom. Students are consistently:</p> <ul style="list-style-type: none"> • Rewarded for displaying good learning behaviours • Sanctioned for displaying unacceptable, disruptive learning behaviour <p>IEP/IBP targets are agreed, implemented by staff and monitored effectively</p> <p>Learning improves. The flow of teaching is maximised in every classroom</p> <p>High standards of work & presentation are maintained</p>	<p>Baseline audit</p> <p>Lesson planners</p> <p>PRSD obs.</p> <p>Wall displays</p> <p>SIMS rewards, and sanctions, results</p> <p>IEP reviews</p> <p>Book scoops</p> <p>Wall displays</p>



Procedures

To maximise effective teaching and learning staff met together and agreed on the following procedures

Agreed rights, responsibilities and expectations	<p>Agreed rights and responsibilities:</p> <ul style="list-style-type: none">✓ To work and learn in a happy and stimulating environment✓ To teach and learn without interruption✓ To be challenged to be the best that we can be✓ To be supported in what we are doing✓ To be in a school which is safe, tidy, comfortable & well equipped✓ To be treated fairly and equally✓ To be respected and valued✓ To be consulted about what happens in school✓ To attend class regularly and be on time
Agreed Behaviours for Learning	<p>Students agree to:</p> <ul style="list-style-type: none">✓ Come prepared for this class✓ Listen when someone is speaking✓ Keep hands, feet, objects inappropriate & unkind words to him/herself✓ Arrive to class on time✓ Co-operate with others in this class✓ Be positive✓ Ask for help when needed✓ Concentrate and focus on the set task✓ Meet deadlines✓ Follow instructions
Agreed routines and Planning for Learning Procedures	<p>Staff will:</p> <ul style="list-style-type: none">✓ Be in class on time✓ Meet and greet students✓ Have a seating plan for every class✓ Check class attendance✓ Know and use students' names✓ Plan lessons to meet the needs and abilities of <u>all</u> students✓ Include an introduction, main activities & a plenary session in all lessons✓ Plan for effective questioning that challenges <u>all</u> students✓ Ensure adequate pace and challenge in <u>all</u> lessons✓ Annotate IEPs and feedback to SENCO.
Agreed Classroom Management Strategies.	<p>Staff will use these positive classroom management strategies to reduce opportunities for confrontation in the classroom:</p> <ul style="list-style-type: none">✓ I statement ...plus. now, thank you✓ Praise and description✓ Circulate during classes

The Class Plan for Learning

To maximise the learning and teaching in every classroom staff and students work together to agree a Class Plan for Learning. Participation in this process enables everyone to develop a shared view of what behaviour is needed to enable everyone to learn effectively and a shared view of how best to achieve this.



To establish an effective class plan staff and students work through this specific process. This requires everyone to discuss and agree the following;

- The class values; do we want a classroom in which everyone is respectful?
- Class rights and responsibilities
- Behaviours necessary for effective learning
- Rules and routines which make for an ordered and purposeful room
- Rewards and sanctions to reward positive choices and sanctions to deter poor choices





Once agreed this plan is displayed and used consistently to promote effective learning in every classroom.

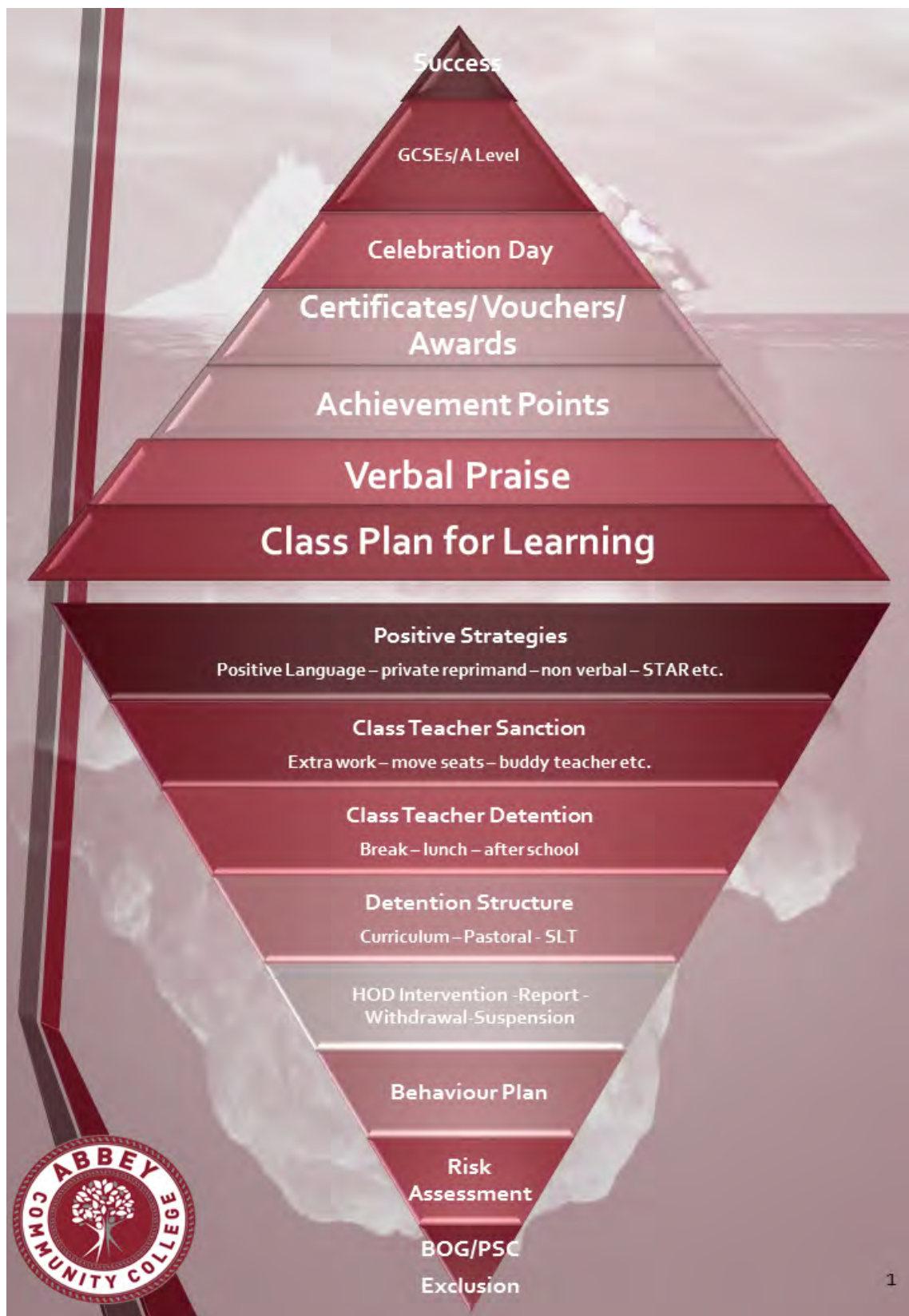
Students who choose to keep the Behaviour for Learning rules are acknowledged and rewarded. Students who choose not to keep the Behaviour for Learning rules are acknowledged and sanctioned. Those students who have significant difficulty in complying with these behaviours for learning will be given targeted support to help them learn more effectively.

The following tables illustrates this process and sets out the current Class Plan for Learning which is displayed, operated consistently in every classroom and reviewed throughout the year.

Supporting Learning

SUPPORTING LEARNING: The Class Plan for Learning is agreed, displayed & implemented in every classroom

<p>SHARED RIGHTS, RESPONSIBILITIES AND EXPECTATIONS</p> <ul style="list-style-type: none"> ✓ To teach and learn without interruption ✓ To be challenged to be the best that we can be ✓ To be supported in what we are doing ✓ To be in a school which is safe, tidy, comfortable & well equipped ✓ To be treated fairly and equally ✓ To be respected and valued ✓ To be consulted about what happens in school ✓ To attend class regularly and be on time 	<p>AGREED ROUTINES & PLANNING FOR LEARNING PROCEDURES</p> <p>Staff will:</p> <ul style="list-style-type: none"> ✓ Be in class on time ✓ Meet and greet students ✓ Have a seating plan for every class ✓ Check class attendance ✓ Know and use students' names ✓ Plan lessons to meet the needs and abilities of <u>all</u> students ✓ Include an introduction, main activities & a plenary session ✓ Plan for effective questioning that challenges <u>all</u> students ✓ Ensure adequate pace and challenge in <u>all</u> lessons ✓ Annotate IEPs and feedback to SENCO. ✓ Use these strategies to reduce confrontation <ul style="list-style-type: none"> • I statements ...plus, now, thank you • Praise and description • Circulate during classes 	<p>BEHAVIOUR FOR LEARNING</p> <p>Students will:</p> <ul style="list-style-type: none"> • Come prepared for this class • Listen when someone is speaking • Keep hands, feet, objects and inappropriate and unkind words to him/herself • Arrive to class on time • Work/participate co-operatively with others in this class • Be positive • Ask for help when needed • Concentrate and focus on the set task • Meet deadlines • Follow instructions 	<p>CHOICES & CONSEQUENCES</p>  <p>REWARDS & SANCTIONS</p> 
<p>Shared values:  Implementing the PLAN FOR LEARNING in every classroom creates a: Listening, Respectful, Caring, Reflective, Safe, Supportive, Challenging Achieving, Fair, Celebratory, Inclusive, Participative LEARNING ZONE for everyone.</p>			





Good Lesson Guide

Teaching for Learning Approaches

- Make links with prior learning
- Share (and revisit) learning intentions and success criteria
- Include a variety of teaching styles, resources, and activities
- Use effective questioning techniques
- Integrate opportunities for assessment for learning
- Involve students in a plenary activity

Classroom management

- Welcome students and ensure they enter the classroom in an orderly fashion.
- Take a register
- Apply and maintain consistent classroom routines.
- Prepare well-planned, effective and engaging lessons
- Use a seating plan

Good Lesson Guide

Climate for learning

- Teacher's use agreed systems and procedures that include:
- Create a positive classroom environment through up-to-date displays of pupils work
- Use a classroom layout that allows opportunities for group work and peer learning
- Raise expectations of presentation, quality of work and homework
- Have high expectations for what all students can achieve
- Create and maintain positive working relationships

Meeting the needs of all pupils

- Use IEP's and learning styles to inform planning
- Make positive use of classroom assistants
- Celebrate student success
- Set achievable yet aspirational targets for individual pupils
- Set differentiated targets and work for students, groups and the whole class.

Sample Certificate

Abbey Community College

believe, achieve, succeed

Joe Bloggs

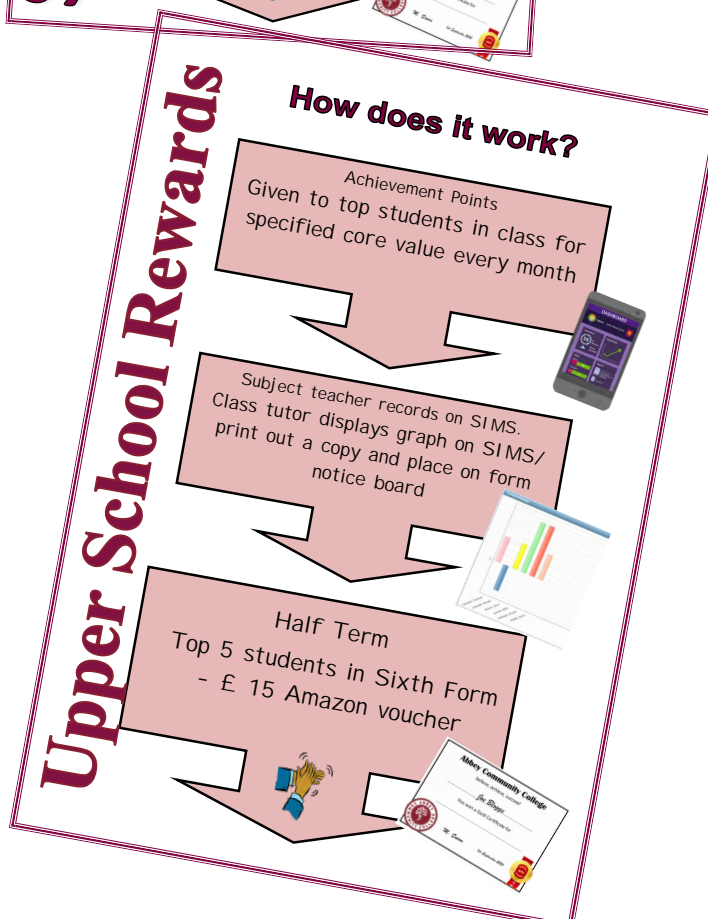
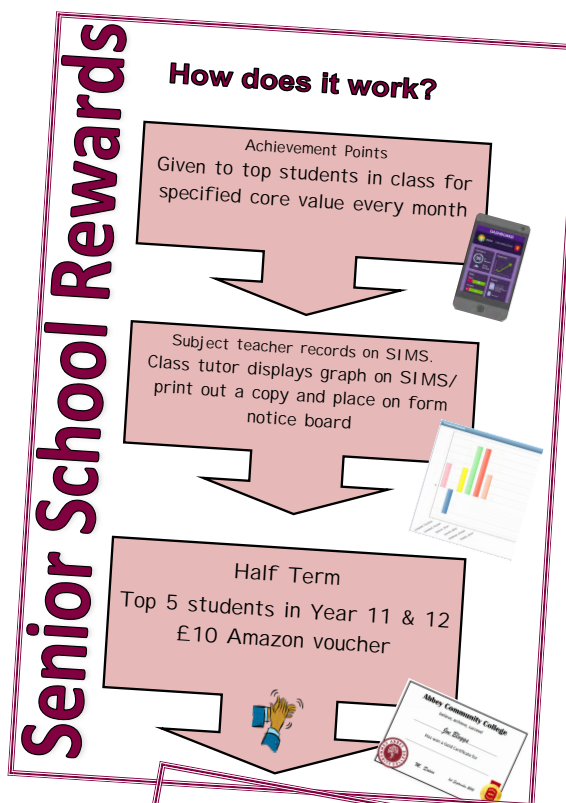
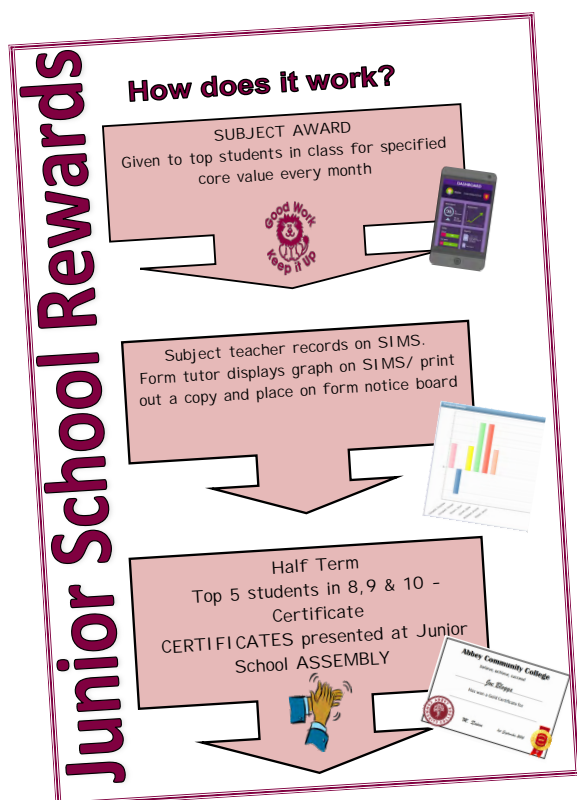
Has won a Gold Certificate for

M. Quinn

1st September 2015

Achievement Points

The school rewards system focuses on the awarding of Achievement Points linked to the Core Values. Further information is in the Rewards Guide produced by Mrs Cromie.



Positive Strategies

At a SDD in 2016/17 staff discussed a range of positive strategies that we could use as a collective group to ensure consistency across the school. Staff were encouraged to have them on their desk and use them.

When it is necessary for Danny to receive a reprimand for his behaviour ensure it is given 'privately' to avoid public humiliation

When Danny has lost control provide an arranged supervised, safe, quiet and private area away from other pupils for him to regain composure

Use a seating plan. Place Danny beside an agreed good class role model or ideally between 2 good class role models

Allow Danny take-up time (TUT) to comply with instructions. Follow up with the Language of Choice if TUT isn't working. 'Danny if you continue to choose not to return to your seat you will be choosing to stay behind over break to complete your work.'

Use the Language of Choice to help Danny take responsibility for his behaviour:
 "Danny, either put your comic on my desk or in your bag – which are you going to choose?"
 (Give your preferred option last! Walk away & give Danny Take-Up-Time (TUT). If he complies, 'Danny, thank you for making a good choice.' If not remind Danny of the consequences
 Danny, if you choose not to put the comic away you will be choosing to stay behind during break.' Close expecting compliance – 'Comic in the bag now, thanks Danny'

Distract and refocus Danny by;
 Asking him a direct question – Danny, what should you be doing? How can I help?
 Using his name, 'Danny' + giving him the look (making eye contact) + adding in an appropriate non-verbal signal.

Use 'I' statements: 'Danny 'I' need you to return to your seat now, thanks'; I expect you Danny to have completed Q1-5 by 10.10am. I will be asking you then to share your answers with your writing partner.'

Give clear short instructions to Danny (K.I.S.S - Keep It Short & Simple) 'Homework on my desk now, thanks, Danny.' Turn around and face the front thanks, Danny'



Student Reflection Form

When students have been removed from class or involved in an incident it is important that they get the opportunity to have their say on what happened. Pastoral and Curriculum leaders are encouraged to use the 'Student Reflection Form' below for all participants so that they can deal with the issue with the full facts.

PPB 2017



Student Reflection Report

Student Name:		Reg Class	
Date:		Period:	
Class:		Teacher:	
Description of what happened:			
Other Students involved:			
How could you have dealt with the situation better?			
Agreed Strategy:			

Signed:

Date:

Teacher:

Date:

Student Reflection

Abbey Community College