



Promoting Positive Behaviour Policy



Linked Policies

- Attendance and Punctuality
- Teaching for Learning
- Inclusion Policy
- Pastoral Care
- Anti-Bullying

Summary:

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

ADDITIONAL NOTES

Policy Number: 2019/1

History:

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Update 1: October 2017

Update 2: baseline data collected: June 2019 from surveys with staff, parents and students

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By: Head of Pastoral Care

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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	Base line audits Review actions Stake holder feedback	Summer Term	F.C/MQ HOS	Stats and analysis Pastoral Action plan/s:
An Effective Learning environment	Attendance	Termly	F.C	Stats & analysis (SIMS) Action Plans
	IBP/IEP reviews	Ongoing	Class teacher/ E.M	Staff Feedback
	TPL/ PRSD - pastoral focus	Termly	G.S.	HOD record sheets
	Book scoops		C.McQ	
Reduction in unacceptable behaviour	Review of Sanctions Type and frequency Suspension/expulsion rate Effectiveness of rewards	Termly	HOS/ Pastoral Team	SIMS Behaviour Report SIMS Rewards
Creation of sound relationships	School Calendar	Ongoing	SLT	Stats and analysis
	Complaints Book	Ongoing		Stats and analysis/ BOG minutes
	Response to views	Ongoing		Letters/minutes
	School Council		FC	School Council Mins
Creation and maintenance of an effective learning environment	Lesson plans & wall displays	Termly	HOD/ C.McQ.	Planners/PRSD
	Class Plan for Learning	Termly		Plan checklist
	Rewards	Monthly		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

Student Council are 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, departmental meetings and staff surveys. 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.



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 the "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 and 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 and purposeful working environment in which:</p> <ul style="list-style-type: none"> Promotes behaviour to facilitate learning Places emphasis on praise and celebration Develops and 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 in 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 and 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 and routines which support the learning Operates an agreed hierarchy of rewards and 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 and 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 will</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 their best✓ Ask for help when needed✓ Concentrate and focus on the set task✓ Meet deadlines✓ Use mobile phones when instructed by the teacher✓ 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.

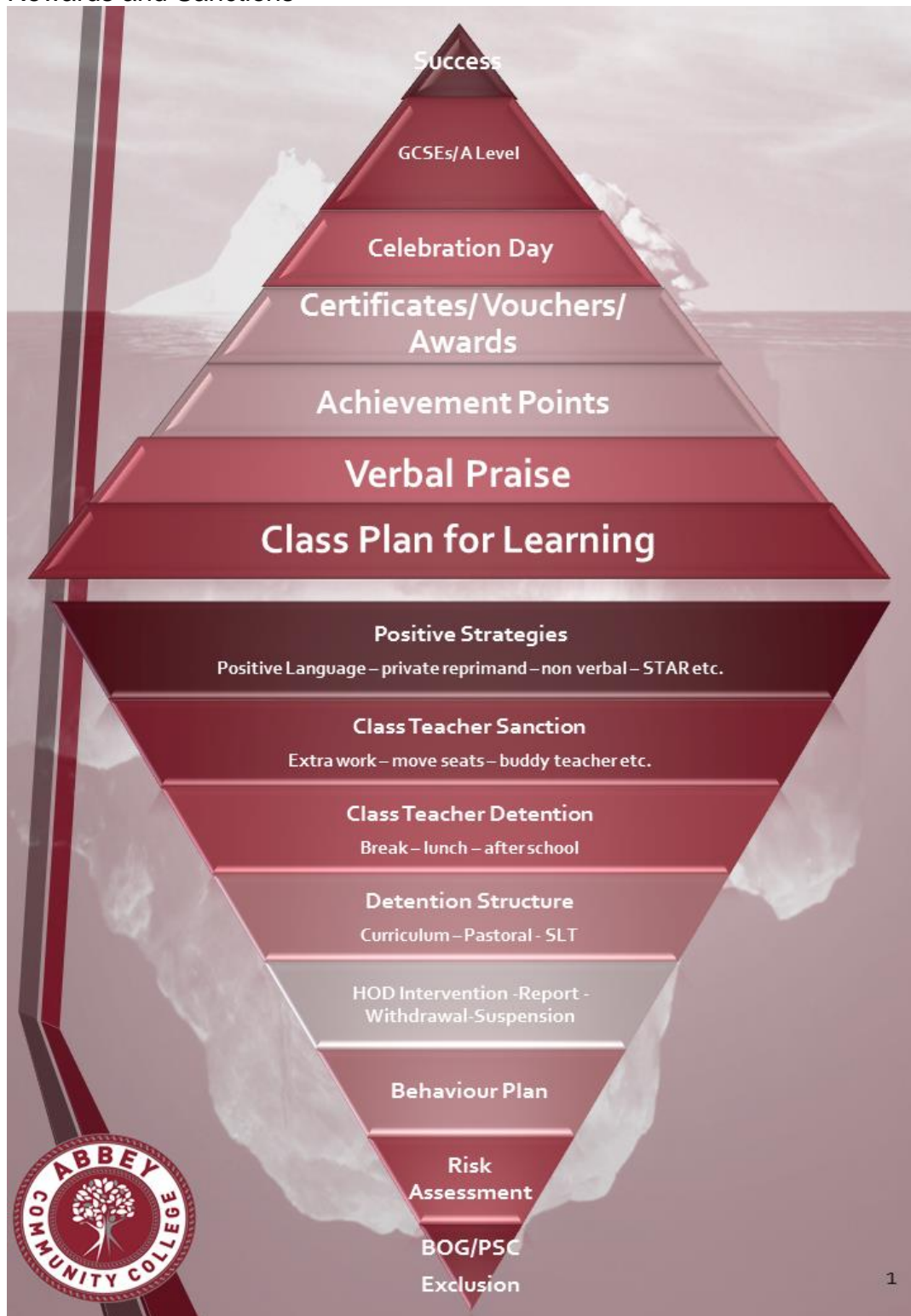
Students who choose to keep the Behaviour for Learning rules are acknowledged and rewarded. Students who choose not to keep the Behaviour for Learning rules are acknowledged and sanctioned. Those students who have significant difficulty in complying with these behaviours for learning will be given targeted 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: The Class Plan for Learning is agreed, displayed & implemented in every classroom

SHARED RIGHTS, RESPONSIBILITIES AND EXPECTATIONS	AGREED ROUTINES & PLANNING FOR LEARNING PROCEDURES	BEHAVIOUR FOR LEARNING	CHOICES & CONSEQUENCES
<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>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 • I statements ...plus, now, thank you • Praise and description • Circulate during classes 	<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 your best • Ask for help when needed • Concentrate and focus on the set task • Meet deadlines • Use mobile phones when instructed by the teacher • Follow instructions 	<p>REWARDS & SANCTIONS</p>
<p>Shared values:</p>	<p>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>		

Rewards and Sanctions



SEN – When a statemented student is presenting with extreme, challenging behaviour, a behaviour planning meeting should take place between the YH, HOS, SENCO and PL/DP. During this meeting an appropriate IBP should be created. When a student on stage 1-3 presents with challenging and complex behaviour an IBP should be created by the YH and HOS and signed off by SENCO and PL/DP. All IBPs should be discussed with parents and students as appropriate.


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 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 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

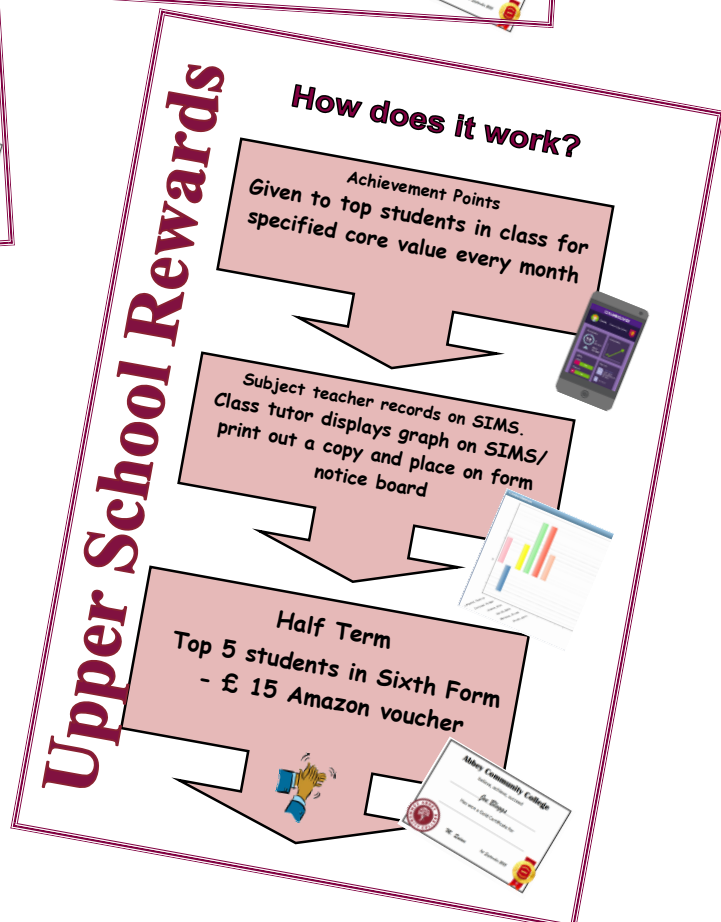
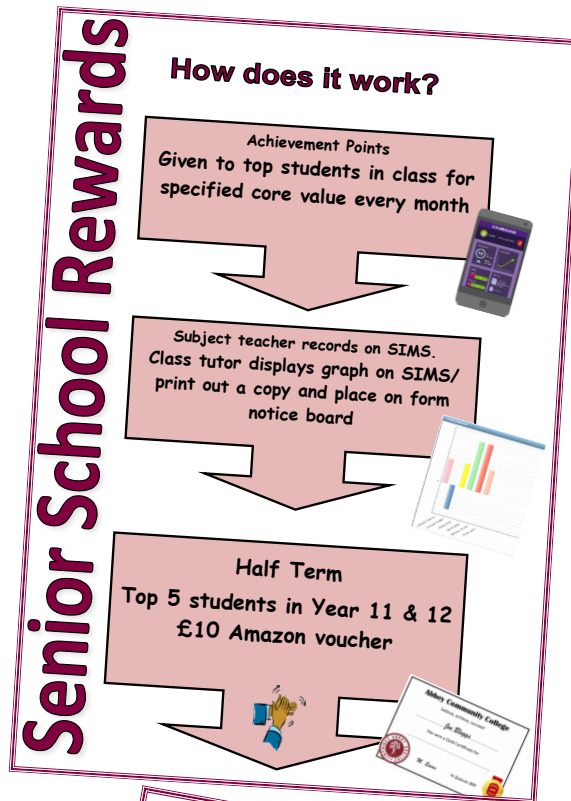
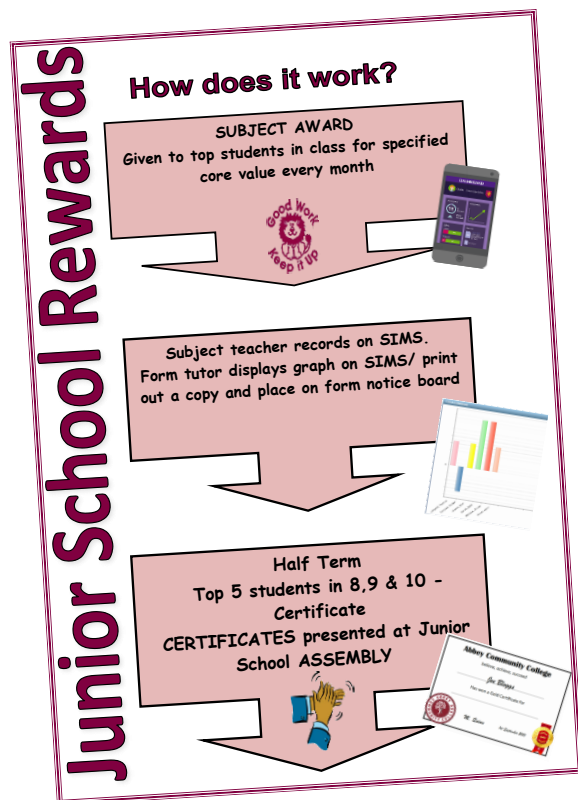
- Use EP's and learning styles to inform planning
- Make positive use of classroom assistants
- Celebrate student success
- Set achievable yet aspirational targets for individual pupils
- Set differentiated targets and work for students, groups and the whole class

Sample Certificate



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.

PPB2017



Student Reflection Report

Student Name:		Reg Class:	
Date:		Period:	
Class:		Teacher:	
Description of what happened: [Large text area for description]			
Other Students Involved: [Text area for other students involved]			
How could you have dealt with the situation better? [Text area for reflection on better handling]			
Agreed Strategy: [Text area for agreed strategy]			

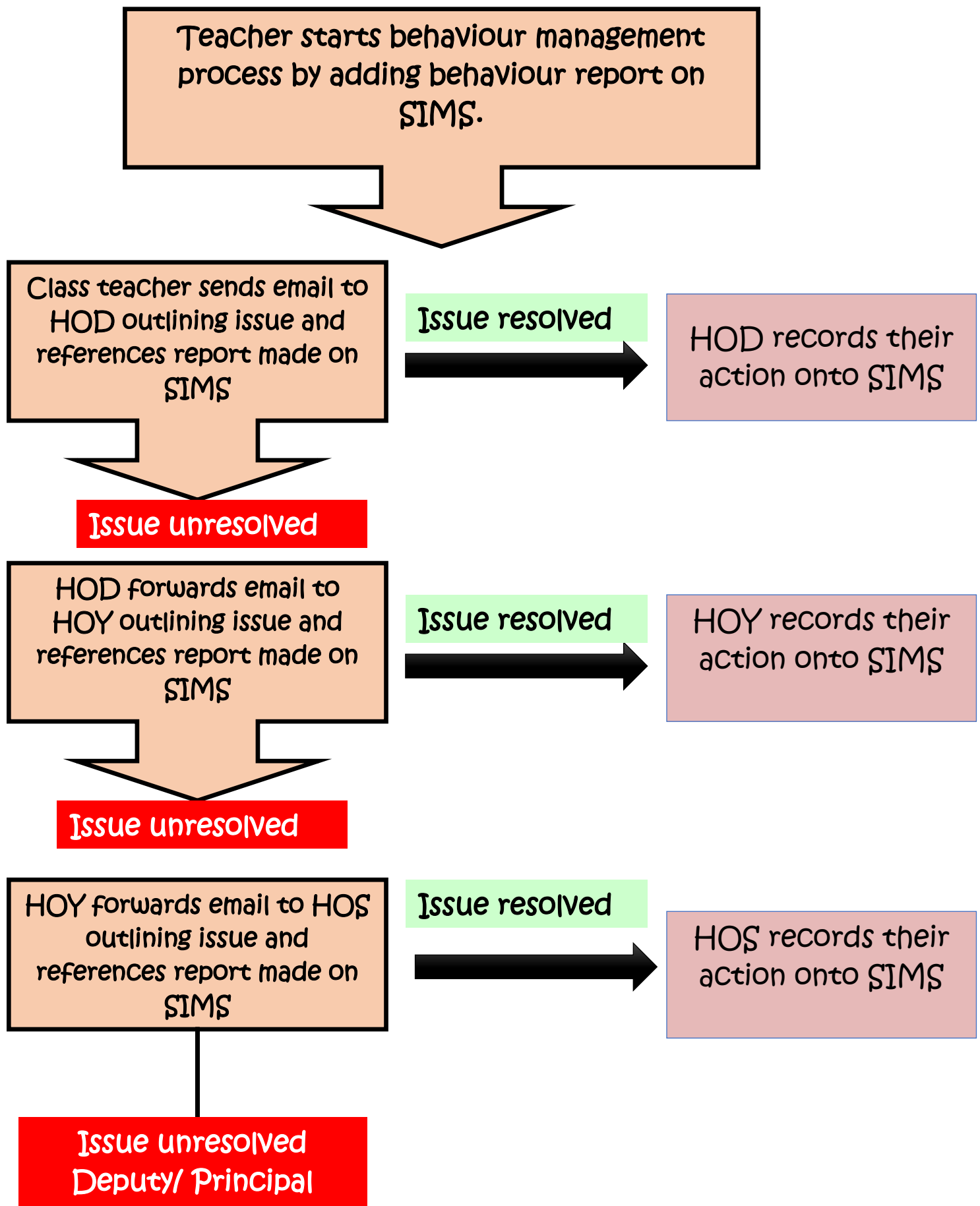
Signed: [Signature line] Date:

Teacher: [Signature line] Date:

Student Reflection
[Signature line]

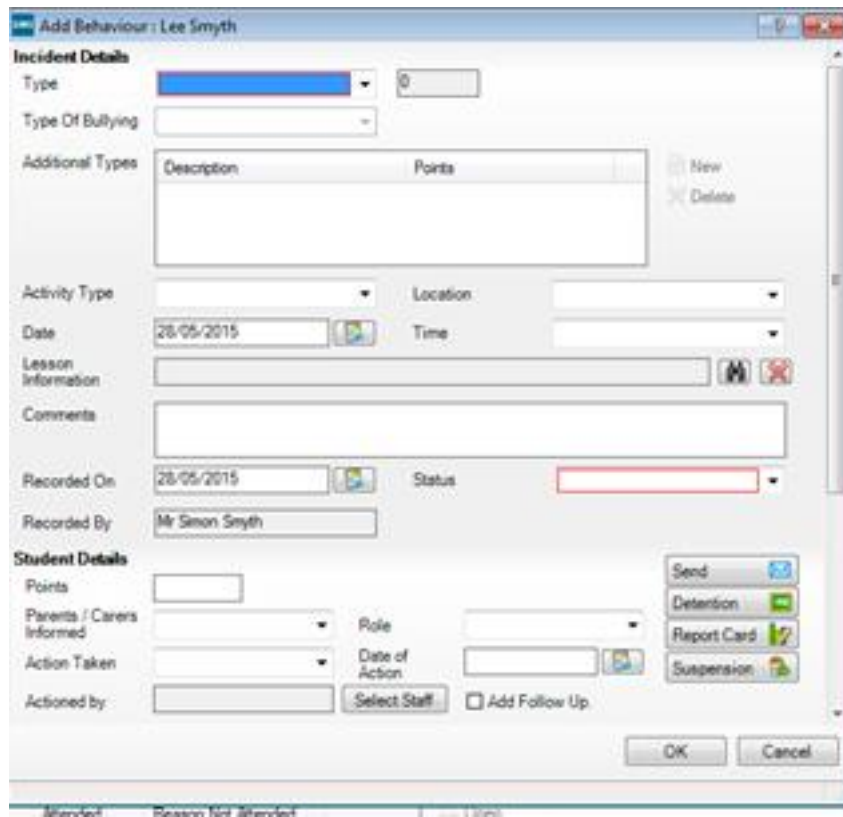
Abbey Community College

Behaviour Management Process



Referral process

All staff will use student behaviour module on SIMS, training is provided through SDD/TPL sessions. It is important that full details are added.



Add Behaviour: Lee Smyth

Incident Details

Type: [Dropdown] [ID]

Type Of Bullying: [Dropdown]

Additional Types:

Description	Points

New
Delete

Activity Type: [Dropdown] Location: [Dropdown]

Date: 28/05/2015 Time: [Dropdown]

Lesson Information: [Text] [Icons]

Comments: [Text Area]

Recorded On: 28/05/2015 Status: [Dropdown]

Recorded By: Mr Simon Smyth

Student Details

Points: [Text]

Parents / Carers Informed: [Dropdown] Role: [Dropdown]

Action Taken: [Dropdown] Date of Action: [Text] [Icon]

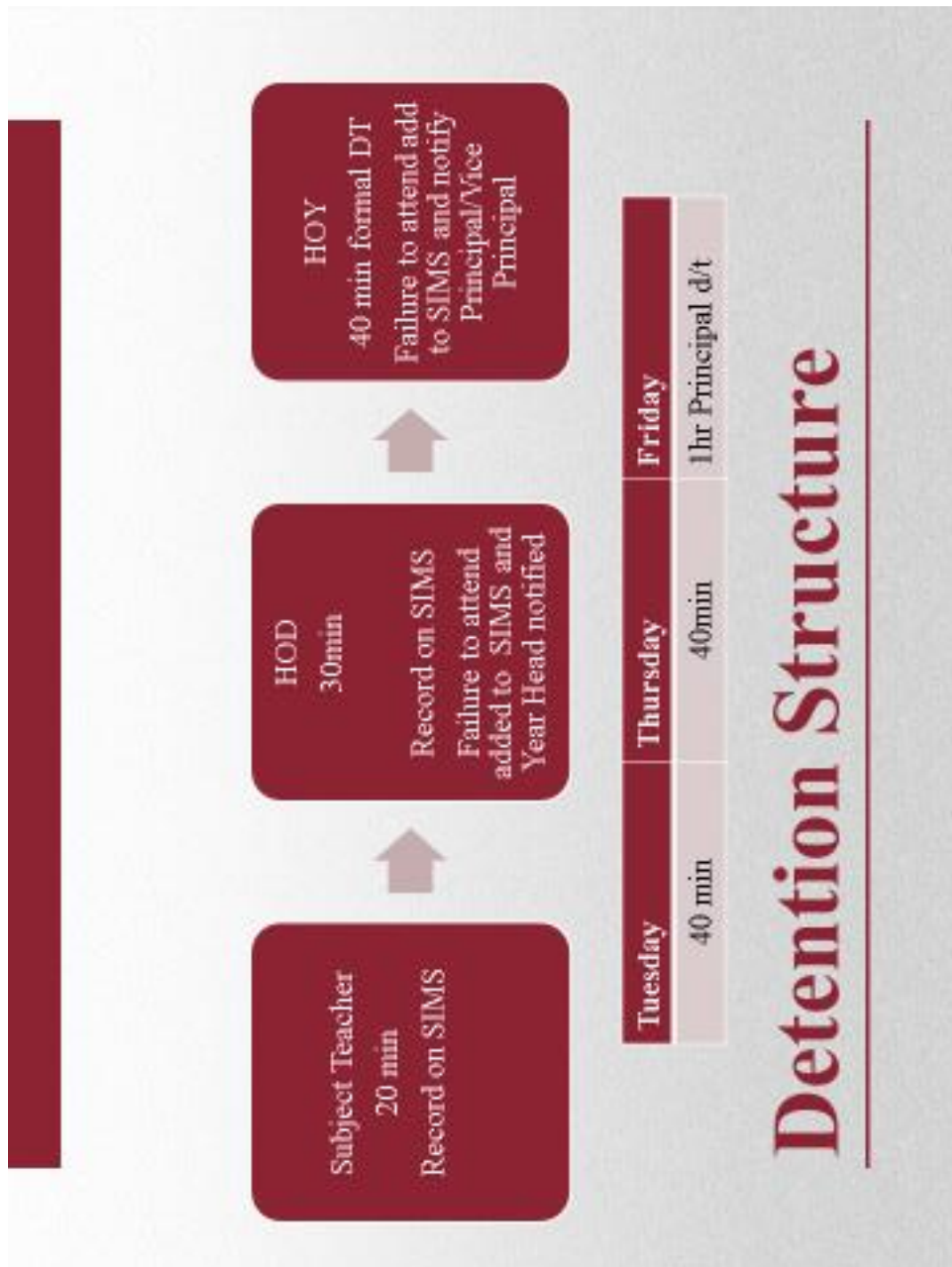
Actioned by: [Text] [Select Staff] ☐ Add Follow Up

Send [Icon]
Detention [Icon]
Report Card [Icon]
Suspension [Icon]

OK Cancel

Detention Structure

The detention system has been reviewed and all staff are involved to supervise detention. All information is recorded on SIMS and a staff rota has been circulated.



Report Card

Report cards are used when there is significant evidence to suggest that despite a number of behaviour management techniques a student is still disrupting the learning environment within the classroom.


The first step should be that the class teacher discusses with the Head of Department and places the student on 'Department Report.' The Head of Year should be notified and this is recorded on SIMS by HOD. Targets are set between teacher and student. This is monitored and followed up with phone call home if needed.

The next step is if behaviour is a concern across a number of curriculum areas. The HOY has to intervene and place the student on a 'HOY Report,' parents will be notified and targets agreed. This again is recorded on SIMS initiatives.

Students are also placed on report to HOS/HOY once they return from suspension.

A SIMS report can also be used in more serious circumstances at the discretion of HOY/HOS.

Example Report Card

<u>Junior School Academic Progress Card</u>	
	
Name _____	Date _____
<u>Targets for improvement</u>	
1. _____	
2. _____	
3. _____	
Parents or Carers are asked to support these targets by readings and signing this card each evening	
Signature _____	
Date _____	

Student Behaviour Plan

Student Behaviour Plan											
Name: [REDACTED]	DOB: 08/02/2001	Class: 11DC	Stage:	Date: April 2016							
Strengths (curricular, extra-curricular and preferred learning styles) Honest Enjoys sport, talented footballer Kinaesthetic learner		Additional Information (if any) Edges start 360 key worker Can find it difficult to stay calm and focused. Mentoring with Youth Worker Mark Davis (Monkstown Village initiative) EWO – Amanda Mudd Monkstown Boxing Club – Leadership Course									
Areas to be Developed (targets to address these needs) Literacy Numeracy Self Control – anger management Self discipline – time keeping	Attendance:	Year	Attendance	Baseline <table border="1"><tr><td>Results</td><td>Year 11</td></tr><tr><td>Literacy Yellis</td><td>82</td></tr><tr><td>Numeracy Yellis</td><td>59</td></tr></table>		Results	Year 11	Literacy Yellis	82	Numeracy Yellis	59
		Results	Year 11								
		Literacy Yellis	82								
		Numeracy Yellis	59								
		8	95%								
9	86%										
10	77%										
11	65%										
Targets (SMART)	Strategies and Resources		Provision (who and when)	Success Criteria / Evaluation							
1. Improve punctuality and attendance. Both in morning and at lessons.	Use of report card/ attendance & punctuality card. Use of SIMS to record.		Year Head/ staff to complete comments on SIMS.	Target 85% for remainder of school							
2. To follow school rules and avoid smoking during school day.	Link in with Doctor/ pharmacist regarding support for smoking. Use of school policy/ sanctions.		School Nurse/ Year Head	Improved behaviour in corridors							
3. To stay focused in class and complete work in the time set.	Give work in small manageable chunks. Ensure [REDACTED] knows exactly what he needs to do and has all the equipment needed to complete tasks. Praise efforts. Use real live examples, use illustrations image to meet learning style.		All Staff	Improved behaviour in class and more work completed.							
Monitoring and assessment arrangements Teacher observations, class assessment, student and parent interviews.											
Parent / Carer involvement and comments (strategies and activities for home, home / school link arrangements) Ensure Andrew attends school. Discuss appropriate behaviour.											
Signed: YH/ HOS		Student:	Parent:	Review Date: June 2016							

15

Risk Assessment

Any student progressing through the sanctions of the school and still causing disruption and a potential risk to themselves or others of the school community may need to have a risk assessment completed. This will be sanctioned by the relevant Head of School or Head of Pastoral Care and will include a review of SIMS log and a meeting with the parents and student. On agreement of the risk assessment, a copy will be filed in student records.

School Based Care Team

Students can be discussed at School Based Care Team meetings that happen every term, at the meetings a student's behaviour log, initiatives record and any other relevant information can be considered and relevant support can be put in place. Behaviour Support and Education Psychology Referrals may also be discussed at this meeting.

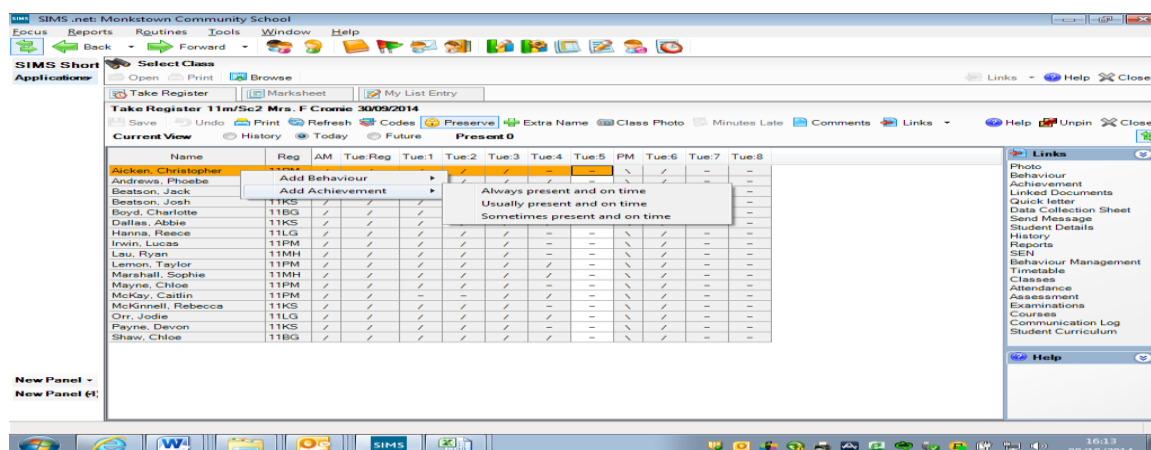
Pastoral Sub Committee

Students with a poor discipline record may be requested to attend a meeting of the Board of Governors. This is initiated by a meeting by the relevant Head of School / Head of Pastoral Care and Principal when the other strategies we have tried have had no impact.

Using SIMS to record achievement points

To reward students with achievement points, use the following steps:

- Access 'take register' for the class you wish to award points
- Select the students and right click to add achievement – core value
- You will get confirmation to say that achievement points have been awarded.



Support – Student Summary Report

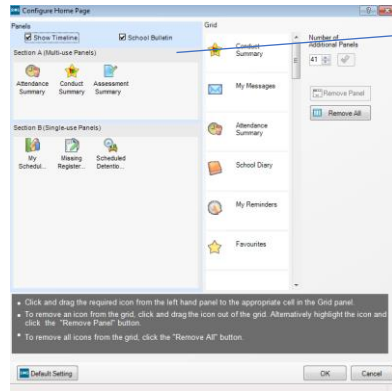
Tracking rewards on SIMS will enable Heads of Year/ Pastoral Team quickly to identify those students whose low scores indicate a significant difficulty in meeting the core values. These students will be targeted and support provided. This support will be tracked regularly and outcomes monitored and reviewed. Over time the scores of these students should reflect improvement if the support provided is effective.

A behaviour summary report is produced for all Year Groups on a monthly basis so that the following information can be tracked:

- Attendance
- Punctuality
- Achievement Points
- Behaviour Points
- Initiatives
- Suspensions

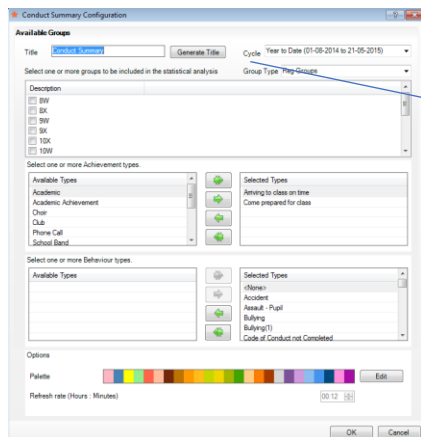
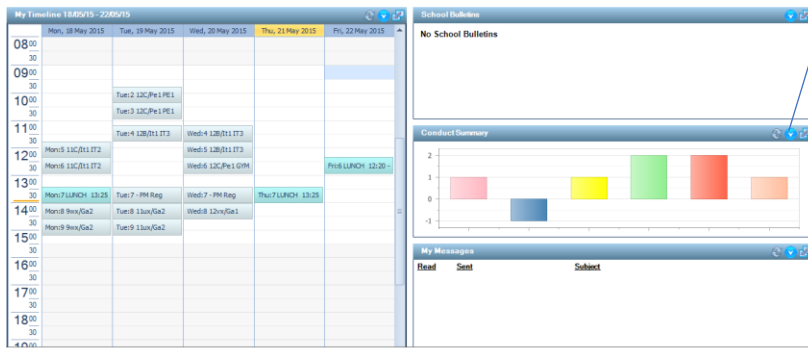
By reviewing this information appropriate support can be put in place or the impact of current provision reviewed.

Displaying Student Achievement Points



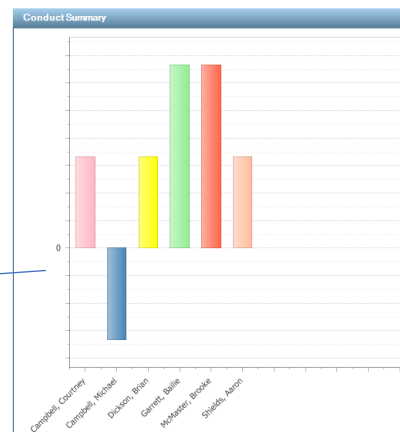
On SIMS configure your home page to display 'conduct summary'

Select configure



From this screen you can select:
Date range, year group or class

You can show full screen
and print full graph to
display on notice board





Preventative Measures

Within Abbey Community College the focus will be on the positive and rewarding students for engaging in their learning. As a school, we engage in practice that is preventative and would use a number of strategies to discourage negative behaviour. Suggested strategies that can be used include:

- ✓ Use of Supportive Practice
- ✓ Focus on praise
- ✓ Catching students doing some positive
- ✓ Positive relationships
- ✓ Understanding of needs
- ✓ Quality of teaching and learning 'the perfect lesson'
- ✓ Culture of achievement
- ✓ Structured activities at break and lunch time

Sanctions

Sanctions, too, are an integral part of a school's behaviour policy. They help to uphold the rules and procedures, they provide students with the security of clearly defined boundaries and, in so doing, they encourage appropriate and acceptable behaviour. Students through the school council will have a role in deciding what constitutes proportionate and effective deterrents.

Sanctions should:

- Be fully understood by all staff (teaching and non-teaching), students & parents;
- Be applied by the staff in a fair and consistent manner;
- Be applied as soon after the offence as possible, not impulsively, but in a calm and measured manner;
- Be proportionate to the offence;
- Defuse, rather than escalate, the situation;
- Focus on the misdemeanour, rather than the student;
- Allow the student to save face, and encourage a more positive attitude in future;

Staff when applying sanctions will:

- Give appropriate consideration to individual circumstances before applying sanctions – E.g. behaviour arising from a 'statemented' condition such as Asperger's, ADHD; family circumstances etc. as appropriate.
- Through dialogue/conversation promote reflection and restoration.
- Record, track and monitor sanctions
- Seek to reduce unacceptable behaviours by implementing and monitoring appropriate support interventions e.g. Support Sheet, Individual Behaviour and/or Risk Reduction Plan

HOUSE RULES	MILD NON-COMPLIANCE with House Rules	MODERATE NON-COMPLIANCE with House Rules	SEVERE NON-COMPLIANCE with House Rules (Could lead to suspension)	SUPPORTIVE INTERVENTIONS*	S C H O O L C O U N S E L L I N G S E R V I C E
	Low Frequency Sanctions 1	Medium Frequency Sanctions 2	High Frequency Sanctions 3	Pastoral support from class tutor Learning for Life Work Programme/ ASDAN Anger management support Start 360 Mentoring Youth Service Monkstown Village Initiative BEE Project Monkstown Boxing Club Referred for support to stop smoking Internet/ phone safety talk Presentation Assembly Themes	
Uniform (refer to policy on uniform)	First offence - Class Tutor records in student planner (CT)	Second offence - Detention and parents contacted (CT)	Third offence - Withdrawal from class (HOY) Parents contacted		
Fighting	Involved in altercation with fellow student that is stopped quickly. Detention (HOY)	Reactionary – withdrawn from class (YH/ HOS) parents contacted	Assault – suspension, possible involvement of external agencies (HOS)		
Verbal Abuse of student	Swearing at another student in aggressive manner – Detention (CT)	Repeated offence - parents contacted and 1 hour detention (YH/ HOS)	Continued breach of rules – may lead to suspension (HOS/ DP/ P)		
Verbal Abuse of Staff	Use of inappropriate language in presence of member of staff – detention (CT)	Use of aggressive tone towards member of staff – withdrawal – parents contacted (HOD/HOY)	Verbal abuse aimed directly at a member of staff (suspension) (P)		
Smoking	Detention (T) first offence smoking on school grounds	Repeated offence - parents contacted and 1 hour detention (YH/ HOS)	Suspension –third offence/ Smoking inside school building(P)		
Serious breach of Health & Safety of School Community (i.e. possession of weapon/ assault/ anything else deemed dangerous)			Reported direct to Principal/ Involvement of external Services/ BOG Meeting/ Suspension/ Possible Expulsion. (P)		
Drugs			Refer to school policy on drugs (YH/HOS)		

Please note that all incidents must be logged on SIMS behaviour management module. The appropriate sanction will then be applied by the relevant member of staff when all information has been reviewed.

School Mobile Phone Sanctions

Aspect	Mild (LF1) NON-COMPLIANCE	Moderate (MF2) NON-COMPLIANCE	Severe (HF3) NON-COMPLIANCE	Interventions
Unauthorised use of Phone (messages/ games)	Teacher asks student to put phone away	Phone removed and given to student at end of lesson	Refusal to hand over phone – referral to HOD for removal of phone. Any further issue referred to HOY and sanctions for defiance applied.	<ul style="list-style-type: none"> Reference made to mobile phone policy Student User Agreement - Planner Positive Behaviour Policy Student Reflection Report Internet Safety Assembly School Examination Policy ICT Scheme of Work
Cyber bullying in school		Bullying concern form completed. Parents contacted	Possible involvement of external agencies. Possible suspension.	
Taking/ recording inappropriate content of a member of the school community			Phone confiscated and possible suspension. (Involvement of PSNI/ Social Services)	
Use of mobile phone in public examination			Phone confiscated, Parents notified. Possible disqualification, notification to appropriate examination body.	
Uploading inappropriate content that brings into disrepute the name of Abbey Community College			Phone confiscated, Possible expulsion and involvement of external agencies (i.e. PSNI/ Social Services)	
Inappropriate use of Social Media/ Mobile Phone outside of school			Parents Informed – possible involvement of Social Services/ PSNI	

Sanctions – Mobile Phones

Classroom Learning Behaviours

S C H O O L C O U N S E L L I N G S E R V I C E			
Disruptive Learning Behaviours	MILD DISRUPTIVE LEARNING BEHAVIOUR Student who rarely chooses to keep the learning behaviour/s	MODERATE DISRUPTIVE LEARNING BEHAVIOUR Student who very rarely chooses to keep the learning behaviour/s	SEVERE DISRUPTIVE LEARNING BEHAVIOUR Student who almost never chooses to keep the learning behaviour/s:
Class teacher Starts BM process	Low Frequency Sanctions 1 <ul style="list-style-type: none"> Look & appropriate hand signal (Solution focused) discussion about behaviour - Scripts Verbal warning Rule reminder Name on board Move seat 	Medium Frequency Sanctions 2 <ul style="list-style-type: none"> Note in planner & include extra work Detention – 20mins Phone call home/email/text 	High Frequency Sanctions 3 <ul style="list-style-type: none"> Supervised time out with partner Teacher (30 mins max) Referred to HOD
Form Tutor	Records and monitors progress. Initiates Supportive dialogue		
Head of Dept. Continues BM process	<ul style="list-style-type: none"> Solution focused discussion about behaviour (Scripts) 	<ul style="list-style-type: none"> Departmental detention – 30mins Phone call home/email/text Extra work 	<ul style="list-style-type: none"> Placed on subject report Refer to HOY Parental interview Appropriate sanction
Head of Year Continues BM process	<ul style="list-style-type: none"> Solution focused discussion about behaviour (Scripts) 	<ul style="list-style-type: none"> Detention – 40 mins Phone call home/email/text Blue report card Extra work 	<ul style="list-style-type: none"> Parental interview Refer to HOS Appropriate sanction
Head of School/ SLT Continues BM process	<ul style="list-style-type: none"> Solution focused discussion about behaviour (Scripts) 	<ul style="list-style-type: none"> Detention – 50 mins Phone call home/email/text 	<ul style="list-style-type: none"> Placed on HOS report Refer to DP Withdraw from classes (max 5 periods)
Deputy Principal	<ul style="list-style-type: none"> Solution focused discussion about behaviour 	<ul style="list-style-type: none"> VP Report 	<ul style="list-style-type: none"> Placed on DP report Parental interview Appropriate sanction
Principal	<ul style="list-style-type: none"> Solution focused discussion about behaviour 	<ul style="list-style-type: none"> Parental Interview 	<ul style="list-style-type: none"> Parental interview Suspension
SUPPORTIVE INTERVENTIONS* <ul style="list-style-type: none"> 5 Questions Conversation with student e.g. Worth a Rethink: Think Time Discussion Consultation with parents Support sheet & target/s setting/strategy discussion SENCO reference form Placed on Code of Practice Stage 1 (IEP) Action Plan Placed on Code of Practice Stage 2 (IEP) Supportive Meeting Placed on Code of Practice Stage 3 (IEP) Access to external support agencies e.g. Educational Psychology; Guidance Centre, ASD; (See SEN policy) Placed on Code of Practice Stage 4 (IEP) to access statement 			

Roles and Responsibilities

All members of the AC will	Students	Staff, teaching and non-teaching will	Heads/Dept/Year	VP/SLT	Principal	Governors	SENCO	LSAs	Parents/Carers
Promote and model positive behaviour	Attend school every day and on time.	Provide a warm and welcoming environment	Monitor and review the Learning	Monitor and review policy outcomes	Communicate with students, staff, parents/carers through Assemblies, events, and person	Have a statutory responsibility to: Safeguard the welfare of the student	Monitor and review EP/IEP/Support and liaise with Students having significant difficulty	Support individual students	Ensure that students attend on time
Participate fully in the consultation and decision-making process	Come to school fully equipped for work	Involve parents/carers and children in key decisions about their education	Outworking the Learning	Carry out baseline audits	Regularly update Governors	Ensure that policies for promotion of Positive Behaviour, Use of Reasonable Force and Anti-bullying are in place and delivered	Refer concerns to Tutors/HOY and SENCO	Come to school fully equipped for work	Complete homework on time
Treat others fairly and with respect	Complete homework	Communicate concerns promptly	Referrals	Communicate with students, staff, parents/carers	Present Annual Behaviour Report to Governors	Make and keep under review the written Principles	Liaise with external agencies	Complete homework on time	Respect school property and that of others
Actively engage in the self-evaluating processes	Respect school property and that of others	Respond sensitively to concerns	Effectiveness of strategies/interventions	Monitor and review student behaviour and progress	Promote positive behaviour and ensure that high standards are achieved	Ensure that suspensions and/or expulsions comply with current regulations		Keep the agreed learning behaviour and house rules (Student Planner) Take responsibility for their behaviour choices	Keep the agreed learning behaviour and house rules (Student Planner) Take responsibility for their behaviour choices
Work collaboratively to reduce barriers to learning	Keep the agreed learning behaviour and house rules	Display and utilise the agreed Class Plan for Learning	Liaise with Form Tutors, SENCO, parents/carers, and Principal		Ensure baseline audits are carried out, feedback is given to participants and that appropriate action is taken and reviewed.				
Consistently apply the agreed Positive Behaviour Policy	House rules (Student Planner)	Reaffirm the positive ethos							
Take responsibility for the consequences of their choices	Take responsibility for their behaviour choices	Record and monitor student behaviour							
Refer pastoral concerns	Refer pastoral concerns	Record and monitor incident sheets							
Participate actively in the life of the school	Respect others and their rights and learn	Utilise the class seating plan							
	Respect the teachers' responsibility								



Appendices

Linked Pastoral Policies

The Positive Behaviour Policy is linked to the following pastoral policies

- *Teaching and Learning policy* – the Teaching and learning policy will be linked to ‘positive behaviour management for effective learning.’
- *Inclusion policy* – The policy is linked to targeted support through Individual Behaviour Plans.
- *Child Protection* – a positive learning environment requires high standards of child protection to be in place.
- *Anti-bullying policy* – The policy is linked to students’ rights to be safe and treated fairly.
- *ICT policy* – This is in place to keep everyone safe online, promoting a positive learning environment

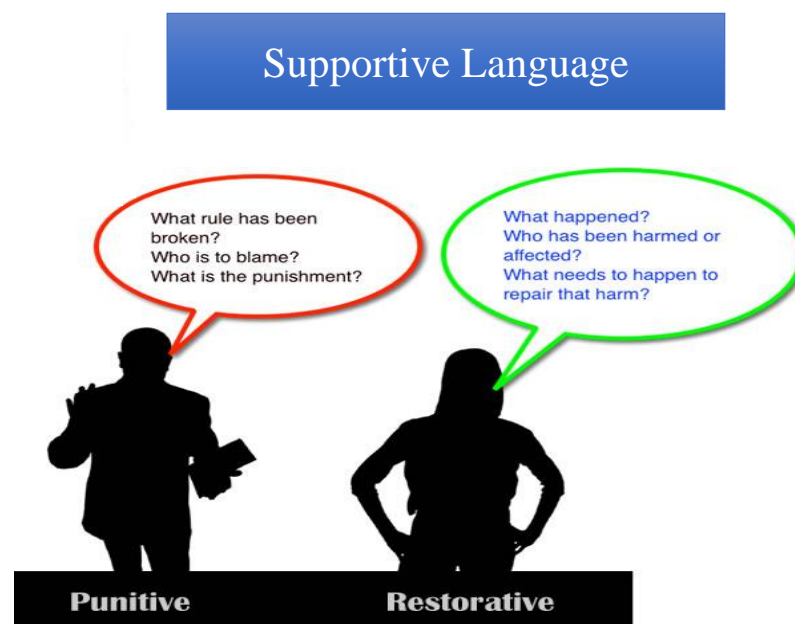
Example Evaluation Proforma for Positive Behaviour Management for: Staff / Parents / Students (Delete as Appropriate)

For Governors to be able to develop a sense of the school's current practices in a Positive Behaviour Management area it is recommended that the 3 sets of questionnaires are analysed separately and a consensus arrived at after discussion. Only one box for each quality indicator should be ticked.

Quality Indicator/Cross referenced to questions	Major Strength (strongly Agree Answer)	Strength (Agree Answer)	Needs Developed (Disagree Answer)	Area of Concern (Strongly Disagree)	Don't Know
1. The staff have a strong sense of loyalty to the school and its goals and relationships at all levels are good. (Q1, 2 (pa), Q1, 2 (s), Q1, 2 (pu))					
2. Students show a strong sense of belonging to the school community. Their views are considered in the drawing up of the school's positive behaviour policy. (Q3, 4 (pa), Q3, 4 (s), Q3, 5 (pu))					
3. The school places great emphasis on the quality of learning and teaching and on the behaviour of students. (Q5-7 (pa), Q5, 6 (s), Q6-8 (pu))					
4. Parents have opportunities to be involved in the education of their children and accept their parental responsibility to promote good behaviour. (Q8-10 (pa), Q7, 8 (s), Q9, 10 (pu))					
5. The achievements of all students are recognised, valued and celebrated and are used to enhance positive behaviour and students' self-esteem. (Q11 (pa), Q9, 10 (s), Q11-13 (pu))					
6. Discipline protocols and practices aim to facilitate the development of responsible self-discipline among students. (Q12-14 (pa), Q11, 12 (s), Q14, 15 (pu))					
7. The school has an effective early identification system to deal with misbehaviour. (Q15 (pa), Q13 (s), Q16 (pu))					
8. Discipline, Pastoral Care and Special Needs policies are properly integrated and the school uses the Code of Practice to address challenging behaviour. (X (pa), Q14-16 (s), X (pu))					
9. Positive behaviour management is given a high profile and staff training is updated annually. (Q16 (pa), Q17-19 (s), X (pu))					

Pro-Active Supportive Practice

- Positive Atmosphere for example greetings in corridor
- Up to Date Notice Boards
- Provision of Clubs and activities (Sports, games, breakfast)
- Providing a Counselling service
- Additional External support services
- Implementing a Student Council
- Selection of courses (Princes Trust, vocational courses, selection of modules)
- Running Revision Classes (pizza night)
- School Formal/ Study Room
- Coursework clubs (holidays)
- Involvement in projects (Green Power, Amazing Brains and All Stars)
- Trips (Ski/Football/rewards trips/Academic trips-business studies)
- Positive behaviour policy/student contract/attendance scheme
- Well Planned Lessons/Classroom routine
- Inclusive of all students
- Caring and Supportive



Steps

This policy has been drafted by taking the following steps:

1. *Agree core values*
2. *Make a statement of written principles (Govs)*
3. *Draw up a mission/ethos statement (SDP)*
4. *Identify and agree expected outcomes*
5. *Clarify rights & responsibilities (pupils, staff, parents/ carers & Governors)*
6. *Agree desirable & undesirable learning behaviours*
7. *Agree & generate rules & procedures*
8. *Establish an agreed hierarchy of rewards & sanctions and support*
9. *Define roles, responsibilities & support provided*
10. *Resource the implementation of the policy (TPL & materials)*
11. *Set up regular monitoring & review procedures –
Policy evaluated using an audit tool – June 2019
Present Annual Report – Amend Policy as necessary*



Review Date:

Reviewed on: June – September 2019

by: Fiona Cromie

Annual Review Date: August 2022

Signed: _____