Promoting Positive Behaviour

2022/24

Related Policies for Abbey Community College. Teaching for Learning Inclusion Policy Pastoral Care Mobile Phone E-Safety Drugs Education Confidentiality Safeguarding/child protection policy RSE Policy ***Summary:*** The purpose of the Promoting Positive Behaviour Policy is to ensure that students have a positive experience at school.	**ADDITIONAL NOTES** **DENI Guidance:** https://www.education-ni.gov.uk/sites/default/files/publications/de/english.pdf https://www.education-ni.gov.uk/sites/default/files/publications/de/pastoral%20care%20in%20schools.pdf ***History:*** Drafted: August 2015 Updated: June 2022 By: Head of School Emailed to Board of Governors: November 2016 Discussed at Board of Governors: December 2016 June 2021 Circulated to staff: August 2015 – supported by Presentation at SDD SDD August 2017 Reviews Pastoral Leaders - 17th June 2021 27th June 2022 To be reviewed: June 2024

School 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

Tracking and Monitoring Calendar

POLICY OUTCOMES	WHAT	WHEN	WHO
Promotion of Positive attitudes Sound Relationships An Effective Learning environment	Baseline audits: Feedback Action Review actions Stakeholder feedback Attendance IBP/PLP reviews TPL/ PRSD - pastoral focus Book scoops/ CBD	Summer Term Termly Ongoing Termly	S.S. S.S. Class teacher/ E.M G.S. C.McQ
Reduction in unacceptable behaviour	Reduction in Sanctions Type and frequency Suspension/ expulsion rate Increase in rewards	Termly Termly	Pastoral Team
Creation of sound relationships	School Calendar Complaints Book Response to views School Council	Ongoing Ongoing Ongoing	S.S./ C.N.
Creation and maintenance of an effective learning environment	Lesson plans & wall displays Class Plan for Learning Rewards	Termly Termly Monthly	HOD/ C.McQ.

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 online. An analysis of the responses will be used to evaluate the effectiveness of the policy.

SLT will ensure that:

- Baseline 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 are discussed and agreed on

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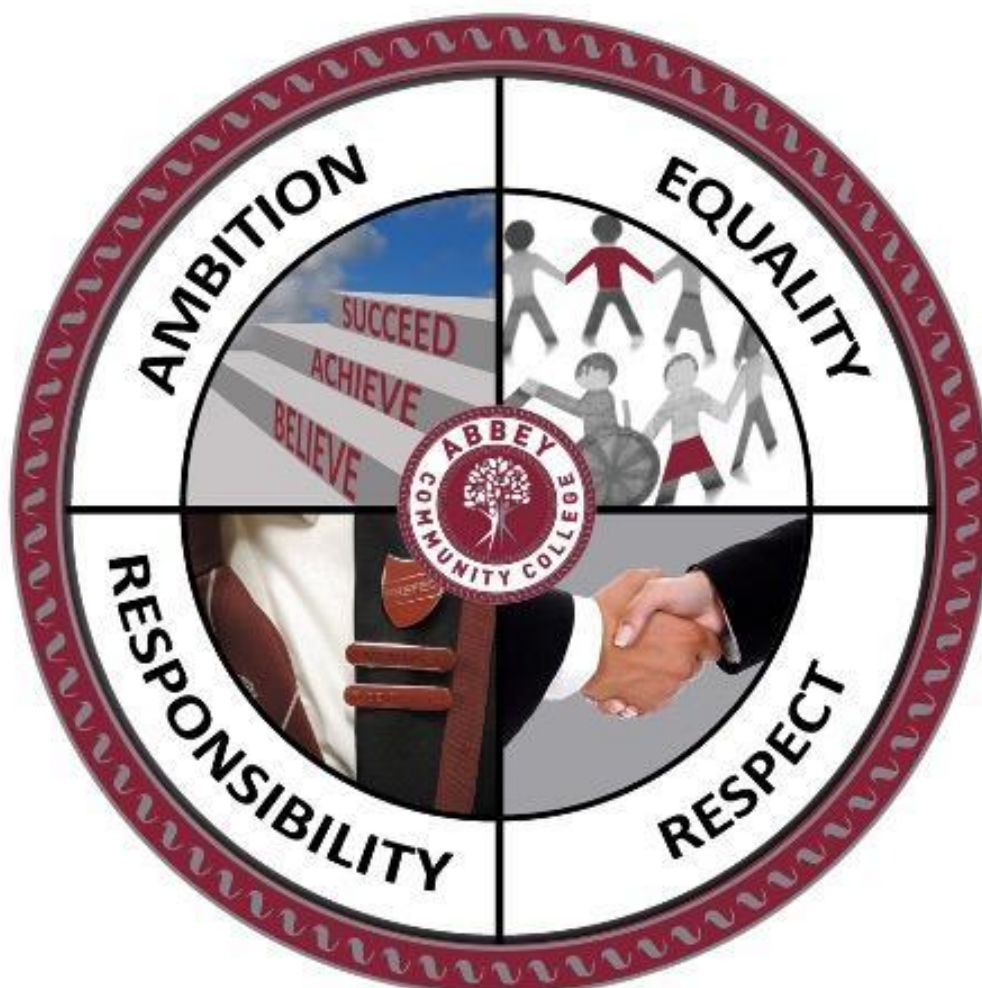
Staff and students will adopt an agreed set of values which when implemented will guide and inform our interactions with all the members of our newly formed school community

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 for 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:

- Promotion of Positive Attitudes

- Reduction in unacceptable behaviour

- Creation and maintenance of sound relationships

- Creation and maintenance of an effective learning environment for all

OUR POLICY AIMS		OUR POLICY OUTCOMES	EVIDENCE TRAIL
1 Promote positive attitudes	To promote the development of positive attitudes through the development of a "Can-Do " culture in which: • 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	A "Can –Do" culture of achievement exists within our school community. Levels of achievement are raised. Students experience success Success is acknowledged and celebrated throughout Targeted support is in place for students experiencing barriers to learning There is a high level of participation in every classroom There is a clear focus on presentation of work in every classroom	Baseline Audits, Exam/ Attendance SIMS L.M (rewards) PLP/IBP reviews PRSD obs. Book scoops
2 Reduce unacceptable behaviour	To create a safe, ordered & purposeful working environment which: • 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	A safe, orderly, purposeful working environment exists. Within every classroom: • 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 Unacceptable behaviour is kept to a minimum: • 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	PRSD obs. Class plan for Learning in use/Rewards Heads of Year Support Sheets SIMS – sanctions, detentions HoY records Suspension

OUR POLICY AIMS		OUR POLICY OUTCOMES	EVIDENCE TRAIL
3 Create and maintain sound relationships (Whole-school/ community)	To establish a warm, safe welcoming, and caring environment in which all members of the school community will: • 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	A warm, safe, welcoming and caring environment exists. An anti-bullying culture is actively maintained There is a strong sense of support for and belonging within the whole-school community There is increased community involvement Team building events Views are acknowledged and responded to Links with local schools and businesses are maintained	Baseline audits Heads of School records School calendar Complaints Book School Council records. Letters (PTA/P.S)
4 Create and maintain an effective learning environment for all	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 • 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 To identify individual barriers to learning and provide targeted support by • Deployment of agreed strategies which reduce opportunities for confrontation • Working to an agreed high standard • Managing resources effectively	An effective, orderly, purposeful learning environment exists in every classroom Staff fully implement the Good Lesson Guide in every classroom The Class plan for Learning is displayed and consistently implemented in every classroom. Students are consistently: • Rewarded for displaying good learning behaviours • Sanctioned for displaying unacceptable, disruptive learning behaviour PLP/IBP targets are agreed, implemented by staff and monitored effectively Learning improves. The flow of teaching is maximised in every classroom High standards of work & presentation are maintained	Baseline audit Lesson planners PRSD obs. Wall displays SIMS rewards, and sanctions, results PLP reviews Book scoops Wall displays

Procedures

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

Agreed rights, responsibilities and expectations	Agreed rights and responsibilities: • 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	Students agree to: • 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 • Cooperate 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	**Staff will:** • 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 PLPs and feedback to SENCO.
Agreed Classroom Management Strategies.	Staff will use these positive classroom management strategies to reduce opportunities for confrontation in the classroom: • 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 on 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 on 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

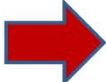- Rewards and sanctions to reward positive choices and sanctions to deter poor choices

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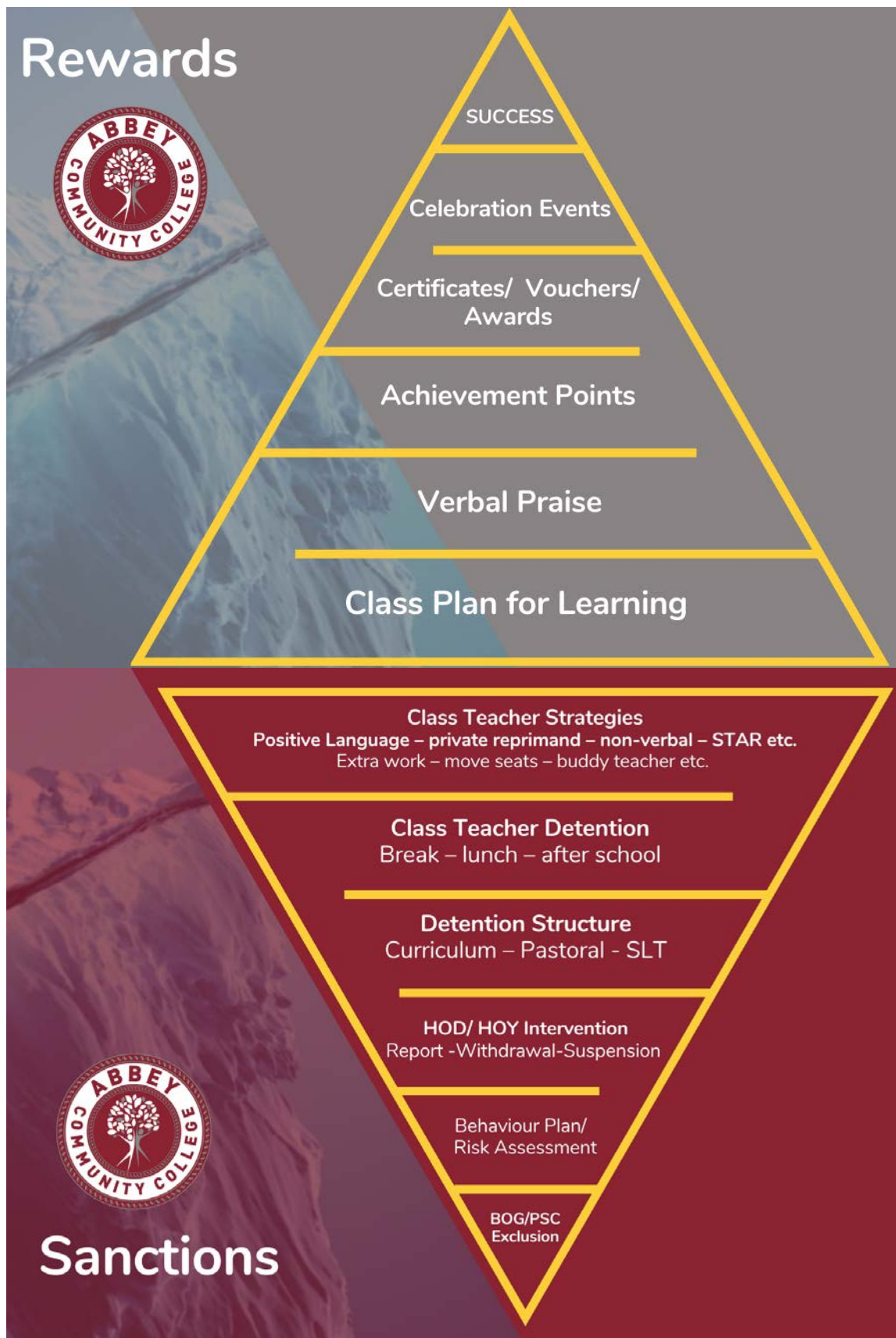
The following table illustrates this process and sets out the current Class Plan for Learning which is displayed, operated consistently in every classroom and reviewed throughout the year.

Supporting Learning Chart

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	
✓ 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	**Staff will:** ✓ 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 PLPs and feedback to SENCO. ✓ Use these strategies to reduce confrontation • I statements …plus, now, thank you • Praise and description • Circulate during classes	**Students will:** • 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	CHOICES & CONSEQUENCES REWARDS & SANCTIONS
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.		

Rewards and Sanctions

Rewards

- SUCCESS
- Celebration Events
- Certificates/ Vouchers/ Awards
- Achievement Points
- Verbal Praise
- Class Plan for Learning

Sanctions

- Class Teacher Strategies
  Positive Language – private reprimand – non-verbal – STAR etc.
  Extra work – move seats – buddy teacher etc.
- Class Teacher Detention
  Break – lunch – after school
- Detention Structure
  Curriculum – Pastoral - SLT
- HOD/ HOY Intervention
  Report -Withdrawal-Suspension
- Behaviour Plan/ Risk Assessment
- BOG/PSC Exclusion

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 a 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 lunchtime

Good Lesson Guide

TEACHING FOR LEARNING
- Make links with prior learning
- Share (and revisit) learning intentions & success criteria
- Include a Starter activity
- Use a variety of teaching styles, resources, and activities
- Use effective questioning techniques
- Model activities to show examples of good work
- "Encourage Error" – learning from mistakes
- Integrate opportunities for assessment for learning
- Pace the lesson appropriately, and allow time to complete activities
- Involve students in a plenary activity
- Teacher evaluation of lesson and self-reflection

CLASSROOM MANAGEMENT
- Welcome students at the door and ensure they enter the classroom in an orderly fashion
- Use a flexible seating plan
- Take a register on SIMS
- Apply and maintain consistent classroom routines
- Apply agreed Positive Behaviour strategies
- Prepare well-planned, effective and engaging lessons
- Ensure students leave in an orderly fashion

LEARNING ENVIRONMENT
- Create a positive, child-centred classroom environment
- Use a classroom layout that allows opportunities for
- group work and peer learning
- Raise expectations of presentation, quality of work and homework
- Display examples of up to date students' work
- Have high expectations for what all students can achieve
- Students receive regular feedback
- Create and maintain positive working relationships

INCLUSION
- Use IEPs, baseline data and learning styles to inform planning
- Make positive use of support staff
- Celebrate student success, using the Reward System
- Set achievable yet aspirational targets for individual students
- Set differentiated work for students, groups and the whole class

BELIEVE   ACHIEVE   SUCCEED

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

Taking Boys Seriously Principles

Abbey Community College has been involved in a number of initiatives and research completed by the University of Ulster in relation to engaging boys and ensuring that they value education. This was initiated by the success of our partnership with Monkstown Boxing Club for our extremely successful 'In Your Corner' education programme.

Taking Boys Seriously Principles
Boys as Relational Learners
Ulster University

TAKING BOYS SERIOUSLY: BOYS AS RELATIONAL LEARNERS
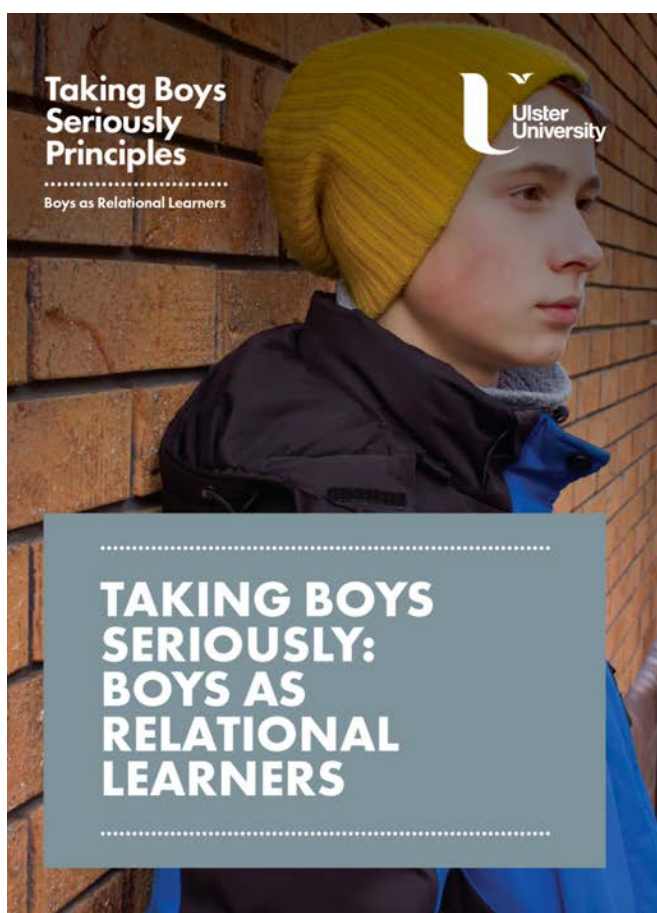
#1 RECOGNISE THE PRIMACY OF RELATIONSHIP

#2 DEMONSTRATE DIGNITY AND RESPECT

#3 UTILISE A 'STRENGTHS-BASED APPROACH' TO LEARNING

#4 CHALLENGE AND AFFIRM MASCULINE IDENTITIES

#5 PROMOTE POSITIVE MENTAL HEALTH

#6 IDENTIFY BLOCKS TO BOYS LEARNING

#7 CONNECT BOYS LEARNING TO CONTEXT

#8 ENGAGE MEANINGFULLY WITH BOYS

#9 ENABLE CREATIVE LEARNING ENVIRONMENTS

#10 VALUE THE VOICE OF BOYS

Rewards

The school rewards system focuses on the awarding of Achievement Points linked to the Core Values and other key behaviours that our students demonstrate.

Achievement Points

SIMs Achievement Points

3 Class Teacher	5 Class Teacher	10 Class Tutor
Outstanding Work	Ambition	100% Attendance
Subject Award / Attitude to Learning	Equality	Leadership
Excellent contribution to class / Exceptional Progress	Respect	Work
	Responsibility	Volunteering

>95% Attendance 3 points

Behaviour Points

Default Behaviour Points

10
- Verbal Abuse (Staff)
- Possess dangerous item
- Physical Attack/ Assault (S or S)
- Substance Abuse
- Racist Incident
- Bullying

5
- Verbal Abuse (Student)
- Damage Property
- Fighting
- Stealing
- Truancy
- Inappropriate use of phone

3
- Defiance/ work refusal
- Disruptive behaviour
- Smoking
- Health & Safety Issue

1
- Poor behaviour on bus
- Other minor misconduct
- Failure to attend detention
- Persistent lateness
- Persistent minor infringements
- Uniform Infringements
- Lack of homework
- Lack of Classwork

0
- Accident
- No kit/ no note
- Bullying concern

Sims parent app

Achievement and Behaviour Points are displayed on the SIMs Parent App

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.
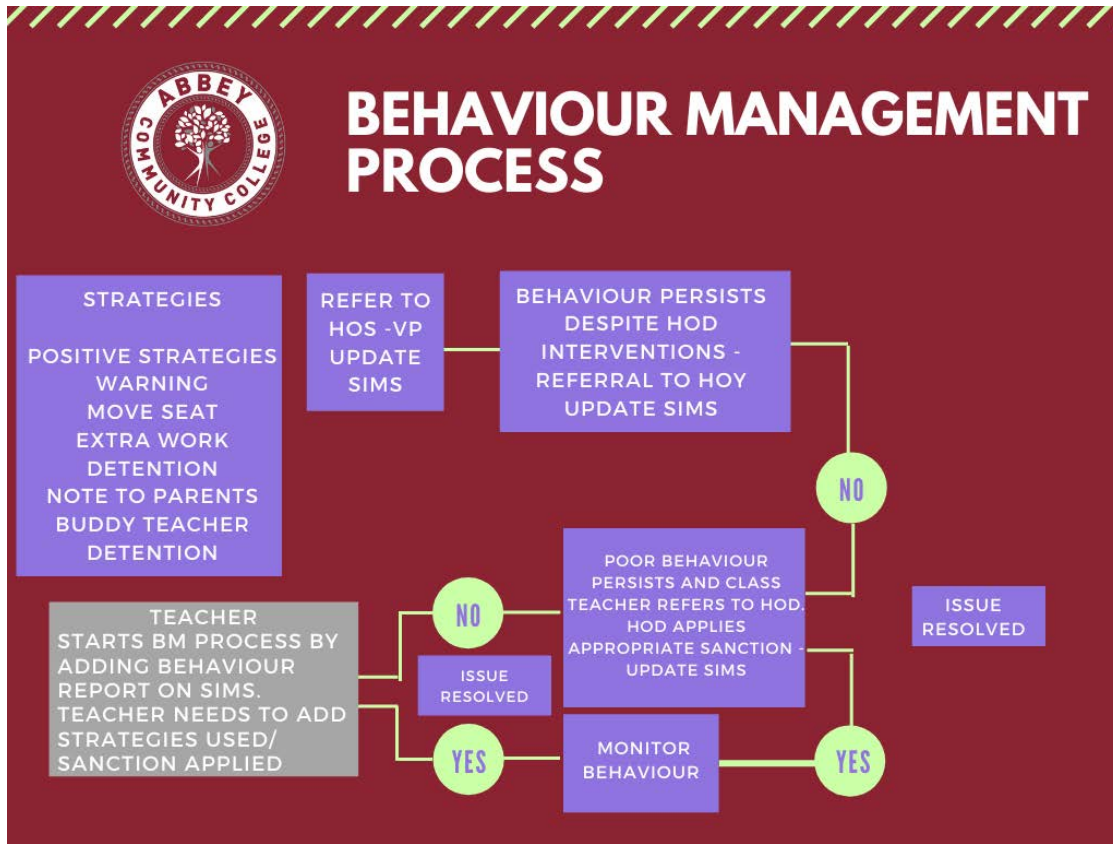
Sanctions should:

- 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

See table on next page for the sanctions and support framework

Behaviour Management Process

Support structure

Sanctions pathway

Use of SIMs Behaviour Management

All staff receive training on SIMs to record all behaviour incidents when awarding behaviour points. It is important that full details are recorded as well as the sanctions applied. Details recorded on SIMs will be reviewed by the Pastoral team and discussed with parents through the production of the *Pastoral Report* available to download from SIMs.

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.

TAKE TEN

In 2021 the Pastoral Team introduced the use of the "Take Ten' App. Take Ten is a biofeedback app that helps young people manage their physiology and emotions. It shows them a visual depiction of their stress levels – via an iPad or iPhone – and teaches them how to bring themselves back to calm.

Positive Strategies

At a Staff Development Day 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.

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'

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.'

School Housekeeping

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	SUPPORTIVE INTERVENTIONS*	
	Low Frequency Sanctions 1	Medium Frequency Sanctions 2	High Frequency Sanctions 3		S C H O O L C O U N S E L L I N G S E R V I C E
Class teacher Starts BM process	• Look & appropriate hand signal (Solution focused) discussion about behaviour - Scripts • Verbal warning • Rule reminder • Name on board • Move seat	• Note in planner & include extra work • Phone call home/email/text	• Supervised time out with partner Teacher (30 mins max) • Referred to HOD	• 5 Questions Conversation with student e.g. • Worth a Rethink: • Think Time Discussion • Consultation with parents	
Form Tutor	Records and monitors progress. Initiates Supportive dialogue			• Support sheet & target/s setting/strategy discussion	
Head of Dept. Continues BM process	• Solution focused discussion about behaviour (Scripts)	• Phone call home/email/text	• Placed on subject report Refer to HOY Parental interview Appropriate sanction	• SENCO reference form Placed on Code of Practice Stage 1 (PLP) Action Plan	
Head of Year Continues BM process	• Solution focused discussion about behaviour (Scripts)	• Phone call home/email/text • Blue report card	• Parental interview • Refer to HOS • Appropriate sanction	• Supportive Meeting Placed on Code of Practice	
Head of School/ SLT Continues BM process	• Solution focused discussion about behaviour (Scripts)	• Phone call home/email/text	• Placed on HOS report Refer to DP Withdraw from classes (max 5 periods)/ suspension	Stage 2 (PLP) Access to external support agencies e.g. Educational Psychology; Guidance Centre, ASD; (See SEN policy) Placed on Code of Practice Stage 3 (PLP) to access statement	
Deputy Principal	• Solution focused discussion about behaviour	• VP Report	• Placed on DP report • Parental interview • Appropriate sanction	• Risk Assessment Plan	
Principal	• Solution focused discussion about behaviour	• Parental Interview	• Parental interview Suspension Recommend expulsion Engagement with external agencies		

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	Phone confiscated and given to HOY/ HOS. Phone handed back at end of day (Parents contacted)	• 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	

Classroom Learning Behaviours

| 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:	SUPPORTIVE INTERVENTIONS*	
	Low Frequency Sanctions 1	Medium Frequency Sanctions 2	High Frequency Sanctions 3		
Class teacher Starts BM process	• Look & appropriate hand signal • (Solution focused) discussion about behaviour - Scripts • Verbal warning • Rule reminder • Name on board • Move seat	• Note in planner & include extra work • Phone call home/email/text	• Supervised time out with partner Teacher (30 mins max) • Referred to HOD	• 5 Questions Conversation with student e.g. Worth a Rethink: • Think Time Discussion • Consultation with parents •	S C H O O L
Form Tutor	Records and monitors progress. Initiates Supportive dialogue			• Support sheet & target/s setting/strategy discussion	C O U N S E L L I N G
Head of Dept. Continues BM process	• Solution focused discussion about behaviour (Scripts)	• Phone call home/email/text	• Placed on subject report • Refer to HOY • Parental interview • Appropriate sanction	• SENCO reference form Placed on Code of Practice Stage 1 (PLP) Action Plan	
Head of Year Continues BM process	• Solution focused discussion about behaviour (Scripts)	• Phone call home/email/text • Blue report card	• Parental interview • Refer to HOS • Appropriate sanction	• Supportive Meeting Placed on Code of Practice	
Head of School/ SLT Continues BM process	• Solution focused discussion about behaviour (Scripts)	• Phone call home/email/text	• Placed on HOS report • Refer to DP • Withdraw from classes (max 5 periods)/ suspension	• Stage 2 (PLP) Access to external support agencies e.g. Educational Psychology; Guidance Centre, ASD; (See SEN policy) • Placed on Code of Practice Stage 3 (PLP) to access statement	S E R V I C E
Deputy Principal	• Solution focused discussion about behaviour	• VP Report	• Placed on DP report • Parental interview • Appropriate sanction	• Risk Assessment Plan	
Principal	• Solution focused discussion about behaviour	• Parental Interview	• Parental interview • Suspension • Recommend expulsion • Engagement with external agencies		

Roles and Responsibilities

All members of ACC will	Students	Staff, Teaching and Non-teaching will	Heads of Dept/Year	VP/SLT	Principal	Governors	SENCo	LSAs	Parents/ Carers
Promote and model positive behaviour Participate fully in the consultation and decision-making process Treat others fairly and with respect Actively engage in the self-evaluating processes Work collaboratively to reduce barriers to learning Consistently apply the agreed Positive Behaviour Policy Take responsibility for the consequences of their choices Refer pastoral concerns Participate actively in the life of the school	Attend school everyday and on time. •Come to school fully equipped for work •Complete homework's on time •Respect school property and that of others •Keep the agreed learning behaviours and house rules (Student Planner) •Take responsibility for their behavioural choices •Respect others and their right to learn •Respect the teachers responsibility to teacher	Provide a warm welcoming and safe environment Involve parents/carers and children in key decisions about their education Communicate concerns promptly Respond sensitively to concerns Display and utilise the agreed Class Plan for Learning Reaffirm the positive class ethos Record and monitor student behaviour Record and monitor incident sheets Utilise a class seating plan	Monitor and review: Outworking of the Class Plan for Learning Student behaviour and progress Referrals Effectiveness of strategies/ interventions Liaise with Form Tutors, SENCo, parents/ Carers, VP & Principal	Monitor and review policy outcomes Carry out base-lining audits Communicate with students, staff and parents/carers Monitor and review student behaviour and progress	Communicate with students, staff and parents/carers through Assemblies, events, and in person Regularly update Governors Present Annual Behaviour Report to Governors Promote positive behaviour. Ensure that a high standard of behaviour is achieved Ensure baseline audits are carried out, feedback is given to participants and that appropriate action is taken and reviewed.	Have a statutory responsibility to: Safeguard the welfare of all student Ensure that policies for Promotion of Positive Behaviour, Use of Reasonable Force and Anti-bullying are in place and delivery Make and keep under review the written Statement of Principles Ensure that consultation takes place Ensure that suspensions and/or expulsions comply with current DE regulations	Monitor and review IBP/PLPs Support and liaise with - Students having significant difficulty Parents/ Carers, teaching staff and LSAs Liaise with external agencies	Support individual students Refer concerns to Form Tutors/ HOY and SENCo	Ensure that students • Attend and on time • Come to school fully equipped for work • Complete homework's on time • Respect school property and that of others • Keep the agreed learning behaviour s and house rules (Student Planner) • Take responsibility for their behavioural choices Make every effort to: • Attend parent evenings • Respond quickly to concerns raised by the school • Share school is kept informed of concerns /changing circumstances
	Discuss, agree and follow the Class Plan for Learning								

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.
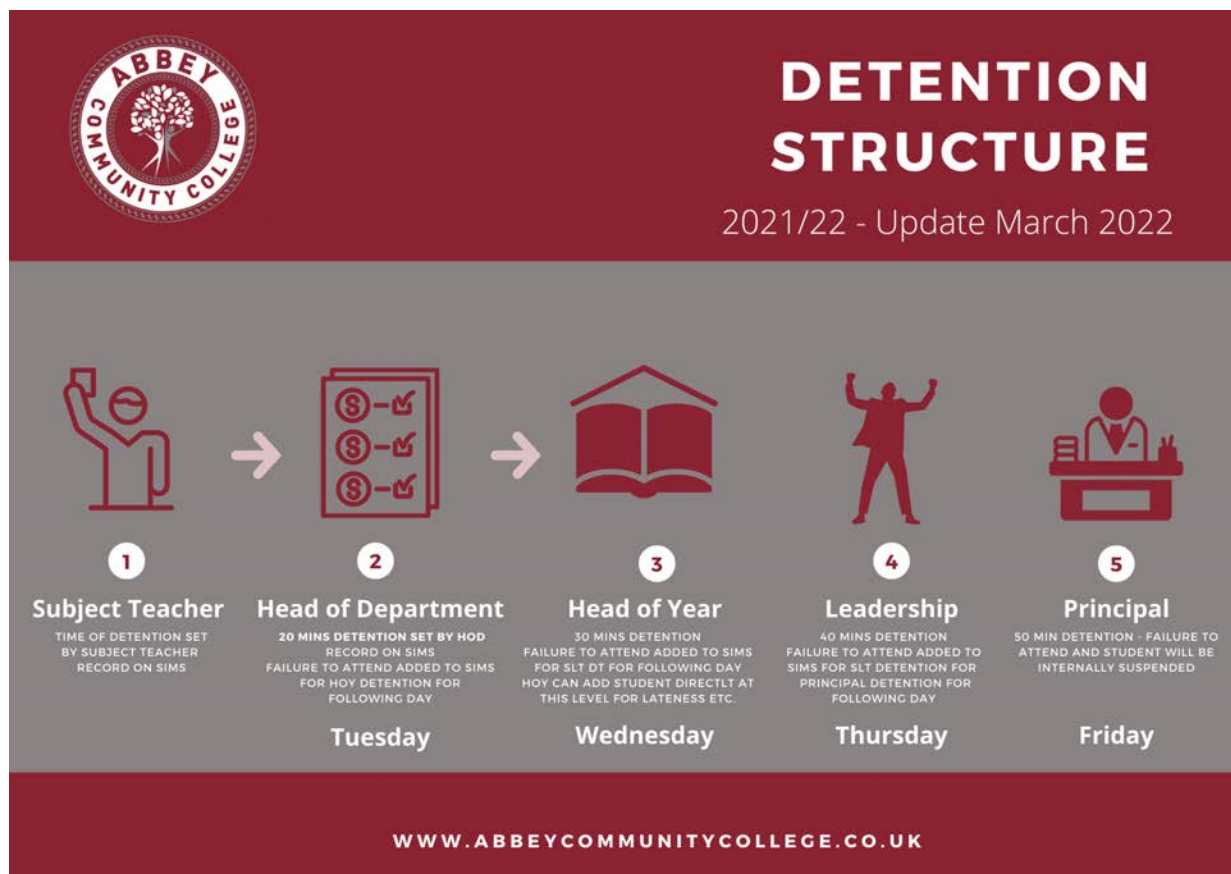
Report Card

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 the Department and places the student on the '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 a phone call home if needed.

The next step is if the 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 upon. This again is recorded on SIMS initiatives.

Students are also placed on the 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.

Student Behaviour Plan

An individual behaviour plan is another tool that is used to support students. Within the plan, we cover the following:

Preventative Intervention Strategies
Targets (normally 3 SMART Targets)
Background Information
Strategies and Intervention
Provision
Success Criteria/ Evolution
Student Voice
Monitoring and assessment arrangements

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 and will include a review of the SIMS log and a meeting with the Parents and students. In agreement with 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 and Principal when the other strategies we have tried have had no impact.

Steps

This policy has been drafted by taking the following steps:

1.   Agree on core values

2.   Make a statement of written principles (Govs)

3.   Draw up a mission/ethos statement (SDP)

4.   Identify and agree on expected outcomes

5.   Clarify rights & responsibilities (pupils, staff, parents/ carers & Governors)

6.   Agree on 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 - Present Annual Report – Amend Policy as necessary

Opinions from Students/ Staff/ Parents

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.

Audit/ Survey Timeline

	Staff	Parents	Students
Ethos Survey (Google Form)	**March 2022**		
Anti-Bullying Questionnaire (Google Form)	**June 2022**	**June 2022**	**June 2022**

Tri-Fold Version

Ethos

Our college motto 'Believe, Achieve, Succeed' is at the heart of all we do.

We are a child centred school with an ethos of respect for self and others where all students have the opportunity to be challenged and supported to achieve their full potential.

High standards of respect for self and others are sought and everyone is encouraged to aspire to achieve their full potential.

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"
2. Safeguard and promote the welfare of pupils"
3. Ensure consultation with and active participation in the decision making process by students"

Pastoral Structure

All students meet up with their class tutors daily and they are normally the first port of call for parents if they wish to discuss a students progress.

Principal:	Mrs M Quinn
Deputy Prinicpal:	Mr D Laney
Pastoral Care:	Mr Smyth
Safeguarding:	Mrs McNaghten
Head of 6th form	Mrs H Fulton
Head of Year 12:	Mrs Crawford
	Mr Armstrong
Head of Year 11:	Mr Kerr
	Mr Lawernson
Head of Year 10:	Mrs N Turley
Head of Year 9:	Mrs Mornin O'Neill
Head of Year 8:	Mrs Crymble
	Mr McCrory
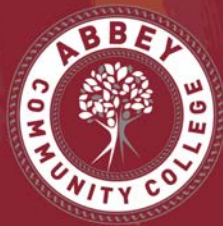
Phone: 02890867431
Web site: www.abbeycommunitycollege.co.uk

PROMOTING POSITIVE BEHAVIOUR

2022/23

ABBEY COMMUNITY COLLEGE

Believe, Achieve, Succeed

Core 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.

Rewards and Sanctions

All classrooms have our Rewards and Sanctions displayed and they are widely referenced. A key focus of our rewards is the awarding of Achievement Points for students who demonstrate the key 'Core Value' that is the focus of the month. Half term and termly prices exist for the top 5 students in all year groups with these awards handed out at assemblies.

Detention Structure

Our formal detention system supplements the sanctions that our teachers can use. Students are normally placed on class teacher detention first before it escalates onto the following scales.

As always we appreciate the support of our parents in applying these sanctions and a member of the pastoral team is always available to discuss our Positive Behaviour Policy.

Links to School Policies

The Positive Behaviour Policy has been linked to the following pastoral policies

- **Pastoral Care policy** - Outlines the Structures and support framework within Abbey Community College

- **Teaching and Learning policy** – the Teaching and learning policy will be linked to 'positive behaviour management for effective learning.'

- **SEN 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.

- **Online Safety policy** – This is in place to keep everyone safe online, promoting a positive learning environment

- **Mobile Phone Policy** - Advice and guidance to support students in the digital age of new technology

Review Date:

Reviewed on: 24th June 2022   by   Mr S Smyth

Annual Review Date: 30th June 2024

Signed: _____