

Belfast High School

DRAFT

Promoting Positive Behaviour for Learning Policy

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This policy outlines the conduct expected of pupils attending Belfast High School and explains how the system of rewards and sanctions is used to encourage positive behaviour.

The school believes that learning can best take place in a well-ordered and disciplined environment. Good behaviour is seen as essential for the safety and welfare of every pupil. Pupils are expected to conform to the School Rules and to show a sense of respect for themselves and others and also for property (personal, private or public). The School Rules cannot be expected to cover every eventuality and the Principal/Acting Principal retain the right to arbitrate in any unforeseen circumstance.

In Belfast High School we expect pupils to demonstrate positive behaviour at all times. We recognise that there is a significant link between pupils' behaviour, their attitude to learning and their progress/achievement. Parents/guardians have an important role to play in promoting positive behaviour and in supporting the school to ensure that pupils adhere to the school's Code of Conduct (see Appendix 1).

Pupils' behaviour is monitored on a regular basis by each Subject/Form Teacher, Heads of Year/Department and Heads of Key Stage. Behaviour is reviewed daily, weekly, monthly, half-termly and termly.

Behaviour incidents and notable achievements are recorded on the School's Information Management System (SIMS). Behaviour and achievement incidents will be managed in accordance with the agreed hierarchy of rewards and sanctions. Pupils who have accumulated a certain number of achievement points at the time of each review will receive an appropriate reward. Pupils who have accumulated a certain number of behaviour points at the time of each review will receive an appropriate sanction. The Parent App will provide parents with updates on pupils' achievements and behaviour incidents.

Belfast High School encourages all pupils to take ownership of their school experience, demonstrating respect for learning in a safe environment. The school strives at all times to maintain a harmonious and productive atmosphere and so expects:

- **courtesy and good manners;**
- **appropriate preparation for learning;**
- **commitment to consistent hard work;**
- **high standard of dress, punctuality and attendance;**
- **respect for school property.**

Parental support and co-operation are actively sought in these matters.

Rights and responsibilities

Parents and teachers have discrete and complementary roles in the education of young people. The rights and responsibilities below have been selected from the DENI document Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR and were drawn from the work of the MBW Discipline Project.

Rights of pupils, teachers and parents	Responsibilities of pupils, teachers and parents
<p>Pupils</p> <ul style="list-style-type: none"> • be valued as members of the school community; • get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns; • make mistakes and learn from them; • be treated fairly, consistently and with respect; • be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon; • be taught in a pleasant, well-managed and safe environment; • work and play within clearly defined and fairly administered codes of conduct; • experience a broad, balanced and suitably differentiated curriculum and to have any special learning needs identified and met; • develop and extend their interests, talents and abilities. 	<p>Pupils</p> <ul style="list-style-type: none"> • come to school on time with homework done and suitably equipped for the lessons in the day ahead; • respect the views, rights and property of others and behave safely in and out of class; • co-operate in class with the teacher and with their peers; • work as hard as they can in class; • conform to the conventions of good behaviour and abide by school rules; • seek help if they do not understand or are having difficulties; • accept ownership for their own behaviour and learning and to develop the skill of working independently.

<p>Teachers</p> <ul style="list-style-type: none"> • work in an environment where common courtesies and social conventions are respected; • express their views and contribute to policies which they are required to reflect in their work; • a suitable career structure and opportunities for professional development; • support and advice from senior colleagues and external bodies; • adequate and appropriate accommodation and resources. 	<p>Teachers</p> <ul style="list-style-type: none"> • behave in a professional manner at all times; • ensure that lessons are well-prepared, making use of available resources and that homework is appropriately set and constructively marked; • show interest and enthusiasm in the work in hand and in their pupils' learning; • listen to the pupils, value their contributions and respect their views; • be sympathetic, approachable and alert to pupils experiencing difficulty or falling behind; • identify and seek to meet pupils' special educational needs through the SEN Code of Practice; • share with the parents any concerns they have about their child's progress or development; • expect high standards and acknowledge effort and achievement; • pursue opportunities for personal and professional development.
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<p>Parents</p> <ul style="list-style-type: none"> • a safe, well-managed and stimulating environment for their child’s education; • reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently; • be informed promptly if their child is ill or has an accident, or if the school has concerns about their child; • be well informed about their child’s progress and prospects; • be well informed about school rules and procedures; • a broad, balanced and appropriate curriculum for their child; • be involved in key decisions about their child’s education; • a suitably resourced school with adequate and well-maintained accommodation. 	<p>Parents</p> <ul style="list-style-type: none"> • ensure that their child attends school regularly and arrives in good time with homework done, and suitably equipped for the lessons in the day ahead; • be aware of school rules and procedures and encourage their child to abide by them; • show interest in their child’s classwork and homework, where possible, provide suitable facilities for studying at home; • act as positive role models for their child in their relationship with the school; • attend planned meetings with teachers and support school functions; • provide the school with all the necessary background.
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Behaviour

Pupil must adhere to the Code of Conduct written in their pupil diary (see Appendix 1). A record of each pupil’s conduct and general behaviour will be managed according to the agreed whole school hierarchy of rewards and sanctions.

Attendance

Parents/Guardians should inform the school immediately if a child is going to be absent by ringing the school **on the first morning of absence using the School Absence Line – 90 867126**. For further details on attendance please refer to the school Attendance Policy. Attendance is recorded daily by Form Tutors in class registers. The Heads of Key Stage and Heads of Year are informed if there is prolonged unexplained absence in which case, the Head of Year may need to contact the pupil’s parents. Should there be no clear improvement the Head of Key Stage will monitor the situation and may, if deemed necessary, seek the assistance of the Education Welfare Officer. Pupils absent from school without permission may have their names put on a special list in the School Office.

Absence

If a parent or guardian is aware that a pupil is going to be absent from school, permission should be sought, in advance of the absence, in writing, from the Principal/Acting Principal or Head of Key Stage. If an absence is unforeseen, pupils must bring a letter from the parent or guardian to the School Office explaining the reason for absence immediately upon return to school (see Attendance Policy for further details).

No pupil is allowed to leave the school premises at any time during the school day without permission. All pupils must make every effort to be in school by 9.10 am in order to attend registration. Form Tutors will monitor any persistent lateness to registration if no valid reason for this is provided. Pupils arriving to school after the end of registration must report to the General Office.

Pupils should not go on holidays during term time as vital school work and assessments will be missed. (Please see Attendance Policy for more details.)

Illicit Substances

Pupils must not use, have in their possession or be under the influence of alcohol or any other prohibited substance.

Belfast High School operates a strict No Smoking Policy.

The use or possession of any drug or drug paraphernalia within school, on school visits or when wearing school uniform is strictly forbidden.

Merit System

The school ethos of promoting an atmosphere of civilised tolerance is central to the promotion of positive behaviour. The school merit system is one way of achieving this. Staff are encouraged to commend good behaviour and creditable achievements whenever possible.

Merit points may be awarded for:

Participation in a Club/Society/Team/Event
Participation in Sports Day Event
Kindness/Consideration Towards Others
Excellent Conduct/Helpful
Mannerly Behaviour
Exceptionally good homework/ classwork
Environmentally friendly initiatives
Excellent Test Result/Progress in test scores
Outstanding Charitable Contribution
Good Uniform throughout a term
Prefect Duties Completed to a high standard throughout a term
Significant Academic Progress
Participation in Local/National Competition

Participation in Inter-House Competition
Sport/Music/Other Extra-Curricular Achievement
Displaying Honesty/Integrity
Excellent Termly Punctuality
Involvement in Fundraising Activities
Consistent Excellence in Work & Behaviour
Consistent Improvement in Work & Behaviour
Excellent Termly Attendance (100 %)
Excellent Termly Behaviour Profile
Ambassador for Belfast High School
Inter-House Competition Success
Showing Initiative eg completing additional work/research/tasks

Rewards for Merits:

Verbal comments
Positive comments on work
Merit points recorded on Praise board/charts
Achievement recorded on SIMS when accumulated 3 merits for behaviours above and beyond what is expected from all pupils in the school or exceptional merit
Mention in Highlights/Assemblies
Postcards/Certificates/Stars/Stickers
Phone call/Letter to parents
Special treats
Token system – cash in for rewards
Celebrate exceptional work by showing to HOY/HOD
Invite SLT to watch lessons

Each Department will have developed a class plan for learning which will highlight the expectations.

Behaviour Management for Misconduct

Level 1 – Minor Breaches

Not prepared for class, unacceptable standard of class work/homework, not following class rules/code of conduct, lateness, uniform infringements, showing disrespect for others, littering, lack of effort, unpleasant behaviour.

To be dealt with by Subject Teacher/Form Tutor, as appropriate, by use of some of the following methods:

The look

Hand sign

Rule Reminder re: choices

Distract & Refocus

Use 'I' statements/Use positive scripts

Warning note 1

Related Sanction eg clear mess, extra work, loss of privilege

Changing seating arrangement

Provide an alternative supervised, safe, quiet, private area

Warning 2

Warning 3 - Behaviour comment on SIMS Behaviour Management

Subject Teacher Lunchtime Detention

Mobile phone confiscated and retained until collected by parents/guardians (automatically recorded on SIMS)

Form Teacher to be kept informed.

Level 2 – Serious Breaches

Repeated incidences of Minor Breaches of School Rules, verbal fighting, displaying bullying behaviour, truancy, smoking, vandalism, dishonesty in examination.

To be dealt with by Subject Teacher/Form Teacher/Head of Department or Head of Year, as appropriate, by use of some of the following sanctions:

Referral to Head of Department

Note on SIMS Behaviour Management

Provision of an alternative supervised, safe, quiet area

Withdrawal of privileges

HOD/HOY set a Lunchtime Detention/Community Service Detention/Wednesday Detention

HOD/HOY Report Card identifying additional support strategies

Meeting with parent/guardian

Form Teacher/Head of Year to be kept informed.

Level 3 – Major Breaches

Repeated incidents of serious breaches of behaviour, possession, use or being under the influence of drugs including alcohol, physical violence, verbal abuse or threat to a member of the school community, theft, serious vandalism of property, including intentional damage to computer systems, serious mobile phone misuse, cheating in an examination or bringing the school into disrepute.

Refer immediately to the Head of Year. Each incident will be investigated and, if necessary, referred to the Head of Key Stage who may report to the Deputy Principal.

Dealing with behaviour

Decisions on sanctions will draw on all the information available eg SEN, previous incidents, conduct etc.

Internal exclusion (break/lunch/part day/days) (to be approved by Deputy Principal).

School Development Day Detention (to be approved by Deputy Principal).

An internal exclusion (to be approved by Deputy Principal/Principal/Acting Principal).

In the most serious cases a suspension/expulsion may be considered by the Principal/Acting Principal in accordance with the School Policy. The Principal, if appropriate, will refer the matter to the Board of Governors and Outside Agencies.

Parents/guardians will be required to meet with members of SLT or Principal/Acting Principal barring exceptional circumstances.

Parents will be liable for any damage to property caused by a pupil.

This hierarchy of sanctions provides general guidance. The context of the inappropriate behaviour has to be taken into account and judgement needs to be exercised on an individual basis.

Related Policies

Attendance Policy

Drugs Policy

Safeguarding and Child Protection Policy

SEN policy

Suspension and Expulsion Policy

Anti-Bullying Policy

CODE OF CONDUCT

The following Code of Conduct is designed to ensure, as far as possible, that:

1. The work of Belfast High School proceeds in an orderly and effective manner.
2. The School environment is safe and pleasant for all who work in it.
3. Pupils feel secure and confident about what is expected of them.

Courtesy and Respect

Courtesy and respect are to be shown to all members of the School community. Pupils should:

- Be polite and co-operate fully with members of staff at all times
- Give way to members of staff and visitors at doors and in corridors
- Knock before entering a classroom when delivering a message
- Always address staff in a courteous manner using the appropriate title
- Never address a member of staff while standing with hands in pockets or slouching against a wall
- Co-operate fully with Prefects on duty
- Accept the right of others to hold views and express opinions which may differ from their own

Behaviour in Classrooms

Pupils should:

- Arrive at class punctually and wait outside until the previous class has left
- Have the books and materials necessary for the lesson
- Enter the room quietly and sit in the usual seat
- Immediately open books ready for work, without having to be told
- Continue to work in an orderly manner
- Always remain seated during the lesson unless otherwise directed
- Observe the usual norms of politeness e.g. listen when the teacher is talking, put up hand in response to general questioning and wait until invited to answer
- Refrain from chewing or drinking during class
- Note details of homework in homework diary
- Pack up books and leave only when instructed to do so by the teacher
- Not leave any litter or indulge in graffiti

Behaviour in Corridors

Pupils should:

- Walk, not run in the corridors and staircases
- Queue in an orderly manner outside classrooms in single file
- Not eat, chew or drink while walking along corridors
- Place all litter in the bins provided
- Avoid leaving schoolbags in such a way as to cause a hazard

Appearance

Pupils should:

- Take pride in their appearance
- Wear regulation uniform only, both in School and on the way to and from School
- Be neat and tidy in appearance (ties must be properly knotted, collars buttoned, shirts and blouses tucked in etc)
- Be well groomed. Extremes of style, colour or length of hair will not be accepted

In the event of any dispute the Principal will be the final arbiter of what is acceptable at Belfast High School.

Property

Pupils should:

- Secure all personal belongings in their lockers or take them home
- Keep their lockers neat and tidy
- Never borrow another pupil's property without permission
- Respect School property and report any accidental damage immediately

Behaviour in Dining Hall and Lunch Rooms

Pupils should:

- Be well-mannered and co-operate fully with the dining hall staff and teachers on duty
- Use allocated rooms for quiet recreation
- Leave the rooms neat and tidy

Behaviour in All Rooms

Pupils should not:

- Touch any special equipment in the room
- Interfere with wall displays
- Sit on top of desks with feet on the seat
- Sit on teacher's desk/chair, cupboard tops or heaters
- Sit on window sills or lean out of windows
- Write on blackboards
- Tamper with curtains/blinds
- Leave litter

Unacceptable Behaviour

Pupils must not:

- Use offensive language at any time or in any place while in School, travelling to and from School or taking part in any School activity
- Engage in any form of bullying
- Possess or use in School or on the way to or from School any tobacco products, alcoholic drinks, illicit substances, pornographic material, offensive weapons, fireworks or laser pointers
- Engage in behaviour which is likely to bring the name of the School into disrepute

This Code of Conduct will be implemented by all members of the School community and, where necessary, sanctions will be imposed by staff and/or prefects in accordance with the Promoting Positive Behaviour for Learning Policy.

Signed pupil: _____

Date: _____