



POSITIVE BEHAVIOUR POLICY
BEN MADIGAN EDITION
SEPTEMBER 2014

Title	Positive Behaviour Policy
Summary	<p>Guidance for all stakeholders regarding:</p> <ul style="list-style-type: none"> ➤ initiatives to promote positive behaviour in school ➤ how to promote positive behaviour in the classroom ➤ the roles and responsibilities of staff and pupils in delivering positive behaviour ➤ appendices showing the school's 'Action Plan for Positive Behaviour'
Purpose	To promote Positive Behaviour in School
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Author	Vice-Principal and Heads of School Adapted by V. McCaig
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FOREWORD

We seek to engage the goodwill of the pupils and to persuade them, by every means, that there is a community of interest between pupils and staff.

I believe that the essential basis of good discipline is not fear but respect, goodwill, good humour, charity, generosity of spirit, magnanimity and a sense of common purpose between pupil and teacher. I believe that it is possible with most of our pupils most of the time to carry them with us.

If pupils trust us, and believe that we are “on their side” they will usually accept being reprimanded without resentment. If they are unco-operative or hostile we should not abandon the effort to win them over (even though we may have to discipline them); rather we should try to discover - and remove - the cause of their unsatisfactory attitude, and praise them for any noticeable improvement in their work and/or behaviour.

We insist on good order both in the classroom and around the school and should ensure that the pupils are aware that we expect high standards of work, of presentation and of behaviour.

We are willing to strive individually with pupils who exhibit unsatisfactory behaviour, in the hope of discovering the cause of their malaise, setting it right and winning them over. It is important to consider that unsatisfactory behaviour can be the product of discontent and unhappiness, and in these cases the school can offer significant support to the pupil.

First and last, we will have influence with the pupils, who should be willing to be guided, eager to earn and retain (or recover) our good opinion of them. High standards of behaviour may be more easily realised where there are mutual respect and good relationships. A positive approach which involves encouragement, praise and indeed reward, is much more effective than the “put-down”. Often this is best done in an informal way; boys in particular may be averse to too much public praise about their work.

In essence, the attainment of positive behaviour is possible through employing a pupil-centred approach to reduce negative influences and make opportunities for change available. If we encourage pupils to take the opportunities that are offered to them and so become involved in the school community, any unsatisfactory behaviour can be significantly reduced as pupils experience positive involvement in school life.

J.M.G. Dickson
Headmaster

BEN MADIGAN INITIATIVES

As a school we take pride in developing new innovative ideas to promote positive behaviour. In recent years the school has:

- utilized the school website and Facebook to publicly display and celebrate pupil success and achievements
- introduced a classroom Positive Behaviour Policy, including behaviour contracts
implemented 'Pupil of the Week Awards' for outstanding achievement in various areas of school life
- School Council - Class representatives are elected and pass on class views to council committee members

PROMOTING POSITIVE BEHAVIOUR

Society is changing all the time and young people today face challenges and difficulties which are possibly greater than those of past generations. Often schools are expected to take responsibility for areas of the young people's lives which should not be their concern; however, there is no doubt that schools can and do make a difference to young people and that we have the power to improve standards of work and behaviour, and the opportunities, of the pupils, regardless of their background. The answer lies in the quality of the day-to-day relationships which we build with our pupils. The Department of Education booklet "Promoting Positive Behaviour" has much useful advice. This section of our policy sets out positive ways which can improve and build on present relationships between pupil and teacher. This policy is intricately linked with our other pastoral policies.

It is possible to walk into classrooms and have the feeling that the teacher is totally at ease with the class and with what they are doing. The teacher gives the impression that there is nowhere else they would rather be. This creates an atmosphere conducive to learning.

The following list, based on Hay McBer research, outlines the key elements of a good lesson which underpins the development of positive behaviour in the classroom.

1. Comprehensive subject knowledge

The teacher is comfortable in allowing open-ended questions from the pupils and, in turn, is able to ask pupils questions which stretch them and extend their knowledge.

2. Presence

Good teachers have a presence in the classroom. They feel comfortable with pupils and create a good learning environment. They are able to establish order.

3. High expectations

Good teachers have high expectations of the pupils they teach. If this is implicit in what they do and say, this raises the self-esteem of the pupils and encourages them to learn.

4. Progress

In Ofsted training, with regard to lesson observation, the question is posed, "What do pupils know at the end of the lesson that they did not know at the beginning?" It is possible to observe lessons where pupils visibly make progress and such lessons are inspirational to watch.

5. Respect for pupils

Respect is self-generating. Staff who treat pupils with respect are generally treated well by pupils. In the current educational climate pupils are more aware than ever about how they feel they should be treated. Good relationships must exist for maximum learning to take place.

6. Building confidence

If pupils are to participate in lessons they must have the confidence to do so. The culture needs to be established that pupils are all learning together and, if a response is not accurate first time, it does not matter - it is still possible to try again.

7. Teaching and Learning

All good lessons should contain an element of challenge. If work is too easy and pupils complete it quickly, they will look for other avenues to explore. Work needs to be pitched accurately and there has to be something to extend the most able.

In this age of digital technology, pupils are used to sophisticated stimuli and teachers need to develop methods to maintain pupils' concentration.

Many pupils are kinesthetic learners and like the "hands on" approach to learning: they learn by doing. It makes sense to incorporate such activities into lessons to meet the needs of these learners. ICT is an obvious way of introducing activity into a lesson. Research into boys' under-achievement suggests that activity-based lessons are a good motivator.

8. Classroom environment

Classrooms should be a pleasure to be in; exuding interest and encouraging learning. Posters, displays, and other stimuli can be used to tell the pupils in a visual way what our current topic is.

- Aesthetically pleasing
- Seating plans
- Equipment and books are clearly marked
- Reward charts for work and behaviour
- Good visibility of board
- Clear signs of what is taught in the room
- Regular change of displays

A behaviour contract in a form appropriate to the age of the pupils is displayed in each classroom.

ACTION PLAN FOR POSITIVE BEHAVIOUR

The best form of pastoral care is that pupils are well taught and confirmed in good habits of work and positive behaviour. This enables them to learn self-control, self-respect and respect for others and their property.

We believe that we are preparing the young people for life, so that they will become fulfilled citizens and take their place effectively in the world of work.

Senior Staff have extra responsibilities for discipline, but all Members of Staff share a common responsibility for maintaining good discipline at all times, both in, and out of school, where this is appropriate. To achieve this, a knowledge of the school rules is needed so that there can be a common, concentrated and consistent approach; it is most important that disciplinary measures are seen to be fair and reasonable.

It is worth pointing out that parents and guardians have a key role in the areas outlined above. They will have signed an undertaking that they will support us in ensuring that their children or wards conform to our standards and wishes.

STAFF

The Headmaster has been given by his Board of Governors the primary responsibility for the maintenance of high standards. This is delegated to Senior Staff with specific responsibilities, but ultimately to all staff.

It is important that all staff see that there needs to be a common approach, which is fair and consistent and that proper standards are insisted upon at all times, in terms of work, common courtesy, presentation and respect.

- i. The **Class Teacher** should expect pupils to adhere to the Positive Behaviour Policy (see class contract). The teacher will also have responsibility for:
 - attendance
 - punctuality
 - diary check
 - dissemination of information
 - pastoral care
 - uniform / appearance / jewellery.

The Class Teacher should liaise closely with the Head of Key Stage; very often the start of a problem may be observed by the Class Teacher and early contact with the Head of Key Stage would be important. For example the Head of Key Stage should be informed if there are comments by the Class Teachers in the diary.

ii. The **Heads of Key Stage** are responsible for most areas of the pupils' lives in school. They are central to our system and are often the parents' first point of contact. The Head of Key Stage will:

- get to know the pupil thoroughly, becoming familiar with his/her capabilities (both academic and personal), needs and background, providing him/her with advice and support
- seek to engage the goodwill of the pupil, earning his/her confidence and encouraging the pupil to identify the community of interest which exists between pupils and staff
- speak on the pupil's behalf to teachers and liaise on academic and pastoral matters with parents
- seek to ensure that the pupil copes with the demands of learning through the proper organization of homework
- promote positive behaviour and apply discipline
- encourage pupils to maintain high standards of personal appearance and punctuality
- encourage the pupil to develop qualities of self-confidence and initiative through involvement in a range of extra-curricular activities
- maintain a behaviour record for each pupil if necessary

iii. The **Head of Department** also plays an important part in the maintenance of good order and standards. He/She will:

- have an oversight of, and responsibility for, Ben Madigan buildings
- be aware of how pupils conduct themselves
- be aware of the academic progress of pupils
- liaise with individual teachers about pupils' progress
- have a responsibility to deal with pupils who are causing problems in class
- liaise with Heads of Key Stage to attain an overview of the pupil and his/her background
- take immediate action regarding pupils who are impeding the progress of a class

iv. The **Deputy Principal** and **Vice-Principals** will work closely with the Head of Department. It may be that pupils for serious offences will be reported straight to them; however it is hoped that the stages of implementation of the Positive Behaviour Policy, if needed, will be incremental based on the Action Plan (see Appendix) and that pupils will reach the Vice Principals only after other approaches have failed.

v. The **Headmaster** is shown to be the final link in the Positive Behaviour Plan. He works closely with Head of Department and Vice-Principals in dealing with the most serious issues which may occur.

- vi. The **Board of Governors** work with the Headmaster to support the hard work of staff to provide a safe school environment, conducive to teaching and learning, and oversee the life of the school.

It is important to note that this document is for guidance purposes only. Each incident should be viewed individually, taking into account the specific circumstances of the incident and pupil.

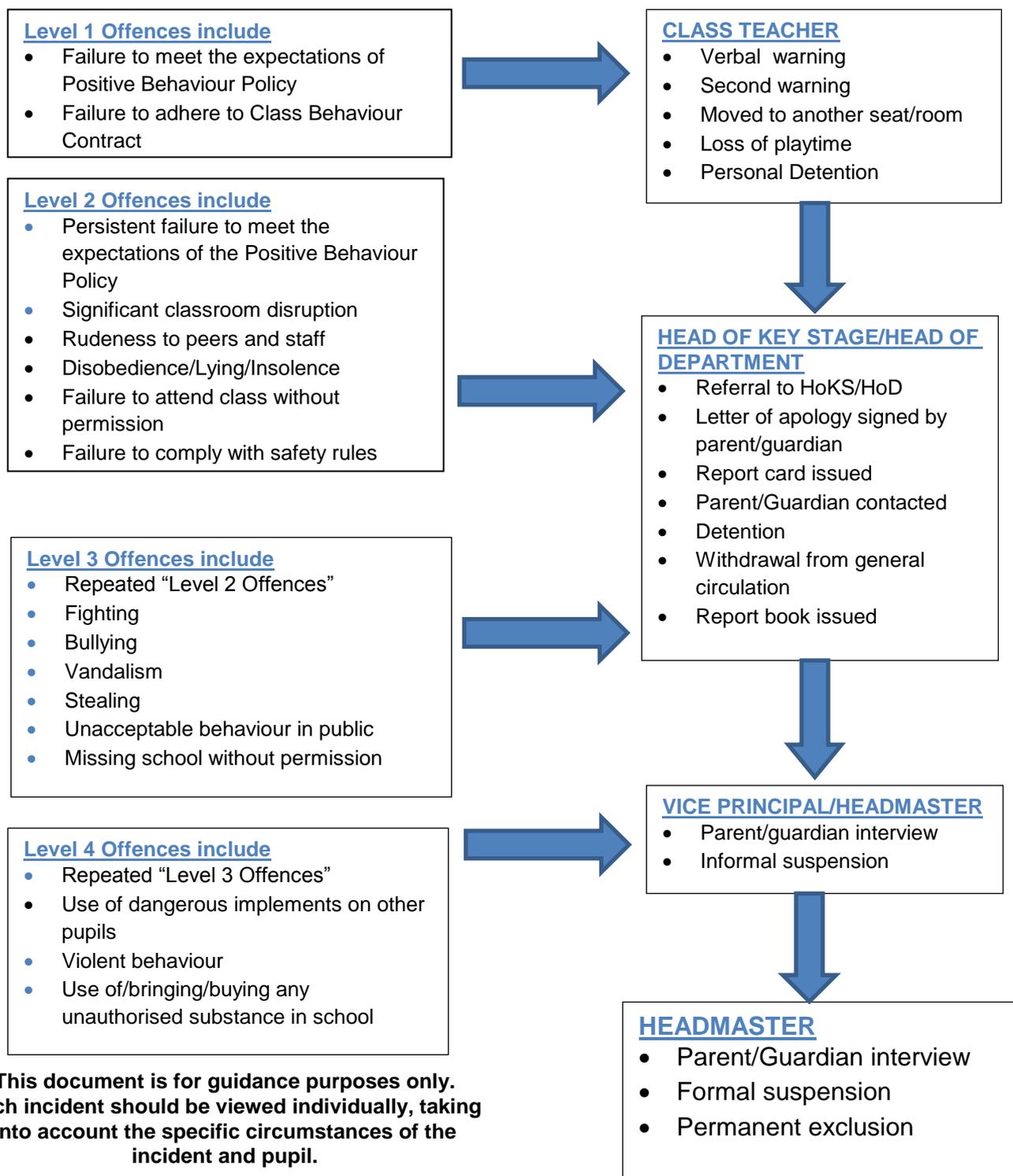
BELFAST ROYAL ACADEMY



BEN MADIGAN



ACTION PLAN FOR POSITIVE BEHAVIOUR



This document is for guidance purposes only. Each incident should be viewed individually, taking into account the specific circumstances of the incident and pupil.

SANCTIONS

These are examples in approximate 'rank order':

Being made to apologise

Verbal reprimand

Standing out to side {time out}

Re-order of 'turn' at activity

Loss of privileges

Loss of Golden Time

Loss of play time

Extra homework

Sent to other class

Contact parent

Sent to Head of Key Stage

Being put on report

Referral to Head of Department

Referral to Vice-Principals/Mr Dickson – {at this point suspension or expulsion become possible in the most extreme cases}.

This is not an exhaustive list but indicates the range of types of sanction.

The following sanctions will **not** be used.

- a} Lines [writing of]
- b} Standing outside the classroom door.

Care will be taken that the child's education is protected e.g. not always losing ICT time for misbehaviour.

REWARDS

These are examples in approximate 'rank order':

Nod, smile, "thumbs up", etc.

Praise in front of classmates

Display of work e.g. read to class, put on wall

Sticker/stamper/comment on work by teacher/Head of Department

Pupil of the week award

Sending to another teacher/Head of Department to show work

Reward chart progress

Special responsibilities

Golden Time

Pupil of the Week

Note home to parent

Mention on News Sheet/Facebook

Trophies {mostly P7}

This is not an exhaustive list but indicates the range of types of Reward.