PROMOTING POSITIVE BEHAVIOUR IN ASHFIELD BOYS' HIGH SCHOOL – Why? School Community feels Safe – Welcomed – Acknowledged - Nurtured





6 Point Plan

1

Know and understand your pupils and their influences



- Relationships are key how?
- Know your pupils well
- Be kind
- Listen to them and value them
- Repair harm to rebuild the relationship
- Check in, catch up & check out sessions in form class
- Positive Meet & Greet
- Learn names and address individually
- Display dignity & respect to all pupils
- Awareness of PLP, BSP, RRAP targets to guide learning and behaviour management
- Knowledge of pastoral factors that could influence behaviour
- Value pupil voice listen to what & how the pupil feels

2

Teach learning behaviours alongside managing misbehaviour



- Create a positive learning environment in every room
- Inclusivity promoted
- Teacher student support to assist learning. Particularly during times of set back
- Expectations displayed and verbalized and reinforced every lesson
- 3 Cs give choices not ultimatums.
 Promote self-reflection and change in behaviour
- Praise effort not outcome
- Restorative/ reflective practices when pupils do not meet expectations to enable behaviour learning
- Data analysis differentiated classes and schemes of work suitable to ability
- Curriculum choice guidance
- Literacy & Numeracy support to aid access to curriculum

3

Proactive

Use classroom management strategies to support good classroom behaviour



- Meet and Greet
- Voice expectations in every lesson
- Always notice and acknowledge over & above behaviour/effort
- Always challenge poor behaviours by referring to the expectations – keep the response rational
- Always endeavour to diffuse & deescalate. Use of teacher 'nudges' to redirect negative behaviour and bring back to learning.
- 3 Cs provide choices on future behaviour
- Restore follow up incident with a conversation to put behaviour in perspective. Pupil voice important and rational teacher communication important. Focus on any positives.
- Parental communication key +&-
- Demonstrate positive behaviour and conduct – model the behaviour

4

Use simple approaches as part of your regular routine



- Review, consultation and agreement of the Promoting Positive Behaviour Policy
- Clear and consistent application of the policy and protocols
 Classroom Checklist – consistent
- approachRemind pupils of past good behaviours / efforts
- Use appropriate humour
- Notice and acknowledge positive on task behaviour

Reactive

5

Use targeted approaches to meet the needs of individuals in your school



- Pastoral agreed pupil, parent & PCT targets
- PLP, BSP, RRAP Targets staff information and training on specific pupils
- EA Targeted Advice PPBS&P
- External Facilitators Support & Guidance
- Formal Restorative and mediation practices
- Promotion of positive mental health and emotional wellbeing for whole school and specific pupils
- Key Contact established for all pupils
- 2 min restorative chat post incident
- Coaching Circles
- 1-1 Mentoring
- Small group pastoral circles
- Time in/outs
- Safe spaces identified for selected pupils
- Detention strategy overview to be productive in addressing the incident and moving things forward.

Consistency and coherence at a whole school level are paramount
 Regular staff updates, reminders and training
 Regular checks on action plan and implementation and pastoral data

- CLT & Board of Governor Reports
- Buy in **TEAM** mentality **Together Everyone Achieves More** work together for each other

6
Consistency – What We Do!