



Ashfield Boys' High School

Promoting Positive Behaviour Policy

Reviewed August/September 2023

PROMOTING POSITIVE BEHAVIOUR POLICY

The promotion of ‘Positive’ behaviour is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork.

Introduction

The Positive Behaviour Policy at Ashfield Boys’ High School is a statement of good practice that covers all aspects of school life that contribute to good behaviour and a positive learning ethos. It aims to create a shared understanding of the principles underpinning the effective promotion of positive behaviour. This shared understanding builds on the school’s collaboratively developed and implemented best practice, with the set of holistic ‘relational’ educational principles identified within the ‘Taking Boys Seriously’ initiative. The principles aim to ignite boys’ motivation, aspirations and attitudes towards education and learning.

We are committed to developing confidence, self-esteem and self-discipline in all students. There are high expectations of all students and the school has a caring environment where students are encouraged to identify and work through their problems or difficulties. Students are urged to respect themselves and others and are expected to take responsibility for their own behaviour.

Our aim is to ensure a peaceful, safe and happy school in which individuals can live, learn and develop their potential. All members of the school community are expected to make a positive commitment to promoting and modeling positive behaviour for learning allowing teachers to teach and students to learn. To this end, all staff will strive to show care and compassion towards each other, adults and students alike as well as enforcing our rules firmly and fairly.

This policy should be read in conjunction with the school’s Pastoral Care Policy, SEN Policy, Child Protection Policy and our Anti-Bullying Policy.

The relational learning principles are outlined below and it is important to recognise that these are adopted across the school, and not just in a Promoting Positive Behaviour context context –

1. **Recognise the primacy of relationship** – the teacher intentionally develops a relationship that places each boy at the centre of their learning with an emphasis on positive working alliances and high educational expectations.
2. **Demonstrate dignity and respect** - the teacher displays an attitude of acceptance and affirmation, communicating to boys that they are inherently valuable and worthwhile as unique individuals irrespective of their academic ability. The teacher avoids belittling, labelling, shaming, and stereotyping.

3. **Utilise a ‘strengths based approach’ to learning** – the teacher adopts an approach that acknowledges the strengths that exist within each boy as opposed to focusing on deficits. Teachers actively and intentionally tap into underdeveloped creativity, energy, and resources so that each boy can maximise their potential.
4. **Challenge and affirm masculine identities** - Teachers demonstrate an appreciation of the internal and conflicting pressures that boys can experience in the construction of their masculine identities. Teachers challenge narrow and potentially harmful gender stereotypes and intentionally communicate and affirm positive masculinities.
5. **Promote positive mental health** - Teachers demonstrate an awareness of the multiple and complex pressures, particularly on boys from areas of social and economic disadvantage. As boys navigate the turbulence of physical, emotional, and cognitive development that occurs during adolescence, they will benefit from being understood, good accessible pastoral care, encouragement, and support to cope better with stress and anxieties.
6. **Identify blocks to boys learning** - Teachers should, as early as possible, actively identify and tackle blocks to learning. Boys often report feeling overwhelmed once they perceive that they have fallen behind their peers and believe they are unable to catch up, which can become a self-fulfilling prophecy. Boys respond well to tailored practical solutions that will help them to overcome barriers to their learning.
7. **Connect boys learning to context** – Teachers seek to understand the complex social and economic context of each boy. Enabling boys to locate their learning within their everyday life experiences helps them value and better appreciate not only their own community backgrounds but also broadens the contextual relevance of learning and the transformative nature of education.
8. **Engage meaningfully with boys** - Boys are not a homogeneous group. They are all different. At the heart of meaningful engagement is recognition of the need to find ways for boys to reflect, think, talk, and explore issues that are important to them. This involves questioning and frequently seeking feedback, consideration of other viewpoints, and encouraging inclusion and diversity.
9. **Enable creative learning environments** - Boys learn in a range of different ways. Equally, different educators have a variety of approaches to facilitating learning. Informal education methodologies have been highly successful at re-engaging boys who have completely disengaged from school-based education.

10. **Value the voice of boys** - This principle recognises and intentionally promotes the right of boys to fully participate in their own educational journey. Boys learn more when they are consulted, listened to, and their thoughts, concerns and ideas are considered and valued within the learning environment.

Aims

The aims of our Promoting Positive Behaviour Policy in Ashfield Boys' High School are consistent with the aims of 'Taking Boys Seriously: Boys as Relational Learners', 'ISEF – Effective Practice and Self-Evaluation Questions for Post Primary' and 'Every School a Good School'. Therefore, our task is to:

- Develop a relationship that places each boy at the centre of their learning. To know our pupils well.
- Demonstrate dignity and respect and be kind
- To promote positive behaviour and encourage achievement
- To enable effective teaching and learning
- To create a safe and secure environment for pupils and staff
- To allow students to take responsibility for their own actions
- To teach pupils to understand, accept and tolerate differences in individuals regardless of religion, race, gender, sexual orientation or political viewpoint
- To restore harm when required so that the relationship can be repaired through agreed solutions

Objectives

- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnership between parents, students and the school in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of Ashfield Boys' High School to show care, courtesy and consideration to other members of the school and to the wider community.

Principles

The main principles of the programme are:

- To create and maintain creative learning environments throughout the school.
- Engage meaningfully with the boys. This is based on building positive relationships with the pupils, setting clear expectations in every class and application of the classroom support model.

- To place a greater emphasis on increasing ‘earned praise’ and ‘recognition of pupils’ through ‘positive noticing’ on all pupils who show ‘over & above’ effort and behaviour.
- A consistent, fair and appropriate approach must be adopted in the application of the policy.

All staff are responsible for the promotion of positive behaviour and should utilise effective strategies in order to maintain an environment conducive to learning.

Roles and Responsibilities:

Expectations of Students:

- Accept responsibility for their own learning and develop the skills of work independently. This includes coming to school on time and being fully prepared for all lessons.
- To show respect to others
- To be prepared to listen and learn
- Seek help if they do not understand or are in difficulties.
- Follow the school’s code of conduct. See Appendix 1
- Accept responsibility for their own behaviour.
- To work to the best of their ability
- To wear full school uniform
- To follow and adhere to all school rules

This policy applies to all students whilst they are in school, travelling to and from school and whilst participating in activities or events organised by or associated with the school.

Expectations of Parents/ Guardians:

- Support the school’s Promoting Positive Behaviour Policy.
- Maintain communication with the school and provide absence notes, attend Parents’ meeting and keep appointments made.
- Foster mutually respectful relationships between students, parents and staff.
- Send their child to school on time every day, in correct uniform, with their homework completed and with all the necessary equipment.
- Refer any concerns to the school.

Responsibilities of Staff: some suggestions of good practice

Remember that many of the challenges that we face are normal in an environment where pupils are growing. It is normal that pupils will, from time to time, challenge the boundaries of acceptable behaviour. Our success is tested not by the absence of difficult situations but by the way in which we deal with them.

It is equally worth remembering that the vast majority of our boys always work hard, are polite, diligent and want to co-operate, contribute positively and be a part of our school community.

The following suggestions are given to help us all establish and maintain a positive learning environment. They are obvious but it may do no harm to remind ourselves of them now and again. They are given to support all of our efforts.

- Act as positive role models within the school environment. This includes modelling expectations of behaviour and use of appropriate language.
- Intentionally developing a relationship that places each boy at the centre of their learning with an emphasis on positive working alliances and high educational expectations.
- To fully implement the school's Promoting Positive Behaviour Policy including the use of the 3'C's protocol to build and restore relationships
- Awarding and recording of achievement credits in every lesson for 'over and above' effort and behaviour
- Positive noticing and recognition throughout the school by all members of staff
- Enable creative learning environments - Boys learn in a range of different ways. Equally, different educators have a variety of approaches to facilitating learning.
- Set and expect high standards
- Apply rules consistently and fairly
- Demonstrate dignity and respect. Don't over-react and give a rational response to negative behaviour. De-escalation to best avoid confrontation. Adopt the CALM principle to address behaviour
- Engage meaningfully with boys. Listen to the boys and get to know them
- Utilise a 'strengths based approach' to learning. Provide opportunities for students to learn to the best of their ability by setting suitable differentiated learning challenges and identify and remove blocks to boys learning
- To teach positive behaviour
- Plan and prepare stimulating and engaging lessons. Connect boys learning to context.
- To teach respect by treating students with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups and promote positive mental health
- To promote, record and monitor attendance in every lesson
- To provide useful, interesting and relevant work if an absence from a lesson can be foreseen
- Demonstrate dignity and respect. Show respect in order to receive it.

Responsibilities of Form Teachers:

- Develop a relationship that places each boy at the centre of their learning with an emphasis on positive working alliances and high educational expectations - Be seen to enjoy relating to pupils
- Check in Monday Reg, Catch up Wednesday Reg, Check Out Friday
- To teach interpersonal skills by promoting positive, supportive relationships within the form
- Value the voice of boys - initiate conversations and greetings
- Set appropriate standards of speech and manner
- Engage meaningfully with boys - A positive relationship is key and central to our school's ethos - Take the initiative - Greet to be greeted - Speak to be spoken to

- To keep a record and monitor attendance and to be aware of lateness and absence. (*Record on SIMS*) and amend as appropriate
- Chase up absence notes as per Attendance Policy
- Adopt an approach that acknowledges the strengths that exist within each boy as opposed to focusing on deficits - Award achievement credits for attendance for their Form Class based on the monthly attendance reports. (*Record on SIMS during monthly extended registration*)
- Award achievement credits for whole school contribution for their Form Class. (*Record on SIMS during monthly extended registration*)
- Award achievement credits for good punctuality and being prepared for class (*in Form Class on time at least 4 days per week with a pen/ pencil/ ruler etc.*) for their Form Class. (*Record on SIMS weekly during Friday registration*)
- To maintain positive communications between home and school
- To ensure all pupils are wearing correct uniform, check PE and non-PE days and chase up
- Displays an attitude of acceptance and affirmation, communicating to boys that they are inherently valuable and worthwhile as unique individuals - provide guidance and assistance to individual pupils as necessary
- To monitor and sign pupil diaries weekly
- To support and fully implement the school's Promoting Positive Behaviour Policy
- Inform pupils during registration of any thing that will affect them from of the week ahead from the weekly sheet and daily from the daily sheet
- Time out pupils report to Form Teacher. Pupils high order on a behaviour support plan or SEN reports to key contact. List provided via Pastoral Coordinator

Responsibilities of Heads of Department:

- To ensure that all departmental schemes of work / units of work are planned to include differentiated, engaging learning activities that cater for the range of abilities, learning styles and needs of all of the pupils within their care
- Enable creative learning environments - ensure that there is a positive learning environment within the department for both staff and students
- To ensure that the school's Promoting Positive Behaviour Policy is fully implemented within the department including the use of the 3'C's protocol and the awarding and recording of achievement credits in every lesson
- Utilise a 'strengths based approach' to learning - promoting a climate of reward and praise within the department
- To monitor the achievements, attendance, behaviour and learning of pupils within the department.
- To agree and implement consistently, ways of entering and leaving the departmental classrooms and areas
- To monitor the work set by absent colleagues and to liaise at the start of, and at some point during, each lesson taught by a cover/supply teacher, whenever practically possible

Responsibilities of Heads of Year:

- To liaise and communicate with parents and outside agencies regarding student needs
- To support individual students by meeting with them – getting to know them and their interests
- Preparation of 1 Year Action Plan for the Year Group which includes targets and success criteria for attendance, behavior, attainment and identification of agreed enrichment activities/ programmes to be organised.
- Preparation of a monthly Year Group report based on the targets and success criteria in their 1 Year Action Plan. (*Report to be discussed with the VP and Assistant Pastoral Coordinator and retained in Year Group file*)
- Tracking and monitoring of the student's achievements, attainment, attendance and attitude to learning
- Meeting with parents and students to resolve any issues or difficulties that might be hindering their son's happiness and progress in school
- Consistently implementing, upholding and supporting the school's Promoting Positive Behaviour Policy

Responsibilities of Assistant Heads of Year:

- To support the HOY and deputise for the HOY when required
- To assist the HOY in preparing their Year Group's 1 Year Action Plan and monthly reports with specific responsibility for attendance and academic progress.
- To liaise and communicate with parents and outside agencies regarding pupil needs: particularly in matters relating to attendance, classwork and achievement
- To support individual pupils by – monitoring and tracking their achievements, attainment, attendance and progress following relevant protocols.
- To consistently implement and support the school's Promoting Positive Behavior Policy

Responsibilities of Behaviour Intervention Team:

The Behaviour Intervention Team has 6 main roles to build relationships, support staff, pupils and the school to prevent negative behaviour, prevent the recurrence of negative behaviour for high level pupils, restore relationships post incidents. The five key aspects are:

- Supervise Student Support Centre
- Carryout restorative practices and mentoring post incident with those allocated to SSC
- Mediate between pupil-pupil post incident where harm and conflict has occurred
- Mediate between staff-pupil post incident where harm and conflict has occurred
- Assist staff with behaviour support in classes when requested to deescalate/diffuse and prevent possible negative behaviour from occurring
- Help with transition between periods

Students identified by KAM with repeated behaviour issues, will be referred to STM, for Boxall intervention strategies. This will help address behaviours which are identified as preventing

specific pupils from accessing their learning opportunities. STM to monitor and track the effectiveness of the Boxall intervention strategies and report to the school's Pastoral Care and Support Team. (School Boxall Profile/ IBP protocol – Appendix 2)

They work within the framework underpinning restorative practices ensuring relationships are at the centre of the processes:

- Build Community
- Maintain Community
- Repair Harm

Responsibilities of SEN Tutors and Learning Support Assistants:

- To support SEN students within the classroom
- To support specific departments
- To work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of students
- To help the teacher to create and sustain a positive culture for learning
- To consistently implement the school's Promoting Positive Behaviour Policy

Responsibilities of Core Leadership Team:

- To support staff in promoting positive behaviour
- To ensure that our systems for monitoring, tracking and reviewing positive behaviour are clear and consistently implemented
- To ensure that good practice is both developed and shared across the school eg by observation / learning walks / sharing best practice
- To ensure that INSET is provided for staff that will help further develop our professional skills
- To ensure that the school regularly communicates with parents, carers and governors
- To provide effective support for teachers who are presented with challenging and, at times, uncooperative negative pupil behaviour
- To provide clear leadership and support for the full implementation of the school's Promoting Positive Behaviour Policy
- To provide a visible and dependable support to staff throughout the day

Responsibilities of the Pastoral Coordinator:

- To lead the Pastoral Care Team with the school's Assistant Pastoral Coordinator.
- To lead and support the work of the Pastoral Care Team.
- To ensure that there is effective monitoring of SIMS behaviour and achievement credits, attendance and lateness and that appropriate protocols are followed in relation to this.
- To ensure the consistent application of the school's Promoting Positive Behaviour Policy.
- To regularly liaise with the school's Family Works counsellor.

Responsibilities of the Principal:

- Have an overview of pastoral matters.
- Support the Pastoral Coordinator.

Responsibilities of the Board of Governors:

- To monitor the overall effectiveness of the school's Promoting Positive Behaviour Policy
- To support the Principal and CLT in the implementation of the school's Promoting Positive Behaviour Policy

PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM

Staff will endeavour to develop personal strategies for the promotion of positive behaviour. This will include preventative and corrective strategies aimed at promoting and sustaining a positive learning environment.

Atmosphere

At Ashfield we understand that relationships are key to learning and we have adopted the SWAN principle following the Recovery Curriculum. In every aspect of our school and within each lesson we endeavour to make each pupil feel:

Safe

Welcomed

Acknowledged

Nurtured

We do this through promoting:

- A warm, structured and positive atmosphere is key in providing an effective and secure learning environment for our pupils.
- All members of staff must maintain our agreed standards for them to be effective.
- Pupils must also be fully aware of any behaviour procedures that involve them.
- They need to be aware of and appreciate that acceptable standards are expected within the school and traveling to and from school.
- They need to know the requirements set by each department or each teacher within the classroom.
- If they have this awareness and knowledge, then they know when they have overstepped these predefined limits.
- Pupils will be made aware of these standards at the beginning of the school year.
- It is important that all members of staff uphold the principles and structures of the school's Promoting Positive Behaviour Policy.

In conjunction with Relational Learning the principles of Nurture and applying a nurtured approach is increasingly important not just with specific groups but as a whole school

approach post Covid to support our pupils. The main principles that are understood by staff are:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

Positive Behaviour Preventative Strategies

- Know your pupils' names and find out about their lives, their hobbies and their interests.
- Be kind and show dignity and respect to each other
- Check in, catch up and check out sessions weekly during form class
- Listen to your pupils
- Meet & Greet pupils arriving to your classroom
- Arrive at class on time
- Have an aesthetically pleasing and engaging classroom
- Use an effective seating plan
- Use clear routines which are understood by all
- Provide opportunities for pupils to experience success
- Know your pupils' names and find out about their lives, their hobbies and their interests.
- Use differentiation effectively
- Let pupils know what constitutes "finished"
- Give work in small manageable tasks with clearly understood success criteria
- Use praise and positive reinforcement
- Provide opportunities for expressing emotions.
- Use displays to demonstrate that we value our learner's work.
- Use displays to reinforce learning.
- Use displays for affirming messages.
- Communicate high expectations and sense of pace and challenge positively.
- Enable learners to feel it is ok to make mistakes.
- Give feedback, which is constructive, educative and positive.
- Celebrate the learning in your classrooms
- Encourage learners to think and talk about themselves and others positively.

Reward Credits

Ashfield Boys' High School Reward Credits enable the whole school to place a greater emphasis on reinforcing positive behaviour and attitudes. Students who display the right attitude, behaviour and make positive contributions towards their school life are recognised and rewarded for their individual efforts and achievements.

Reward Credits can be awarded for outstanding contributions in lessons or school life; excellent effort in class, exceptional homework, good or improved attendance and being consistently punctual to school. They are recorded on SIMS and administered by Subject Teachers, Form Teachers and HOYs. Specific details are included in the Rewards section of this policy.

REWARDS

Encouragement, praise and reward are an essential part of promoting positive behaviour. We believe that they have a motivational role, helping our boys to see over and above behavior and effort is valued

"Praise me more, criticise me less, I'm still learning" is a phrase to be borne in mind.

After consultation with staff and our Student Council, we aim to promote more immediate rewards. Examples are outlined below –

Immediate reward and positive recognition:

- Verbal/ non-verbal recognition through positive noticing and positive recognition
- Text messages home
- Phone calls home
- Departmental positive recognition schemes
- Class Trophy per cycle for pupils who displayed the greatest over and above behaviours and effort
- Meeting Senior staff for tea / coffee / hot chocolate
- Pizza Tuesday – monthly credit winners from all classes
- Special responsibility e.g. Prefect, Student Council Representative
- Positive comments on report card or homework diary

Whole School Rewards Scheme and Higher Level Rewards

- At ABHS we support a whole school rewards scheme specifically designed to reward positive behaviour through the regular awarding of achievement credits on SIMS.
- All staff have a responsibility to engage with the scheme and apply selection criteria consistently.
- Recognition/ article on school website/ Facebook page
- Class/ Subject award at Annual Prize Day
- Attendance/punctuality award at Annual Prize Day

The **Whole School Rewards Scheme** is 2 pronged –

As well as immediate reward and positive recognition, all boys are accruing credits for the end of year ‘Bronze’ and ‘Silver’ and ‘Gold’ categories based on the number of achievement credits obtained from Subject Teachers due to positive attitude, effort and work, and from Form Teachers due to attendance, punctuality and whole school contribution.
Students can be awarded achievement credits on SIMS –

- Per period pupils should be aware of the credits awarded to them and if they do not merit credits this should be explained to them.
- Per week and per month form teachers during registration should inform each pupil of the credits that are being awarded to them for the last two categories listed below
- Monthly RHM Form class credit data should be displayed on the form teachers pastoral board in each room informing the pupils of their credits to date

Any lesson by Subject Teachers based on their attitude/ effort/ work in class.

Category	Credit	Level of achievement
Attitude/ effort/ work	5	Effort over and above
Attitude/ effort/ work	3	Meeting expectations
	1	Improved

- Weekly by Form Teachers based on being consistently punctual to Form Class.

Category	Credit	Level of achievement
Punctuality & being prepared for class	15	Consistently Punctual to Form Class with a pen/ pencil/ ruler etc. (4 out of 5 days per week)
	8	Punctual to Form Class (4 out of 5 days per week)

- Monthly by Form Teachers based on good/ improved attendance and whole school contribution.

Category	Credit	Level of achievement
Attendance	20	95+% Attendance
	10	92+% Attendance
	5	Improved Attendance
School Contribution	30	High level
	20	Substantial
	10	Significant

- School contribution – high level – should be awarded where a pupil has represented his country, community or been significantly involved in a charity initiative.
- School contribution – substantial – should be awarded where a pupil represents the school in the band/ events/ contributes in assemblies or regularly attends a number of school clubs/ societies.
- School contribution – significant – should be awarded where a pupil regularly attends a school club/ society/ revision classes.

- The credits are totaled and displayed half-termly where students can opt to cash in credits for identified rewards in three categories of gold/ silver/ bronze. They can choose not to cash in for a particular category and roll them forward to access a reward in the next category at the end of the next half-term.

Category/ points	List of rewards
Gold Top 20% of each class <i>(reviewed annually)</i>	<ul style="list-style-type: none"> - Day trip to a water park. We have used Let's Go Hydro and The Lake at Kilrea. The student council are keen to explore Escape Rooms, Karking and Airtastic. Senior students can access a day at Paintballing. We have used Escarmouche.
Silver Top 20-40% of each class <i>(reviewed annually)</i>	Choose a £10.00 voucher from the selection below – <ul style="list-style-type: none"> - JD Sports/ GAME - I-Tunes/ PlayStation/ Google Play/ Amazon voucher - FIFA points - Christmas – Cinema trip to include popcorn and drink
Bronze Top 40-60% of each class <i>(reviewed annually)</i>	Choose from the list below – <ul style="list-style-type: none"> - Subway lunch - McDonald's meal voucher

Year 14 New York reward trip

The pinnacle of the **Whole School Rewards Scheme** is the Yr14 trip to New York as reward for academic success and input into school and community. The trip seeks to further develop our boys by raising their expectations, experiences and by also further developing their self-confidence.

The benefits for the boys are not just limited to raising expectations, gaining new experiences and developing self-confidence; some other benefits include –

- **The Ability to Work in Teams.** Working with others toward a common goal teaches our boys to compromise and also to act appropriately.
- **Encourages Creativity.** School fundraisers also challenge our boys to be [imaginative](#) and to think outside the box. Several school fundraising ventures are the product of the students' imagination and drive.
- **Improved Selling Skills** - The boys involved inevitably pick up valuable selling and marketing skills that can transcend their school experience.

Positive Behaviour Corrective Strategies – The 3 C's – Choice, Chance and Consequence

This protocol is to provide a consistent approach that supports both staff and pupils in modelling appropriate behaviour for learning. As individuals we all choose how to act. However, it is important that we all recognise that for every choice or action, there is a consequence. A consequence is an outcome that arises as a direct result of the way we act. At Ashfield Boys' High School students are encouraged to behave in a way that is conducive to learning. Students are in control of their own actions and if they have chosen to act in a certain way these actions will be the catalyst for the consequences. Consequences are issued in relation to a student's actions.

- If a student is not behaving in a manner that is preventing them, or others, learning, they will be made aware of the particular behaviour and given the **CHOICE** to fix it.
- If the student chooses to ignore this warning and does not modify their attitude or behaviour the teacher will make the student aware that this is their final **CHANCE** and that the **CONSEQUENCE** of continued below standard attitude or behaviour will be the use of the 'Staff Buddy System'.
- If the student continues to behave in a manner that is, in some way, disruptive to learning, the teacher will send the pupil with their work to their 'Staff Buddy' for a cool off period. This is recorded on SIMS. The teacher should supervise the pupil going to their 'Staff Buddy' from their classroom doorway. This is a **CONSEQUENCE** of continued unacceptable behaviour for learning. The use of the 'Staff Buddy System' may not be the only consequence of the student's behaviour.

Remember reasons for giving the consequences must be made clear. Students should know why they have received the consequences: it is about their behaviour and our standards. Keep it rational.

Do everything you can to avoid the following –

- Humiliating a pupil – it breeds resentment and you lose respect
- Inappropriate shouting/ yelling – it can diminish you – it is an imbalance of power and can be interpreted as emotionally abusive
- Over-reacting – what do you have left for the bigger issues – where do you go after?
- Sarcasm

Stage	Guide
Meet & Greet	Meet students at the door at the start of class in an engaging manner
Positive Noticing	Each time a pupil displays over and above behaviour and effort show positive recognition and award 5 credits
Expectations	Every class voice core expectations
Redirection/ Preventative	Teachers 'nudges & subtle cues' gentle encouragement to move in the right direction, small act of kindness
CHOICE	A clear verbal warning, given privately where possible, is given to the pupil that their behaviour is preventing their, or others, learning. They will be made aware of the particular behaviour and given the CHOICE to fix it. De-escalate at this stage.
CHANCE	A second verbal warning is given and the student is clearly told they have a CHANCE to change their behaviour. Explain that the CONSEQUENCE of continued below standard behaviour is the use of the 'Staff Buddy System'.
CONSEQUENCE	Student is clearly told they are being sent to the teacher's 'Staff Buddy' – the CONSEQUENCE . <ul style="list-style-type: none"> • Clear reasons for this CONSEQUENCE are given. • Their name is placed on SIMS with accurate details of the incident and an email linked through SIMS regarding the incident sent to the HOY&HOD. The recording should be listed as Incident – Staff Buddy System. Details of the incident in the description and Action – Cool Off Period • There may be other CONSEQUENCES of the student's behaviour.

STAFF BUDDY SYSTEM

The Staff Buddy System is a de-escalation strategy used where a pupil has not responded positively to the choice to make their behaviour better. They will also not have responded positively to the chance offered to them by their subject teacher having been made aware that the use of the Staff Buddy System is the consequence.

The subject teacher will calmly explain to the pupil that as their behaviour did not change following the warnings outlined above, they are being sent to their staff buddy. The teacher will contact their buddy letting them know that the pupil is coming and walk them to their door, watching them go into their buddy's class. The buddy will contact the teacher when the pupil agitation/ behaviour has subsided, and the pupil is fit to return to class or the teacher will decide if the pupil is to return and will contact their buddy after a short period (5-10 minutes) when the class has settled and they are ready to deal with the pupil.

The use of the Staff Buddy System should be recorded with accurate details of the incident on SIMS and an email linked through SIMS regarding the incident sent to the HOY and HOD. The consequences protocol should be followed if the behaviour requires or persists.

Mobile Phones

No phones are to be allowed out in school - this includes Form Class, lunchtimes, reward or treat when work is complete (the only exception should be where it is crucial to a specific piece of work/ exercise and that all other alternatives have been exhausted eg Chromebooks and not at all for KS3)

Follow the protocol as outlined below where necessary.

- 1st Choice – Place phone into your school bag or blazer pocket
- 2nd Chance – Place phone onto a designated desk to be collected at the end of the period. Red flag on SIMs.
- 3rd – Refusal to carry out point 2 - Phone to office
- If the phone is not handed over the pupil should be sent to the relevant HOY

Pupil toilet access and recording

- Pupils with a toilet pass must be allowed access to the toilet when they request
- Pupils are encouraged to use the toilet before school, at break and lunch time and after school. It is understood that on occasions a pupil will be required to use the toilet and the staff member will use their discretion if a pupil requests to go to the toilet.
- If a pupil who uses a toilet during a lesson, the teacher should record this on SIMs and enter a comment 'toilet' with minutes away
- Any pupil arriving late to class who says that they were at the toilet the teacher should record minutes late on SIMS and record comment as 'toilet'
- The AHOY looks at the SIMS at the end of each day and flags up any pupil frequently out to the toilets and late to class and this is discussed with the HOY

CONSEQUENCES

Whilst our ultimate aim is the promotion of positive behaviour there are also times, unfortunately, whenever there are consequences of below standard behaviour.

The following grid acts as a guideline to staff as to how to deal with incidents that involve negative student behaviour. It is for guidance, rather than being prescriptive; each incident should be considered in its context but the guidance should aid whole school consistency.

Category	Types of behaviour	Actions
Level 1- Low level disruption	Talking, inattentive, lack of work, low level arguing, misuse of equipment, lack of respect, not following instructions, bad language used between students, shouting out answers when asked to put hand up.	<p>-Highlight class expectations -Re-direct strategies -Subject teacher follows ‘3C’s’ routine in the classroom -Follow-up with pupil to address behaviour</p> <p>Persistent low level disruption: Move to Level 2</p>
Level 2- Persistent low-level disruption	Defiance, persistently arguing, refusing to move seat when asked	<p>-Subject teacher follows ‘3C’s’ protocol -Use of staff buddy system -Follow up with pupil to address behaviours...subject teacher can issue a departmental consequence, informing the pupil of the day, time and room it will be held. -Parent /Guardian informed by text. Subject teacher records details on SIMs. Liaise with HOD. -If the pupil does not carry out the consequence, HOY should be informed and a suitable consequence can be given.</p>
Level 3- Mid-level disruption	Continued disruptive behaviour in several classes.	<p>-HOY identifies targets for yellow Behaviour Card. Number of days agreed and recorded on SIMs. -Student reports to HOY every day and signed by parent/guardian daily. - ‘U’ on yellow report card will result in further consequence from HOY, eg. student place on a Red Behaviour Report Card. Pastoral Coordinator informed. - ‘U’ grade on a Red Behaviour Report Card will result in a student being placed in school detention or pay-back session. HOY to record on SIMs. -Parental engagement with HOY and/or Pastoral Coordinator to discuss repeated poor behaviour.</p>
Level 4- High level disruption	Displaying bullying type behaviours, fighting, someone may be physically harmed, serious verbal or physical aggression. Verbal abuse of staff. Vaping, drugs or alcohol involved.	<p>-HOY to inform Pastoral Coordinator. Further investigation of incident referral. -If necessary, referral to VP. -VP to liaise with BIT Coordinator to look at strategies addressing high order negative behaviour.</p> <ul style="list-style-type: none"> • SSC • Pupil/class pursuit and support • Restorative practice • Boxall & Behaviour support plan <p>- VP to liaise with BIT Coordinator to utilize external agencies</p> <ul style="list-style-type: none"> • Alternatives

	Misuse of social media.	<ul style="list-style-type: none"> • Familyworks • Educational Psychology Service • EA guidance • Other external supports -Behaviour incidents that may warrant student suspensions are referred via <i>VP</i> to <i>Principal</i> . -Student returns from suspension only after parental interview. -Use of Red Behaviour report card if applicable. -Restorative intervention where seen as appropriate.
Level 5- Continued High level disruptions	Repeated high level disruptive behaviour. Targets continue to be missed with no significant change in behaviour.	-Parental interview with <i>BIT Coordinator / VP / Principal</i> to discuss student's future at ABHS -Targeted advice and SPSS placement -Accessing other provision EOTAS / Pathways -Liaise with <i>BOG</i> to discuss expulsion.

Restorative Practice:

At Ashfield we endeavour to employ restorative practices if behaviour does not meet the expectations of the Positive Behaviour Policy. The core elements of restorative practice are:

Build
Relationships

Maintain
Community

Repair Harm

At the first stages of the category guide for staff the staff member involved will endeavor to have a brief conversation post incident with the pupil prior to the next lesson. The restoration questions will be based around:

- What happened?
- Who was affected?
- How can it be repaired/ moved forward?

The focus on how to move forward and will be solution based. If this is unsuccessful, then the staff member may contact a member of the pastoral team for additional support

In more serious cases or in continual breaches of the school discipline a member of the pastoral team will undertake a more thorough restorative intervention. This may also involve working with outside agencies to best support the pupil/pupils, staff member/members to bring about the best solution and outcome.

Pupils working from home

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are professionals and appropriate boundaries need to be in place.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online or any other platform will be taken seriously, and sanctions will be applied. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

We fully appreciate your support in implementing our Promoting Positive Behaviour Policy and we welcome any comments that you have in relation to ensuring that we continue to provide the best learning environment for all of our boys. If you wish to discuss any aspect of this, then please contact the school's main office and arrange a suitable time to meet with either the Principal or Deputy Principal.

Our Promoting Positive Behaviour Policy will be reviewed annually by our School's Pastoral Care & Support Team

Appendix 1: Ashfield Boys' High School Code of Conduct

- I have the right to an education and to learn according to my ability.
I have the responsibility not to ridicule others for the way in which they learn, or to disturb the learning of others.
- I have the right to be treated with respect by all people irrespective of age, gender, colour or status.
I have the responsibility to respect others within our community.
- I have the right to feel safe in and around Ashfield Boys' High School.
I have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.
- I have the right not to be bullied in any way, shape or form.
I have the responsibility not to bully others and to report any bullying I see.
- I have the right to express my own opinions and to be heard. **I will do this respectfully with my Head of Year or Pastoral Coordinator.**
I have the responsibility to allow others to express their opinions and to be heard.
- I have the right to choose my friends.
I have the responsibility not to force my friendship upon others or to abuse the friendship.
- I have the right to expect that my possessions will be secure in and around Ashfield Boys' High School.
I have the responsibility not to steal or mistreat the possessions of others and to report any theft or mistreatment that I see.
- I have the right to play in safety and without interference.
I have the responsibility not to disrupt or endanger the play of others.

Ensuring my welfare and safeguarding

- I will not leave the school grounds during the school day without permission.
- I will adhere to all school boundaries at all times – I will not bring any illegal substances into school such as alcohol, tobacco, e-cigarettes or non-prescribed drugs. Nor will I take them on any school based activity or outing.
- If it is necessary for me to leave school premises, I will follow the correct channels of communication and will notify my Form Teacher and obtain a sign-out form from my Head of Year and sign out at the School Office. If I return to school I will sign back in at the School Office.

Appendix 2:

IBP/ Boxall Profile behaviour support protocol

- Referral for Boxall Profiling behaviour support is by KAM. Intervention team lead, following careful analysis of SIMS data and pastoral staff feedback.
- Boxall Profiling assessment to be completed by STM with input from staff member who has most knowledge of the pupil and their behaviours (HOY/ LSA attached to pupil in their class).
- STM to analyse the resulting Boxall Profiling report identifying key targets and strategies to address these.
- KAM to contact parents to inform them that behaviour support is being offered to their son, the reasons for that offer and the nature of the support. Take up of the support will be advised.
- KAM to notify Learning Support Coordinator to determine and amend pupil's stage on Code of Practice.
- Introductory session with the pupil – contracting. The date and content summary of all sessions to be recorded by STM on intervention record sheets.
- Following the second Boxall Profiling session an IBP will be prepared with pupil input. The completed IBP will be emailed to all staff as an attachment with the targets and staff strategies also included in the content of the email.
- Pupil reassessment to take place after 6 sessions. This will include analysis of a further Boxall Profiling assessment, SIMS data and feedback from staff. This will be discussed with the pupil in their next support session. STM will prepare a report on the pupil based on the feedback from all sources.
- The reports will be discussed at the Pastoral Care and Support Team meetings and further intervention or discharge will be agreed. Updated targets and staff strategies will also be discussed and agreed. Further intervention/ discharge will be communicated to parents and staff and the updated IBP/ targets and staff strategies will be communicated with staff as per earlier point.
- Pupil reassessment to continue after every 6 sessions.