

# Blackwater Integrated College



## Positive Behaviour Policy

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**Related Legislation:**

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003
- The Education (Northern Ireland) Order 2007
- The Education (School Development Plans) Regulations (Northern Ireland) 2010
- Addressing Bullying in Schools Act (Northern Ireland) 2016

**Related DE Guidance:**

- Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR DE, 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017
- Safeguarding Board for Northern Ireland's (SBNI) Policies and Procedures 2017
- Every School a Good School DE 2017
- ISEF ETI 2017

**Related Policies:**

- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Acceptable Use of ICT and E- Safety

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## **1.1: Introduction**

This policy was developed using guidance set out by Promoting Positive Behaviour DE 2001 and Every School a Good School DE 2017. It has been influenced by guidance from the Education Authority Post Behaviour Support Service and the work of Paul Dix - When the Adults Change, Everything Changes.

Its main purpose is to create a calm and caring environment which allows positive relationships to exist within all members of the college community to enable teachers to teach and students to learn.

Pastoral Care in Schools; Promoting Positive Behaviour (DE, 2001) page 6 states the following:

“A climate which fosters effective learning both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships.”

## **1.2: Aims and Principles**

All students are welcome in Blackwater Integrated College, of all abilities and any religion or none. We pride ourselves on our inclusivity, and seek to ensure that every student reaches their full potential through:

- Integrating children from different religious, social and cultural backgrounds
- A broad and balanced curriculum to promote academic success for all students.
- Caring child-centred approach to foster self-esteem and independence
- Strong pastoral system to support all children and enhance academic achievement.

Our mission statement encompasses all that we are and aim to achieve:

Blackwater Integrated College  
**B**uilding, **I**nspiring, **C**aring  
**B**uilding for the future  
**I**nspiring success  
**C**aring for all

To Build, Inspire and Care it is essential that we foster positive relationships within our school community. This will enable us to:

- Provide a safe, caring, and supportive environment for everyone within the college which promotes health and well-being.
- Foster the development of personal qualities such as kindness, empathy, and respect.
- Develop independence, confidence, self-reliance, and resilience.
- Create an environment which promotes aspiration, achievement, and restoration.
- Adopt a consistent, fair, and appropriate manner in dealing with all behaviours, with the major focus on rewarding and recognising positive behaviours.

## **2.1: Responsibilities of Board of Governors**

Members of the Board of Governors are required to:

- Ensure that good behaviour and discipline policies are pursued at the college;

- Make and keep under review a written statement of general principles about student behaviour and discipline;
- Consult with the principal and parents before making its statement of general principles;
- Consider guidance from DE and EA as appropriate;
- Decide and set out what aspects of discipline/ behaviour should be a matter for the principal.

Every School a Good school: A Guide for Governors DE 2017 states “the role of the BOG is to promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to school.”

## **2.2: Responsibilities of Principal**

The Principal is responsible for determining the measures the college will take to:

- Promote self-discipline and respect for all staff and students;
- Encourage good behaviour and respect for others;
- Secure an acceptable standard of behaviour amongst staff and students.

In undertaking this role, they must act in accordance with the BOG statement of general principles and any guidance given by them. They must also ensure that a written statement of these measures are provided free of charge to parents.

Every School a Good School DE 2017 state “school leaders have the primary responsibility for ensuring that their college ethos, the expectations it has for its students; the pastoral care arrangements; and its teaching and curricular provision support and motivate the students and provide them with opportunities to succeed.”

## **2.3: Responsibilities for Area Learning Communities**

It is the responsibility of the Board of Governors and Principals to ensure that policies are pursued to promote good behaviour among registered students, and this is extended to cover all students attending the college whether registered or not. All reports of inappropriate behaviours should be reported to the college that the student is registered to, and they will decide on the appropriate action to be taken.

ISEF ETI 2017 states “the governors group widely communicate the vision, ethos and strategic direction of the college and ensure strong links between the college and its wider community.”

## **3.1 Consultation with Stakeholders**

Statutory consultations requirements:

- Annual whole school audit involving students, parents, staff and governors.
- Analysing results and provide feedback to all participants.
- Use the results to inform and guide amendments to policy and procedures, address concerns, identify CPD requirements, inform the SDP and monitor and evaluate the effectiveness of the policy.

Consultation and methods used to collect information will be done through:

- Annual parental survey, such as Kirkland Rowell
- Focus groups with Junior Leader and Senior Prefect Teams
- Form tutor group evaluations and discussions
- Online staff surveys
- Baseline audits of the SIMS data included within the Behaviour Management Module

ISEF ETI 2017 states “senior leaders must consult regularly with the school community on key policies and procedures that affect the life and work of the school.”

Every School a Good School 2009 states “school leaders should monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.”

DE Circular on Pupil Participation 2014/14 states “the inspection team will evaluate the extent to which leadership encourage pupil involvement in discussions and decisions on aspects of school life ... to ensure the student voice is represented.”









#### **4:1 Promotion of Positive Behaviour**

Pastoral Care in Schools: Promoting Positive Behaviour DE 2001 states “all should be aware of the need to create a climate in which positive behaviour is encouraged and commended, and in which the students feel secure and equally valued.”

This is the foundation upon which the policy has been written with the aim of creating a positive climate within the college which promotes learning for all students and makes it easier for teachers to teach effectively. The policy needs to have the endorsement and support of the parents for all students to develop the inter-personal skills of working co-operatively and collaboratively to resolve problems and potential conflict, as well as encouraging students to exercise self-discipline, self-control and take responsibility for their own actions. This will only be achieved if students, staff, and parents build and maintain relationships built on mutual respect.

It is important to remember that the working of the policy incorporates close liaison with appropriate outside agencies to support all learners within the college and that the policy supports the SEN students in identifying and meeting individual needs.

#### **4.2: College Rules, Expectations, Routines and Procedures**

	Ready to Learn
	Engaged and Focused
	Supported to Succeed
	Participating Positively
	Encouraging others
	Cooperating with Everyone
	Taking Responsibility
	

This new version of the college rules was produced after consultation with students and staff in May 2019. It is displayed around the college and in the front of the student planners. Positive behaviour credits are awarded on the SIMS Behaviour Management Module for students displaying any of these 7 values.

### College Expectations

Students will show good manners and consideration for others at all times.

Students will behave responsibly and safely at all times.

Students will consider the feelings of others and show respect in the language they use.

Students will remain in college at all times and will not leave without permission.

Students will remember that the college operates a No Smoking Policy. This applies travelling to and from the college.

Students will respect and look after the college environment, equipment, and resources:

- this applies to litter, graffiti, and damage to property.

Students will remember that alcohol, drugs, tobacco, cigarettes, vaping materials, dangerous objects, matches, and lighters are not allowed on college premises or in student's property.

Students should refrain from bringing energy drinks onto college premises.

Students will remember that personal music systems and earphones are not allowed to be used during class time.

## **College Routines and Procedures**

### **Punctuality**

Punctuality is an important part of self-discipline and it is essential to good time management:

- arrive on time in the morning
- be in all classes on time.

If you arrive after 8.45am, please sign the Late Book at the main office and report to your form tutor. You will be marked late in the register.

Persistent lateness will be monitored, and consequences may be issued.

### **Attendance**

If you are absent for any reason, you must bring in a note from home explaining your absence, on the day you return.

You will find slips at the front of the college planner that you may use.

Your Parent / Guardian should phone the College office on the first day of absence, if possible.

### **Illness during the College Day**

If you feel unwell, please speak with a teacher immediately.

You may be asked to speak with your Form tutor or Head of Year.

Please do not use your phone to contact home.

Arrangements for going home will be through the main office.

Please remember to sign out if you have been given permission to leave.

### **Signing Out**



If you need to leave the college for any reason during the day you need to have parental permission and you must sign out at the main office.

Failure to comply with college routines, procedures and expectations may lead to relevant consequences being applied as indicated in the schools Anti-Bullying and Positive Behaviour Policies.

The routines and procedures were also agreed with all form tutors and students and are displayed in the front of the student planners. This consultation took place in May 2019.

#### **4.3 Positive ideas and rewards to promote positive behaviour**

While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the college. A healthy balance needs to be struck between rewards and consequences.

A system of rewards and incentives, applied with consistency by all of the staff, will help to establish and maintain a positive climate in which students come to appreciate what constitutes acceptable behaviour and positive attitudes.

Possible ideas / rewards which may be used on a regular basis:

- smiling
- nodding
- thumbs up
- handshake
- positive reinforcement
- praise from other students
- written comments in books / planners
- end of year reports and assessments
- positive behaviour management through the use of Credits on SIMS
- certificates
- recognition boards in classrooms and form class noticeboards
- Positive phone calls home
- Positive Praise postcards
- Gift vouchers
- Hot Choc Friday
- Celebration of Achievement in assemblies and yearly celebration
- School trips
- Displaying work around the college
- Positions of responsibility through Junior Leaders, Digital Leaders and Senior Leadership team / prefects
- Small tangible rewards
- Credits for attendance and correct uniform

#### 4.4 Unacceptable Behaviours

Consequences / sanctions provide students with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour. It is important to ensure that students are fully aware of the conditions which will lead, in all likelihood, to the imposition of consequences.

Consequences should be:

- Fully understood by all staff, students, and parents
- Be applied in a fair and consistent manner.
- Be applied as soon after the offence as possible, in a calm and measured manner.
- Be proportionate to the offence.
- Carried out in a way to allow the student not to feel humiliated.

They should aim to:

- Defuse, rather than escalate the situation.
- Focus on the misdemeanour, rather than the student.
- Take account of the individual circumstances of the student, including their level of maturity, special educational needs they may have, home background or any other relevant circumstances.

Useful consequences / sanctions that may be applied:

- Withdrawal of privileges
- Moving student to another seat
- Completion of additional work to complement current class work.
- Catching up of missed work not completed during class time.
- Restorative conversations with staff and / or other students after class, during break or lunch
- Report cards / SIMS report to monitor behaviour over period of time.
- Behavioural referral on the SIMS behaviour management profile
- Referral to Form Tutors, Year Heads and Senior Staff
- Temporary removal of student from class into another area to work.
- Afterschool detention with notification to parents, adequate supervision and appropriate work set
- Referral to outside agencies to support behaviour management
- In extreme cases, suspension or expulsion following suspension.

Occasionally a student may be asked to leave the class for poor behaviour. In such circumstances, the student should be escorted, if possible and know exactly where they are to go.

The Home, School partnership is vital in securing and maintaining our students' positive behaviour. It is essential that we keep parents regularly informed of their child's progress and development within the College

## 5.1: Rights and Responsibilities of Teachers, Students and Parents

**Teachers** have a right to:

- work in an environment where common courtesies and social conventions are respected,
- support and advice from all colleagues and external agencies.
- adequate and appropriate accommodation and resources.

**Teachers** have a responsibility to:

- behave in a professional manner at all times,
- ensure that lessons are well prepared, homework is appropriately set and constructively marked,
- identify and seek to meet the needs of all students within the college,
- be sympathetic, approachable, and alert to all students in difficulty or failing to achieve academically and emotionally,
- share any concerns you have regarding students' behaviour, progress or development.
- set high standards, apply rules consistently and fairly, try not to overact and avoid confrontation through de-escalation strategies,
- deal with all incidents of inappropriate behaviours both inside and outside the classroom,
- take the initiative in building positive relationships by engaging students in conversations both inside and outside the classroom,
- set appropriate standards of speech, manner, and appearance as an example to students.

### **DO ALL YOU CAN TO:**

- use appropriate humour - helps to build bridges
- keep calm - reduces tension
- listen - earns respect
- Be positive - supports relationships
- Know the students as individuals - helps earn respect
- Reprimand in private and praise in public - builds relationships
- Be punctual - creates a calm start to lesson

### **DO ALL YOU CAN TO AVOID:**

- Humiliating a student - breeds resentment and loss of respect.
- Inappropriate shouting - achieves nothing
- Over-reacting - leaves nothing for bigger issues
- Sarcasm - creates more problems

**Students** have a right to:

- Be valued as members of the college community
- Be treated fairly, consistently and with respect

- Be consulted about matters that affect them, have their views listened to, and as far as is reasonable, acted upon
- Be taught in a pleasant, well managed and safe environment.

**Students** have a responsibility to:

- Come to college on time, with homework completed and suitably equipped for the lessons in the day ahead
- Arrive at all classes on time, enter the classroom quietly and wear the correct uniform
- Respect the views, rights and property of others and behave safely in and out of the class
- Co-operate in class with the teacher and their peers
- Conform to the expectations and routines of the college

**Parents** have a right to:

- A safe, well managed and stimulating environment for their child's education
- Reasonable access to the school, and have their enquiries and concerns dealt with sympathetically and efficiently
- Be well informed about their child's progress and prospects
- Be well informed about the college routines and procedures.

**Parents** have a responsibility to:

- ensure that their child attends the college regularly and arrives in good time, with homework done and suitably equipped for the lessons in the day ahead
- be aware of the college routines and expectations and encourage their child to abide by them
- show interest in their child's classwork and homework and where possible, provide a suitable area for studying at home
- act as positive role models for their child in their relationship with the college.

## **6: Professional Development of Staff**

Blackwater Integrated College is committed to ensuring that all staff have access to appropriate and adequate training in positive behaviour management.

There will be a continuing need among staff for professional development in this area. The necessary resources in terms of time, expertise and materials need to be made available.

The impact of any training delivered will be used in the review of policy and procedures.

## **7: Monitoring and Review of Policy**

This policy should consider current needs and be reflected in current practice. Its effectiveness and application should be reviewed by staff on an annual basis and findings reported to Board of Governors to inform their consideration of how they are fulfilling their responsibilities in relation to positive behaviour management.

## **9: Appendices**

- Appendix 1 - Our journey so far in promoting positive behaviour.
- Appendix 2 - Positive Behaviour Overview
- Appendix 3 - Behaviour Referral Structure
- Appendix 4 - Sanction Structure

## Appendix 1

# Positive Behaviour Journey

March/April/ May 2019– pastoral team starting exploring area of positive behaviour, influenced by work of Paul Dix. Form classes worked on RESPECT

August 2019– results of staff behaviour survey shared and discussed.

September 2019– Leading Behaviour Change– 5 pillars of good practice

October 2019- ETI visit confirmed our positive behaviour approach was beneficial and sound basis for further development

November 2019– Staff spent time looking at adult consistencies we want to see in the college– relentless routines, visible consistencies, behaviour blueprint

December 2019 – Positive Behaviour overview produced

March 2020 – Reframing our language and introduction to restorative practice– Reprimand in Private and Praise in Public RIP & PIP

December 2020 – January 2021 – Lockdown, positive behaviour and antibullying policies reviewed

September 2021– Anti-bullying legislation and recording information on SIMS, training for staff to support legislation

March 2022 – Developing Restorative practices with Linda Sayers

June 2022 – All staff completed further training with Paul Dix around the importance of relationships and positive behaviours we want to see

August 2022– ACES and Trauma Informed Practice training for all staff, together with Emotionally Based School Avoidance training

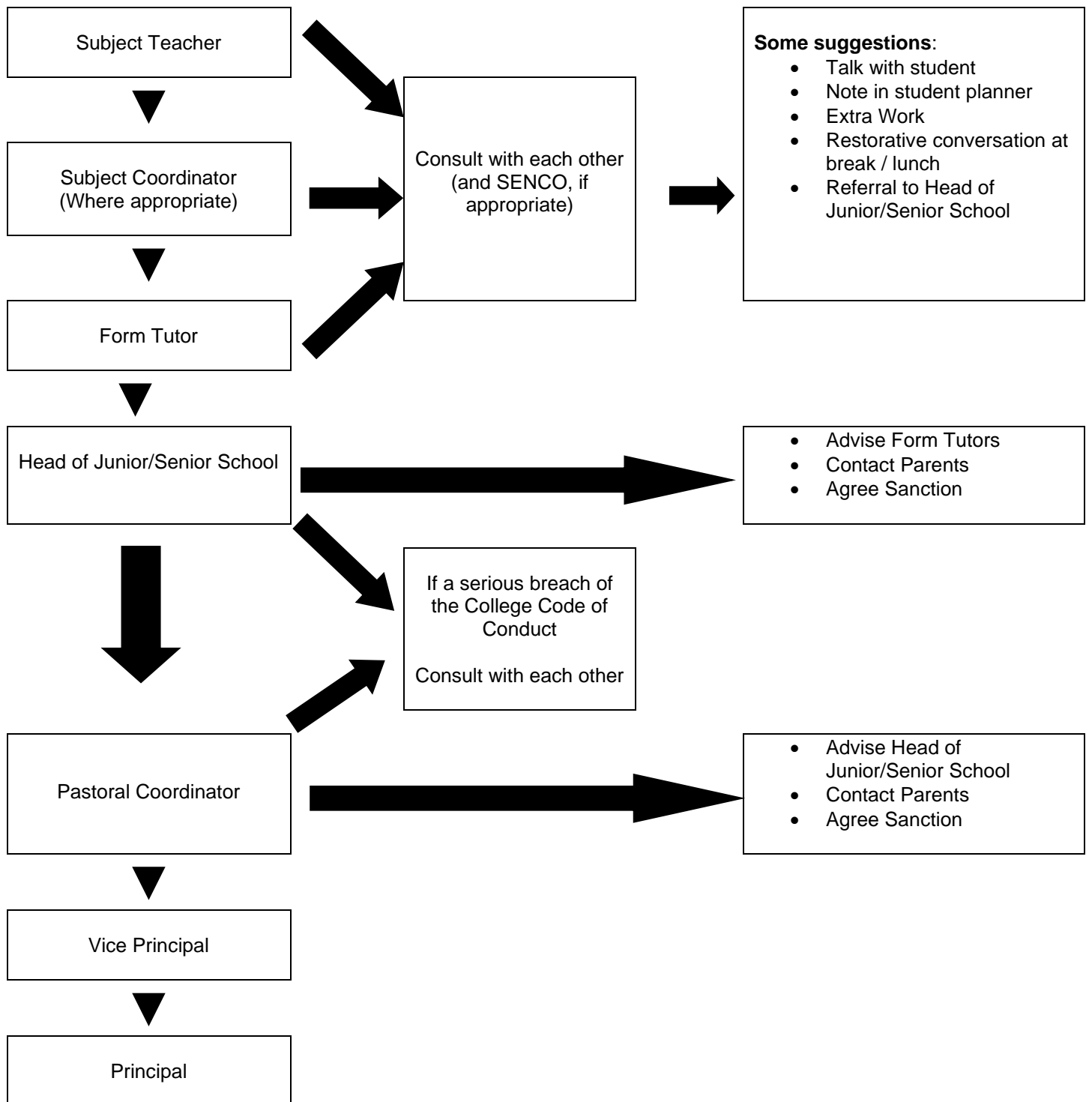
June 2023 – March 2024 – Anti-bullying in school training level 3 ( ABSIT)

November 2023– First Positive Noticing Day for whole school

## Appendix 2



Appendix 3: Following consultation, the following referral structure is to be adopted to assist with the good management of the Positive Behaviour Policy.



**IN AN EMERGENCY, CONSULT THE PRINCIPAL / PASTORAL COORDINATOR IMMEDIATELY**



## Appendix 4: Sanction Structure

