



BALLYMENA ACADEMY

POLICY STATEMENT IN RELATION TO POSITIVE BEHAVIOUR

[Policy reviewed JUNE 2021]

**Approved at June, 2021
B of G meeting**

BALLYMENA ACADEMY

POSITIVE BEHAVIOUR POLICY

1. Introduction

Positive behaviour is a fundamental condition for the effective realisation of the school aims and objectives. The establishment of good standards of behaviour is a whole-school matter - a corporate responsibility of all staff and pupils in partnership with parents. It keeps pupils safe, contributing to the caring environment in which pupils can develop towards reaching their full potential and supports staff in their roles of helping pupils to this end. In this school we seek to promote and encourage good behaviour and co-operation, based on positive relationships and respect, and preventative approaches, rather than exclusively applying sanctions and administering punishment. The provisions of this policy apply to pupils whilst on their way to and from school, wearing school uniform or engaged in any activity organised by the school, on or off site. The policy also enables fair and consistent treatment of all pupils of the school. The policy sits within the wider Pastoral Care context, which is central to Ballymena Academy's ethos of care for the individual.

The Special Educational Needs and Disability Framework, the Special Educational Needs and Disability (NI) Order 2005 (SENDO) and Special Educational Needs and Disability Act (2016) require that "reasonable adjustments" are made to all policies, procedures and practices to ensure that a disabled person is not placed at a substantial disadvantage compared to those who are not disabled. Thus, as well as applying appropriate sanctions/interventions, the school will also implement strategies aimed at alleviating the behavioural difficulty.

At all stages, the welfare of individual pupils and the wider school community is considered paramount. Every effort will be made to support pupils in developing habits of positive behaviour. A non-exhaustive list of rewards for recognition of positive behaviour includes: verbal praise from staff, selection to positions of responsibility, recognition in assemblies, photographic displays, celebratory events and formal presentations in assemblies or Prize Day.

2. Aim

To promote a positive learning environment for the whole school community which fosters mutual respect and which is

- (a) happy and caring;
- (b) safe and secure;
- (c) pleasant to live and work in;
- (d) conducive to effective learning and teaching;
- (e) conducive to personal and social development, including the acquisition and maintenance of self-esteem and self-discipline, and an increasing acceptance of responsibility as preparation for adult life;
- (f) focused on preventing bullying and dealing effectively with reported incidents;
- (g) encouraging the development of positive attitudes towards others, including tolerance, respect and good manners.

3. Responsibilities of Pupils

- 3.1 Pupils are expected to be wholly co-operative and well-mannered, and also to show respect for themselves, others and the school, as outlined in the Code of Conduct. Pupils are encouraged to self-regulate their behaviour out of respect for others. A non-exhaustive list of examples of excellent behaviour might be: willingly helping staff and fellow pupils; full application in class or co-curricular activity; handing in valuables; reporting a concern about inappropriate actions by other pupils; participation in school organised activities and active support for charitable work.
- 3.2 Pupils are required to abide by the Pupil Regulations and the Code of Conduct, copies of which are issued to parents and available within pupil Learning Organisers.
- 3.3 Pupils in Years 13 and 14 are also required to abide by the terms of the Sixth Form Agreement.

4. Responsibilities of Teaching Staff

Reaction is a prominent feature of discipline. However, success in achieving the aim outlined above depends on appropriate **proaction** and it is important to keep this to the fore. Reaction is also a feature of an approach to positive behaviour management ensuring excellent standards of discipline.

Teaching Staff are expected to -

- 4.1 Create and maintain a positive and effective learning atmosphere and ensure that the Teaching and Learning policy is followed.
- 4.2 Treat pupils with courtesy and respect, showing interest and enthusiasm, listening and valuing their contributions and views.
- 4.3 Set an appropriate example to pupils in all areas of school life and in such matters as
 - (a) preparation and organisation;
 - (b) regular marking of work and effective time-keeping;
 - (c) interpersonal relationships - being polite and considerate, refraining from sarcasm and belittling, being fair and consistent, praising more than blaming;
 - (d) classroom management - expecting and maintaining high standards;
 - (e) showing respect for themselves, pupils and staff (teaching and non-teaching)
- 4.4 Be sympathetic, approachable and alert to difficulties which pupils may be facing.
- 4.5 State clearly the boundaries of positive behaviour and respond promptly and firmly to pupils who test these boundaries.
- 4.6 Expect high standards and acknowledge effort and achievement.
- 4.7 Ensure consistent, fair and firm application of the Pupil Regulations, the Code of Conduct, the Sixth Form Agreement and the Anti-Bullying Policy.
- 4.8 Foster personal, social and academic development of pupils.

All members of staff have a role to play in trying to ensure that every pupil

- (a) experiences some measure of success;
- (b) has the opportunity to shoulder some responsibility.

Such experiences promote the development of self-esteem and self-discipline.

- 4.9 Maintain effective communication with parents, in line with the school's agreed procedures.
- 4.10 Make appropriate intervention, whenever and wherever pupil misbehaviour is witnessed.

Members of staff are expected to maintain pupil discipline both inside and outside the classroom. Disruptive and disorderly behaviour in school will not be permitted. Inappropriate behaviours should be challenged and/or reported to the Head of Department (HOD)/Head of Year (HOY)/Vice-Principal/Principal according to the nature and seriousness of the offence and following the positive behaviour procedures.
- 4.11 Be aware of bullying as a serious issue and implement the Anti-Bullying Policy. (See Anti-Bullying Policy.)

5. Responsibilities of Senior Leadership Team (SLT)

SLT should provide support for staff in implementing this policy and in promoting home-school links.

6. Responsibilities of Parents

This school welcomes parents' interest and involvement and encourages them to express their reasonable concerns about their child. Such concerns are taken seriously and are handled with tact and sensitivity.

- 6.1 Ensure their child attends school regularly, arriving punctually with their homework complete and organised for the day ahead.

- 6.2 Acknowledge the school's policies, including the Pupil Regulations, the Code of Conduct and the Sixth Form Agreement, and indicate support for them when they accept their child's placement in Ballymena Academy.
- 6.3 Inform the school, usually through the HOY, where there are changes in their child's health or family circumstances or if situations arise which may impact on their child's well-being or behaviour.
- 6.4 Support their child's self-discipline through their own example, by their encouragement of good behaviour and by reinforcing measures taken by the school.

7. Responsibilities of the Board of Governors

The Board of Governors -

- 7.1 Formulates and adopts this and related policies, and takes responsibility for reviewing and amending them as required.
- 7.2 Discusses, with the Principal, issues related to serious breaches of school discipline and discharges its responsibilities identified in the school's Scheme for the Suspension and Expulsion of Pupils.

8. Procedures for dealing with breaches of school discipline

- 8.1 In school, as in the family, prevention is better than punishment and admonition or reprimand is often both adequate and successful. However, for more serious or repeated misbehaviour, a graded series of sanctions is available according to the context of the offence. ~~Sanctions~~ Interventions should be fair and appropriate. Their application should be prompt, consistent, aimed at defusing the situation and reaching a constructive resolution. A range of accompanying interventions will help to reduce the likelihood of the concern being repeated and support positive behaviour decisions by the pupil.
- 8.2 ~~Sanctions~~ Interventions available to Class Teachers, HODs and HOYs are detailed and made available for Staff. ~~in the Staff iTunesU area.~~
- 8.3 Very serious offences or repeated misbehaviour will be brought to the attention of the Vice-Principal in charge of behaviour and/or the Principal. The Principal may, after discussion with the parents and consultation with senior colleagues, initiate the suspension/expulsion procedure in accordance with the Scheme for the Suspension and Expulsion of Pupils. Following suspension, the pupil's return to school will be permitted on the understanding that a further serious breach of regulations could, at the discretion of the Board of Governors, result in the expulsion of the pupil from Ballymena Academy. Use may be made of a written contract.
- 8.4 It should be noted that, according to the seriousness of the breach of discipline, the Principal, acting on behalf of the Board of Governors, may initiate the suspension/expulsion procedure at any stage.

9. Policy Review

This policy will be kept under review.

In implementing this Positive Behaviour Policy, the Board of Governors has the power of suspension/expulsion for serious breaches of discipline which may occur as identified in the Scheme for the Suspension and Expulsion of Pupils:

- at any time, on or off site, whilst the pupil is engaged in an activity organised under the aegis of Ballymena Academy
- on the way to or from school
- at any time, on or off site, as a consequence of a pupil behaving in an aggressive or intimidating manner towards a member of staff or the property of a member of staff.

In dealing with such serious breaches of discipline suspension/expulsion procedures as identified in the Scheme for the Suspension and Expulsion of Pupils may be applied whether or not the pupil was wearing uniform at the time and without awaiting the outcome of any criminal or civil proceedings.

ADDENDUM

Covid-related behaviour issues

- Respect is at the core of all aspects of school life and we seek to instil this core principle with each of our pupils: Respect for others, property, environment and self.
- The school's approach to Positive Behaviour seeks to support this and adopts a proactive as well as reactive approach to dealing with behavioural concerns.
- Due to the associated dangers with COVID-19, and as a means to prevent flagrant abuse of the COVID-19 risks, the school will respond significantly, using appropriate sanctions, up to and including exclusion, for any actions by pupils which are deemed to put others at risk, e.g. coughing at someone, or by non-adherence to social distancing regulations, which have the potential to impact on the health of pupils and staff.