

NEWTOWNABBEY COMMUNITY HIGH SCHOOL

PROMOTING POSITIVE BEHAVIOUR

(Revised May 2010)

## Roles and Responsibilities

### Principal and Leadership Team

The Leadership team will actively promote a Positive Behaviour Ethos in the school. Support will be given to all staff to create an atmosphere conducive to productive learning and progression for all pupils. The Principal will regularly liaise with the B.O.G on all matters relating to Policy and Behaviour.

### Pastoral Team

The Assistant Pastoral Co-Ordinator and Year Head Team will co-ordinate all aspects of the Positive Behaviour System in the school. There is a Year Head and a group of Form Tutors responsible for each Year Group. These teams will work closely together to give each child a secure and Supportive pastoral aspect to their education. Form Tutors and Year Heads will closely monitor the Behaviour Reward System each week. Parents are encouraged to take an active part in their child's education and welfare consequently links are established and regular contact made.

### Subject Teachers

All subject teachers will promote a Positive Behaviour ethos in their classrooms and throughout the school. Staff are encouraged to deal with situations on the basis of Consistency, Persistence and Patience. Pupils will be reminded of their Rights, Responsibilities and Rules for Learning in Lessons. Sanctions put in place will be based on the principle of certainty as opposed to severity.

### Support

In Newtownabbey we have in place a system of Rights, Responsibilities and Rules which is known to all staff and parents. For some children our 'in school' resources and expertise may not be sufficient consequently we may need to make contact with outside agencies. The Special Needs Co-Ordinator in conjunction with staff will monitor any such pupils and create an Individual Plan at the appropriate stage of the Code of Practice. A referral may be made to Education Psychology or a recommendation for Outreach work from the Behaviour Support Service at Newtownabbey Guidance Centre. Some pupils may need a short term place in this centre and later return to school. The Special Needs Co-Ordinator will also link with other agencies regarding pupil behaviour and welfare i.e. Education Welfare Service, ADHD Clinics, Child and Mental Health Services.

### Consultation 2009 - 2010

Consultation and Training has taken place throughout the creation of this policy.

- Staff Training - Behaviour Support NEELB Rosemary Briggs
- Policy Review Training - NEELB
- Pupil Consultation – Class Discussions / Feed back

- Individual Pupil  
Parent  
Staff                      Questionnaire
  
- Collation of above findings – Feedback to staff  
Future suggestions and input.
- Meeting with Rosemary Briggs – re outcome of consultation, Policy.
- Implementation of Behaviour Agreement  
Rewards Scheme  
Monitoring System

### Monitoring & Evaluation

This policy will be reviewed annually but monitoring of the system for Rewards and Procedures will take place throughout the year. Its effectiveness will be discussed at Leadership Team Meetings, Year Team meetings and general staff meetings. Pupils will be able to discuss its merits at Form Meetings and also feed back their opinions and suggestions to representatives on the Student Council.

PROMOTING POSITIVE BEHAVIOUR  
LEVELS OF BEHAVIOUR MANAGEMENT

LEVEL	PUPIL BEHAVIOUR	TEACHER ACTION	SUPPORT
Level 1	Pupils follow the school Pupil Behaviour Agreement.	Positively reinforces behaviour Points awarded praise.	Celebrate success – REWARDS system
Level 2 Subject Teacher	Basically pupil follows the school rules but with some degree of minor disruptions or breaking of rules.	Subject teacher seeks solution of problem with pupil. Sanction put in place If necessary points deducted.	Monitored by subject teacher Personal Record Monitored on Class Progress sheet by subject teacher Collated by Form Tutor.
Level 3 Subject Teacher	Pupils persistently breaks the rules. Has continuing but minor problems ie attitude homework etc. Disrupting the lesson so that others cannot learn.	INFORMATION Referral to Y.H Y.H collates information. Points deducted RED CARD- Removed from class	Y.H Contacts Parents Individual Target Book Pupils sent to HOD/Y.H
Level 4 Year Head V.P Senco if necessary	No improvement at Level 3 Regular and serious infringement of the rights of others. Continued deterioration in behaviour	Referral to YH –Action Internal – Static Referral from YH to VP	Y.H Contacts Parent. Referral Form Y.H to V.P Consultation with SENCO – Possible referral to External Agencies
Level 5 V.P Principal	Pupil seriously violates the rights others. Abusive uncooperative behaviour Verbal Physical assault	Referral directly to Principal or V.P Suspension	Parents involved Chairman of B.O.G informed NEELB Support Staff

## CONSEQUENCES

RIGHT	ACTION	CONSEQUENCE
<p><b>Our Right To Learn</b></p> <ul style="list-style-type: none"> <li>• We will arrive on time with the correct equipment and homework.</li> <li>• We will settle quickly, staying on task and behave appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrived late to class –twice</li> <li>• Come without homework twice</li> <li>• Are unprepared for class twice.</li> <li>• Disturbing the lesson</li> </ul>	<p>Subject teachers will deduct points            Subject teacher will organize a <b>detention</b> for you to reflect on your actions.  <b>Red Card</b> removed from the lesson            Continually breaking rules will result in a Informative referral to Y.H</p>
<p><b>Our Right To Safety</b></p> <ul style="list-style-type: none"> <li>• We will not accept truancy bullying or fighting.</li> <li>• We will support school policies on smoking, substance abuse safe use of equipment and mobile phones.</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying other pupils</li> <li>• Fighting</li> <li>• Smoking</li> <li>• Truancy</li> <li>• Misuse of Equipment</li> <li>• Mobile phone use in class</li> <li>• Substance Abuse</li> </ul>	<p>You will lose points            Your parents will be contacted by Y.H. or V.P            Consequence could include Detention, Individual Report or Suspension            School will follow Drugs Policy</p>
<p><b>Our Right to Respect and Fair Treatment</b></p> <ul style="list-style-type: none"> <li>• We will respect our school by wearing the correct uniform and looking after property.</li> <li>• We will respect each other by being polite and courteous.</li> </ul>	<ul style="list-style-type: none"> <li>• Coming to school without proper uniform</li> <li>• Being rude or using bad language</li> <li>• Damaging school property</li> </ul>	<p>You will lose points            Consequences could include contact with your parents, individual Report Book or Suspension</p>

## PROMOTING POSITIVE BEHAVIOUR POLICY (REVISED MAY 2010)

Newtownabbey Community High School is a Co Ed School situated on the edge of Rathcoole Housing Estate. While the school population is mainly from Rathcoole and the surrounding areas of Newtownabbey some pupils travel from Greenisland, Monkstown, Shore Road and other parts of North Belfast.

Effective Learning and Teaching is in the core business of our school. We strive to encourage all pupils to reach their full potential. This policy seeks to set out a framework through which all pupils can achieve and have success. In promoting positive behaviour both on the classroom and throughout the school we are hopefully creating a 'working environment' where all pupils feel valued and secure.

As the Schools Mission Statement states,

“Newtownabbey Community High School is a caring, well ordered school with an experienced leadership committed to high standards and positive relationships with an actively involved community. It offers teaching and learning opportunities based in the needs of the individual pupil, while promoting excellence for all”

The Aims of this Policy are to :-

- Promote learning for all pupils.
- Enable teachers to teach effectively.
- Enhance pupils self esteem and foster self –respect and respect for others.
- Encourage pupils to develop independence by accepting the need for self discipline self control and taking responsibility for their own behaviour.
- To develop pupils interpersonal skills and their ability to work co- operatively with others to resolve problems and potential or actual conflict.
- Have the endorsement and active support of parents.

Newtownabbey is a Community School. We strongly believe one of our strengths to be the creation of a 'community' which is based on good relationships between pupils and staff. Teachers give freely of their time and expertise to ensure that pupils are listened to, valued and encouraged at all times.

In the process of reviewing this policy consultation has taken place with Governors, Staff, Parents and pupils. A Behaviour Agreement has been drawn up based on:-

Rights  
Responsibilities  
Rules  
Sanctions  
Rewards

The underlying Principles of this Agreement are:-

- The Behaviour Agreement will be accepted and understood by all pupils, parents and staff.
- There will be a consistency of approaches with regard to Behaviour Management throughout the school.
- Relationships within the school will be secured and developed, based on respect, genuineness and empathy.
- Pupils will be expected to take responsibility for their actions.
- Sanctions will be based on certainty rather than severity
- A reward system will be in operation which encourages the promotion of good behaviour and achievement.

In drawing up this agreement we are very aware of the Rights and Responsibilities of Teachers, Parents and pupils as outlined in the M.B.W Discipline Project.

RIGHTS	RESPONSIBILITIES
<p>Pupils have a right to :</p> <ul style="list-style-type: none"> <li>• Be valued</li> <li>• Get help when they need it</li> <li>• Make mistakes and learn from them</li> <li>• Be treated fairly and with respect</li> <li>• Be consulted and listened to</li> <li>• Be taught in a well managed and safe environment</li> <li>• Work within clearly defined and fairly administered codes of conduct</li> <li>• Experience a broad balanced and differential curriculum to have any special needs identified and met</li> <li>• Develop and extend their interests, talents and abilities</li> </ul> <p>Teachers have a right to:</p> <ul style="list-style-type: none"> <li>• Work in an environment where common courtesies and social conventions are respected</li> <li>• Express their views and contribute to policies which they are required to reflect their work</li> <li>• Support and advice from senior colleagues and external bodies</li> <li>• Adequate and appropriate accommodation and resources</li> </ul>	<p>Pupils have responsibility to :</p> <ul style="list-style-type: none"> <li>• Come to school on time, homework done and equipped for the lessons ahead</li> <li>• Respect the views, rights and property of others and behave safely in and out of class</li> <li>• Co-operation in class with the teacher and their peers</li> <li>• Work as hard as they can</li> <li>• Seek help if they do not understand</li> <li>• Accept ownership for their own behaviour and learning</li> </ul> <p>Teachers have a responsibility to :</p> <ul style="list-style-type: none"> <li>• Behave in a professional manner at all times</li> <li>• Ensure that lessons are well prepared, homework is set and constructively marked</li> <li>• Show interest and enthusiasm in the work in hand and in their pupil learning</li> <li>• Listen to pupils, value their contributions and respect their views</li> <li>• Be sympathetic, approachable and alert to pupils in difficulty or falling behind</li> <li>• Identify and seek to meet pupils special education needs through the SEN Code of Practice</li> </ul>

<p>Parents have a right to:</p> <ul style="list-style-type: none"> <li>• A safe, well managed and stimulating Environment for their child's education</li> <li>• Have their enquires and concerns dealt with sympathetically and efficiently</li> <li>• Be informed promptly if their child is ill or has an accident or the school has concerns</li> <li>• Be well informed about their child's progress and prospects</li> <li>• Be well informed about school rules and procedures</li> <li>• A broad, balanced and appropriate curriculum for their child</li> <li>• Be involved in key decisions about their child's education</li> <li>• A suitably resourced school</li> </ul>	<p>Parents have responsibility to:</p> <ul style="list-style-type: none"> <li>• Ensure their child attends school regularly And arrived in good time, homework done and suitably equipped</li> <li>• Be aware of school rules and procedures and encourage their child to abide</li> <li>• Show interest in their child's classwork and homework</li> <li>• Act as positive role models for their child in their relationships with the school</li> <li>• Attend planned meetings with teachers and support school functions</li> <li>• Provide the school with necessary background about their child</li> </ul>