

REGENT HOUSE SCHOOL

Positive Behaviour Policy

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Regent House School

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AIM

Regent House School is committed to ensuring that our students master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices. The Learning Habits provide a framework to ensure our core values are embedded within our daily practice and routines. We fully believe that verbal praise can be very powerful in developing a happy and purposeful school environment.

Positive behaviour should be maintained, as far as is possible, with the minimum of tension. Responsibility for maintaining good standards lies with each member of staff. Teachers are expected to correct inappropriate behaviour or breaches of regulations wherever they occur and not just in their own classrooms. Without the active interest and participation of every member of staff it is impossible to achieve the desired results. We aim:

- To have the highest expectations of student behaviour in order to maximise their opportunity to achieve.
- To ensure all students develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all students through promoting independence and self-discipline.
- To create an environment in which students are enabled to become mature, self-disciplined, industrious and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

This policy applies to all students whilst they are in school, travelling to and from school, in school uniform, attending colleges or businesses associated with Regent House School programmes and whilst participating in activities or events organized by or associated with the school. Uniform rules may be relaxed at the school's discretion; students will be informed prior to the event.

The School has developed a rewards system that aims to encourage and promote good, as well as improving behaviour.

POSITIVE BEHAVIOUR IN THE CLASSROOM

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

Positive Behaviour Management Preventative Strategies

- Arrive at class on time
- Have an aesthetically pleasing and functional classroom
- Use a seating plan consistently
- Use clear routines
- Provide opportunities for pupils to experience success
- Know your pupils' names
- Use differentiation.
- Let pupils know what constitutes "finished"
- Give work in small manageable steps.
- Use praise
- Find out and talk to learners about their lives, hobbies and interests.
- Provide opportunities for expressing emotions.
- Use display to demonstrate that we value our learner's work.
- Use display to reinforce learning.
- Use display 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.
- Catch learners doing well and celebrate it with them.
- Encourage learners to think and talk about themselves and others positively.

Examples of rewards include:

1. Positive affirmation by all teachers in the classroom and in extra-curricular activities, including positive reinforcement and encouragement, the regular display of work and marking for improvement
2. Positive and encouraging comments in reports
3. Awards and prizes distributed on Prize Day and on other special occasions

4. Congratulations in Assembly, daily notices and items posted on the school website as well as articles in the school magazine and the school Twitter account
5. A rewards system in Years 8-12 which encourages merits.
6. Certificates for academic results and improving academic performance
7. Election of Prefects and members of the School Council, the appointment of Mentors and Learning Mentors
8. An Honours and House System

LEARNING HABITS

All pupils must model the Learning Habits.

Learning Habit 1: Deadlines

Students who wish to be successful will complete homework on time; completing work outside of lessons is very important to consolidate and master learning. It also helps students to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Students who fail to meet a deadline are issued with a signing on the same day the deadline is missed.

Learning Habit 2: On-Task Behaviour

Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be difficult for students to remain on task but we will remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what s/he has planned. We expect all students to be attentive.

Learning Habit 3: Punctuality & Attendance

Students who wish to succeed always attend school every day of the academic year and are punctual. We are trusting that students will arrive by 8.40am each day so that they are ready for the day's learning. Failure to be on time for a lesson will result in a signing on the day the lateness occurs. Students who arrive late for registration should sign in at reception. Anything less than 96% is not acceptable and the school would expect this only to be the case for students with serious medical issues. If students are ill then parents/carers must contact the school on the morning of each day of absence. Written confirmation of absence should be given to the Form Teacher on the pupil's return. Any planned absence should be requested in writing to the Headmaster. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

Learning Habit 4: Respectful Attitude

We know that students who wish to succeed behave with respect and courtesy towards staff at all times. We know it is important that students learn self-discipline. If a student feels unfairly treated students may approach the adult to discuss the situation. Students are expected to be polite and respectful.

Learning Habit 5: Appearance

Students who wish to succeed wear uniform in line with school regulations. It is important that our students take pride in themselves and in our school. It is important all members of our school are treated fairly. If students breach any one part of our strict uniform code then they will be issued with a signing. Jewellery is not permitted (other than one plain watch and pair of stud earrings in the lower lobe for girls only). Jewellery will be confiscated and a signing given. Jewellery can be collected at the end of the school day. We will do this to ensure that all our students take pride in their appearance and to make sure that our students are treated fairly. It is unfair if some students keep to our dress code and some do not. No headphones are permitted. Further details around specific uniform expectations can be found in the Uniform Policy.

Learning Habit 6: Equipment

Students who wish to succeed always bring the right equipment to the school, for the right lessons, each day. We wish to develop our students' organisational skills for success in future life. For any important role in life, we need the right equipment and students need to make sure they provide it. We will have stationery on sale at reception and at break-time.

Students can store their equipment and books in their personal lockers. Therefore, they should not be wearing outdoor clothing around the school. Chewing gum is not allowed in school. If students fail to have the correct equipment, they will receive a signing on the same day that they failed to demonstrate this vital learning habit. Mobile phones are not to be switched on or seen in school. We would strongly recommend students do not bring a mobile phone into school. If parents want their child to bring a phone to school for safety reasons, they must be switched off and kept in lockers (we cannot accept any responsibility for lost or stolen possessions). If a teacher finds a pupil with a phone in school the phone will be confiscated, labelled with the pupil's name, sent to the Head of Year and a detention issued. The pupil can collect their phone from the Head of Year at the end of school. On the second occasion a parent/carer will be expected to collect it from the school office. The pupil will also receive a detention on SIMS.

If a teacher finds a pupil using a phone in school the above procedure will still apply and they will be put into detention. This will include the mobile phone ringing or receiving a text in school.

If a pupil takes a mobile phone into an examination room (whether or not they have used it) they will have broken school rules associated with examinations and therefore they will not receive a grade in this examination. This is in line with external examination boards.

The successful implementation of this policy depends on full participation. Every member of the school community has a responsibility to ensure positive behaviour.

Responsibilities of Students:

- To be prepared to listen and learn
- To control his/her own behaviour
- To let others work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property. Not to damage, take or misuse the property of other people or the school
- To make their best effort to understand and accept differences and the individuality of everyone and to be particularly supportive to minorities in terms of race, abilities, sexual orientation and background
- To work to the best of their ability
- To wear full school uniform
- To follow school rules

Responsibilities of Teaching Staff:

- To provide opportunities for pupils to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which students can learn.
- To teach positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating pupils with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register pupils in every lesson
- To support the school's positive behaviour and SEN policy, in particular the referral system in line with the school's pastoral care structure
- To set up useful, interesting and relevant work if an absence from a lesson can be foreseen

Responsibilities of Form Teachers:

- To teach interpersonal skills by promoting positive, supportive relationships within the form
- To keep a record of attendance and to be aware of lateness and absence. Lateness to be recorded on SIMS.
- To maintain positive communications between home and school
- To do all possible to ensure correct uniform and appropriate self-presentation
- To provide guidance and assistance to individuals as necessary
- To monitor pupil diaries
- To support the school's positive behaviour policy

Responsibilities of Heads of Department:

- To ensure that departmental schemes of work include activities designed to suit different learning styles and cater for any additional needs

- To ensure/co-ordinate a positive learning environment within the department for both staff and students
- To ensure that the school's policies are consistently implemented, in particular the referral system through the pastoral structure
- To ensure that there is a climate of reward and praise within the department which outweighs sanctions
- To monitor the attendance, behaviour and learning of pupils within the department.
- To agree and implement consistently, ways of entering and leaving the departmental classroom 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 pupil needs
- To manage closely troubled and challenging pupils with their line manager and SENCO.
- To support individual pupils by:
 1. tracking the pupil's behaviour/achievement
 2. meeting with parents and pupils to solve problems which interfere with their learning and others'
 3. monitoring pupil attendance and punctuality
 4. consistently implementing, upholding and supporting the school's Pastoral Care, Positive Behaviour and SEN policy

Responsibilities of SEN Classroom 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 to learning where praise and encouragement outweigh sanctions
- To consistently implement the school's SEN, Pastoral Care and Positive Behaviour Policy

Responsibilities of the Senior Leadership Team:

- To support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- To ensure that good practice is both developed and shared
- To ensure that the school regularly communicates with parents, carers and governors
- To provide a visible and dependable support to staff throughout the day
- To ensure a curriculum is in place which motivates the disaffected

Responsibilities of the Board of Governors:

- To monitor the effectiveness of the school's Positive Behaviour Policy

- To support the Headmaster and SLT in the monitoring of attendance and exclusions of different groups of students

Responsibilities of Parents / Guardians:

- To ensure their child's regular attendance and punctuality
- To encourage their child to bring the right equipment and wear full school uniform
- To co-operate with the school to ensure that their child follows the school's Positive Behaviour Policy

SANCTIONS

The following scale of sanctions should be used for guidance and to ensure consistency of treatment. Detention should only be issued by Heads of Year. Any teacher wishing to put a pupil into detention should consult the Head of Year.

SIGNINGS: Signings should be recorded on SIMS for the following infringements:

1. Late to class.
2. Uniform infringement (including ear phones)
3. Mobile phone infringement.
4. Chewing gum.
5. Eating/drinking outside of designated areas.
6. Jewellery/ make-up / nail varnish.
7. Inadequate work.
8. Failure to submit homework.
9. Littering.
10. Unacceptable behaviour

Six signings will result in a Monday detention.

DETENTION

Monday Afternoon Detention (3.25 – 4.25 pm)

1. Six signings on SIMS.
2. Three lates to school after 8.55 am every month

3. Being out of bounds.
4. Rudeness towards a member of Staff (this may require a more serious sanction).
5. Inappropriate behaviour towards another pupil (this may require a more serious sanction).
6. Breaches of discipline outside school i.e. travelling to and from school while in uniform (this may require a more serious sanction).

Details of the offence should be entered by the Head of Year onto SIMS.

Monday Detention is held in M2 (8-10) and in M4 (11-14) and there is a rota for supervision. Failure to attend will result in the issuing of the next level of sanction.

Parents will be given adequate notice. Standard letters for this purpose are kept in the School Office.

If the above punishments are ineffective, or if the offence is more serious, the pupil should be reported to the Senior Teacher and a Friday Detention, Saturday Detention, Segregation or Suspension may be used.

Friday Afternoon Detention (3.30 – 5.00 pm)

1. Failure to attend previous detention without good cause.
2. Persistent breaches in learning habits/positive behaviours.
3. More serious infringements.
4. Smoking.

Friday Detention is arranged through the Senior Teacher in charge of Pupil Progress. Failure to attend will result in the issuing of the next level of sanction.

Saturday Detention (9.00am – 12 noon)

Saturday Detention will be used for pupils who truant from school. It may also be used for more serious infringements of school rules e.g. inappropriate behaviour towards another pupil or staff member.

Saturday Detention is at the discretion of the Headmaster/ Vice Principal and is arranged through the Senior Teacher in charge of Pupil Progress.

Letters for Friday and Saturday detention should be posted on the previous Tuesday at the latest. If posted later than that, parents should be contacted by phone to inform them of the detention and that a letter is on its way.

Suitable work should be set by the Head of Year for the detention period. Pupils should not do homework. Silence must be maintained during the detention.

Attendance at detention takes precedence over any other school activity. Failure to attend will result in the issuing of the next level of sanction.

Detentions will escalate using the following process:

Monday- Monday – Friday

Monday – Monday – Saturday

At each escalation a reflective conversation will be held with a member of the pastoral team

SLT SUPERVISION

SLT supervision of a pupil may take place at any time if judged appropriate e.g. during a period of bad behaviour or a pupil in distress, following an infringement of the school code of conduct or to separate pupils while an investigation is carried out.

SUSPENSIONS AND EXPULSIONS

For Suspensions and Expulsions, the school adheres to the Education Authority Policy. When a serious incident has occurred at school, a full investigation will be undertaken. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation parents will be asked to attend the school to discuss the incident. Please consult relevant policies for treatment of bullying and drugs related offences. Corporal punishment is illegal and is not permitted.