



# Promoting Positive Behaviour Policy

- *Approval by the Board of Governors: **September 2024***
- *The implementation of this policy will be monitored by: Senior Leadership Team*
- *This policy will be reviewed every four years*

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## **1. Aims**

In Ballycastle High School we aim to provide a welcoming, safe, and caring environment where everyone is respected, valued and encouraged to achieve their full potential. Our behaviour policy is based on a 'kind' culture in which good relationships are nurtured and adults set a positive example. Adults nurture good relationships through the care and interest they show children, and the recognition of the need for 'unconditional positive regard'.

We set high standards of learning and teaching, celebrate success, and strive to promote partnerships between school, parents and the community in order to prepare our pupils for adult life.

When in school uniform, pupils are visibly part of the School community. This policy is deemed to apply to all pupils when in Ballycastle High School uniform, even if outside the School's bounds and beyond the limits of a normal school day.

This policy will also apply to pupils on school trips or when engaging in school activities, even if outside the School's bounds, beyond the limits of a normal school day or during school holidays.

## **2. Behaviour Principles and Values**

### **READY, RESPECTFUL, SAFE**

These three principles should guide all behaviour at Ballycastle High School.

1. Every child should be ready to learn and aim to do their best.
2. All members of the school community should be always respectful towards others.
3. All members of the school community should feel safe and be free from discrimination, harassment or victimisation.

The values set out below are those which enable us to create and maintain an open, positive environment, which is welcoming and celebratory.

### **Aspiration**

*Ambitious & Resilient*

### **Kindness**

*Polite & Friendly*

### **Community**

*Diverse & supportive*

### **3. Roles and Responsibilities**

All members of our school community contribute to maintaining and developing a shared understanding of our ethos and values.

Governors:

- To monitor the effectiveness of the school's Positive Behaviour Policy.
- To support the Principal in maintaining high standards of behaviour, e.g. monitoring behaviour, attendance, suspensions and the support provided.

Principal:

- Monitoring and implementing strategies which secure high standards of behaviour and attendance.
- Supporting staff in the implementation of the policy
- Reporting to Governors on the effectiveness of the policy.
- Making informed decisions about suspensions and expulsion as appropriate.

SLT:

- To support staff in managing pupil behaviour by ensuring that clear systems for monitoring and managing behaviour, attendance etc. are in place and implemented.
- Ensure good practice is developed and shared.
- Ensure a high-quality curriculum is in place which motivates all pupils and meets their individual needs.

SENCO:

- To liaise and communicate with staff and parents in line with the school's system for behaviour management.
- Support the teachers in setting, reviewing, and implementing targets at review meetings.
- Access relevant external and additional resources in order to meet children's more complex behaviour needs.

Teachers:

- To create a consistent and safe learning environment.
- Teach positive behaviour through the language of choice and modelling calm, consistent behaviour.
- Teach respect by treating pupils with fairness and consistency.

- Provide opportunities for learning by setting suitable challenges, reducing barriers to learning, accepting diversity and difference.
- Contribute to, support and adhere to school policies and practices.

**Pupils:**

- Adhere to the expectations of 'Ready, Respectful, Safe'.
- Respect themselves, others and the school environment.
- Work to the best of their ability.
- Seek support when required.
- Contribute to the consultation process.

**Parents, Guardians and Carers:**

- Support the school in the implementation of this policy.
- Have high expectations and standards of behaviour for their child.
- Ensure that their child maintains high standards of attendance and punctuality.
- Contribute to the consultation process.

#### **4. The Curriculum and Learning**

Ballycastle High School believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the pupils, and the lesson should be differentiated to meet the needs of the pupils of different abilities. Marking, feedback and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements, and as a signal that their efforts are valued and that progress matters.




## **The Class Plan for Learning**

The Class Plan for Learning outlines our expectations to promote positive behaviour for learning. This is put into action to protect everyone's right to learn and ensure that everyone in the classroom and in the wider school environment behave in a responsible manner.

Consistently implementing the Class Plan for Learning will encourage a safe and organised classroom environment in which all our pupils will:

- Aspire to achieve within their capabilities.
- Take responsibility for their learning behaviours.
- Reflect on their learning.
- Develop the behaviours which facilitate effective learning.
- Develop mutually respectful working relationships based on openness and trust.
- Be rewarded for their effort and progress.
- Have their achievements recognised and celebrated.
- Be appropriately supported to ensure individual barriers for learning are overcome.

**BHS Class Plan for Learning**

BE READY	BE RESPECTFUL	BE SAFE
<p><b>Be ready to learn by showing the confidence, aspiration, resilience, motivation, curiosity, and self-discipline to...</b></p> <ul style="list-style-type: none"> <li>❖ Attend school every day.</li> <li>❖ Arrive to lessons on time and follow the seating plan.</li> <li>❖ Have the correct books, equipment and your homework diary.</li> <li>❖ Be dressed in the correct school uniform.</li> </ul> 	 <p><b>Respect yourself and your learning by...</b></p> <ul style="list-style-type: none"> <li>❖ Doing your best and not fearing getting it wrong.</li> <li>❖ Showing resilience and motivation to complete tasks.</li> <li>❖ Taking care over the presentation of yourself and your work.</li> </ul> <p><b>Respect others by...</b></p> <ul style="list-style-type: none"> <li>❖ Showing responsibility in responding quickly to instructions or listening to others.</li> <li>❖ Using positive and appropriate language at all times.</li> <li>❖ Showing compassion to others and treating everyone equally.</li> </ul> <p><b>Respect our community by...</b></p> <ul style="list-style-type: none"> <li>❖ Putting litter into bins</li> <li>❖ Looking after school property.</li> </ul>	<p><b>Be safe by showing the confidence, aspiration, resilience, motivation, curiosity, and self-discipline to...</b></p> <ul style="list-style-type: none"> <li>❖ Move swiftly, quietly and calmly around the school buildings.</li> <li>❖ Make good choices to protect your health and well-being.</li> <li>❖ Behave in a mature way.</li> <li>❖ Use equipment confidently, safely and as it should be used.</li> <li>❖ Remain in school unless permission has been sought to leave and a pass provided by the office.</li> </ul> 

**You will be recognised by...**

- ❖ Receiving positive achievement points for displaying good character, effort, and attendance.
- ❖ Receiving class recognition, positive notes, phone calls and messages home.
- ❖ Receiving prizes / awards for positive / exemplary behaviour, attendance or punctuality.



### **Focus on promoting key behaviours for learning**

The key behaviours which facilitate effective learning within the classroom include the following:

- Meeting deadlines.
- Staying on task.
- Following instructions.
- Being able to work effectively as members of a team.

Consistent implementation of the BHS Class Plan for Learning will embed these and other important behaviours for learning in every classroom and ensure:

- The flow of teaching is maintained.
- Learning is promoted and sustained.
- Confident, motivated learners participate, engage, and achieve.

## **5. Recognising Achievement**

At Ballycastle High School we encourage and incentivise pupils to be self-motivated and to achieve as much as they can. In terms of behaviour, we want pupils to understand the consequence of their actions, the reason for consequences and the way they may be able to put things right.

The school values the positive contribution that its pupils make, both in terms of individual achievement and in ways which enhance the life of the school community as a whole. To this end, an achievement system is employed to reward, encourage and validate the positive contributions made by pupils to the School community and the curriculum. Achievement points will be recorded by class teachers on SIMs and, at the end of every half-term the top achievers in each year group will be recognised in an appropriate way.

As well as the achievement points system, the positive contributions made by pupils are recognised in a number of ways:

- recognition boards
- certificates and badges;
- positive notes / messages home;
- end of year certificates and school reports;
- displays of pupil work;
- award of prizes at Prize Day;

- public commendation at assemblies;
- publication of achievement on the School's website, social media and in the local press, subject to appropriate consent.

We have a wide system of rewards linked to attendance, punctuality, attainment, endeavour, and excellence. We provide opportunities for every child to succeed and be rewarded at their own level. Every child matters and we seek to reinforce our values and beliefs through rewarding positive behaviour. This enables us to create an inclusive, positive, and nurturing environment that motivates children to strive for their best.

## **6. Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for proportionate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In addition to sanctions, restorative approaches will be employed as far as is reasonably possible.

Please refer to **Appendix 1** levels of misconduct and suggested sanctions.

In serious cases of assault, use of controlled drugs or alcohol, or wilful damage to public property the school reserves the right, after informing parents, to refer such matters to the police.

All Staff are required to deal with behavioural problems in accordance with the following procedures. This will seek to ensure that pupils will know exactly how they stand in relation to breaches of behaviour and consistency of practices is maintained. Pupils will not thus be able to use the practice of playing the actions of one member of staff against that of another.



## **7. The Hierarchy of Positive Behaviour Promotion and Disciplinary Measures**

To enhance the promotion of positive behaviour and ensure a consistency of management and response throughout the teaching staff, a structure of 4 levels has been designed to categorize the variety of misconduct which may occur. In parallel, a clear chain of responsibility within the staff has been devised.

It is also pertinent to note that SEN pupils may have their own Individual Behaviour Plans. These will have been agreed by the SENCO and will follow what is outlined in this document. (Teachers should also be aware of anything particular to behaviour in a pupil's IEP).

The Levels of Misconduct are clearly categorised, with Subject teachers/form teachers dealing with Level 1, Heads of Department Level 2, Heads of Year/Senior Teachers/Vice-Principal Level 3 and the Principal dealing with Level 4.

Where possible, all relevant information will be recorded electronically, using the Behaviour Management Module of the School Information and Management System (SIMS), providing the school with an effective and confidential method of tracking each pupil's progress.

When dealing with misconduct it is important that staff act within the guidelines and use their professional judgement.

**ALL STAFF**

For Stage 1 misconduct, staff should follow the following steps:

	<b>Steps</b>	<b>Actions</b>
1	<b>Reminder</b>	A reminder of the three rules (ready, respectful, safe) delivered privately wherever possible.  Repeat reminders if reasonable adjustments are necessary.  Take the initiative to keep things at this stage.
2	<b>Caution</b>	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. <b>(Appendix 1/2)</b>  Use the phrase 'Think carefully about your next step'.
3	<b>Last Chance</b>	Speak to the pupil privately and give them a final opportunity to engage.  Offer a positive choice to do so and refer to previous examples of good behaviour.  Use the 30 second scripted intervention. <b>(Appendix 3)</b>
4	<b>Time out</b>	Time out might be a short time outside the room. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	<b>Repair</b>	This might be a quick chat after the lesson, at breaktime or lunchtime or a more formal meeting. <b>(Appendix 4)</b>

- If a child needs to catch up or pay-back time lost in learning, then a simple imposition is quick and effective.  
Impositions are additional work that must be completed that evening, countersigned by a parent, and returned first thing in the morning.
- If a teacher considers a situation to be of such a serious nature that it requires action or investigation by a Head of Year or SLT, it is essential that the Head of Year receives a full written report, sent electronically and securely. The Head of Year will ensure that this information is attached to the pupil record on SIMs.
- All incident reports to Heads of Year and SLT should be regarded as confidential matters and the school guidelines on data protection should be adhered to. No pupil should be asked to carry report documents, nor should these be left lying around. Records should be kept secure. These reports may be required for referral to the Board or outside agencies.

- Class teachers or form teachers who believe that a pupil may have a problem of a personal nature - this may originate within the school, community or at home - should inform the Head of Year as soon as possible via written report.
- Teachers, where possible, should avoid sending pupils to the Head of Year during class time. There will be times, of course, when a problem is so serious that it has to be dealt with quickly. Heads of Year, the Vice-Principal and the Principal are readily available. A written report will still be required in such situations.
- Communication between Class Teachers and Heads of Year is very important, and the Year Head will keep Class Teachers well informed of the course of action pursued after a referral.

### **HEADS OF DEPARTMENT**

The Head of Department should support teaching colleagues to deal with persistent offences within the department. They should ensure that a range of common strategies have been employed to encourage pupils to display positive behaviours. A written record of strategies employed should be provided on referral to the Head of Year.

In cases of serious incidents, with regard to health and safety, the Head of Department has the right to withdraw pupils from practical activities. This should be discussed with the Head of Year and parents informed.

### **HEADS OF YEAR**

Heads of Year should, (in keeping with their posts of responsibility), thoroughly investigate all problems referred to them (Stage 2/3 misconducts) and if required they should take appropriate action. This action may be in the form of Counselling, Sanctions or Referral. Referral should be employed only if the measures open to the Head of Year have been exhausted or if the problem is sufficiently serious or persistent to be beyond their remit as Year Heads.

### **PRINCIPAL AND VICE-PRINCIPAL**

For a serious or persistent offence of any nature (leading to Stage 4 misconduct), the pupil will be referred to the Principal or a Vice-Principal.

The Principal or Vice-Principal may draw on a range of sanctions, applying the one that is most appropriate and proportionate in the light of the circumstances.

Pupils may be isolated from their peers so that appropriate levels of support may be put in place. During that time, pupils will be under the direct supervision of the appropriate member of staff.

The Principal may suspend a pupil.

## **NOTIFICATION**

1. Parents will be informed of poor behaviour via the SIMs Parent app in the first instance
2. A Head of Year may contact a parent by telephone. This should be documented using the SIMs Communication Log
3. If after investigation a Head of Year feels that a problem is of sufficient seriousness to contact a parent by letter, a copy of the letter should be referred to the Principal before dispatch. The letter should clearly state the nature of the problem and the reason why parental assistance is being requested.
4. If an interview with a parent is required, the Head of Year may invite a parent to discuss the problem having arranged a mutually agreeable time. The Principal must be informed in advance of such an appointment. A full report must be kept of such an interview, recording the reason why it was called and the outcome.
5. In the event of a matter being of a more serious nature, and the support of the Principal if required, a formal interview will be called by the Principal who will also keep a record.

## **SUPPORT AGENCIES**

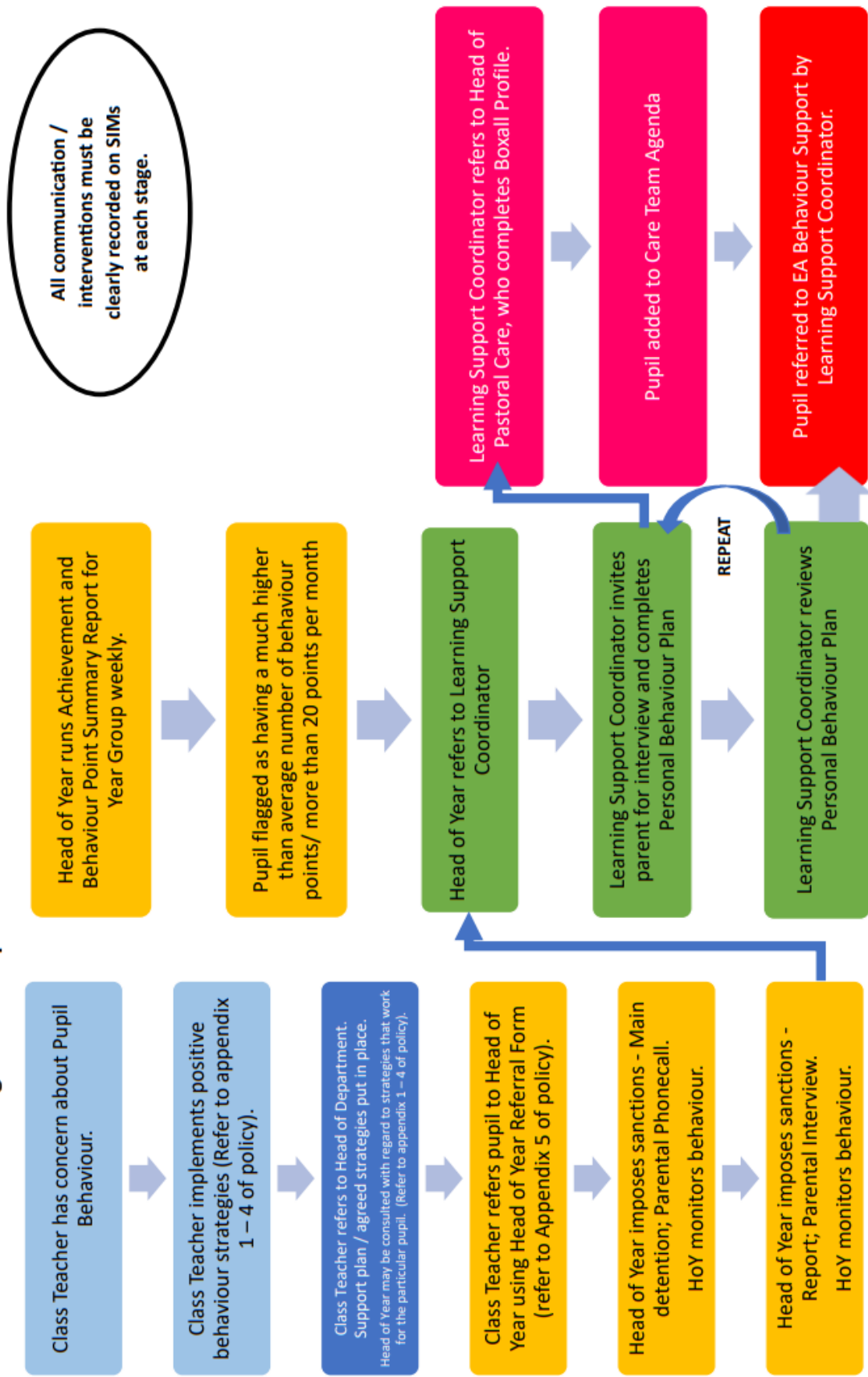
If a problem is related to attendance the Head of Year should consult with the Head of Pastoral Care, who will in turn liaise directly with the Education Welfare Officer.

After all internal procedures are exhausted and where behavioural or educational problems are of such a serious nature as to either inhibit the progress of the education of a pupil or other pupils, the matter will be referred to the Education Authority's Psychology Service in writing and after consultation with parents or guardians. Full written reports will accompany the referral.

In such situations, pupils may be discussed at school Care team meetings.

See Referral flowchart overleaf.

**Positive Behaviour Management: Pupil Referral**



## **8. Suspension and Expulsion**

### **Suspension**

- A decision to suspend a pupil will, save in exceptional circumstances, only be taken if any of the following circumstances apply:
  - If a Stage 4 misconduct has taken place;
  - In response to a serious breach or serious or persistent breaches of the school's Positive Behaviour Policy;
  - When to allow the pupil to remain at school would pose a serious threat to the health and safety of the pupil, other pupils or staff in the school;
  - Where alternative strategies to modify a pupil's behaviour and encourage more positive attitudes have been tried and have failed;
- All decisions regarding suspensions and expulsions will be made in accordance with the EA scheme for Suspension and Expulsion of Pupils in Controlled Schools.
- A decision to impose suspension shall be taken by the Principal and shall be for a defined period not, initially, exceeding five days
- In cases of incidents involving a number of pupils any suspensions imposed on such pupils shall reflect, so far as is reasonably practicable, their individual responsibilities or participation in the events giving rise to the consideration of a decision to suspend.
- In the case of suspension the Principal will:
  - Inform the pupil's parents verbally of the suspension and the reasons for it as soon as possible;
  - Afford the pupil's parents the opportunity to come to discuss the matter with himself;
  - Confirm the suspension and the reasons for it to the pupil's parents in writing;
  - Inform the Chairman of the Board of Governors (or in his absence a Vice Chairman or other senior member of the Board) at the earliest opportunity, if possible at first verbally and then in writing, by letter or email;
  - Inform the Education Authority in writing.
- The length of the period of suspension may be extended beyond five working days by the Principal only if he obtains permission to do so from the Chairman of Board, and up to a limit of forty five working days in any one school year; in every case written notice of the reasons for and the duration of the extension shall be given to the pupil's parents and the Education and Welfare Office of the Education Authority.
- In cases of unacceptable behaviour or conduct, suspension will normally serve as a final warning about a pupil's behaviour.
- Following any further serious offence, the Principal may recommend consideration of the step of expulsion to the Board of Governors.
- Precautionary suspension shall not be viewed as a penalty or as a disciplinary outcome.

## Expulsion

- Following a pattern of persistent serious misbehaviour or where occasioned by a grave offence, the Principal may decide that he needs to recommend to the Board of Governors consideration of the step of expulsion of the pupil from the school.
- In such a case a pupil will always have served a period of suspension before expulsion is implemented.
- The procedure for expulsion is as follows:
  - The Principal will suspend the pupil using the procedures set out above;
  - The Principal will, if he feels it necessary to do so, consult with an advisory sub-committee of the Board, before deciding to recommend to the full Board of Governors at the earliest opportunity consideration of expulsion;
  - The Board will at such meeting either reject the Principal's recommendation, in which case the matter will proceed no further, or agree that expulsion should be considered in which case the matter shall proceed to the next step.
  - The pupil's parents will be informed that the Board is considering expulsion and will be invited to a consultation meeting with the Chairman of the Board (or his nominee), the Principal and a senior officer of the Education Authority. At this meeting the parents will have the opportunity to put their case for consideration. Consultation will include discussion about the future provision of suitable education for the pupil concerned. If the parents fail to attend this consultation meeting either through neglect or refusal this shall not prevent a pupil from being expelled;
  - The Chairman (or his nominee) and the Principal will report to the Board of Governors, which will make its final decision at a Board meeting. The Principal shall outline the facts of the investigation to the Board meeting. If the parents wish to make a further written or verbal submission to this meeting of the Board, they may do so. The pupil concerned will have the right to attend this meeting with his parents.
  - If the Board of Governors recommends expulsion, the Principal will immediately inform the pupil's parents in writing of the decision. In this letter the Principal will give details of the right of appeal to the Expulsion Appeals Tribunal and how, where and when to do so.

## Representation

- Parents/guardians may not be accompanied by a legal representative at either the consultation meeting or the final Board meeting at which the decision about expulsion will be taken.

## **Investigation**

- In the event of an alleged offence being denied by the pupil concerned the school's investigation of such alleged offence will be commensurate with the level of offence and potential penalty.
- If the offence is serious, in addition to the matters outlined above under the heading "Suspension and Expulsion", no action will be taken by the school without allowing the pupil concerned to state his position. If necessary, the school will interview other pupils and members of the school community, take written statements and review other evidence.
- In all instances the standard of proof shall be the balance of probabilities.
- Where a serious matter is being investigated, the pupil concerned has the right, where practicable, to be accompanied by parents/guardians at the time of interview.
- Where it is not practicable for the pupil to be accompanied by parents or guardians, he/she may be accompanied by a member of staff.
- During the investigation procedures, the pupil concerned has the right to be informed of any allegations made against him.
- The identity of any pupil witnesses may be withheld at the discretion of the Principal.
- If an alleged offence is also the subject of an external investigation of the police or other competent authority, the school's investigation will be subject to any requirements of such external investigation. The school may continue, implement, or suspend its own investigation and disciplinary procedure as it considers appropriate during the course of the external investigation.

## **Appeals Procedure**

- A pupil has the right to appeal against a disciplinary procedure. This may be done personally, or by his parents to the Principal. An appeal must be in writing and be delivered to the School within seven days of the decision under appeal and must set out the grounds of the appeal.
- The right of appeal in the school context against a decision of the Principal is to the Board of Governors of the school. Such an appeal should be sent in writing to the school, addressed to 'The Chairman of the Board' within seven days of notification of the Principal's decision, setting out the grounds of appeal.
- The Board of Governors is duty bound and shall advise parents of their right to appeal a decision to expel to the Education Authority.
- Under current statutory provisions an appeal against the decision of the Board of Governors to expel a pupil is made, initially, by sending a written Notice of Intention to make a formal appeal within ten days of receipt of the letter from the Board of Governors setting out the decision to expel.
- The school will follow the EA scheme for Suspension and Expulsion of Pupils in Controlled schools



**LINKED POLICIES:**

The Positive Behaviour Policy should be considered within the context of the following Policy and Guidance documents:

- Pastoral Care Policy
- SEN Policy
- Child Protection Policy
- Anti-bullying Policy
- Drugs Policy
- Attendance Policy
- Supporting Pupils with Medication Needs Policy

## Appendix 1: Categories of Misconduct

Misconduct			
Stage 1	Stage 2	Stage 3	Stage 4
		<i>Repetition of stage 2 misconduct or not responding to stage 2 sanction</i>	<i>Repetition of stage 3 misconduct or not responding to stage 3 sanction</i>
<b>For Example:</b>		<b>For Example:</b>	<b>For Example:</b>
Lateness to class	<b>Repetition of stage 1 misconduct or not responding to previous sanction</b>	Fighting	Theft
No homework		Leaving school without permission/signing out	Truancy
Not prepared for class/games		Bullying	Sectarianism
Incorrect uniform		Lying to a member of staff	Racism
Littering		Forging of notes/signatures	Inappropriate use of camera/video phone/recording device
Inappropriate behaviour in class / library / ICT room		Inappropriate conduct in front of staff/other pupils	Graffiti/defacing school property
Inappropriate behaviour outside of class/in corridors		Cheating/plagiarism	Alcohol/Drug abuse
Lack of cooperation in class/back chat.		Inappropriate material (eg of a pornographic or offensive nature)	Smoking
Shouting out inappropriately Inappropriate use of Yr13/14 study		Missing class/games without permission	Inappropriate conduct harming the image of the school
Work related deadlines not met		Misbehaviour in school or whilst travelling to or from school in association with a school activity that puts other pupils or staff at risk.	Persistent failure to respond to guidance and correction
Chewing gum Spitting		Lateness to school	Bringing an offensive weapon into school
Swearing		Piercings	Systematic bullying

Misconduct			
Stage 1	Stage 2	Stage 3	Stage 4
Mobile phone misuse within class		Inappropriate use of internet/social media	Fighting
Inappropriate entry into and/or when leaving a class		Smoking	Inappropriate behaviour to a member of staff
Ignoring safety rules			Ignoring COVID-19 rules
Disobedience to a member of staff			

**Pupils will only move to stage 2 when a teacher has employed all Stage 1 strategies with a pupil over a period of time, to no effect. All referrals to Heads of Department, Heads of Year and SLT must be accompanied by a written report of strategies employed and outcomes. (Appendix 5)**

**Key strategies to use in the classroom:**

<b>Teacher Technique</b>	<b>Details</b>
Catch them being good	Thank pupils and praise them for doing the right thing. E.g., 'Brilliant Laura, you're ready to start. Thank you'.
Casual comment	E.g., 'Are you ok Steven? Did you manage to get an answer for question 3?'.
Proximity	Moving nearer to pupils off task or displaying inappropriate behaviours.
Rule reminder	E.g., 'Remember our rule about respect? We only accept answers from people with their hand up.'
Choice	Gives pupils some control over a situation which is less likely to initiate point blank refusal. E.g., 'I want you to get on with your work or (consequence), it's your choice. Let me help you get started'.
Take up Time	Allows pupil not to lose face. E.g., 'Open you book and start work now Jane, I'm going over to see John who needs some help, but I'll be back in a minute to see how you're doing.'
Partial Agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. E.g., 'Yes, you may have been talking about your work, but I would like you to ...' 'Yes, it may not seem fair but...'
When-then direction	Avoids the negative by expressing the situation positively. E.g., it is better to say, 'When you have finished your work you can...', rather than 'No, you cannot ... because you haven't finished your work'.
Tactical ignoring	May be appropriate for attention seeking behaviour or secondary behaviours. Try to focus positive attention on others. E.g., 'Well done. You have remembered to put your hand up to answer a question.'
Redirect behaviour	Reminds the pupil what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. E.g., 'Mark, we are looking at page 23 of your book.'
'I' Statements	E.g., 'I can see that you are upset, so when you have calmed down, I will listen to what the problem is and see if I can help.'
Use praise for learning	E.g., 'I like how you are raising questions there.' 'You are really focused on the accuracy of these measurement, well done.'

Teacher Technique	Details
Pace and timings	Ensure there are clear time limits and visible / audible countdowns to give pupils a sense of urgency.
Deferred consequences	Deal later with a pupil who is misbehaving and therefore remove the audience and minimise possible confrontation. Dealing with a pupil one-to-one is more likely to have a positive outcome. E.g., 'I'd like to sort this out Amy, so let's get started with the task and I will talk to you outside once everyone knows what they are doing.'
Time-out	Allow the pupil a few minutes to calm down outside the door.

### Pre-empting behaviour through planning:

Teacher Techniques	Details
Resource organisation	Model good learning habits, label drawers and resources, provide folders, provide 'if you were absent' catch up sheets. Give clear rules on where to sit, how to get pens / worksheets, give pupils organisational roles.
Use relevant resources	Make learning real. Motivate pupils using music, film clips, demonstrations to help pupils relate to the information they are being given.
Link to exams / assessment	Tell pupils how the work links to assessment and why they need it, e.g. 'In the exam you will be expected to...', 'To get a grade C this is vital..'
Prepare pupils for transitions	Narrate what is going to happen and why, e.g.: 'In a moment you are going to share your ideas with a partner' 'There is going to be a rule change in a moment, and you won't be able to look at your notes to answer these questions'.
Choice	Give pupils options, e.g.: 'You can choose to write this assessment as an essay or a poster which you can present to 3 other pupils' 'You can either answer the questions or design a leaflet to explain the information given'

## Appendix 2: Chain of Responsibility

Stage 1 Misconduct	Stage 2 Misconduct	Stage 3 Misconduct	Stage 4 Misconduct
Dealt with by <b>Subject teachers/ Form teacher</b>  (Staged approach to be followed as indicated below)	Dealt with by <b>Head of Department</b>	Dealt with by <b>Head of Year/Head of Pastoral Care/Vice-Principal</b>	Dealt with by <b>Principal</b>
1. Verbal Warning	Verbal Warning	Verbal Warning Note on SIMs Catch-up Work Main detention with restorative conversation	Main Detention or After School Detention
2. Note on Sims	Note on SIMs	Report Card	Parental interview
3. Note in Homework Diary	Withdrawal from practical activities	Parental phone-call	Suspension
4. Catch-up Work		Daily report sheet	Expulsion
5. Restorative conversation (Break or lunch) <i>(see Appendix 4)</i>		Withdrawn from class	
<p>If pupil is outside of the classroom, the class teacher is still responsible.</p> <p>Only in <b>exceptional circumstances</b>, a pupil may be sent to:</p> <ul style="list-style-type: none"> <li>• an adjoining room with colleague's agreement</li> <li>• to HOD or Year Head</li> </ul> <p><b>If a child is sent out to another member of staff, a written explanation of what has occurred, and work must be sent with the pupil. A follow-up phonecall is also required to check the pupil has arrived unless they have been escorted.</b></p>		Parental interview <b>(Head of Year and Head of Pastoral Care and/or Vice-Principal)</b>	

This schema is indicative of the normal approach to behaviour management in Ballycastle High School. However, Principal/Vice-Principal/Senior staff may use discretion in the application of sanctions should the context warrant it.

### Appendix 3: 30-Second Intervention and Microscripts

Real conversations with children at the point of crisis – it is these moments that lie at the heart of good relationships behaviour and relationship management.

#### 30-Second Intervention

Try to limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time.

Suggested script:

1. Address the behaviour:

*I noticed you are ... (having trouble getting started / struggling to get going / wandering around the classroom)*

2. Remind pupil of the rule that was broken:

*It was the rule about ... (lining up / staying on task / bringing .. into school) that you broke.*

3. Deliver the consequence / sanction:

*You have chosen to ... (move to the back / catch up your work at lunchtime)*

4. Remind pupil of previous positive behaviour:

*Do you remember last week when you ... (arrived on time every day / earned that positive note)*

*That is who I need to see today...*

5. Move away:

*Thank you for listening. (Then give the child some 'take up' time)*

Do not respond to secondary behaviours (swearing, muttering, eye-rolling). Follow-up either at the end of the lesson or at a later time – but ALWAYS follow-up!

## Microscripts

Some examples:

1. You need to ... (speak to me at the side of the room).
2. I need to see you ... (following the agreed routine).
3. I expect ... (to see your table immaculately tidy in the next two minutes).
4. I know you will ... (clean the pen off your face).
5. Thank you for ... (letting go of her hair, let's walk and talk).
6. I have heard what you said, now you must ... (collect your things calmly and move to the seat at the front)
7. We will ... (have a better day tomorrow)!
8. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to do the work, then this will happen .... I'll leave you to make your decision.
9. Do you remember yesterday when you ... (helped me tidy up?). That is the (name) I need to see today, that is the (name) you can be all the time.
10. I don't like your behaviour. Your behaviour is disruptive, damaging, and dangerous. I don't like your behaviour, but I believe that you can be a success.
11. I am not leaving, I care about what happens. You are going to be brilliant.
12. What do you think the poor choices were that caught my attention?
13. What do you think you could do to avoid this happening in the next lesson?
14. (Name) it's not like you to ... (kick doors / shout out / swear).
15. I understand ... (that you are angry / upset / livid).
16. I need you to ... (come with me so that we can resolve this properly).
17. Maybe you are right ... (maybe I need to speak to them too).
18. Be that as it may ... (I still need you to join in with the group).
19. I've often thought the same ... (but we need to focus on...).
20. I hear you ... (it's not easy but I know that you can do it brilliantly).



## Appendix 4: Restorative Conversations

Choose five questions

**1. What happened?**

Listen carefully without interrupting or disagreeing. The present your view without judgement. Go slowly and step carefully!

**2. What were you thinking at the time?**

This helps the pupil to reconsider their actions and replay their thought processes.

**3. What have you thought since?**

Many doors are opened through this question that might allow you the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

**4. How did this make people feel?**

In the aftermath of an incident, it is important to ensure that the pupil considers the impact of their behaviour on others.

**5. Who has been affected?**

Help the pupil to move away from thinking about themselves. Teach them to use their conscience.

**6. How have they been affected?**

Deliberately encourage the pupil to have empathy with others

**7. What should we do to put things right?**

A forced apology is worthless – do not demand one! If an apology is offered, try not to criticise the tone or lack of feeling – accept it with enthusiasm and reciprocation.

**8. How can we do things differently in the future?**

Some prior planning can help pupils recognise when their behaviour pattern begins and make them more aware of poor choices.

## Appendix 5: Head of Year Referral

Please ensure that you have referred to the 'Promoting Positive Behaviour' and 'Homework' policies before referring pupils to Heads of Year.

Date: ..... Referral made by: .....

Pupil Name: ..... Class: .....

*Interventions that have been implemented by the class teacher:*

	Dates
Kept behind after class and spoken to	
Note in Homework Diary	
Change in seating arrangements	
Extra work given (to be completed at home)	
Break time detention given (10.55 – 11.05)	
Lunch time detention given (12.55 – 13.10)	
Issues discussed with Head of Department	
Other:	

*My main areas of concern that I would like the Head of Year to address with this pupil are:*

.....

.....

.....

.....

.....

**Head of Year Support**

- Areas of concern reviewed with the pupil

Notes:

.....

.....

.....

.....

.....

***The following interventions have been implemented***

- Sanctions imposed, including detentions
- Work and Behaviour summary gathered from all teachers
- Placed on report card (yellow)
- Placed on Behaviour Sheet (white)
- Parents informed via letter / phone call
- Referral to Head of Pastoral Care / SENCo / Vice-Principal
- Referral to Principal

**Status of Referral:**

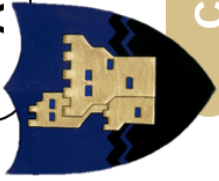
- Issues resolved but progress monitored
- Interventions on-going

**Head of Year:** ..... **Date:** .....

## Appendix 6: BHS Behaviour Blueprint

### Our Rules

**Ready & Respectful & Safe**



**ASPIRATION**

**KINDNESS**

**COMMUNITY**

### 30-second Script

- ❖ I noticed you are ... It was the rule about ... that you broke.
- ❖ You have chosen to ...
- ❖ Do you remember last week when you ... That is who I need to see today...
- ❖ Thank you for listening.

### Our Routines

- ❖ Meet and Greet
- ❖ Routine for silence
- ❖ Corridor code
- ❖ End and Send

### Our Recognition

- ❖ Achievement points - E-Praise
- ❖ Recognition Board
- ❖ Positive note home

### Stepped Boundaries

1. Reminder
2. Caution
3. Last Chance
4. Time Out
5. Repair

### Our Way

- ❖ Calm & consistent
- ❖ First attention to best conduct
- ❖ Unconditional positive regard
- ❖ RIP & PIP
- ❖ New day, new start

### Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?